

**FACTORS INFLUENCING PERFORMANCE OF PUBLIC-PRIVATE
PARTNERSHIPS AND THE ROLE OF STAKEHOLDER ENGAGEMENT IN THE
EDUCATION SECTOR IN NAIROBI COUNTY, KENYA**

MARY MUNJUA

REG NO 152410



**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF
SCIENCE IN DEVELOPMENT FINANCE AT STRATHMORE BUSINESS
SCHOOL, STRATHMORE UNIVERSITY, NAIROBI, KENYA**

2025

DECLARATION

I declare that this work has not been previously submitted and approved for the award of a degree by this or any other University. To the best of my knowledge and belief, the dissertation contains no material previously published or written by another person except where due reference is made in the dissertation itself.

© No part of this dissertation may be reproduced without the permission of the author and Strathmore University

Name of Student : Mary Munjua




Signature..... Date: 18/04/2025

Approvals

The dissertation of Mary Munjua was approved by the following:

Name of Supervisor: Dr Albert Ochieng Abanga

School/Institute/Faculty: Strathmore University Business School

Signature... 

Date: 25/04/2025

Dr. Ceaser Mwangi

Executive Dean

Strathmore University Business School.

Prof. Bernard Shibwabo

Director, Office of Graduate Studies

DEDICATION

I am deeply grateful to my beloved family, whose constant support and understanding have played a pivotal role in my academic journey.



ACKNOWLEDGEMENT

I would first like to direct my gratitude to God for His firm faithfulness throughout these years, guiding me to this point. I would furthermore like to appreciate to my supervisor for providing valuable and constructive criticism that has significantly contributed to the development of this work. Without his support, this dissertation would remain incomplete. I am also deeply appreciative to the dedicated staff at the Strathmore Business School for their technical assistance during the course of my research. Their expertise and guidance have been instrumental in shaping the outcome of this work.

I would like to take a moment to show my profound appreciation to my family; I cannot thank you enough for the countless acts of support and understanding you have shown me as I navigated my way through this endeavour. Your unwavering encouragement has meant the world to me, and I am truly grateful. Last of all, thank you to all those who have contributed to the success of this work. While it is impossible to mention each individual by name, no contribution has gone unnoticed, and I am sincerely grateful for the assistance.

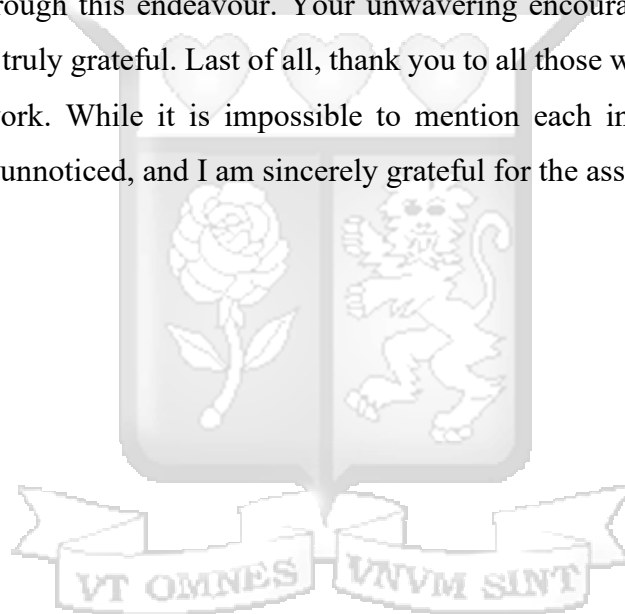


TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	v
LIST OF FIGURES	viii
LIST OF TABLES	ix
ABBREVIATIONS AND ACRONYMS	x
DEFINITION OF TERMS	xi
ABSTRACT	xiii
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background of the Study	1
1.2 Problem Statement	5
1.3 Research Objectives	5
1.3.1 General Objective	5
1.3.2 Specific Objectives	6
1.4 Research Questions	6
1.5 Scope of the Study	6
1.6 Significance of the Study	7
1.6.1 Education Sector in Kenya	7
1.6.2 Policymakers	7
1.6.3 Government of Kenya	7
1.6.4 Other Researchers	8
1.7 Chapter Summary	8
CHAPTER TWO	9
LITERATURE REVIEW	9
2.1 Introduction	9
2.2 Theoretical Review	9
2.2.1 Stakeholder Theory	9
2.2.2 Agency Theory	10
2.2.3 Theoretical Synthesis and Link to Conceptual Framework	11
2.3 Empirical Review	12
2.3.1 Economic Factors and Public-Private Partnerships	12

2.3.2 Regulatory Factors and Public-Private Partnerships.....	15
2.3.3 Social Factors and Public-Private Partnerships	18
2.3.4 Political Factors and Public-Private Partnerships.....	21
2.3.5 Stakeholder Engagement and Public-Private Partnerships.....	23
2.4 Summary of Literature and Gap	24
2.5 Conceptual Framework.....	35
2.6 Operationalization of Variables	36
2.7 Chapter Summary	37
CHAPTER THREE	38
RESEARCH METHODOLOGY.....	38
3.1 Introduction.....	38
3.2 Research Philosophy.....	38
3.3 Research Design.....	38
3.4 Target Population.....	39
3.5 Sampling and Sample Size.....	39
3.6 Data Collection	40
3.6.1 Instrument Validity	42
3.6.2 Reliability of the Instruments.....	42
3.6.3 Pilot Testing.....	42
3.7 Data Analysis.....	43
3.8 Ethical Considerations	44
3.9 Chapter Summary	45
CHAPTER FOUR.....	46
PRESENTATION OF RESULTS	46
4.1 Introduction.....	46
4.2 Response Rate	46
4.3 Demographic Information of Respondents.....	47
4.4 Descriptive Analysis of the Variables	50
4.4.1 Economic Factors.....	50
4.4.2 Regulatory Factors	51
4.4.3 Social Factors.....	52
4.4.4 Political Factors	53
4.4.5 Stakeholder Engagement	54
4.4.6 Public-Private Partnerships.....	55

4.5 Correlation Analysis	56
4.6 Diagnostic Testing / Assumptions of Regression.....	57
4.6.1 Homoscedasticity	57
4.6.2 Normality Tests.....	58
4.6.3 Linearity	58
4.6.4 Multicollinearity	63
4.7 Regression Analysis Results	64
4.7.1 Regression Model without Moderation Effect.....	64
4.7.2 Regression Model with Moderation Effect.....	68
4.8 Chapter Summary	70
CHAPTER FIVE.....	71
DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS.....	71
5.1 Introduction.....	71
5.2 Summary of Main Results	71
5.3 Discussion.....	71
5.3.1 Economic Factors and Public-Private Partnerships	71
5.3.2 Regulatory Factors and Public-Private Partnerships.....	73
5.3.3 Social Factors and Public-Private Partnerships	77
5.3.4 Political Factors and Public-Private Partnerships	80
5.3.5 Stakeholder Engagement and Public-Private Partnerships	83
5.4 Conclusion	87
5.5 Limitations and Areas for Further Research	88
5.6 Recommendations.....	89
REFERENCES	91
APPENDICES	96
Appendix 1: Questionnaire	96
Appendix 2: Ethical Review Clearance	103
Appendix 3: Research Permit from NACOSTI	104
Appendix 4: Plagiarism Report.....	105

LIST OF FIGURES

Figure 2.1: Conceptual Framework	35
Figure 4.1: Response Rate of the Respondents	47
Figure 4.2: Linearity Test for Economic Factors	59
Figure 4.3: Linearity Test for Regulatory Factors	60
Figure 4.4: Linearity Test for Social Factors	61
Figure 4.5: Linearity Test for Political Factors.....	62
Figure 4.6: Linearity Test for Stakeholder Engagement.....	63



LIST OF TABLES

Table 2.1: Summary of Research Gaps.....	27
Table 2.2: Operationalization of Variables.....	36
Table 4.1: Age of Respondents.....	47
Table 4.2: Gender of Respondents.....	48
Table 4.3: Institution of Work.....	48
Table 4.4: Education Level of Participants.....	49
Table 4.5: Years of Experience in Education Sector.....	49
Table 4.6: Type of Respondent.....	50
Table 4.7: Descriptive Statistics on Economic Factors.....	51
Table 4.8: Descriptive Statistics on Regulatory Factors.....	52
Table 4.9: Descriptive Statistics on Social Factors.....	53
Table 4.10: Descriptive Statistics on Political Factors.....	54
Table 4.11: Descriptive Statistics on Stakeholder Engagement.....	55
Table 4.12: Descriptive Statistics on Public-Private Partnerships.....	56
Table 4.13: Correlation Analysis Matrix.....	57
Table 4.14: Test of Homogeneity of Variances.....	58
Table 4.15: Shapiro-Wilk Normality Test.....	58
Table 4.16: Test of Multicollinearity.....	64
Table 4.17: Model Fitting Information.....	64
Table 4.18: Goodness-of-Fit.....	65
Table 4.19: Pseudo R-Square.....	66
Table 4.20: Parameter Estimates.....	66
Table 4.21: Test of Parallel Lines.....	67
Table 4.22: Model Fitting Information (with Moderation).....	68
Table 4.23: Goodness-of-Fit (with Moderation).....	68
Table 4.24: Pseudo R-Square (with Moderation).....	69
Table 4.25: Parameter Estimates (with Moderation).....	69
Table 4.26: Test of Parallel Lines (with Moderation).....	70

ABBREVIATIONS AND ACRONYMS

CCPM	Critical Chain Project Management
CSFs	Critical Success Factors
EE-Index	Efficiency Effort Index
GDP	Gross Domestic Product
HELB	Higher Education Loans Board
HPPPA	Hybrid PPP Alliances
IGR	Internally Generated Revenue
IRT	Item Response Theory
KSFs	Key Success Factors
OECD	Organization for Economic Cooperation and Development
PPPs	Public-Private Partnerships
SMEs	Small and Medium Enterprises
SPSS	Statistical Package for the Social Sciences
USD	United States Dollar



DEFINITION OF TERMS

- Economic Factors:** Refer to various elements related to financial aspects, resource allocation and market dynamics that influence the implementation and success of Public-Private Partnerships (PPP) (Barrera-Osorio et al., 2022).
- Political Factors:** Refer to the influence of government policies, political stability, governance systems and stakeholder interests on PPP projects in the education sector. These factors shape the legal and regulatory environment, funding allocation and decision-making processes related to PPP initiatives (Baithili et al., 2019).
- Public-Private Partnerships:** Are collaborative arrangements between public sector entities, such as government authorities or agencies and private sector organizations, typically private companies or investors. These partnerships involve sharing resources, risks, responsibilities and rewards to jointly plan, finance, implement and manage projects or services that traditionally fall under the purview of the public sector (Chileshe et al., 2022).
- Regulatory Frameworks:** Encompass the laws, regulations, policies and institutional arrangements governing PPPs in the education sector. These frameworks provide the legal structure and guidelines for initiating, implementing and managing PPP projects (Rono, 2021).
- Social Factors:** They pertain to the cultural, societal and community-related aspects that impact PPP projects in the education sector. These factors encompass community acceptance, stakeholder engagement, social inclusion and the overall societal impact of PPP initiatives (Kubaison, 2022).
- Stakeholder Engagement:** Involves the process of involving individuals, groups, or organizations that may affect or be affected by the outcomes

of PPP projects in the education sector. Effective stakeholder engagement includes regular communication, participation in decision-making and collaboration, which are crucial for the success and sustainability of PPP initiatives (Othman & Khallaf, 2022).



