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STAKEHOLDER RELATIONSHIP AND PERFORMANCE OF INSTANT NETWORK SCHOOL PROJECTS IN KAKUMA REFUGEE CAMP, TURKANA COUNTY, KENYA

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Abstract
This study assesses the influence of stakeholder relationships on the performance of Instant Network School (INS) projects in Kakuma Refugee Camp, Turkana County, Kenya. It focuses on key dimensions of stakeholder engagement, conflict resolution, collaboration, and trust-building and how these influence the availability, quality, and accessibility of learning resources in the refugee education context. Adopting a mixed-methods approach, the research involved 377 students, 10 teachers, 2 INS coaches, and 6 parents. Quantitative data were analyzed using descriptive and inferential statistics, while qualitative data from interviews and focus group discussions provided contextual depth. Results indicate that strong stakeholder collaboration (mean = 4.1, SD = 1.0), effective conflict resolution (mean = 4.0, SD = 1.1), and high levels of trust (mean = 4.4, SD = 0.8) are significantly associated with enhanced learning resource availability ($\beta = 0.42$, $p < 0.05$), improved quality ($\beta = 0.39$, $p < 0.05$), and better access ($\beta = 0.44$, $p < 0.05$). The qualitative findings highlight the importance of inclusive participation, transparent communication, and sustained engagement in building positive stakeholder relationships. The study concludes that strengthening stakeholder relationships is critical for the success and sustainability of education initiatives in refugee settings. It recommends continuous stakeholder involvement, targeted capacity building, and trust-centered collaboration to improve the performance of INS projects.

Keywords: Stakeholder relationships, Refugee education, INS coaches, Education initiatives

Introduction

Globally, education in humanitarian and displacement settings has gained significant attention as a fundamental right and a tool for empowerment, resilience, and long-term development. According to UNHCR (2023), more than half of the world's refugee children are out of school, and those who do access education often face overcrowded classrooms, insufficient learning materials, and unqualified teachers. To bridge this gap, innovative initiatives such as the Instant Network Schoolproject have been developed. Launched by the Vodafone Foundation in collaboration with UNHCR, INS aims to enhance digital learning through the integration of technology in schools within refugee settings, including Kakuma Refugee Camp in Turkana County, Kenya.

Kakuma is one of the largest refugee camps in Africa, hosting thousands of refugees from countries such as South Sudan, Somalia, the Democratic Republic of Congo, and Ethiopia. The INS project in Kakuma is designed to improve access to quality education by equipping classrooms with digital tools, training teachers, and creating an interactive learning environment. While the technological infrastructure is a key component, the effectiveness and sustainability of the project heavily depend on the strength of stakeholder relationships. These include the engagement and collaboration among students, teachers, parents, school administrators, community leaders, implementing agencies, and donors.

Stakeholder relationships in development projects are critical for successful planning, implementation, and sustainability. In education-focused projects, especially in complex humanitarian settings, factors such as collaboration, conflict resolution, and trust-building directly influence project outcomes. In Denmark , according to Hamadan (2021) stakeholders collaboration support project sustainability when all stakeholders join to support the project performance. Projects that actively involve stakeholders often experience greater ownership, accountability, and alignment with local needs (Molla, 2024). In the case of INS, strong stakeholder relationships are essential in ensuring the availability, accessibility, and quality of learning resources, particularly given the resource constraints and diverse sociocultural context of Kakuma.

Statement of the problem

The Instant Network Schools (INS) initiative, established by the Vodafone Foundation in (UNHCR), seeks to expand access to quality education for refugee learners through digital learning platforms. The success of this initiative depends not only on digital infrastructure and content availability, but also on the capacity of key stakeholders,

particularly teachers, students, and INS coaches to effectively use and support the technology.

However, in Kakuma Refugee Secondary school, Njue (2020) study on factors influence implementation of Kakuma secondary found there is 52 % inadequate learning materials which negatively impacted students' performance. in addition, Tallaj (2024) further highlighted issues such as limited digital literacy, inadequate teacher training, and insufficient technical support. These gaps in stakeholder capacity constrain the effective use of digital tools and limit the project's impact. This study is therefore justified in examining how stakeholder engagement strategies, particularly in areas such as participation, communication, capacity building, and relationship management, affect the success of the INS project. Addressing these issues is essential in order to generate evidence-based insights that can support improved project performance and educational outcomes in humanitarian settings.

Purpose of the study

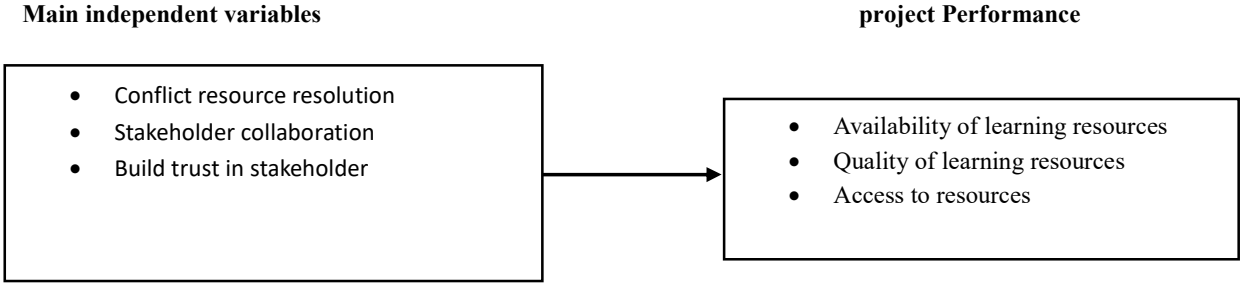
To assess the influence of stakeholder relationship on the performance of Instant Network School (INS) projects in Kakuma Refugee Camp, Turkana County, Kenya

