



**PROJECT GOVERNANCE AND IMPLEMENTATION OF DIGITAL LITERACY PROGRAMME IN MIGORI COUNTY,
KENYA**

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ABSTRACT

The purpose of this study was to assess the relationship between project governance and implementation of digital literacy programme in Migori County, Kenya. The study was guided by the theory of complexity and chaos to explain the link between the variable of project governance and implementation of the digital literacy programme in Migori County. The study employed a descriptive research design utilizing questionnaires as the primary data collection method, emphasizing a positivism philosophy grounded in quantifiable observations and statistical analysis. The unit of observation encompassed 601 public primary schools' heads and two representatives from 6 multi-stakeholder agencies totaling to 613, with a sample size of 242 respondents drawn using Yamane (1967) formula. Reliability was assessed through a pilot test, utilizing Cronbach's Alpha, and statistical techniques were employed for data analysis, including descriptive statistics, multiple regression analysis, and correlation analysis. The study analyzed the research question related to the influence of project governance and performance of digital literacy programme in Migori county, Kenya. The study identified a substantial positive influence of project governance on the implementation of digital literacy programme in Migori county, Kenya as project governance explained an impressive 38.1% of the variability in digital literacy programme implementation with positive correlation ($r = 0.750$; $p = 0.000 < 0.05$). In conclusion, the study emphasizes the crucial role of project governance in the implementation of digital literacy programme in Migori County, Kenya. The findings reveal a substantial positive correlation, indicating that proper project governance significantly contributes to project implementation. Based on the study findings, it is recommended that state agencies and general public should prioritize and enhance project governance strategies to ensure the effective implementation of digital literacy programme in Migori County, Kenya. This involves having a comprehensive governance framework for a digital education program, emphasizing transparency, accountability, stakeholder involvement, risk management, performance monitoring, and evaluation. Study recommends the need for a formalized structure, standardized policies, and alignment with national and county education policies. The study also recommended capacity building and innovation in governance.

Key words: Project Governance, Digital Literacy Programme, Multi-Stakeholder Agencies.

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BACKGROUND OF THE STUDY

Project governance is a set of principles, regulations, practices, and duties that steer a project from start to finish, ensuring full stakeholder participation, risk management, accountability, decision-making procedures, and performance monitoring. (Gauld, 2024)

A good governance framework aids in decision making, solving complex problems encountered by the project team, and also ensuring there is transparency in the project. Project governance is strategic, with an emphasis on aligning the project with the organization's goals and objectives. There are three fundamental pillars that help define project governance (Frank, 2019). It includes the organization structure, the people, information, the governance roles, and the key stakeholders (Hamenyimana & Eugenia, Governance pillars and project performance: A Case of Bugesera District Building construction, 2022). Project governance is highly dependent on the involvement and support of the entire organization. The vision of the project and the structure are established by the senior management and passed down to the project manager, who ensures it trickles down to the end (Gauld, 2024)

Under the Kenya Vision 2030 and the Digital Economy Blueprint, the government has prioritized the enhancement of ICT infrastructure and digital skills training through the digital literacy program. A key determinant of the success of such initiatives lies in project governance the framework through which accountability, decision-making, stakeholder engagement, and performance monitoring are executed. Poor project governance has been linked to inefficiencies, resource misallocation, and underperformance in many public sector projects in Kenya (Bank, 2022) The project management team must follow the project governance framework. Project governance can assist your team in staying on track with organisational goals and policies. Team management is all about working with your team to improve collaboration and productivity (Atlassin, 2021)

The global, regional, and local perspectives highlight its significance, particularly project governance and implementation of digital literacy program in Migori county, Kenya

Statement of the Problem

Project failure in Africa, particularly in Kenya, is characterized by various issues such as stakeholder dissatisfaction, outdated project missions, lack of management support, inappropriate schedules, lack of stakeholder consultation, inappropriate recruitment and training, inadequate monitoring, inability to handle unexpected crises, excessive power and politics, negative environmental impacts, and a lack of urgency, particularly in public sector projects (Muluka, 2023)

There is a problem of poor project governance during implementation of the digital literacy program. According to the Migori County Development Implementation and Coordination Committee (CDICC) the digital learning devices provided to local primary schools are largely ineffective, causing concerns about the program's value to taxpayers. Despite training 694 teachers, lessons are still low, and power supply issues like blackouts, low voltage, transformer thefts, and lack of connectivity hinder the program's success. Though showing progress, there is a disconnect on project management activities. Gadgets installed but not working, gadgets introduced to schools but the teachers are not well trained to use and teach using the technology, gadgets installed 100% but schools lack electricity and storage rooms, and the most challenging is lack of coordination of the curriculum to use the gadgets (Morara, Makworo, & Abuya, 2024) . All these point to lack of proper project governance.