ABSTRACT

Kenya's ambitious Vision 2030 aims to transform the country into a globally competitive, industrialized, middle-income nation. This transformative agenda heavily depends on the efficient functioning of crucial sectors like education, aligning with the study's focus on understanding and enhancing PPPs in education within Nairobi County. This research aimed to analyze the factors affecting performance of public-private partnerships in the education sector in Nairobi County, Kenya. Specifically, the researcher aimed to analyze the effect of economic factors, regulatory frameworks, social factors and political factors on public-private partnerships in the education sector in Nairobi County, Kenya. This research was steered by the agency theory and stakeholder theory. The research methodology employed cross-sectional survey research. A structured questionnaire was used to gather data from a target population consisting of stakeholders involved in public-private partnerships in the education sector in Nairobi County. Based on the Yamane formula, a total of 296 respondents were sampled by use of simple random sampling. The collected data was subjected to a comprehensive data analysis process, where the Statistical Package for the Social Sciences (SPSS) Version 27 analysis tool was utilized to scrutinize the quantitative data got from questionnaires, like descriptive statistics (percentages, frequencies, standard deviations and means) and ordinal regression analysis to determine the relationships amongst the dependent and independent variables. The results were presented in figures and tables. The study found that economic, regulatory, social, political factors and stakeholder engagement significantly influence the performance of public-private partnerships in Nairobi County's education sector. The model demonstrated a strong fit, with high Pseudo R-Square values, emphasizing the importance of these factors in enhancing partnership outcomes. The study concluded that economic, regulatory, social and political factors are pivotal to the success and sustainability of PPPs in Nairobi County's education sector. A holistic approach integrating these elements enhances project outcomes and addresses educational infrastructure needs effectively. The study recommends that policymakers adopt strategies emphasizing financial viability, regulatory clarity, community involvement and political stability. Strengthening legislative frameworks, fostering stakeholder engagement and incorporating social considerations into PPP planning are crucial for achieving sustainable and impactful outcomes.

VT OMNES VNVM SINT

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

In a global context, Public-Private Partnerships (PPPs) have garnered significant attention due to their potential to alleviate resource constraints within the public sector (Joudyian et al., 2021). PPPs offer a powerful framework for securing public resources and redistributing responsibilities from the public to the private sector while delivering public services. These arrangements offer numerous advantages, including the reduction of direct government costs tied to service delivery and they invigorate innovation and efficiency by involving the private sector (Khallaf et al., 2022).

Several critical determinants influence the success of PPPs, with a primary focus on political, legal, economic and financial considerations (Barrera-Osorio et al., 2022). Political factors encompass governmental stability, policy frameworks and the willingness of authorities to engage in collaborative ventures with the private sector. Legal aspects involve the regulatory environment, contract laws and the clarity and enforceability of agreements. Economic factors encompass funding mechanisms, market conditions and the overall economic health of the nation. Financial considerations revolve around investment incentives, risk allocation and the financial viability of the projects throughout their lifecycle. The implementation of PPP projects spans various durations and complexities, represented by differing models based on capital asset ownership, contract terms, investment responsibilities and risk assumptions. These models generally gravitate towards increased private sector participation and risk-sharing (Khallaf et al., 2022).

Stakeholder engagement has also emerged as a critical component influencing the performance of PPPs. It refers to the involvement of all parties impacted by or having an interest in a PPP project, including government entities, private sector partners, community members and other relevant stakeholders (Joudyian et al., 2021). Effective stakeholder engagement ensures that diverse perspectives are considered, fostering transparency, trust and collaboration among all parties involved (Khallaf et al., 2022). This inclusive approach not only helps in identifying potential risks and mitigating conflicts but also enhances the overall legitimacy and acceptance of the project. Engaging stakeholders from the outset can lead to better decision-making, more sustainable outcomes and higher satisfaction among beneficiaries, thereby significantly contributing to the success and longevity of PPP

initiatives (Chileshe et al., 2022; Abdimomynova et al., 2021).

In Canada, PPPs have evolved significantly, reflecting global best practices with a focus on comprehensive risk assessment, clear regulatory frameworks and robust financial structuring. A key trend in Canadian PPPs is the emphasis on transparency and accountability, facilitated by institutions like Infrastructure Ontario and Partnerships British Columbia, which ensure standardized processes and public interest safeguarding (Joudyian et al., 2021). Further, there is a growing inclination towards incorporating sustainability and resilience into PPP projects, aligning with international standards and the country's climate goals (Abdimomynova et al., 2021).

Within the African region, there has been a pronounced surge in the adoption of PPPs (Helmy et al., 2020). African nations are increasingly recognizing the potential of these partnerships to drive economic development and bridge infrastructure gaps (Abdimomynova et al., 2021). In this regional context, studies have diligently examined a spectrum of factors influencing performance of PPPs. These encompass not only the broader political, economic and legal landscape but also delve into the specifics of various sectors, including education, energy and water (Kavishe & Chileshe, 2019). In South Africa, PPPs are increasingly aligned with global best practices, emphasizing rigorous project preparation, stakeholder engagement and transparent procurement processes. Recent trends highlight a strong focus on addressing infrastructure deficits, particularly in transportation, energy and healthcare, through well-structured PPP agreements. The South African government has also prioritized capacity building and regulatory reforms to enhance the efficiency and attractiveness of PPPs, ensuring that these partnerships contribute effectively to economic growth and social development (Sinkala et al., 2022).

Within the Kenyan landscape, studies have investigated a range of factors, including political environments, regulatory frameworks, community acceptance, financial market availability and project feasibility (Idris, 2020; Maosa et al., 2019; Mungai, 2021; Nyanchoka, 2021). These factors mirror the unique challenges and opportunities that Kenya encounters when implementing PPPs. There are many different ways to define PPPs. The Organization for Economic Cooperation and Development (OECD) (2022) has defined PPPs as any type of agreement or cooperation between public and private parties. OECD (2020) argues that PPP is a legal arrangement that grants a private entity the right to deliver goods and services that have historically been provided by the government in exchange for financial gain. A PPP is

also described by the Kenyan Public Private Partnership Act as an agreement between a contracting authority and a private authority where the private body undertakes and assumes the risk of providing a public function and benefits in the form of reimbursement from a public fund or charges imposed on the consumers of the public function.

Kenya's Vision 2030 is a comprehensive policy framework aimed at transforming Kenya into a globally competitive, industrialized middle-income country. Under this vision, significant socio-economic transformations are planned across various sectors, including education. Achieving and maintaining an annual growth of 10% is a central goal, to be realized through substantial investments in sectors like education, energy, transport, communication, telecommunications and agriculture. Collaborations with private sector players, an inherent feature of PPPs, are pivotal to achieving these transformative goals in the education sector and other areas.

For the purpose of creating educational systems where none previously existed and guaranteeing uniformity amongst training and educational facilities, the public model is important. However, it often struggles to incentivize educational institutions and staff to address the specific needs and concerns of students effectively (Nyanchoka, 2021). The private model, on the other hand, comprises privately owned educational and training institutions, such as universities, vocational colleges and schools, where users bear the full cost of education (Akmal et al., 2022). As educational costs rise, many students and their families are turning to private education, driving up the overall cost of education. To address growing disparities between public and private provisions and enhance the quality of education, there's a growing PPPs in the education sector.

Nairobi County is a significant focal point in Kenya's educational landscape, with its own unique set of challenges and opportunities. Education in Nairobi County is vital not only for the city itself but also for the entire nation, given Nairobi's role as Kenya's capital and economic hub (Mungai, 2021). In the County, much like the rest of Kenya, there are disparities in affordable access to education, with notable differences in academic performance between students from wealthy and low-income homes (Chileshe et al., 2022). Furthermore, despite high accessibility to basic education in Nairobi County, the quality of teaching and learning remains a concern.

There are few options for postsecondary academic or vocational training, particularly for pupils from low-income backgrounds. The allocation of government funds for education

within the county is often inconsistent and skewed across different educational levels and inputs (Nyanchoka, 2021). To expedite human resource development in the education sector and ensure equitable access to education and funding, Nairobi County has been actively exploring PPPs in the education sector. Nairobi's dynamic economic landscape and diverse population provide an excellent backdrop for experimenting with various PPP models and initiatives, potentially driving innovation and improvements in teaching and learning.

The "Afya Elimu Fund," a PPP scheme that focuses on improving access to pre-service and in-service training for low-income mid-level students with the goal of addressing the gaps in Kenya's healthcare staff development, is one noteworthy project within Nairobi County. Collaboratively led by the FUNZO Kenya enterprise, which is sponsored by the US Agency for International Development, the Ministries of Education and Health, the Kenya Health Federation and the Higher Education Loans Board (HELB), this initiative seeks to ensure that more mid-level health training learners have access to training and career development opportunities. Efforts like the "Afya Elimu Fund" represent Nairobi County's dedication to developing and sustaining effective PPPs within the education sector, recognizing the critical role these partnerships play in overcoming educational challenges and promoting equitable access to education and quality training (IntraHealth International, 2019).

The motivation behind this research lied in identifying and addressing critical gaps in the understanding and implementation of PPPs within the educational landscape, particularly in Nairobi County, Kenya. Understanding the factors influencing the effectiveness and adoption of PPPs in education is crucial to ensure their alignment with Kenya's development goals, particularly Vision 2030 and to facilitate meaningful progress in enhancing educational outcomes. This research was distinct in its focus on PPPs in the education sector within Nairobi County, Kenya. Existing literature presents limitations that this research seeks to address. For instance, while various studies have explored PPPs in different sectors and regions, there remains a scarcity of research specifically examining PPPs within the education sector in Nairobi County. Studies such as those by Baithili et al. (2019) and Maosa et al. (2019) have delved into the political environment and factors influencing PPP implementation in Kenya, but they have not extensively explored the educational domain. Additionally, research conducted by Mungai (2021) and Nyanchoka (2021) has investigated PPPs' impact on project performance in Kenya, yet they have not provided comprehensive insights into the specific dynamics and challenges within Nairobi County's education sector. Thus, this research aimed to narrow down and delve deeper into the educational aspect of

PPPs, shedding light on the specific dynamics, challenges and potentials unique to this sector within the Kenyan context.