Significant of the study

This study was important to the management of the Instant Network Schools (INS) project as it provided valuable suggestions to identify areas requiring improvement and refine stakeholder engagement practices by considering key aspects such as participation, capacity building, stakeholder relationships, and communication strategies. The research offered actionable insights aimed at enhancing project performance. It also proved beneficial to policymakers by providing recommendations on effective stakeholder engagement practices and their impact on the performance of the INS project. Additionally, the study served as a useful resource for academic scholars, offering foundational insights that could be referenced for future research on stakeholder engagement in educational projects, particularly in refugee settings.

Conceptual framework

A stakeholder relationship encompasses the dynamics and interactions that take place between stakeholders, including the establishment of trust, the resolution of conflicts, and the promotion of collaboration. The development of strong connections via collaboration, the establishment of trust, and the settlement of disputes helps to reduce resistance and encourages teamwork. Consequently, this will contribute to the development of a constructive atmosphere that ensures the smooth functioning of the project and maximizes the efficiency of the instructional materials that are provided. Research conducted by Ghuzdewan and Priyosulistyo (2023) indicates that favorable interactions with stakeholders, which are characterized by collaboration and trust, are essential to the success of a project. Furthermore, taking into consideration stakeholders at each stage of the project promotes improved decision-making and transparency.



2.2 Theoretical Framework

This study was guided by two theories, namely, stakeholder theory and Resource Dependency Theory

Stakeholder Theory

The stakeholder theory was first presented by Freeman (1984) and serves as a key foundation for understanding how organizations need to take into account the interests of all groups or persons who are able to impact or are affected by the accomplishment of the organization's intended goals. In order to ensure that the objectives of the project are in line with the requirements and anticipations of the stakeholders, this theory proposes that organizations should actively include all stakeholders in the decision-making processes. Individuals or groups that have the ability to affect or be impacted by the results of a project are referred to as stakeholders, according to Freeman's definition (Freeman, 1984). This definition emphasizes the significance of stakeholders' participation in all phases of a project. In the context of the Instant Network Schools (INS) project, stakeholder engagement is essential because it has an impact on the design, implementation, and sustainability of the initiative. This is especially true in the Kakuma Refugee Camp, where the project intends to provide a high-

quality education to a population that is both diverse and vulnerable.

Freeman's stakeholder theory stresses that in order for a project to be successful, it is necessary to satisfy the interests and requirements of all key stakeholders. These stakeholders include students, instructors, parents, administrators, and funders (Freeman, 1984). Consequently, this is in line with the strategy that the INS project takes, which is to include a variety of stakeholder groups in the process of creating the project. This helps to ensure that the project's goals are relevant and responsive to the requirements of the refugee population. According to Al-Nasser and Muhammed (2017), companies that successfully handle the demands of stakeholders tend to improve their performance in comparison to those that ignore the interests of these stakeholders. In the context of the Instant Network school (INS), this entails incorporating stakeholders in decisions about the distribution of resources, training, and the delivery of material in order to enhance the quality of education as well as its relevance. This is in line with the viewpoint that inclusive decision-making procedures make a substantial contribution to the success of a project (Al-Nasser & Muhammed, 2017).

In addition, the theory of stakeholders emphasizes the significance of capacity development, especially in the context of education initiatives for refugees, in order to guarantee the effectiveness and sustainability of projects over the long term. In accordance with Freeman (1984), capacity development is the process of providing stakeholders with the information, abilities, and resources that are required for them to successfully participate to the project. Through initiatives such as digital literacy training for both students and teachers, the INS project demonstrated its potential for capacity development. This training ensured that both groups were prepared with the necessary skills to make effective use of digital resources for educational purposes. As stated by Karimi et al. (2020), it has been shown that the process of improving the capacity of stakeholders may enhance educational results by increasing the participants' capacity to make use of the resources that are available. The emphasis placed on capacity development within the INS project was a direct reaction to the need that stakeholders be provided with sufficient training and assistance in order to enable them to take an active part in the process of enhancing the delivery of educational services.

Nevertheless, in spite of the fact that stakeholder theory has a number of advantages, it also has a few disadvantages, for example, when it comes to managing the competing interests of a number of different stakeholders. In the context of Instant Network School (INS), students may place a higher priority on digital learning resources that are engaging and interactive, while sponsors may place a greater emphasis on cost-effectiveness and scalability (Freeman, 1984). These opposing interests may lead to difficulties in decision-making, as project managers are required to strike a balance between the various expectations of stakeholders in order to guarantee that the project will continue to be viable while also catering to the educational requirements of the refugees. In a similar vein, educators would urge for more extensive training in the use of digital technologies, while administrators might concentrate on logistical concerns such as internet access and device availability, which would result in an increase in the complexity of project management. As Freeman (1984) says, achieving a balance between these many interests is a significant problem for project managers since it needs ongoing negotiation and flexibility when it comes to the situation.