Various studies relating to Digital literacy programmes have been done in Kenya. Morara *et al* (2020) focused on the challenges of DLP in Kisii County. Hussen *et al* (2019) examined the determinants of Digital Learning implementation in public primary schools in Nairobi County. Muluka (2023) examined project management practices and success factors of digital literacy programmes in

western Kenya. Anyona and Yusuf (2022) examined project integration practices and the implementation of a fiber rollout programme in Nairobi County. Though relevant to the current study, they did not address the Digital literacy programme in Migori County. Thus, this study sought to fill those gaps by examining the effects of project integration management and implementation of the Digital literacy programme in Migori County.

Objective of the Study

The objective of this study was to examine the effect of project governance and implementation of digital literacy programme in Migori county, Kenya. The study was guided by the following research question

- What is the effect of project governance on implementation of Digital literacy programme in Migori County in Kenya?

THEORETICAL FRAMEWORK

Complexity theory was originally an invention of Los Alamos nuclear laboratory, in Santa Fe Institute in Mexico in the USA starting in the early 1980s, where the scientists claimed that through the study of theory one can see both laws of chaos and that of order, through which an explanation for how any collection of components will organize itself can be generated. This theory stipulates that systems are best regarded as wholes and studied as such, thus rejecting the traditional emphasis on simplification and reduction as inadequate techniques. The complexity theory was founded on an attempt to rationalize the behaviour of large and complex systems, believing they cannot be explained by usual rules of nature (Sherman & Ralph, 1998).

Complexity theory states that critically interacting components self-organize to form potentially evolving structures exhibiting a hierarchy of emergent system properties (Lucas, 2009). Complexity theory is concerned with the study of how order, structure, pattern, and novelty arise from extremely complicated, apparently chaotic systems and conversely, how complex behaviour

and structure emerge from simple underlying rules. Complexity theory describes states varying from comparative order to complete disorder, or chaos, or where the system defies prediction or control. It is the recognition that projects or processes do not behave predictably, even when under the guidance of experienced teams or groups, whereas some parts will be very stable and behave in a predictable manner that has sustained continued interest in complexity theory (Remington & Zolin, 2011). Chaos theory is a field of study in mathematics with applications in several disciplines, including management. It studies the behaviour of dynamical systems that are highly sensitive to initial conditions. Lorenz (1963) argued that chaos arises when the present determines the future, but the approximate present doesn't approximately determine the future. There is a close link between complexity theory and chaos theory; however, complexity theorists maintain that chaos by itself does not account for the coherence of self-organizing complex systems. The theory was useful in explaining the link between the variable of project governance and implementation of the digital literacy programme in Migori County.

Empirical Review

Fareed and Su (2022) studied the effects of project governance and project performance as moderated by the top management support in public projects in Pakistan. A quantitative descriptive research approach was adopted. The study was guided by the resource dependence theory. The study sampled 346 project team members, stakeholders and project managers involved in public projects. The study found that project governance significantly relates to project performance. The top management support also had a moderating effect on the relationship between project governance and project performance. The study found that project governance had a strong positive significant correlation ($r = 0.5$) with project performance. Project governance explained 61% variation of project performance. Project governance also had a significant positive relationship with project