1.2 Problem Statement

The education sector in Nairobi County, Kenya, continues to face significant infrastructural challenges. Statistics indicate that over 60% of schools in the county lack adequate classroom space and essential facilities, undermining the quality and accessibility of education (Nyanchoka, 2021). In response to this pressing need, PPPs have emerged as a viable strategy to complement government efforts in bridging infrastructure deficits. However, despite the apparent urgency and potential of PPPs to fill this gap, their implementation within Nairobi's education sector remains limited and largely ineffective. This study was motivated by the need to understand the persistent low uptake and success rates of PPP initiatives in the county's education landscape (Manyonge & Kyalo, 2020). Education plays a critical role in Kenya's socio-economic development, contributing approximately 8% to the country's GDP and forming a key pillar of Vision 2030 (Nyanchoka, 2021). Yet, the sector continues to struggle with unmet infrastructure needs that the public sector alone cannot sufficiently address.

Existing literature has predominantly focused on PPPs in sectors such as energy, healthcare, and general infrastructure, both within Kenya and internationally. For instance, local studies have examined PPPs in the energy and infrastructure sectors (Chileshe et al., 2022; Sinkala et al., 2022), while international research has explored PPPs in healthcare in Ghana and infrastructure in the United States (Abdimomynova et al., 2021; Barrera-Osorio et al., 2022). These studies, while informative, offer limited applicability to the education context, particularly within Nairobi County. This creates a notable gap in research specific to education-focused PPPs in Nairobi. Given the sector's unique challenges and its importance to national development, it is essential to investigate the factors influencing PPP performance in this context. This study therefore sought to fill this gap by examining the dynamics of PPP implementation in Nairobi's education sector, generating insights that can inform policy and practice tailored to local needs.

1.3 Research Objectives

1.3.1 General Objective

The general objective of the study was to analyze factors affecting performance of public-

private partnerships and the role of stakeholder engagement in the education sector in Nairobi County, Kenya.

1.3.2 Specific Objectives

The specific objectives were as follows;

- i. To analyze the effect of economic factors on performance of public-private partnerships in the education sector in Nairobi County, Kenya.
- ii. To investigate the effect of regulatory frameworks on performance of public-private partnerships in the education sector in Nairobi County, Kenya.
- iii. To examine the effect of social factors on performance of public-private partnerships in the education sector in Nairobi County, Kenya.
- iv. To evaluate the effect of political factors on performance of public-private partnerships in the education sector in Nairobi County, Kenya.
- v. To determine the moderating effect of stakeholder engagement on the relationship between the factors and performance of public-private partnerships in the education sector in Nairobi County, Kenya.

1.4 Research Questions

- i. What is the effect of economic factors on performance of public-private partnerships in the education sector in Nairobi County, Kenya?
- ii. How do regulatory frameworks affect performance of public-private partnerships in the education sector in Nairobi County, Kenya?
- iii. How do social factors affect performance of public-private partnerships in the education sector in Nairobi County, Kenya?
- iv. What is the effect of political factors on performance of public-private partnerships in the education sector in Nairobi County, Kenya?
- v. What is the moderating effect of stakeholder engagement on the relationship between the factors and performance of public-private partnerships in the education sector in Nairobi County, Kenya?

1.5 Scope of the Study

The study's primary focus was Nairobi County, Kenya's educational system. It encompassed

various variables related to performance of public-private partnerships in education, including economic factors, regulatory frameworks, social factors, political factors and stakeholder engagement (moderating variable). The study's time frame covered the past decade, from the year 2013 when PPP Act was enacted. It incorporated quantitative data to provide a comprehensive analysis of the factors influencing PPPs in the education sector within this geographic and temporal scope. The unit of analysis was PPP projects, with education stakeholders as the unit of observation. The study was conducted between May 2024 to December 2024.

1.6 Significance of the Study

The study benefits the following:

1.6.1 Education Sector in Kenya

The findings of this research would have direct implications for the education sector in Kenya. It would provide insights into the potential benefits and challenges associated with PPPs in education, offering valuable guidance for educational institutions, policymakers and stakeholders within the sector. This knowledge could be utilized to make informed decisions and implement more effective strategies for improving education delivery.

1.6.2 Policymakers

Policymakers at the national and county levels in Kenya would find this research beneficial. It would equip them with a deeper understanding of the factors affecting PPPs in the education sector, enabling the formulation of evidence-based policies and regulations that support the successful implementation of education-related PPP projects. By aligning policy decisions with the research findings, policymakers such as the Ministry of Education can contribute to more efficient and productive education initiatives.

1.6.3 Government of Kenya

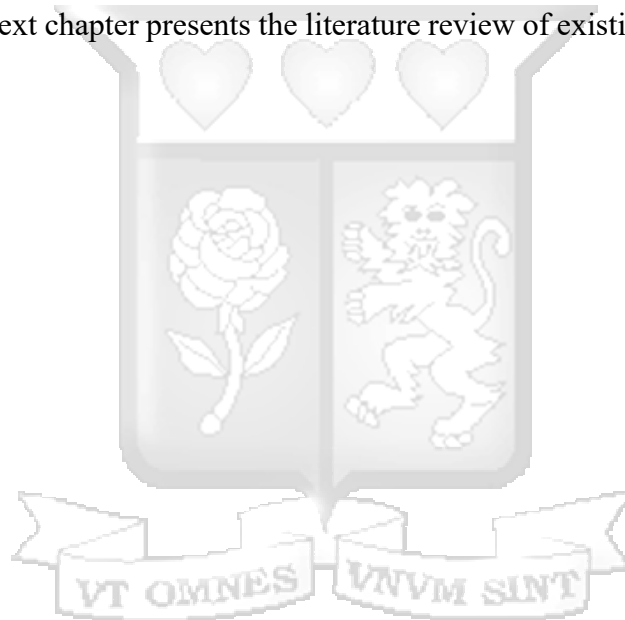
The Government of Kenya, as a major stakeholder in the education sector, would be able to draw from the study's insights to enhance the development and management of educational projects and partnerships. This research would provide a foundation for making well-informed choices on how to collaborate with private sector entities to address the evolving educational needs of the nation.

1.6.4 Other Researchers

This study would also be of value to researchers interested in the fields of education, public administration and public-private partnerships. It adds to the growing body of knowledge regarding PPPs in the education sector, particularly within the Kenyan context. Researchers can use this work as a reference point for future investigations, building upon its outcomes and exploring related topics to contribute to the academic and policy discourse in this field.

1.7 Chapter Summary

The context of the study, the problem statement, the objectives, the importance and the underlying scope of the study have all been outlined in this chapter, which serves as the foundation for the research. The chapter serves as a detailed overview of the way the research was carried out. The next chapter presents the literature review of existing studies in relation to the study topic.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the existing literature associated to the factors affecting public-private partnerships. The literature review is structured around the specific objectives of the study, focusing on theories and empirical studies that provide insights into the study. The literature review begins by examining theoretical frameworks, then reviews existing literature. It examines studies conducted in different geographical locations and sectors, such as education, health and construction among others. Specific attention is given to studies that have examined the effect of economic factors, regulatory frameworks, social factors and political factors on public-private partnerships. The literature review synthesizes the findings from these studies and identifies gaps in the existing literature.

2.2 Theoretical Review

2.2.1 Stakeholder Theory

Stakeholder Theory, introduced by Freeman (1984), emphasizes that organizations should account for the interests of all parties affected by their actions, not just shareholders. In the context of PPPs, particularly within Nairobi County's education sector, this theory offers a valuable framework for examining the roles, expectations, and influence of various stakeholders involved in educational service delivery. Freeman (2010) expands the definition of stakeholders to include any individual or group that can affect or be affected by an organization's decisions. In education PPPs, these stakeholders encompass government agencies, private investors, school management, teachers, parents, students, and local communities. Recognizing this diversity, Stakeholder Theory suggests that the success and sustainability of PPP projects depend heavily on inclusive engagement, transparency, and effective management of stakeholder interests (Joudyian et al., 2021).

In Nairobi County, education infrastructure challenges have prompted the adoption of PPPs to bridge resource gaps. However, the limited success of these initiatives often stems from weak stakeholder coordination, lack of community involvement, and inadequate communication channels. Stakeholder Theory highlights the need for participatory decision-making, particularly by involving school communities, addressing parental concerns, and ensuring accountability in project delivery (Kavishe & Chileshe, 2019). These elements are critical for gaining stakeholder trust and achieving long-term educational outcomes.

Furthermore, in a county characterized by socio-economic diversity and competing interests, Stakeholder Theory provides practical guidance for navigating the complex dynamics between public institutions and private actors. It encourages collaboration, conflict resolution, and alignment of goals, principles that are vital in ensuring that PPPs not only deliver infrastructure but also contribute to improved educational access and equity (Abdimomynova et al., 2021). Therefore, in the Nairobi education context, Stakeholder Theory is instrumental in assessing how stakeholder expectations are managed and integrated into PPP frameworks to enhance project relevance, responsiveness, and sustainability.

2.2.2 Agency Theory

Agency Theory, as developed by Jensen and Meckling (1976), focuses on the relationship where one party (the principal) delegates authority to another (the agent) to act on their behalf. This delegation introduces a potential for conflict, as the agent may pursue personal or organizational interests that do not align with those of the principal. In the context of PPPs, this theory provides a useful framework for analyzing the inherent tensions between public institutions and private partners (Joudyian et al., 2021).

Within education-focused PPPs in Nairobi County, the government typically acts as the principal, entrusting private entities with the delivery of educational infrastructure and services. However, private partners may prioritize profit motives over public interest, potentially compromising the quality, accessibility, or long-term sustainability of educational outcomes. This misalignment, known as the “agency problem”, poses a significant challenge to achieving the broader developmental goals envisioned in Kenya’s Vision 2030.

Agency theory thus underscores the importance of carefully designed governance mechanisms to mitigate such risks. Contractual arrangements become central tools for aligning incentives and managing expectations. As Strohhecker (2019) notes, well-structured contracts that clearly define roles, responsibilities, and performance benchmarks are essential for reducing the agency problem. In Nairobi’s context, where PPPs are still evolving in the education sector, the absence of robust contractual oversight has contributed to inconsistencies in project outcomes.