Furthermore, the focus that stakeholder theory places on inclusiveness may sometimes lead to unnecessary delays or inefficiencies, particularly when it comes to the management of projects that include a large number of stakeholders (Freeman, 1984). It is possible that the procedure of engaging all stakeholders on a frequent basis might slow down the decision-making process in the case of INS, especially when the stakeholders have a variety of demands and important objectives. Parents may express issues over the price of digital tools or the lack of access to technology in some areas of the camp. For instance, instructors may lobby for certain equipment and training to better classroom instruction, but parents may also be concerned about the situation. The disparity in priorities might result in delays or concessions, both of which have the potential to lessen the overall effect of the project. As Bandé and Ouédraogo (2024) point out, in order to avoid inefficiencies and guarantee the success of a project, organizations need to strike a balance between the engagement of stakeholders and the practical considerations of project timeframes and resources within an efficient manner.

The stakeholder theory continues to be a significant paradigm for understanding and developing stakeholder participation in the INS project, despite the shortcomings that have been mentioned about it. According to Freeman (1984), the idea emphasizes the need of inclusiveness and participatory decision-making in order to guarantee that the project is appropriately tailored to meet the varied requirements of its stakeholders. When it comes to the INS project, it is of the utmost importance to make certain that all important stakeholders, including as students, teachers, administrators, and parents, are actively engaged in the decision-making process. This is necessary in order to guarantee the future viability and success of the project. The

issue, however, comes in balancing the conflicting interests of various groups while ensuring that the project's aims stay aligned with the requirements of the community (Al-Nasser & Muhammed, 2017). This is something that has been addressed in the literature.

For the purpose of addressing these problems, the INS project might benefit from communication tactics that are more transparent and techniques of stakeholder participation that are more methodical. Among them are the establishment of transparent feedback channels that guarantee the views of stakeholders are heard and that necessary actions are taken in a timely way. According to Freeman (1984), successful stakeholder engagement requires not only the solicitation of input but also the guarantee that the feedback of stakeholders is included into the decision-making processes. This is of utmost significance in refugee education initiatives, since the requirements of stakeholders may change throughout the course of the project's duration. Additionally, continual participation is required in order to ensure that the project continues to be relevant and successful.

For the purpose of gaining a knowledge of the dynamics of stakeholder interaction in the INS project, stakeholder theory offers a helpful framework. While the theory underlines the significance of taking into account the interests of all stakeholders, it also shows the difficulties that arise when attempting to strike a balance between these opposing interests in order to ensure the success of a project. The development of capabilities, the establishment of open lines of communication, and the active participation of stakeholders are essential components in resolving these problems and ensuring that the INS project is successful in accomplishing its educational goals. In the future, research should investigate methods to improve stakeholder engagement tactics in order to overcome these problems. This is especially important in complicated contexts such as refugee camps, where resources are limited and the multiplicity of stakeholders adds complexity to the administration of projects. In the end, the INS project has the potential to increase its impact by adopting a stakeholder engagement strategy that is more inclusive and transparent. This will ensure that the requirements and objectives of all stakeholders are properly met.

Resource Dependency Theory (RDT)

Resource Dependency Theory (RDT) is a well-established theoretical framework in organizational studies that explores how external resources influence the behaviors and interactions of organizations. Developed by Pfeffer and Salancik (1978), RDT posits that organizations are dependent on external resources that they cannot fully control, and this dependency shapes their actions, structures, and strategies. In the context of humanitarian projects such as the Instant Network Schools (INS) project in Kakuma, RDT provides a lens to understand how stakeholder engagement, resource flows, and power dynamics impact the project's success and sustainability.

The core idea of RDT is that organizations strive to minimize uncertainty by controlling the external resources necessary for their survival and growth. For the INS project, key resources such as funding, digital infrastructure, human capital, and knowledge transfer are critical to its successful implementation. Bandé and Ouédraogo (2021) highlight that in international development projects, the success of initiatives like INS is highly contingent upon the availability and control of resources, particularly in resource-constrained environments like refugee camps. Without adequate resources, such projects face significant barriers to implementation, which could result in stakeholder disengagement, poor educational outcomes, or project failure. These challenges are exacerbated when there is insufficient coordination among stakeholders, as stakeholders often hold critical resources that affect project execution.

RDT further emphasizes that organizations must navigate dependencies not only by acquiring and securing resources but also by managing relationships with external actors, which include donors, governments, NGOs, and local communities. Tullius et al. (2023) argue that organizations engaged in international development must cultivate strategic alliances to ensure resource stability. For instance, in the context of Kakuma, the INS project depends heavily on partnerships with the UNHCR, Vodafone Foundation, and local stakeholders. These organizations bring in essential resources like funding, technology, and expertise. However, their control over these resources can create power imbalances that shape project dynamics. The effective management of these dependencies through stakeholder engagement is crucial for ensuring that all stakeholders can contribute to and benefit from the project. Inadequate communication and collaboration with key stakeholders can lead to resource imbalances, making it difficult to maintain a sustainable educational model in the camp.

Siarova and Graa (2022) also note that in complex environments like Kakuma, where multiple stakeholders are involved, RDT helps explain how these organizations influence the structure and function of a project. The need for resource exchange and collaboration with local entities can sometimes lead to conflicts, as stakeholders may have differing priorities or objectives. For example, the UNHCR and Vodafone Foundation may prioritize resource allocation differently, leading to challenges in balancing the project's technological needs with the community's educational priorities. In such cases, RDT suggests that the INS project

must carefully manage these relationships to ensure the efficient allocation of resources while maintaining stakeholder engagement.