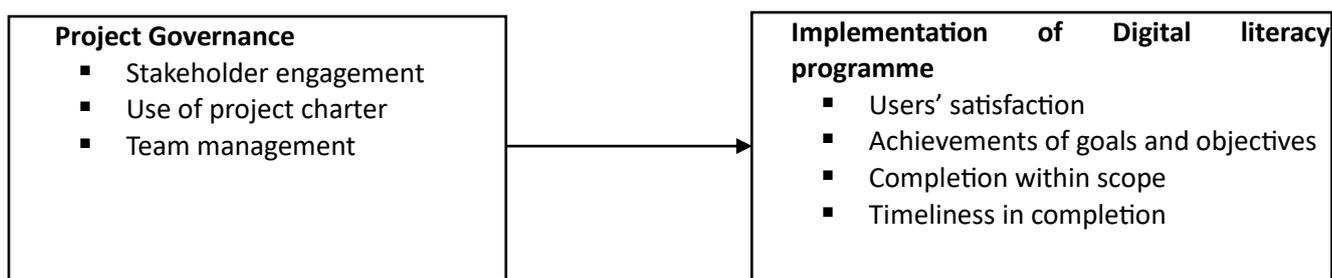
performance ($\beta = 0.46$, sig = .000) Invalid source specified..

Hamenyimana and Eugenia (2022) investigate the impact of governance pillars and project performance of building construction projects in Bugesera district in Rwanda. The study examined the governance pillars in the context of people, information, and structure. A total of 107 people in different teams involved in construction projects in Bugesera were involved. The study also adopted explanatory and descriptive designs. A sample of 88 respondents was obtained using Slovin's formula. The study established that project governance pillars significantly influenced building construction projects' performance and only explained 28.2% variation, implying that it had minimal power of influence. The people pillar of governance had significant but low influence on project performance and only explained 7.9% of variation in building construction project performance. The structure pillar of governance also had a significant influence on project performance, while the information pillar also had a significant low influence at 10.6%Invalid source specified..

Khathutshelo and Phatlhane (2021) investigate the 'impact of project governance on project delivery in

the enterprise PMO in South African bank'. The study aimed at providing a comprehensive understanding of the impact of governance on risk inherent due to poor project governance that affects project delivery and leads to failures. A total of 50 respondents were targeted for the enterprise PMO, and only 30 responded. Data was collected from primary and secondary sources. The study found that projects were shared within the department without regarding their nature of complexity. In relation to the governance approach, respondents had varied opinion on whether the project followed project management frameworks, know the project stakeholders, know the project charter and used certain standards. Though the majority agreed on the factors that contribute to poor project governance, the study established that communication was key. Others included clearly defined roles of project team members, training, knowledge of documented processes, quality of reports, and active involvement of stakeholders. The study concluded that having a project charter, good communication, appropriate use of tools and techniques, senior management support, and adequate stakeholder' involvement will lead to project success. (Khathutshelo & Phatlhane, 2021)

Conceptual Framework



Independent Variable

Dependent Variable

Figure 1: Conceptual Framework

METHODOLOGY

The study employed a descriptive research design utilizing questionnaires as the primary data collection method, emphasizing a positivism philosophy grounded in quantifiable observations and statistical analysis. The unit of observation was

601 teaching representatives from the 601 public schools in Mombasa County, and 12 representatives from the 6 multi-agencies involved in DLP in Migori County, with a sample of 242 respondents drawn using Yamane (1967) formula. Reliability was assessed through a pilot test, utilizing Cronbach's

Alpha, and statistical techniques were employed for data analysis, including descriptive statistics, correlation and multiple regression analysis. The study analyzed the research question related to the effect of project governance on implementation of digital literacy programme. Ethical considerations incorporated obtaining consent, ensuring confidentiality, and treating respondents with respect. These statistical methods provided a robust framework for analyzing the relationship between project governance and implementation of digital literacy programme in Migori county, Kenya.

RESULTS AND DISCUSSION

The purpose of the study was to examine the effect of project governance and implementation of digital literacy programme in Migori county, Kenya.

Descriptive statistics

Project Governance

Project governance was the independent variable for the current study. The respondents were asked to indicate their level of agreement on various statements relating to the relationship between project governance and implementation of digital literacy programme in Migori county, Kenya. The replies were coded using a Likert scale, with the following codes applied: Strongly disagree (1), disagree (2), agree (4), and strongly agree (5). Strongly Disagree (1-1.8), Disagree (1.9-2.6), Neutral (2.7-3.4), Agree (3.5-4.2), and Strongly Agree (4.3-5) are the ranges that comprised the mean. The table below shows the descriptive statistics of the analyzed data, which are represented using percentages.