The theory calls attention to the need for ongoing performance monitoring, transparent information-sharing, and the use of incentive structures to ensure compliance and accountability. These mechanisms are particularly critical in education, where failure to meet agreed standards directly impacts students, parents, and the broader community. Agency

Theory, therefore, not only helps to explain the challenges associated with public-private collaborations but also informs the design of practical interventions to safeguard the public interest.

2.2.3 Theoretical Synthesis and Link to Conceptual Framework

The integration of stakeholder theory and agency theory offers a comprehensive theoretical foundation for examining the performance of PPPs in the education sector within Nairobi County. Stakeholder theory highlights the importance of recognizing and managing the interests of all individuals and groups affected by PPPs, including government authorities, private investors, educational institutions, community members, parents, and students. This theoretical lens directly supports the study's objective of analyzing the moderating role of stakeholder engagement. When stakeholders are actively involved and their concerns addressed, PPP projects are more likely to achieve sustainable and inclusive outcomes. Therefore, the theory is critical in explaining how stakeholder engagement can influence the effect of other variables such as economic, regulatory, social, and political factors on PPP performance.

Agency theory focuses on the contractual relationship between principals (public entities) and agents (private partners), emphasizing the potential conflicts that arise when agents pursue their interests over those of the principals. This theory is particularly relevant to the first four objectives of the study, which examine the effects of economic, regulatory, social, and political factors on PPP performance. Economic constraints may weaken the enforcement of accountability, while ineffective regulatory frameworks and political interference may lead to misaligned priorities between public and private actors. Agency Theory underscores the importance of well-structured contracts, performance monitoring mechanisms, and incentive systems in aligning the interests of both parties to ensure project success.

Together, the two theories provide a multidimensional framework for understanding PPP performance in Nairobi County's education sector. Stakeholder theory addresses the relational and participatory aspects of PPPs, highlighting the significance of inclusive engagement, while Agency theory offers a structural and governance-based perspective, focusing on the alignment of interests through contractual mechanisms. This theoretical synthesis informs the study's conceptual framework, where economic, regulatory, social, and political factors serve as independent variables, PPP performance is the dependent variable,

and stakeholder engagement functions as a moderating variable that influences the nature and strength of these relationships.

2.3 Empirical Review

This section provides the literature on the factors affecting public-private partnerships. It specifically examines the effect of economic factors, regulatory frameworks, social factors and political factors on public-private partnerships. A summary and research gaps is then provided after the review of the studies.

2.3.1 Economic Factors and Public-Private Partnerships

The exploration of economic factors in the context of PPPs entails key aspects that influence the success and sustainability of such initiatives. These economic factors typically include financial viability, investor perception and operational risks (Helmy et al., 2020). Financial viability encompasses the feasibility and profitability of PPP projects, indicating whether the expected returns justify the investment. Investor perception, on the other hand, reflects the confidence and attitude of potential investors towards participating in PPP ventures, which can significantly impact funding and project implementation. Operational risks refer to the potential challenges and uncertainties that may arise during project execution, such as cost overruns, delays, or unforeseen market conditions (Omokungbe et al., 2022).

The relationship between these economic factors and PPP success is expected to be significant and multifaceted. Firstly, financial viability directly affects the attractiveness of PPP projects to investors and financiers (Helmy et al., 2020). Projects with strong financial prospects are more likely to attract funding and support, facilitating their successful implementation. Investor perception plays a crucial role in shaping market dynamics and investment decisions (Idris, 2020). Positive perceptions can lead to increased investment inflows and reduced financing costs, while negative perceptions may deter investor participation and hinder project progress. Operational risks, if not effectively managed, can undermine project performance and erode investor confidence, leading to delays, cost escalations and potential project failures (Omokungbe et al., 2022).

In the context of Nairobi County, Kenya, economic factors assume particular relevance due to the region's socio-economic dynamics and developmental needs. Nairobi, as the capital city and economic hub of Kenya, presents both opportunities and challenges for PPP implementation. Economic factors such as market demand and investor sentiment influence the feasibility and success of PPP projects in sectors like education, healthcare, infrastructure

and public services (Idris, 2020). Additionally, Nairobi's status as a major business and financial centre attracts both domestic and international investors, further shaping the economic landscape and investment climate for PPPs.

Theoretical support for the relationship between economic factors and PPPs can be found in various economic theories such as investment theory, agency theory and stakeholder theory (Idris, 2020). Investment theory provides insights into the decision-making processes of investors and financiers, highlighting the importance of financial returns and risk assessment in project evaluation. Agency theory addresses the principal-agent relationship inherent in PPPs, emphasizing the alignment of incentives and interests to mitigate conflicts and promote project success. Stakeholder theory underscores the significance of considering the interests and expectations of all stakeholders involved in PPP projects, including investors, government entities, local communities and end-users.

Considering Critical Success Factors (CSFs) model, the model posits that there exist specific pivotal elements that wield substantial influence over the success of projects or endeavours. When applied to the realm of PPPs, advocates of this model contend that the identification and effective management of these critical factors are paramount for achieving successful outcomes (Joudyian et al., 2021). In alignment with Rockart's framework, CSFs are deemed as aspects that are crucial for attaining organizational objectives. In the broad context of PPPs, these critical factors encompass dimensions such as community acceptance, regulatory compliance and financial viability.

Within the ambit of CSFs model, the proponents argue that a meticulous understanding and strategic handling of these identified factors become imperatives in steering PPP initiatives towards favourable results (Joudyian et al., 2021). Community acceptance, as one of these critical factors, emerges as a linchpin for the success of PPPs. Extensive studies conducted by Khallaf et al. (2022) and Abdimomynova et al. (2021) bolster this argument, emphasizing that a positive reception from the community significantly enhances the likelihood of successful PPP implementation. Furthermore, the clarity and enforceability of legal agreements, integral components of regulatory compliance, surface as critical facets in navigating the complex regulatory landscape inherent in PPPs.

In essence, CSFs model provides a comprehensive lens through which to understand and engage with the intricate dynamics of PPPs. The applicability of this model in the PPP context is underscored by its utility in guiding project stakeholders to prioritize their efforts

and allocate resources judiciously towards the most influential factors (Barrera-Osorio et al., 2022). Its adoption extends across various sectors, notably in infrastructure development, where the collaborative success of projects hinges upon the effective synergy between public and private entities. Recognizing these critical factors, as highlighted by CSFs model, not only enhances the understanding of PPP dynamics but also offers a robust framework for fortifying the overall effectiveness of PPP initiatives.

Despite the theoretical support, inconsistencies in findings across empirical studies underscore the nuanced nature of economic factors and their impact on PPP outcomes. Variations in research methodologies, contextual factors and sample characteristics may contribute to divergent findings and interpretations. However, by synthesizing theoretical frameworks, empirical evidence and contextual insights, this study provided a comprehensive understanding of the interplay between economic factors and PPP success in Nairobi County. Ultimately, the results of such studies are likely to be influenced by the unique socio-economic context, theoretical perspectives and empirical findings, offering valuable insights for policymakers, practitioners and stakeholders involved in PPP initiatives.

A thorough investigation on the vital success elements for public-private partnership initiatives in Egypt's education sector was carried out by Helmy et al. (2020). The study used an exploratory sequential mixed-method research methodology and was framed within the framework of the CSFs theory/model. Through snowball sampling, PPP projects or practitioners in Egypt were the targeted participants. Data were gathered for the study using semi-structured interviews and a questionnaire survey instrument and they were subsequently examined using structural equation modelling and correlation analysis. The study examined a wide range of variables, such as management and operational, legal, political and economic and financial aspects, that affect PPP success. These elements were shown to be crucial in determining how PPP projects in the education sector turned out. The findings from this research contribute valuable insights into understanding the multifaceted dynamics of PPP projects in the education sector.

Omokungbe et al. (2022) study, which used Yaba College of Technology in Nigeria as a case study, focused on public-private partnerships as a way to help tertiary institutions generate Internally Generated Revenue (IGR). Based on the IGR hypothesis, the study used a descriptive survey approach and collected data by giving out questionnaires to both academic and non-academic staff members. The study determined the most important factors for

increasing IGR, including internalization, performance, marketability and research and development. The contributes to the understanding of economic aspects related to IGR within the tertiary education sector, offering insights into the challenges and potential solutions for revenue generation.

Idris (2020) focused on projects in Kenya, employing a survey research design with simple random sampling and survey questionnaires as data collection tools. Unlike relying on a specific theory, this study aimed to empirically explore factors influencing investors' participation in public road infrastructure projects. The study's conclusions demonstrated that investor engagement in public-private partnership projects in Kenya was positively correlated with investor perception of public projects, institutional capacity and procurement procedures. These elements were shown to be essential in influencing stakeholders' investment choices in the development sector.

Njeru and Maingi (2021) also delved into the critical success factors for public-private partnerships in Kenya. Employing a theoretical foundation that included normative theory, positive theory and public choice theory, the study adopted a descriptive design complemented by an exploratory research design. The research utilized a mixed-method approach, incorporating unstructured interviews and structured questionnaires to gather data. The study's conclusions demonstrated the substantial influence of a number of elements on public-private partnerships in the water industry, including operating, revenue, technical, construction, regulatory, project, force majeure and environmental risk.

The body of research on economic factors and PPPs includes a wide range of studies that shed light on the crucial elements affecting the dynamics and success of PPP projects across various industries and geographical areas. With a focus on Egypt's education system, Helmy et al. (2020) determined that political, legal, financial and economic variables are essential for PPP success. In contrast, Idris (2020) highlighted the positive correlation between investor perception, institutional capacity and procurement processes. Omokungbe et al. (2022) contributed to the understanding of economic aspects within the tertiary education sector, emphasizing key issues for improving internally generated revenue. Njeru and Maingi (2021) explored critical success factors for PPPs in Kenya, identifying various operational, regulatory and environmental factors.

2.3.2 Regulatory Factors and Public-Private Partnerships

Regulatory factors play a pivotal role in shaping the landscape of PPPs, influencing their

viability, efficiency and overall success. These factors encompass various dimensions such as adherence to constitutional principles, legislative frameworks and institutional arrangements (Kamau & Achuora, 2023). In the context of PPPs in the education sector, Barrera-Osorio et al. (2022) highlighted the importance of government support and regulatory frameworks in facilitating partnerships with local private providers to deliver education to underserved populations. Regulatory factors determine the roles, responsibilities and collaboration mechanisms between public and private entities, thereby shaping the dynamics of PPP implementation.