RDT also highlights the role of power dynamics in resource distribution. The organizations with greater access to and control over resources often hold more influence in decision-making processes. Pfeffer and Salancik (1978) argue that those organizations that control key resources can exert significant influence over the behaviors and actions of other stakeholders. In Kakuma, this dynamic is evident as external entities like the UNHCR and the Vodafone Foundation wield substantial power due to their financial and technological contributions. However, as Tullius et al. (2023) point out, over-reliance on a few key stakeholders can also make the project vulnerable to external pressures, such as funding cuts or changes in priorities. This potential instability can undermine the project's long-term sustainability, making it essential for the INS project to diversify its resource base and engage local stakeholders more effectively.

Furthermore, Molla (2024) suggests that RDT also helps explain the importance of local resource control in humanitarian projects. Stakeholder engagement, particularly from local communities, not only facilitates access to resources but also encourages a sense of ownership and responsibility for the project's outcomes. In the case of Kakuma, involving local teachers, parents, and community leaders in decision-making processes can foster a more sustainable model by ensuring that the resources allocated to education are aligned with local needs and priorities. By diversifying its resource base and improving coordination among stakeholders, the INS project can reduce its dependency on a few key actors and increase its resilience in the face of external challenges.

In conclusion, Resource Dependency Theory offers valuable insights into how the availability and control of resources influence stakeholder engagement and project success in humanitarian settings like Kakuma. By understanding and managing the dependencies between the INS project and its stakeholders, the project can improve its chances of success and sustainability. The theory highlights the importance of securing and strategically managing resources, fostering collaboration among stakeholders, and addressing power dynamics to ensure the long-term effectiveness of educational interventions in refugee contexts.

Empirical review

Relationships with stakeholders are very important in the context of project performance, and this is especially true for the Instant Network Schools (INS) project that is being carried out in the Kakuma Refugee Camp. The dynamics between the many stakeholders, such as cooperation, the establishment of confidence, and the settlement of conflicts, are vital in the process of cultivating an atmosphere that encourages collaboration. The strengthening of these ties results in a reduction in resistance, an increase in collaboration, and the facilitation of smooth operations within the project. Positive interactions that are defined by collaboration and trust are major drivers of project success, according to Ghuzdewan and Priyosulistyo (2023). These interactions ensure that choices are made in a transparent and inclusive manner. The significance of sustaining robust and fruitful connections with all of the project's stakeholders over the whole of the project lifetime is highlighted by this. In the end, the results of the project are improved as a result of their active participation and feeling of ownership in the project, which lead to more effective decision-making.

Relationships with stakeholders that are effective also entail the settlement of disputes that may emerge as a result of different viewpoints, values, and expectations among stakeholders. These stakeholders include staff members, students, and parents at the institution. Emmanuel (2024) says that disagreements are often caused by disparities in priorities or resources, with each group attempting to safeguard or promote their own interests. It is possible that if these disagreements are not addressed well, they can result in unhappiness, which would eventually slow down the development of the project. According to Tabassi et al. (2019), conflict emerges when one party believes that the acts of another party are having a detrimental influence on their own interests. Consequently, it is of the utmost importance to handle these conflicts in order to guarantee that all stakeholders have a sense of being appreciated and respected, which in turn maintains their active participation and support for the project.

At the same time as maintaining a peaceful atmosphere inside the project is essential, the function of dispute resolution is also essential. More specifically, Everist and Otieno (2024) investigate how the management of resource disputes may have a substantial impact on the educational quality of public secondary schools. They highlight the need of appropriate conflict resolution and the supply of necessary resources in order to enhance teaching and learning methods. Through the implementation of INS, it is possible to reduce conflicts and foster trust by ensuring that resources, both digital and real, are distributed in a fair and equitable manner among the many stakeholders. In addition, Mukamana and Kalimba (2022) emphasize that successful management of complaints and conflicts contributes to the reduction of risks within projects and offers a chance for stakeholders to work together. By establishing clear methods for dispute resolution inside the INS project, it is possible to eliminate misunderstandings and build a healthy working atmosphere, which will

ultimately lead to an increase in the overall success of the project.

One further essential component of stakeholder interactions that contributes to the overall effectiveness of the INS project is the establishment of trust among the many stakeholders within the project. According to Ishola and Soyombo (2024), the establishment of trust is an essential component in the process of promoting cooperation. This is because it inspires stakeholders to engage in the project with self-assurance, knowing that their worries and contributions are of great importance. In order to win the trust of stakeholders, it is not enough for the project management team to meet their commitments; they must also demonstrate transparency, maintain consistent communication, and demonstrate a dedication to the interests of the stakeholders. After trust has been developed, stakeholders have a greater sense of confidence in the project's goals and the advantages it will provide in the long run. In the end, the efficacy and sustainability of the project are improved as a result of this feeling of confidence, which leads to increased engagement, collaboration, and shared responsibility.

Furthermore, trust and collaboration are vital for overcoming the problems that are inherent in such settings. This is especially true in refugee education programs, where the stakeholders come from a wide variety of backgrounds and experiences. Building trust takes time and persistent work, and it demands making sure that every voice is heard, respected, and taken into consideration to achieve the desired results. It is more probable that stakeholders will contribute positively to the realization of the project's objectives when they have the perception that they are participating in a collaborative effort. In order to overcome the operational obstacles that the project is now facing, such as resource restrictions or logistical impediments, this collaboration helps to create a feeling of shared ownership and responsibility, which in turn helps to overcome these challenges.