Table 1: Project Governance

Project Governance Statement	SD %	D %	N %	A %	SA %	Mean	Std Dev
PG1	11.6	32.8	16.7	20.2	18.7	3.02	1.323
PG2	10.1	20.7	20.2	26.8	22.2	3.30	1.298
PG3	10.6	20.7	24.2	23.7	20.7	3.23	1.285
PG4	8.6	18.7	21.2	26.3	25.3	3.41	1.282
PG5	10.1	22.2	19.2	25.8	22.7	3.29	1.311
PG6	10.6	20.7	17.2	25.8	25.8	3.35	1.343
Average Project Governance						3.27	1.092

The average mean score of 3.27 indicates a neutral to slightly positive perception of project governance, with moderate variation in responses suggesting varying opinions on its effectiveness.

PG1, the respondents were neutral on whether governance structure ensures programme success ($m = 3.02$), which suggests a slightly negative perception, with concerns about governance structure noted. There are possible concerns regarding leadership, decision-making processes, or governance frameworks in the digital literacy programme. The governance structure for the digital literacy programme needs improvement. PG2, respondents were also neutral on whether stakeholder evaluation is conducted, ($M = 3.30$) indicating the presence of some structured stakeholder analysis though not effective. PG3, the

respondents were also neutral on whether engagement activities (e.g., site tours) are conducted ($M = 3.23$), indicating reasonable transparency and community involvement. However, though stakeholder engagement and evaluation exist, reinforcement is still needed.

PG4, respondents moderately agreed on whether a project charter outlines key governance information, ($M = 3.41$), suggesting an agreement that a project charter is in place for governance. This implies that the existence of a structured charter is a strength in project governance. PG5, the respondents were neutral on whether change plans are regularly updated ($M = 3.29$), suggesting that while governance allows for project adaptation, there might be inconsistencies in execution. Change management is moderately

effective in the digital literacy programme. Lastly, in PG6, respondents were also neutral on whether governance frameworks align with organizational goals (M = 3.35), suggesting that governance supports the programme's goals, but there is room for stronger alignment with organizational policies. Thus, the governance framework alignment is acceptable.

Based on the descriptives on project governance, the Digital Literacy Programme's successful implementation relies heavily on robust project

governance, with the project charter serving as a crucial tool. However, improvements in leadership structures and stakeholder engagement are needed for improved Project Integration Management

Implementation of Digital Literacy Programme

The overall mean rating for DLP implementation is 3.39, with a standard deviation of 0.834. This suggests a moderate level of success, with some variability in stakeholder perceptions. The strengths of the variable include meeting user demands, timely implementation, and adherence to scope

Table 2: Implementation of Digital Literacy Programme

Implementation of DLP	SD %	D %	N %	A %	SA %	Mean	Std Dev
IDLP1	16.7	14.1	16.2	31.3	21.7	3.27	1.388
IDLP2	11.6	10.6	18.2	31.3	28.3	3.54	1.316
IDLP3	11.1	17.2	18.7	28.3	24.7	3.38	1.323
IDLP4	10.6	20.7	17.7	25.8	25.3	3.34	1.338
IDLP5	10.1	15.7	22.7	27.3	24.2	3.40	1.285
IDLP6	9.6	19.7	28.3	24.2	18.2	3.22	1.229
IDLP7	6.1	16.2	19.7	21.7	36.4	3.66	1.283
IDLP8	3.5	23.7	26.8	32.3	13.6	3.29	1.082
Average Implementation of DLP						3.39	0.834

In IDP1, respondents weren't sure how project integration management has ensured stakeholder satisfaction (M = 3.27), suggesting that though some stakeholders were satisfied, there is some dissatisfaction among certain groups. In IDP2, respondents agreed that the digital literacy programme addressed the user demands and requirements (M = 3.54); however, there are some inconsistencies. For IDP3, the respondents couldn't agree on whether the digital literacy programme achieved its goals and objectives (M = 3.38), suggesting that though the programme might be on track, it hasn't fully realized all the objectives. IDP4, the respondents also could agree on the completion of milestones and goals (M = 3.34), suggesting that though some milestones may have been achieved, there are cases of delayed or incomplete milestones.