The theoretical framework of regulatory factors in PPPs is supported by theories such as institutional theory and stakeholder theory (Rono, 2021). Institutional theory emphasizes the influence of regulatory environments, norms and structures on organizational behavior and decision-making, highlighting the significance of formal rules and regulations in shaping PPP outcomes. Stakeholder theory underscores the importance of considering the interests and expectations of all stakeholders involved in PPP projects, including government agencies, private investors, communities and end-users, in the formulation and implementation of regulatory frameworks.

Inconsistencies in findings across empirical studies underscore the nuanced nature of regulatory factors and their impact on PPP outcomes (Mungai, 2021). Variations in regulatory environments, legal frameworks and institutional capacities across different contexts contribute to divergent findings regarding the effectiveness and efficiency of regulatory regimes in facilitating PPPs. However, empirical evidence suggests that regulatory factors significantly influence project performance, stakeholder engagement and overall project success (Kamau & Achuora, 2023). Effective regulatory frameworks that balance accountability, transparency and flexibility are essential for fostering a conducive environment for PPPs.

In the context of Nairobi County, Kenya, regulatory factors assume particular importance due to the region's socio-political dynamics, legal frameworks and institutional arrangements. Nairobi, as a major urban centre and administrative hub, presents unique regulatory challenges and opportunities for PPP implementation across various sectors, including infrastructure, healthcare and education. The effectiveness of regulatory frameworks in Nairobi County depends on factors such as institutional capacity, stakeholder engagement and adherence to legal and constitutional principles (Rono, 2021). Examining

the interplay between regulatory factors, theoretical frameworks and empirical findings, this study provided valuable insights into the drivers and barriers of PPP success in Nairobi County, informing policy formulation, institutional reforms and strategic interventions aimed at enhancing the enabling environment for PPPs.

In Pakistan's education sector, Barrera-Osorio et al. (2022) carried out research on providing education to the underprivileged via a public-private partnership initiative. The theoretical framework employed in the study was the Item Response Theory (IRT) mode. The researchers utilized a survey and random sampling as methodological approaches. The findings of the study suggested that government support for local private providers may be a viable alternative to purely public provision in the delivery of education to underserved populations. This underscores the importance of regulatory factors in shaping the dynamics of PPPs in the education sector, particularly in determining the role of local private providers and their collaboration with the government.

In the context of South African infrastructure, Sinkala et al. (2022) investigated the envisioning of the public-private partnership paradigm as a hybrid. In order to direct the research, the study presented the Hybrid PPP Alliances (HPPPA) structure. The researchers collected qualitative data in two ways: they used case studies and semi-structured interviews. The study's conclusions showed that although the PPP laws in South Africa were thought to be appropriate, the delivery framework was seen as extremely expensive and entailed drawn-out approval procedures. This implies that the efficacy and efficiency of PPP models in South Africa are significantly shaped by regulatory considerations.

Mungai (2021) delved into the relationship between private-public partnerships and the project performance in Kenya. The study employed theoretical frameworks such as resource dependence theory, bureaucratic theory and stakeholder theory to guide its investigation. Using a descriptive approach and employing a purposive sample technique, Mungai utilized questionnaires as the primary data collection method. The study found a robust and positive association between project performance and factors such as financial contribution, risk mitigation and accountability. The study therefore emphasized the significance of regulatory factors, along with financial factors, in influencing the success of PPPs in Kenya.

Kamau and Achuora (2023) concentrated on crucial success elements for the Kenyan Ministry of Health's implementation of public-private partnerships in health projects. The investigation of the study was guided by academic frameworks such as institutional theory

and stakeholders theory. Using structured questionnaires and a descriptive survey approach, the researchers gathered primary data. A multivariate linear regression model was employed in the study to assess the study variables' relevance. The results showed that the Ministry of Health's implementation of PPPs was positively and significantly impacted by project financing as well as legislative and regulatory frameworks. This highlights the importance of regulatory factors in the successful execution of PPPs in Kenya.

Research on sub-national public-private partnerships in Kenya was carried out by Rono (2021), with a particular emphasis on the institutional and legal environment within county administrations. The study employed many theoretical frameworks, such as the soufflé theory and the economic analysis of law theory. As methodological approaches, the study used comparative analyses, surveys and legal appraisal. The study's conclusions made clear that the PPPs Act's institutional architecture and procurement system did not align with the devolution-related constitutional principles. This implies that regulatory factors, especially those pertaining to compliance with public procurement laws and constitutional principles, are significant factors to take into account in sub-national PPPs in Kenya.

2.3.3 Social Factors and Public-Private Partnerships

Social factors play a significant role in shaping the dynamics and outcomes of PPPs, influencing various aspects of project implementation, stakeholder engagement and community acceptance (Chileshe et al., 2022). These factors encompass dimensions such as community acceptance, entrepreneurship education, stakeholder engagement and socio-cultural considerations, which collectively contribute to the success or failure of PPP initiatives. In the context of entrepreneurship education within PPP systems, Abdimomynova et al. (2021) emphasized the importance of social factors in fostering investment activities and promoting the development of Small and Medium Enterprises (SMEs) through collaborative efforts between the public and private sectors.

Theoretical frameworks such as Classical theory, Efficiency Effort Index (EE-Index) and CSFs theory provide theoretical underpinnings for understanding the role of social factors in PPPs (Nyanchoka, 2021). Classical theory emphasizes the significance of social and economic processes in driving entrepreneurship education and investment activities within PPP frameworks. CSFs theory highlights the critical success characteristics essential for the successful implementation of PPP projects, including factors related to community acceptance, stakeholder engagement and project feasibility.

Inconsistencies in findings across empirical studies underscore the complexity and contextual nature of social factors in influencing PPP outcomes (Sango, 2021). Variations in institutional arrangements, stakeholder interests and socio-cultural contexts across different regions contribute to divergent findings regarding the effectiveness of social factors in shaping PPP dynamics. However, empirical evidence suggests that community acceptance, stakeholder collaboration and socio-cultural considerations significantly impact project success and sustainability (Chileshe et al., 2022). Effective engagement with stakeholders, including local communities, government agencies and project beneficiaries, is essential for building trust, garnering support and addressing socio-economic challenges in PPP implementation.

In the context of Nairobi County, Kenya, social factors assume particular importance due to the region's diverse socio-cultural landscape, community dynamics and stakeholder interests (Sango, 2021). The successful execution of PPP projects in Nairobi County depends on factors such as community support, stakeholder collaboration and institutional capacity, which collectively influence project delivery, resource allocation and impact assessment. Through examining the interplay between social factors, theoretical frameworks and empirical findings, this study provided valuable insights into the drivers and barriers of PPP success in Nairobi County, informing policy formulation, stakeholder engagement strategies and capacity-building initiatives aimed at enhancing the social sustainability and effectiveness of PPP initiatives.

Abdimomynova et al. (2021) conducted a study on entrepreneurship education prospects in the public-private partnership system within the context of education in Kazakhstan. The study utilized Classical theory and the Efficiency Effort Index (EE-Index) as theoretical frameworks. For data collection, a survey was conducted involving 3,000 students and the snowball questioning method was employed. The study's findings highlighted that entrepreneurship education plays a crucial role in fostering the development of investment activities through public-private partnerships. Moreover, it is identified as a key component of the socio-economic processes associated with the development of Small and Medium Enterprises (SMEs). The factors influencing the success of entrepreneurship education in this context encompass both social and economic considerations.

A qualitative study on the crucial success elements in public-private partnerships linked to the implementation of affordable housing programs in Tanzania was carried out by Kavishe

and Chileshe (2019). The Critical Success Factors hypothesis was applied in the investigation. Ten housing industry professionals from the public and private sectors participated in semi-structured interviews for the study. The study's conclusions highlighted critical success characteristics that are essential for PPPs to be implemented successfully in affordable housing projects. Among these were the need for a committed group of experts to manage PPP projects, the need for both formal and informal site visits and inspections, government backing and assurances and the implementation of checks and balances from the planning to the building phases.

Chileshe et al. (2022) conducted a study on critical success factors for PPPs in Kenya, focusing on the infrastructure and housing projects sector. The researchers employed grounded theory and the CSFs theory as their theoretical frameworks. The study utilized a survey-based questionnaire as the primary method for data collection. The findings highlighted key success factors, including community acceptance, project feasibility, financial market availability and the presence of a dedicated public agency. These factors collectively underscore the significance of social factors as well as financial considerations in the success of PPP projects in Kenya.

Nyanchoka (2021) investigated the institutional elements affecting PPP project delivery in Kenya's education sector, concentrating on projects funded by Afya Elimu. The agency theory and resource dependence theory theoretical frameworks were applied in this investigation. The Yamane formula-based semi-structured questionnaire was used to collect data for this study, which used a descriptive research design. For data analysis, the Pearson correlation coefficient was used. The results showed that beneficiary identification, staff competency, financial assistance and community support were important factors affecting how Afya Elimu Funded initiatives were carried out. These results emphasize the significance of social factors and financial considerations in the successful implementation of PPP projects in Kenya's education sector.

A study on the variables influencing public projects in Nairobi County, Kenya, was carried out by Sango (2021). Several theoretical frameworks were used in the study, including facilitation theory, theory of limitations, resource dependence theory and critical chain project management (CCPM) theory. This study used a descriptive research approach and structured questionnaires were used to gather data. A multivariate linear regression model was utilized in the data analysis process. The findings of the study revealed that resources,

corruption, planning and capacity building significantly influenced housing development projects. The identified factors underscore the importance of both financial and social considerations in the successful execution of projects in Nairobi County.

2.3.4 Political Factors and Public-Private Partnerships

Political factors play a crucial role in shaping the outcomes and effectiveness of PPPs, influencing various aspects of project governance, decision-making and implementation (Baithili et al., 2019). These factors encompass dimensions such as political environments, stakeholder engagement, governance systems and regulatory frameworks, which collectively influence the success or failure of PPP initiatives. In the context of multi-country studies, Othman and Khallaf (2022) underscored the significance of political hurdles as primary barriers to PPP success, highlighting the importance of knowledgeable and effective parties and well-prepared contract papers in overcoming these obstacles.

Theoretical frameworks such as agency theory, stakeholders theory and relational bureaucratic theory provide theoretical underpinnings for understanding the role of political factors in PPPs (Maosa et al., 2019). Agency theory, for instance, emphasizes the dynamics of interactions between principal and agent in PPP governance structures, shedding light on the challenges posed by misaligned incentives and conflicting interests among stakeholders. Stakeholders theory highlights the importance of stakeholder engagement and collaboration in navigating political complexities and ensuring project alignment with broader societal goals.