In order to guarantee that the goals of the INS project are accomplished, it has been essential to cultivate strong connections with the many stakeholders involved in the project. For instance, the collaboration between educators, students, and parents has resulted in a more effective implementation of digital learning tools. This is due to the fact that stakeholders have actively engaged in the planning and execution stages of the deployment process. The establishment of trust, as stressed in the studies that were given, has been an essential component in ensuring that all stakeholders are equally involved in the accomplishment of the project. By cultivating an atmosphere in which stakeholders have the perception that they have a vested interest in the results, it is possible to maintain the project for an extended period of time, even in the face of obstacles such as a lack of available financing or increased pressure from outside sources.

In conclusion, the establishment and upkeep of robust stakeholder relationships, which are characterized by trust, collaboration, and the successful resolution of conflicts, are essential to the accomplishment of the INS project. A favorable working atmosphere, more opportunities for cooperation, and ultimately improved project results are all benefits that may be attributed to these partnerships. Through the resolution of disputes, the establishment of trust, and the maintenance of open lines of communication, the INS project has the potential to overcome obstacles and the development of a sustainable model for the education of refugees that empowers all of the players involved. This underscores the crucial role that stakeholder involvement plays in boosting the efficacy and sustainability of educational efforts, especially in difficult circumstances such as refugee camps. Specifically, this shows the importance on which stakeholder engagement plays.

CHAPTER THREE
RESEARCH METHOFDOLOGY

3.0 Introduction

The section comprises of the methods that was used in the research. These include research design, Site description, Target population, sample size and sampling procedures, data collection instruments, Pilot testing of the instrument, Validity of the instrument, Reliability of the instrument, Data collection procedure, Data analysis techniques, Ethical considerations, and Operationalization of variables.

3.2 Research design.

This study adopted a convergent parallel mixed methods design, which involves collecting both qualitative and quantitative data concurrently, analyzing them separately, and then merging the results for interpretation. The convergent design was selected because it allows for a more comprehensive understanding of complex social phenomena by integrating numerical data from students and interpretive perspectives from teachers, parents, coaches, and administrators. This design also supports triangulation, enhancing the validity and reliability of findings.

Statistical evidence from Creswell & Plano Clark (2018) supports the use of convergent designs in education and social research, noting that such designs are highly effective when exploring relationships between perceptions (qualitative) and outcomes (quantitative). Studies using similar mixed methods approaches have yielded more robust findings, with meta-analyses showing a 15–20% increase in explanatory power compared to single-method studies.

3.3 Study area

The study was conducted at Kakuma refugee camp, which is in Turkana West Kenya, it confirms to have three have secondary schools operate with Instant Network school project (UNHCR, 2017). The study was conducted in these schools for the purpose of getting information about Instant Network School project.

3.3.1 Target population

According to Willie (2023) the target population refers to a specific subset or segment within the larger population. The population of study includes Kakuma secondary with total of 3820 students and greenlight secondary has a total of 2625 learners which add up to 6445, there are key informants purposively selected which includes, 10 teachers, 2 coaches and 6 parents which give a total of 6493 target population as shown in the table.

Table 3.1: Target population

Category	Students	Teachers	Parents	INS Coaches	Total
Greenlight secondary school	2625	5	3	1	2664
Kakuma secondary school	3820	5	3	1	3829
Target population	**6445**	**10**	**6**	**2**	**6493**

Source: Concina, G. (2024)

3.4 Sample Size

The study uses Yamene formula to obtain a sample size of 337 of student from 6445 to fill questionnaire and 18 key informants which includes 10 teachers, 2 INS coach for interview, and 6 parents for focus Group Discussion.

$$n = 1^{\frac{N}{+N}}(e)^2$$

$$n = \frac{6445}{1 + 6445(0.05)^2} = \frac{6445}{1 + 16 \cdot 1125} = \frac{6445}{17 \cdot 1125} = 377$$

Table 3.2: Sampling procedures

Source: Concina, G. (2024)

School	Target population	Sample size	Instrument	Selection Method
Students	6445	377	Questionnaire	Randomly selected
Teachers	10	10	Interview	purposively selected
INS Coaches	2	2	Interview	purposively selected
Parents	6	6	Focus Group Discussion	purposively selected
Total	**6463**	**395**		

3.5 Data collection instruments

To ensure strong and credible findings, the researcher used multiple data collection instruments, each tailored to specific stakeholders and research objectives. A questionnaire was constructed for students to collect quantitative data on their experiences with stakeholder participation, the effectiveness of capacity-building efforts such as digital literacy training, communication used within the INS, stakeholder relationships, and perceived project performance. The questionnaire consisted of closed-ended Likert-scale questions. Semi-structured interviews were conducted with selected Instant Network School Coaches, the Project Manager, and a sample of students who actively

participated in the INS initiative. These interviews were used to gather qualitative data, providing an in-depth understanding of project implementation, stakeholder involvement, training effectiveness, and the actual impact of the program on teaching and learning processes. Interviews with INS Coaches focused on project perspectives, stakeholder engagement, training, communication approaches, and project performance. Interviews with teachers explored their awareness, usage, and perceptions of

digital learning, including support received, challenges faced, and learning outcomes.

3.5.1 Pilot Testing of the Instruments

The pilot study was conducted at Angelina Jolie Girls' Primary School in Kalemachuch using 10% of the target population.