IDP5, the respondents slightly agreed that the implementation of the digital literacy programme was according to scope (M = 3.40), suggesting that

though the programme aligns with the scope, adjustments are needed to ensure full compliance. IDP6, the respondents couldn't agree on whether the implementation was according to standards (M = 3.22), suggesting a deviation from the standards set during the implementation phase. IDP7, respondents agreed that there is a timely implementation of the digital literacy programme (M = 3.66), suggesting that the programme is on schedule, though with some delays. Lastly, IDP8, respondents couldn't agree on the timely completion of phases (M = 3.29), suggesting that though some phases are completed on time, there may be some delays.

Correlation Analysis

The association between project governance management and the implementation of the digital literacy programme in Migori County was demonstrated using Pearson correlation (r), as shown in Table 3.

Table 3: Correlation Matrix

		IDLP	PG	PP	PM	RM	
Implementation of digital literacy programme	Pearson	1	.750**	.569**	.681**	.659**	
	Sig. (2-tailed)		.000	.013	.000	.000	
	N	198	198	198	198	198	
Project Governance	Pearson	.750**	1	.163	.730**	.727**	
	Sig. (2-tailed)	.000		.011	.000	.000	
	N	198	198	198	198	198	
		Pearson	.569**	.163	1	.472**	263*

** . Correlation is significant at the 0.05 level (2-tailed).

Table 3 above shows a strong positive correlation ($r = 0.750$; $p = 0.000 < 0.05$) between project governance and the implementation of the digital literacy programme in Migori County, Kenya. This implies that project governance is positively correlated to the implementation of the digital literacy programme in Migori County. In addition, the correlation between these two variables was

significant since the $p < 0.5$, inferring a linear relationship between project governance and the implementation of the digital literacy programme in Migori County. There is a direct, significant, and strong association between project governance and the implementation of the digital literacy programme in Migori County.

Regression Coefficient Analysis

Table 4: Regression Coefficient Analysis for Project governance

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.
		B	Std. Error	Beta			
1	(Constant)	.611	.220			2.773	.006
	Project Governance	.291	.060	.381		4.885	.000

a. Dependent Variable: Implementation of Digital Literacy Programme

Project governance has a positive ($B = 0.291$) significant ($\text{sig} = 0.000$) association with the implementation of the digital literacy programme in Migori County. For a unit increase in the implementation of the digital literacy programme, 0.291 of project governance is needed. Project governance was the most influential practice in project integration management at 0.381, indicating that it influences the implementation of the digital literacy programme by 38.1%. Based on the findings, project governance significantly associates and influences the implementation of the digital literacy programme in Migori County. The findings underscore the importance of project governance in projects. According to Gauld (2024),

a good governance framework aids in decision-making, solving complex problems encountered by the project team, and ensuring there is transparency in the project. Project governance is strategic, with an emphasis on aligning the project with the organization's goals and objectives. Project governance is highly dependent on the involvement and support of the entire organization. The vision of the project and the structure are established by the senior management and passed down to the project manager, who ensures it trickles down to the end (Hamenyimana & Eugenia, "Governance pillars and project performance: A Case of Bugesera District Building construction", 2022). In this study, the use of the project charter, effective stakeholder

engagement, and effective team management were essential in ensuring the digital literacy programme had good governance.

CONCLUSION AND RECOMMENDATIONS

The objective was to examine the effect of project governance on the implementation of the Digital Literacy Programme in Migori County in Kenya. The study discovered that project governance strategies had a substantial effect on the implementation of the Digital Literacy Programme in Migori County, Kenya. Effective stakeholder engagement, the use of the project charter, and effective team management are important for ensuring good project governance for the Digital Literacy Programme in Migori County. Thus, the study concludes that project governance is significant for improved programme performance.

The study found that project governance as project integration management practice significantly affects the implementation of the Digital Literacy Programme in Migori County. The study recommends that strengthening project governance in the Digital Literacy Programme in Migori County is essential for ensuring effective implementation, accountability, and long-term sustainability. The study suggests a comprehensive governance framework for a digital education program, emphasizing transparency, accountability, stakeholder involvement, risk management, performance monitoring, and evaluation. It recommends the need for a formalized structure, standardized policies, and alignment with national and county education policies. The study also recommended capacity building and innovation in governance.

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