Inconsistencies in findings across empirical studies underscore the nuanced and context-specific nature of political factors in influencing PPP outcomes (Othman & Khallaf, 2022). Variations in political climates, governance structures and institutional capacities across different regions contribute to divergent findings regarding the effectiveness of political factors in shaping PPP dynamics. However, empirical evidence suggests that political variables significantly impact project governance, decision-making processes and overall project success (Maosa et al., 2019, 2022). Effective management of political risks, stakeholder engagement and governance systems is essential for mitigating uncertainties and ensuring project sustainability in PPP implementation.

In the context of Kenya, political factors assume particular importance due to the country's dynamic political landscape, governance structures and institutional frameworks (Baithili et al., 2019). The successful execution of PPP projects in Kenya depends on factors such as

political stability, anti-corruption measures, stakeholder collaboration and regulatory transparency, which collectively influence project governance, decision-making processes and stakeholder engagement. In examining the interplay between political factors, theoretical frameworks and empirical findings, this study provided valuable insights into the drivers and barriers of PPP success in Kenya, informing policy formulation, stakeholder engagement strategies and governance reforms aimed at enhancing the political sustainability and effectiveness of PPP initiatives.

Othman and Khallaf (2022) conducted a study on the identification of barriers and key success factors in public-private partnership projects across multiple countries. The researchers utilized an empirical approach to identify Key Success Factors (KSFs) and barriers. The study involved a questionnaire survey, collecting views from 60 experts with extensive experience in PPPs across various countries. The results showed that the primary issues preventing PPP initiatives from succeeding were found to be political hurdles. However, it was found that the presence of knowledgeable and effective parties as well as well-prepared contract papers were crucial to breaking down these obstacles. As a result, the study stressed how crucial political variables are in determining how PPP initiatives turn out.

With an emphasis on Nyamira County, Maosa et al. (2019) looked at the variables affecting public-private partnership performance in Kenya. A number of theoretical frameworks were used in the study, including relational bureaucratic theory, agency theory, stakeholders theory and the team development model. The study, which employed a descriptive research approach, focused on 64 senior top managers who provided healthcare. To evaluate the data, the researchers used five-point Likert scale surveys and multiple regression analysis. The study's conclusions showed that governance systems, as opposed to sociocultural and regulatory elements, had the greatest positive impact on PPPs in the delivery of healthcare. Thus, the study emphasized how important political variables are in determining how well PPPs perform in Kenya.

A study on the political climate and how it affects the execution of public-private partnership projects in Kenya was carried out by Baithili et al. (2019). The agency theory served as the theoretical foundation for the investigation. The study used a cross-sectional descriptive survey methodology and participants were chosen through a methodical sampling procedure. After that, questionnaires were sent out to gather data and multiple regression analysis was used to ascertain how the variables in question related to one another. The study's

conclusions showed that the political climate significantly impacted how PPPs were implemented in infrastructure projects. Corrupt practices, shoddy project selection, a shortage of professionals and cost overruns were also noted as contributing causes to the unsuccessful execution of PPP projects.

2.3.5 Stakeholder Engagement and Public-Private Partnerships

Stakeholder engagement refers to the systematic involvement of individuals, groups, or organizations that are affected by or have an interest in a PPP project. This includes government agencies, private sector partners, community members, non-governmental organizations and other relevant stakeholders. Effective stakeholder engagement is crucial for PPPs as it fosters transparency, trust and collaboration among all parties involved, leading to better decision-making and more sustainable project outcomes (Joudyian et al., 2021). In ensuring that diverse perspectives are considered, potential conflicts can be mitigated and the overall acceptance and legitimacy of the project are enhanced. This inclusive approach not only helps in identifying potential risks but also contributes to higher satisfaction among beneficiaries, thereby significantly influencing the success and longevity of PPP initiatives (Khallaf et al., 2022).

In the context of Kenya, economic factors play a pivotal role in the performance of PPPs. The country has been actively promoting PPPs to address infrastructure deficits and improve service delivery, especially in sectors like education, healthcare and transportation. Economic factors such as financial viability, market conditions and investment incentives are critical in determining the success of these partnerships (Barrera-Osorio et al., 2022). In Kenya, the government's efforts to create a conducive economic environment for PPPs include implementing favourable policies, providing financial support mechanisms and encouraging private sector participation. However, challenges such as fluctuating economic conditions, limited access to finance and varying investor perceptions still pose significant hurdles (Khallaf et al., 2022).

Empirical studies have shown that stakeholder engagement can significantly impact the performance of PPPs. For instance, a study by Osei-Kyei and Chan (2017) found that effective stakeholder engagement leads to improved project outcomes by enhancing communication, fostering trust and reducing conflicts. Another study by Hodge and Greve (2019) highlighted that stakeholder engagement contributes to the sustainability of PPP projects by ensuring that the needs and expectations of all parties are met. These findings are

consistent with the stakeholder theory, which posits that organizations perform better when they consider and address the interests of all their stakeholders (Freeman, 2010). In the Kenyan context, the involvement of stakeholders in PPP projects can lead to better alignment of project goals with community needs, thereby enhancing project acceptance and success.

The stakeholder theory supports the association between stakeholder engagement and the performance of PPPs. According to this theory, the success of an organization, or in this case, a PPP project, is largely dependent on its ability to manage and satisfy the interests of its stakeholders (Freeman, 2010). By actively involving stakeholders in the planning, implementation and management phases, PPP projects can achieve higher levels of transparency, trust and collaboration, which are essential for project success. Given the economic context of Kenya and the empirical findings discussed, it was expected that stakeholder engagement would positively influence the performance of PPPs in the education sector. This is because engaged stakeholders are more likely to support the project, provide valuable input and help in mitigating potential risks.

Looking at empirical literature, Osei-Kyei and Chan (2017) conducted a study on the critical success factors for PPPs and found that stakeholder management was one of the top factors contributing to project success. Their research emphasized that continuous communication and involvement of stakeholders throughout the project lifecycle lead to better project outcomes. Similarly, Hodge and Greve (2019) reviewed various PPP projects and concluded that stakeholder engagement is essential for ensuring project sustainability and effectiveness. They argued that projects that actively engage stakeholders tend to have higher levels of community support and fewer conflicts, which contribute to their overall success. These studies underscore the importance of stakeholder engagement in enhancing the performance of PPPs, particularly in the education sector in Kenya.

2.4 Summary of Literature and Gap

The existing literature on regulatory frameworks, social factors and political influences in PPPs offers valuable insights into their respective roles in shaping PPP outcomes. However, there exists a notable gap in synthesizing these factors within the context of the education sector in Kenya, particularly in Nairobi County. The economic dimension, as explored by Helmy et al. (2020), Idris (2020), Omokungbe et al. (2022) and Njeru and Maingi (2021), shows the influences of critical success factors, internal revenue generation, investor perception and operational risks on PPP outcomes. These studies collectively highlight the

importance of a sound economic foundation, emphasizing the need for financial viability, community acceptance and effective project management for successful PPP implementation. Despite the existing literature providing insights into PPP dynamics in various sectors and regions, there remains a notable gap in understanding how economic factors specifically influence PPP outcomes in the Nairobi context.

One crucial gap is the lack of research specifically examining the economic factors influencing PPPs within Nairobi County, Kenya. While studies like Idris (2020) and Njeru and Maingi (2021) have explored PPPs in Kenya more broadly, there is a need for targeted research that delves into the economic intricacies within Nairobi County. Understanding how economic variables such as financial viability, investor perception and operational risks manifest within Nairobi's unique economic landscape is essential for tailoring effective PPP strategies and interventions to address the county's specific needs and challenges.

Moreover, while existing studies have highlighted the importance of economic factors in PPP success, there is a gap in understanding how these factors interact with the local political, regulatory and social dynamics prevalent in Nairobi. Nairobi's political environment, regulatory frameworks and social fabric may influence the implementation and outcomes of PPP projects in distinct ways compared to other regions. Therefore, there is a need for research that explores the interplay between economic factors and these contextual variables within the Nairobi context to provide a comprehensive understanding of PPP dynamics.

Existing literature often lacks in-depth empirical analysis that goes beyond descriptive insights. While studies like Helmy et al. (2020) and Omokungbe et al. (2022) have examined economic factors in PPPs, there is a need for rigorous empirical research using quantitative methods such as regression analysis to establish causal relationships between economic variables and PPP outcomes in Nairobi. Such empirical studies can provide robust evidence to guide policymakers and practitioners in developing effective PPP strategies tailored to Nairobi's economic context.

On the regulatory frameworks, the literature presented studies by Barrera-Osorio et al. (2022), Sinkala et al. (2022), Mungai (2021), Kamau and Achuora (2023) and Rono (2021), reveal the crucial role of regulations, legal structures and institutional frameworks in shaping PPP success. The findings from Pakistan, South Africa, Kenya's education sectors and sub-national governments underscore the necessity for well-structured regulatory environments and effective legal frameworks for PPPs to thrive. The studies suggest that challenges in

adherence to constitutional principles, legislative frameworks and approval processes can significantly impact the outcomes of PPP projects.

The examination of social factors, as seen in studies by Abdimomynova et al. (2021), Kavishe and Chileshe (2019), Chileshe et al. (2022) and Nyanchoka (2021), highlights the importance of community acceptance, entrepreneurship education and beneficiary identification in PPP success. These findings emphasize the sociocultural and community-centric aspects that contribute to the effectiveness of PPPs. Furthermore, the influence of political factors in PPPs, discussed in studies by Othman and Khallaf (2022), Maosa et al. (2019) and Baithili et al. (2019), underscores the significance of governance systems, political environments and stakeholder engagement in shaping the trajectory of PPP initiatives.

Despite the valuable insights provided by these studies, a noticeable gap exists in synthesizing a comprehensive understanding of the interplay between economic, regulatory, social and political factors within the broader PPP landscape in the education sector in Kenya. The existing literature tends to limit the generalizability of findings and there is a need for a study to explore the integrative effects of these factors, considering their interconnectedness and cumulative impact on PPP success in the education sector in Kenya.