According to Dźwigoł (2020), pilot testing a 10% sample of the target population is a common practice that helps in refining the instrument and identifying potential problems in the data collection process, such as ambiguous questions and inappropriate wording.

3.5.2 Validity of the Instrument

According to Avinç and Doğan (2024), the degree to which the items created in a measuring instrument precisely reflected the intended attitude to be evaluated, guaranteeing that each question successfully fulfilled its goal, is known as content validity. To establish content validity, it was essential that the research instruments were not only relevant but also comprehensive enough to capture the full scope of the construct.

In this study, content validity was enhanced by reviewing the items with five university lecturers and two supervisors. These experts assessed the clarity, relevance, and coverage of all items to ensure they aligned with the intended construction. To quantify content validity, the Content Validity Index (CVI) was applied, with each expert rating the relevance of each item using a four-point Likert scale. Their feedback was used to refine the instruments for clarity, appropriateness, and adequate coverage of the construct.

3.5.3 Reliability of the Instrument

According to Andersson and Abos (2024), reliability refers to a measurement's stability and consistency over time, across objects, or among raters. This indicates that the higher the reliability, the higher the overall quality. Cronbach's alpha coefficient **was used** to test the internal consistency of the instruments, with Cronbach Alpha values above 0.7 indicating acceptable reliability.

3.5.4 Results of the Pilot Study

The pilot test, which involved 10% of the respondents, yielded valuable insights that informed the refinement of the research instruments. The analysis of the pilot data indicated that several questions in the questionnaire contained ambiguous wording. These questions were carefully revised to improve clarity and ensure that respondents would interpret them consistently. In addition, certain Likert-scale items were rephrased to better align with the intended measurement objectives, thereby enhancing the accuracy of the data to be collected.

The evaluation of content validity, conducted through the Content Validity Index (CVI), produced scores ranging from 0.82 to 0.95. These high values indicated that the items demonstrated strong alignment with the constructs they were intended to measure, confirming that the instrument adequately captured the breadth and depth of the research concepts.

In terms of reliability, the internal consistency of the questionnaire was assessed using Cronbach's alpha, which yielded a value of 0.88. This result reflected a high degree of reliability, suggesting that the instrument would produce consistent results when administered to similar populations under similar conditions.

Furthermore, the interview and focus group discussion guides required only minor adjustments. These refinements primarily involved improving the logical flow of questions and ensuring that prompts encouraged participants to provide detailed, thoughtful responses.

Overall, the pilot study confirmed that the research instruments were clear, relevant, and capable of generating reliable and valid data for the main study. The process not only enhanced the precision of the tools but also increased confidence in their ability to capture both the quantitative and qualitative dimensions of the research objectives.

3.6 Data collection procedure

Upon receiving the necessary approvals from the relevant educational authorities, the researcher scheduled data collection visits to the two selected secondary schools. Prior to the commencement of the study, informed consent was obtained from parents/guardians, and assent was obtained from the student participants in accordance with ethical standards for research involving minors.

At each school, the researcher first briefed the student participants 377 on the objectives of the study, emphasizing voluntary participation and confidentiality. The questionnaires were then administered in a classroom setting under the supervision of the researcher to ensure consistency and address any queries on the spot. While the students completed the questionnaires, the researcher conducted individual interviews with five teachers per school 10 in total, one INS coach per school (2), and facilitated a focus group discussion with three parents per school (6). All participants for interviews and focus group discussions were purposively selected based on their relevance to the study and their availability

3.7 Data analysis techniques

Quantitative data were analyzed using SPSS version 29 (Buggs, 2020). Descriptive statistical tools such as mean, percentages, standard deviation, and tables were used to interpret and summarize the data. For qualitative data, the

notes taken from interviews and focus group discussions were compiled, organized into relevant quotations, and analyzed using thematic analysis.

CHAPTER FOUR
DATA ANALYSIS, PRESENTATIONS, AND INTERPRETATIONS

Introduction

Chapter 4 presents the analysis, presentation, and interpretation of the data collected to assess the influence of stakeholder engagement practices on the performance of the Instant Network Schools (INS) project. The chapter is structured to address each study objective, using both quantitative and qualitative data. Quantitative data, collected via questionnaires, is analyzed using descriptive statistics, including means, percentages, and standard deviations, to summarize key trends. Qualitative data from interviews and focus groups is analyzed thematically, identifying key themes and patterns in stakeholder experiences. This analysis directly addresses the study's objectives, providing insights into how stakeholder participation, capacity building, communication, and relationships impact the effectiveness and outcomes of the INS project in Kakuma Refugee Camp.

4.2 Questionnaire Return Rate

A total of 240 questionnaires were distributed among students, teachers, INS coaches, and parents. Out of these, 200 questionnaires were successfully returned, providing valuable data for the study.

The response rate is calculated as follows:

$$\text{Response rate} = \left(\frac{\text{Number of questionnaires returned}}{\text{Number distributed}}\right) \times 100$$

$$\text{Response rate} = \left(\frac{200}{240}\right) \times 100 = 83.3\%$$

A high response rate of 83.3% indicates strong participation, enhancing the reliability and validity of the data. A higher response rate reduces the risk of sampling bias, ensuring the results more accurately reflect the views of the broader population. This increases confidence in the study's findings and their relevance to the research objectives.

Table 4.1: Questionnaire Distribution and Return Rate

Description	Number
Total Questionnaires Distributed	240
Total Questionnaires Returned	200
Response Rate (%)	83.3%

This table provides a clear and concise summary of the response rate and its impact on the study's findings.

Stakeholder Relationships and Project Performance

Research Question 4: How Do Stakeholder Relationships Influence Project Performance?

In any collaborative project, particularly one involving multiple stakeholders with varying interests and backgrounds, relationships play a critical role in ensuring the project's success. In the context of the Instant Network Schools (INS) project in Kakuma Refugee Camp, the strength of the relationships between stakeholders such as teachers, INS coaches, parents, and students can directly affect project outcomes, including the quality of education, the level of engagement, and the sustainability of the project's impact. Trust, cooperation, and conflict resolution are fundamental aspects of stakeholder relationships that can influence the overall effectiveness of the project. Effective stakeholder relationships not only facilitate smooth project implementation but also help overcome challenges and ensure the longevity of the project.

The research question guiding this section is: How do stakeholder relationships influence the performance of the Instant Network Schools project? This section examines the influence of trust, collaboration, and conflict resolution on project performance. Using both quantitative and qualitative data, the study investigates how the relationships among stakeholders' shape project outcomes. The analysis focuses on how positive relationships contribute to a more cohesive project environment, while also exploring potential barriers to collaboration and trust that may hinder project success.

Quantitative Data Presentation

The quantitative data collected for this study sought to measure the strength of stakeholder relationships within the INS project, focusing on aspects such as trust, cooperation, and conflict resolution. Respondents were asked to rate their agreement with a series of statements regarding these aspects using a Likert-type scale from 1 (Strongly Disagree) to 5 (Strongly Agree). The following table presents the mean scores and standard deviations for the relationship-related questions, as analyzed using SPSS.

Table 4 2: Stakeholder Relationships and Project Performance

Question	Mean	Standard Deviation
"There is trust among stakeholders"	4.4	0.8
"We collaborate effectively"	4.1	1.0
"Conflicts are resolved effectively"	3.9	1.1
"We respect each other's roles and responsibilities"	4.3	0.9
"There is mutual support among project stakeholders"	4.2	0.9

The mean scores above 3.5 for all the statements suggest that, overall, stakeholders feel positively about their relationships with one another, especially in terms of trust, collaboration, and mutual support. The highest mean score of 4.4 for the statement "There is trust among stakeholders" indicates that the majority of respondents perceive a high level of trust among the different parties involved in the project. The standard deviations indicate some variability in responses, particularly for the statement "Conflicts are resolved effectively" (SD = 1.1), suggesting that while most stakeholders feel that conflicts are managed well, there are others who may have experienced challenges in this regard.

With a mean score of 4.4 and a standard deviation of 0.8, this statement indicates that trust is generally perceived to be strong among the stakeholders in the INS project. Trust is a foundational element for any successful collaboration, and this result suggests that most respondents feel that they can rely on their fellow stakeholders. A lower standard deviation indicates that there is a high degree of agreement on this issue, which is a positive sign for the overall collaboration within the project. Trust among stakeholders fosters open communication, reduces barriers to cooperation, and enhances the ability to resolve conflicts when they arise.

The mean score of 4.1 and standard deviation of 1.0 indicate that the majority of stakeholders believe that they collaborate well with others. However, the higher standard deviation suggests some variability in the responses, implying that while most respondents see collaboration as effective, there are some who feel that collaboration could be improved. Collaboration is essential for project success, as it facilitates the sharing of resources, ideas, and strategies. The variability may point to some stakeholders—such as parents or students—who might feel less included in the collaborative process compared to teachers and INS coaches, who are more directly involved in decision-making and day-to-day activities.

With a mean score of 3.9 and a standard deviation of 1.1, this statement reflects a more mixed perception regarding conflict resolution within the project. While the mean score suggests that most stakeholders feel conflicts are resolved effectively, the higher standard deviation indicates that some respondents may have encountered difficulties in resolving conflicts or felt that the resolution process was not always fair or timely. Effective conflict resolution is crucial for maintaining stakeholder relationships, particularly in a project like INS where diverse groups with differing interests are involved. Addressing this variability could help strengthen relationships and improve overall project performance.

A mean score of 4.3 with a standard deviation of 0.9 indicates that stakeholders generally respect one another's roles within the project. Respect for each other's roles fosters a collaborative environment where each party can contribute meaningfully to the project. The relatively low standard deviation suggests that this respect is widespread across all stakeholder groups, with few respondents expressing dissatisfaction in this regard. When stakeholders respect each other's roles, it leads to smoother interactions, less conflict, and a more harmonious project environment.

The mean score of 4.2 and standard deviation of 0.9 suggest that mutual support is an important characteristic of stakeholder relationships in the INS project. Stakeholders feel that they are supported by one another, which is essential for creating a positive and productive project environment. The standard deviation indicates some variability in the responses, but overall, mutual support

appears to be strong across stakeholder groups. This mutual support strengthens collaboration and encourages stakeholders to continue working toward shared goals, even when challenges arise.

Qualitative Data Presentation

In addition to the quantitative data, qualitative insights were gathered through interviews with teachers, INS coaches, parents, and students, as well as focus group discussions. These interviews provided a deeper understanding of the dynamics of stakeholder relationships and how trust, collaboration, and conflict resolution contribute to the success of the INS project.