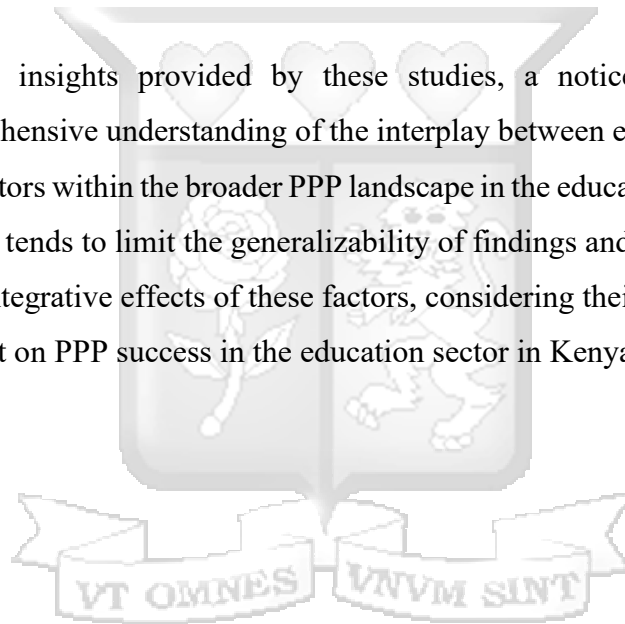


Table 2.1: Summary of Research Gaps

Author and year of study	Study focus	Sector of study	Theories applied	Methodology applied (data analysis)	Summary of findings	Factors affecting PPP in education sector	Research Gaps
Helmy, Khourshed, Wahba and Bary (2020)	Exploring critical success factors for public private partnership case study	Education sector in Egypt	Critical success factors (CSFs) theory/model	- Exploratory sequential mixed method research (MMR) design - PPP projects or practitioners in Egypt targeted - Snowball sampling - Semi-structured interviews and a questionnaire survey tool - Correlation and structural equation modelling	Political factors, legal factors, economic and financial factors, managerial and operational factors influenced PPPs success	Political factors, legal factors, economic and financial factors, managerial and operational factors	Different contextual environment, location and methodologies
Khallaf, Kang, Hastak and Othman (2022)	Public-Private Partnerships for Higher Education Institutions in the United States	Higher education in the United States	No theory used	-Empirical approach (gap analysis) -questionnaire survey	PPP was used to reduce risk, use private financing, deliver various project types and transfer the maintenance and operating risks to the private party	Financial factors and operational factors	Different location, theory (no theory used) and methods

Chileshe, Njau, Kibichii, Macharia and Kavishe (2022)	Critical success factors for Public-Private Partnership (PPP) infrastructure and housing projects in Kenya	Infrastructure and housing projects in Kenya	-Grounded theory -Critical success factors (CSFs) theory	-Survey-based questionnaire	Key success factors included community acceptance, project feasibility, regulatory framework, financial market availability and a dedicated public agency.	Social factors, regulatory frameworks and financial factors	Different sector
Nyanchoka (2021)	Institutional Factors Influencing Implementation of Public-private Partnership Projects in Kenya's Education Sector: a Case of Afya Elimu Funded Projects	Kenya's education Sector	-Agency Theory -Resource Dependence Theory	-Descriptive research design -Yamane (1967) formula -Semi-structured questionnaire - Pearson correlation coefficient	Beneficiary identification, competency of staff, financial support and community support all influenced the execution of Afya Elimu Funded projects	Social factors and financial factors	Different location – It was a case of Afya Elimu Funded Projects
Mungai (2021)	Private public partnerships and project performance of commercial state corporations in Kenya	Commercial state corporations in Kenya.	-Resource dependence theory -Bureaucratic theory -Stakeholder theory	- Descriptive approach -Purposive sample technique - Questionnaires for data collection	The association between project performance and financial contribution, risk mitigation and accountability was strong and positive	Regulatory factors and financial factors	Different sector
Maosa, Muturi and Student (2019)	Factors influencing performance of public-private partnerships in healthcare	Health in Kenya	- Team Development Model -Agency Theory -Stakeholders	-Descriptive research design -Targeted 64 senior top managers	Governance systems had the highest positive influence to PPP on healthcare provision,	Political factors, regulatory factors and socio-cultural	Different sector

	provision in Kenya: the case of Nyamira county		Theory -Relational bureaucratic Theory	- Questionnaires with five-point Likert scale - Multiple regression analysis	followed by regulatory factors and socio-cultural factors	factors	
Idris (2020)	Factors Influencing Investors' Participation in Public Road Infrastructure Projects In Kenya through Public Private Partnership Framework	Infrastructure Projects In Kenya	No theory used	- Survey research design - Simple random sampling - Survey questionnaires	Investor perception of public projects, institutional capacity and procurement processes all had positive correlation with investors' participation in PPP road projects	Financial factors and economic factors	Different sector
Njeru and Maingi (2021)	Critical success factors for public private partnerships in the water sector in Kenya.	Water sector in Kenya	- Normative Theory - Positive theory - Public Choice Theory	- Descriptive design -Exploratory research design complemented the descriptive approach -A mixed method approach was used to collect data -Unstructured interviews and structured questionnaires for data collection	Public-private partnerships was affected by various factors such as operating, revenue, technical, construction, regulatory, project, force majeure and environmental risk	Financial factors, economic factors and regulatory factors	Different sector
Othman and	Identification of	Energy	Empirical	-Questionnaire	Political and	Political	Different

Khallaf (2022)	the Barriers and Key Success Factors for Renewable Energy Public-Private Partnership Projects	sector in multiple countries	approach to identify keys success factors (KSFs)	survey -Views of 60 experts with wide experience in PPPs in multiple countries were collected and analyzed	regulatory barriers are the main factors. Additionally, well-prepared contract documentations and skilled and efficient parties are the KSFs.	and regulatory factors	sector
Othman and Khallaf (2023)	Renewable energy public-private partnership projects in Egypt: Perception of the barriers and key success factors by sector.	Energy sector in Egypt	Empirical approach to identify keys success factors (KSFs)	-Questionnaire survey -Targeted 25 experts involved in renewable energy PPPs in Egypt.	Main barriers for renewable energy PPPs in Egypt are regulatory and political barriers, while well prepared contact documents and skilled and efficient parties are the main KSFs.	Political and regulatory factors	Different sector, location
Baithili, Mburugu and Njeru (2019)	Political Environment and Implementation of Public Private Partnership Infrastructure Development in Kenya	Infrastructure projects in Kenya	Agency theory	-Cross-sectional descriptive survey design -Systematic sampling technique - Questionnaires for data collection - Multiple regression analysis was used to determine the relationship between the	Political environment had significant influence on implementation of PPPs. corruption, poor project selection, lack of experts and cost over-runs were identified as other factors that affected implementation of PPPs.	Political and financial factors	Different sector

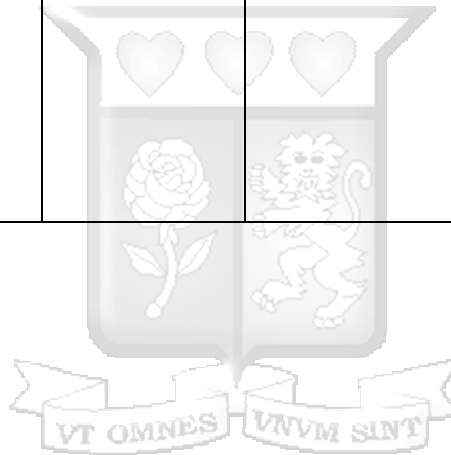
				variables.			
Kamau and Achuora (2023)	Critical success factors for implementation of public private partnerships in health projects at the ministry of health in Kenya	Health sector in Kenya	-Stakeholders theory -Institutional Theory	-Descriptive survey design. -Primary data was collected through structured questionnaires . -Multiple linear regression model was adopted to test the significance of the study variables.	Project financing, legal and regulatory framework positively and significantly influences implementation of public private partnerships in the ministry of health.		Different sector
Sinkala, Ochieng, Ominde, Zuofa and Badi (2022)	Reimagining public-private partnership model as hybrid: South Africa viewpoint.	Infrastructure in South Africa	Hybrid PPP alliances (HPPPA) framework	-Two-pronged qualitative data collection approach, utilizing semi-structured interviews as well as case studies	While the South African PPP legislations was adjudged as being suitable, the delivery framework was found to be highly costly and comprised of long approval processes	Financial and regulatory factors	Different sector, location
Rono (2021)	Sub-national Public Private Partnerships in Kenya: an appraisal of the legal and institutional framework against the constitutional	County governments in Kenya	-Economic Analysis of Law Theory -Soufflé Theory.	Legal appraisal, survey and comparative analyses	The procurement regime and institutional framework established under the PPPs Act is not in conformity with the constitutional	Financial and regulatory factors	Different sector, the study was done in county governments

	principles on devolution and public procurement				principles on devolution		
Sango (2021)	Factors affecting public housing development projects in Nairobi County	Public Housing Development Projects in Kenya	-Resource Dependency Theory -Theory of Constraints -Critical Chain Project Management (CCPM) Theory -Facilitation Theory	-Descriptive research design -Structured questionnaire for data collection -Data analysis; a multivariate linear regression model	Resources, corruption, planning and capacity building have a significant effect on housing development projects	Financial and social factors	Different sector
Manyonge and Kyalo (2020)	Effect of Public-Private Partnerships on revamping Technical Vocational Education and Training in Kenya: A Case of Kenya Association of Manufacturers (KAM) and Gesellschaft für Internationale Zusammenarbeit (GIZ) Partnership	Technical Vocational Education and Training in Kenya	Classical Liberal Theory	- Stratified random sampling -Self-administered questionnaires and interview guides for collection of primary data - Descriptive statistics and conceptual content analysis	Public-Private Partnerships (Financial assistance and employment opportunities) positively and significantly revamps TVET in Kenya	Financial and economic factors	Different target; Kenya Association of Manufacturers
Omokungbe, Alaka and Ayodele-Oja (2022)	Public private partnership (PPP) as an aid to tertiary	Tertiary institutions in Nigeria	IGR theory	-Descriptive survey design -Questionnaire to academic	Key issues with IGR improvement included	Economic factors	Different contextual environment

	institution support for internally generated revenue (IGR): a case study of Yaba college of technology			and non-academic members of staff for data collection.	performance, marketability, internalization, research and development		
Joudyian, Doshmangir, Mahdavi, Tabrizi and Gordeev (2021)	Public-private partnerships in primary health care: a scoping review.	Global health sector	Empirical approach, no theory used	Peer-reviewed studies in six databases	There were challenges related to education, management, human resources, financial resources, information and technology systems aspects.	Financial and economic factors	Different sector
Abdimomynova, Duzelbayeva, Berikbolova, Kim and Baimakhanova (2021)	Entrepreneurship education prospects in the public-private partnership system	Education in Kazakhstan	-Classical theory -Efficiency Effort Index (EE-Index)	-A survey of 3,000 students - Snowball Questioning Method	Entrepreneurship education contributes to the development of investment activities through PPPs and is part of the socio-economic processes associated with SME development.	Social and economic factors	Different contextual environment
Barrera-Osorio, Blakeslee, Hoover, Linden, Raju and Ryan (2022)	Delivering education to the underserved through a public-private partnership program in	Education sector in Pakistan	Item response theory (IRT) mode	-Vetting survey - Random sampling	Government support for local private providers may be a viable alternative to purely public provision.	Regulatory factors	Different contextual environment

	Pakistan						
Kavishe and Chileshe (2019)	Critical success factors in PPPs on affordable housing schemes delivery in Tanzania: A qualitative study	Housing sector in Tanzania	Critical success factors(CSFs) theory	Semi-structured interviews with 10 public and private sector practitioners	CSFs included a dedicated team of professionals to oversee the PPP projects, official and unofficial site visits and inspection, government support and guarantees, undertaking checks and balance from the design stage to construction stage	Regulatory factors and social factors	Different contextual environment, sector

Source: Munjua (2024)



2.5 Conceptual Framework

Figure 2.1 illustrates the conceptual framework that served as the study's direction. Four independent variables and one dependent variable were used in the study. Public-private partnerships were the study's dependent variable and they are probably influenced by the independent variables, which included social, political, regulatory and economic aspects.