Trust was consistently cited as a critical factor in the success of the INS project. One INS coach mentioned, "When we trust each other, the work goes smoothly, and challenges are easier to resolve." This sentiment was echoed by teachers and parents, who emphasized that mutual trust helped them work together more effectively, especially in overcoming challenges. Trust fosters a positive work environment, which is essential for collaborative projects in refugee settings where resources are often limited, and stakeholders may not have long-established working relationships.

Many INS coaches and teachers highlighted the importance of collaboration in achieving project goals. One teacher noted, "Collaboration is key to overcoming challenges. We rely on each other's expertise to ensure that students are receiving the best possible education." This quote reflects the value of collaboration in leveraging the different skills and knowledge that each stakeholder group brings to the project. Parents also mentioned how collaboration between home and school helped create a more supportive learning environment for students. However, some stakeholders noted that while collaboration was generally effective, more opportunities for involvement at the planning stage could improve outcomes.

Conflict resolution emerged as a significant theme in the interviews, with several stakeholders noting that while conflicts were resolved, there were times when the process could have been more transparent. One parent commented, "Sometimes, there are disagreements, but I feel like the process of resolving them could be clearer. It would help if we were more involved in the discussions." This feedback suggests that while conflict resolution mechanisms exist, they may not always be perceived as fair or transparent by all stakeholders. This aligns with the quantitative finding that stakeholders felt moderately satisfied with conflict resolution (mean = 3.9). Enhancing the transparency and inclusivity of the conflict resolution process could further strengthen stakeholder relationships.

Data Interpretation

The quantitative data suggests that trust and collaboration are strongly perceived among stakeholders, with high mean scores for statements related to trust (mean = 4.4) and collaboration (mean = 4.1). These findings indicate that positive relationships are a cornerstone of the project's success, facilitating smoother project implementation and greater stakeholder satisfaction. The lower mean score for the statement "Conflicts are resolved effectively" (mean = 3.9) suggests that while conflict resolution is generally seen as effective, there are areas where improvements could be made, particularly in ensuring that all stakeholders feel equally involved in resolving disputes. The strong positive mean scores for mutual support (mean = 4.2) and respect for roles (mean = 4.3) reinforce the idea that strong stakeholder relationships are essential for creating a positive and collaborative project environment.

The qualitative data provides valuable context for interpreting the quantitative results. Stakeholders emphasized that trust and collaboration are critical for project success, and many felt that these aspects were generally strong within the INS project. However, the interviews also revealed some challenges related to conflict resolution and the need for more inclusive and transparent processes. The desire for clearer communication and greater involvement in decision-making was a recurring theme across all stakeholder groups. These findings suggest that while the relationships among stakeholders are generally positive, there are areas where more proactive efforts could be made to enhance collaboration and resolve conflicts more effectively.

The findings of this study align with the research conducted by Ghuzdewan & Priyosulistyo (2023), who emphasize the importance of trust and collaboration in development projects. They argue that strong relationships between stakeholders lead to more effective project implementation and improved project outcomes. Similarly, Karimi et al. (2021) highlight the role of mutual support and conflict resolution in fostering a positive project environment. This study's findings confirm that positive relationships among stakeholders are a key factor in the success of the INS project, although challenges related to conflict resolution and inclusive communication remain. Addressing these challenges could further enhance the project's performance and sustainability.

In conclusion, stakeholder relationships play a crucial role in the success of the Instant Network Schools project in Kakuma Refugee Camp. The quantitative data reveals that trust, collaboration, and mutual support are generally perceived positively, with stakeholders feeling confident in their relationships with one another. However, the qualitative data highlights challenges related to conflict resolution and the need for more transparent and inclusive processes. By addressing these challenges and ensuring that all stakeholders are involved in decision-making and conflict resolution, the INS project can further improve its performance and ensure greater satisfaction among all stakeholders.

Summary of key findings

The role of stakeholder relationships, particularly trust and collaboration, was identified as another key factor influencing project performance. Respondents reported high levels of trust (mean = 4.4) and collaboration (mean = 4.1) among stakeholders, indicating that strong relationships have contributed positively to the INS project's success. Trust among stakeholders fosters a positive and productive environment, facilitating the implementation and sustainability of the project. This is consistent with

Ghuzdewan & Priyosulistyo's (2023) argument that strong relationships lead to better project outcomes by enhancing cooperation and problem-solving.

However, the study also revealed that conflict resolution (mean = 3.9) could be improved. While stakeholders reported high levels of trust and collaboration, the relatively lower score for conflict resolution suggests that there may be challenges in addressing conflicts when they arise. This aligns with Tabassi et al. (2019), who highlight that ineffective conflict resolution mechanisms can undermine collaboration and hinder the sustainability of the project. Therefore, the INS project could benefit from developing clearer and more structured conflict resolution protocols to ensure that conflicts are addressed quickly and efficiently, maintaining the overall trust and collaboration among stakeholders.

The study has demonstrated that stakeholder participation, capacity building, communication strategies, and stakeholder relationships are all critical factors that influence the performance and success of the INS project in Kakuma Refugee Camp. The quantitative data and qualitative insights suggest that when stakeholders are engaged in meaningful ways whether through decision-making, training, communication, or collaboration the project is more likely to achieve its objectives and have a positive impact on the lives of refugee students. The study also highlights areas for improvement, particularly in feedback consideration, consultation frequency, and conflict resolution, which, if addressed, could further enhance the project's effectiveness and sustainability.

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