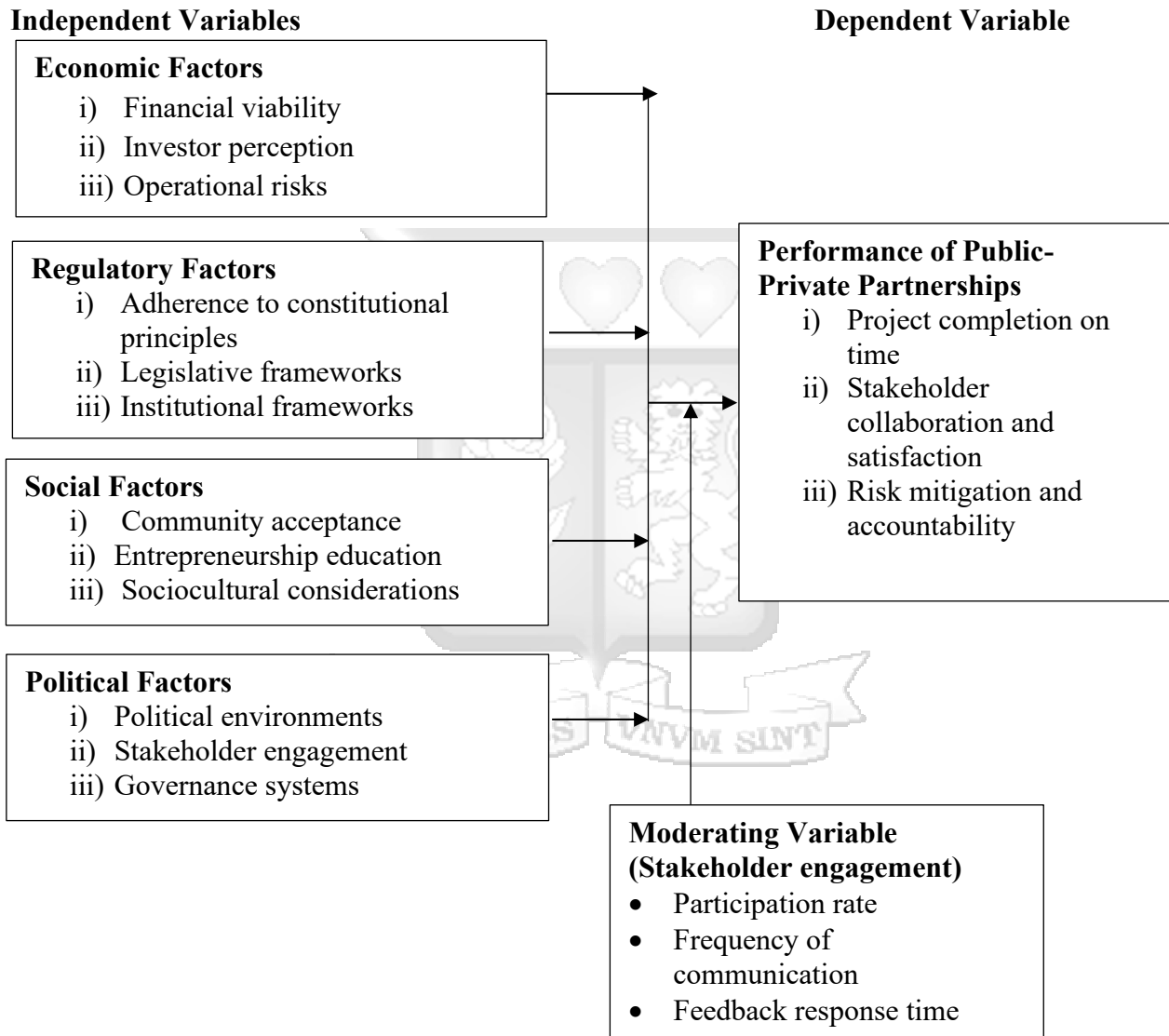


Figure 2.1: Conceptual Framework

Source: Researcher (2024).

2.6 Operationalization of Variables

Table 2.2: Operationalization of Variables

Variable	Indicators	Tools of Analysis	Measurement Tools	Supporting Literature
Economic Factors	<ul style="list-style-type: none"> Financial viability Investor perception Operational risks 	Descriptive and inferential analysis	1-5 Likert scale questionnaires, Frequencies, percentages, means and standard deviations; regression analysis	Helmy et al. (2020); Omokungbe et al. (2022)
Regulatory Factors	<ul style="list-style-type: none"> Adherence to constitutional principles Legislative frameworks Institutional frameworks 	Descriptive and inferential analysis	1-5 Likert scale questionnaires, Frequencies, percentages, means and standard deviations; regression analysis	Barrera-Osorio et al. (2022); Mungai (2021)
Social Factors	<ul style="list-style-type: none"> Community acceptance Entrepreneurship education Sociocultural considerations 	Descriptive and inferential analysis	1-5 Likert scale questionnaires, Frequencies, percentages, means and standard deviations; regression analysis	Kavishe and Chileshe (2019); Nyanchoka (2021)
Political Factors	<ul style="list-style-type: none"> Political environments Stakeholder engagement Governance systems 	Descriptive and inferential analysis	1-5 Likert scale questionnaires, Frequencies, percentages, means and standard deviations; regression analysis	Baithili et al. (2019); Othman and Khallaf (2022)
Stakeholder Engagement	<ul style="list-style-type: none"> Participation rate Frequency of communication Feedback response time 	Descriptive and inferential analysis	1-5 Likert scale questionnaires, Frequencies, percentages, means and standard deviations; regression analysis	Hodge and Greve (2019); Osei-Kyei and Chan (2017)
Performance of Public-Private Partnerships	<ul style="list-style-type: none"> Project completion on time Stakeholder collaboration and satisfaction Risk mitigation and accountability 	Descriptive analysis	1-5 Likert scale questionnaires, Frequencies, percentages, means and standard deviations	Joudyian et al. (2021); Khallaf et al. (2022)

Source: Munjua (2024)

2.7 Chapter Summary

The literature pertaining to the research problem has been presented in this chapter. The theoretical foundations of the research, an empirical evaluation of prior studies based on the study's aims and the operationalization of variables in accordance with a conceptual framework that illustrates the relationships between the study variables have all been explicitly provided in this chapter. The approach that was used to carry out this investigation is presented in the following chapter.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The purpose of this chapter was to outline the research methodology, including the philosophy, design and procedures, that were employed to achieve the study's objectives. In this chapter, section 3.2 brought to light the research philosophy and design that were adopted by the study, while sections 3.3 and 3.4 gave an overview of the target population and sample procedures that were used to arrive at the sample size of the study, respectively. Section 3.5 highlighted the instruments that were used to collect the data, while section 3.6 provided an overview of how data was analyzed and presented. To conclude the chapter, section 3.7 highlighted the ethical issues considered while conducting the research.

3.2 Research Philosophy

A researcher's worldview, research methodologies, data gathering strategies and interpretation of findings are all influenced by their research philosophy (Saunders et al., 2007). There are various research paradigms, including positivism, interpretivism/constructivism and pragmatism. Positivism is rooted in the belief that reality is objective and can be studied through experimental and/or scientific research. It emphasizes the use of quantitative methods to generate objective and generalizable knowledge (Saunders & Lewis, 2012). Interpretivism, on the other hand, focuses on understanding social phenomena through the subjective interpretations and meanings attributed by individuals. It emphasizes the use of qualitative methods, such as interviews and observations, to capture the complexities of human experiences and perspectives. In order to answer research problems, pragmatics promotes the application of useful and contextually relevant techniques while acknowledging the value of both quantitative and qualitative approaches (Saunders et al., 2007). The study was guided by positivism research philosophy. The reason why this study adopted positivism is because it was based on an observable social reality and quantitative methods were adopted in this study.

3.3 Research Design

A cross-sectional survey research design was used for this investigation. A cross-sectional

survey research design involves collecting data from a group of participants at a single point in time. With this approach, data is gathered all at once or over a condensed period of time. It aims to capture a snapshot of the variables of interest and examine their relationships at a specific moment. In this study, the design was used to gather data on effect of economic factors, regulatory frameworks, social factors and political factors on public-private partnerships in Nairobi County. The basic considerations of the cross-sectional survey research design involved selecting a sample representative of the target population, collecting data through questionnaires and analyzing the data to examine relationships and patterns.

3.4 Target Population

The population under study consisted of the stakeholders on public-private partnerships in Nairobi County. According to the Public Private Partnerships Directorate records of 2023, there were 1,131 stakeholders on public-private partnerships in Nairobi County (The Basic Education Statistical Booklet ,2020). This diversity encapsulate various departments within the education category, such as such as primary and secondary schools, vocational training centres, universities and special education institutions. The rationale behind focusing on these departments offered a wealth of information about the sector. The unit of analysis was PPP projects, with education stakeholders as the unit of observation. These education stakeholders (experts) within the institutions included PPPs investors, administrators, educators, policymakers, officers and other relevant personnel who played key roles in the planning, implementation and management of PPP projects within the education sector.

3.5 Sampling and Sample Size

The sampling procedure for this research involved simple random sampling, given the target population was uniform, involving education stakeholders (experts). The participants were selected using simple random sampling to ensure equal chances of representation from each respondent. Simple random sampling allowed for a more targeted and representative sample by ensuring that participants from each category were included in the study. This approach recognized the importance of capturing the perspectives and experiences of different stakeholders involved in education PPPs.

The formula for estimating sample size for a finite population, with a margin of error of 5% and

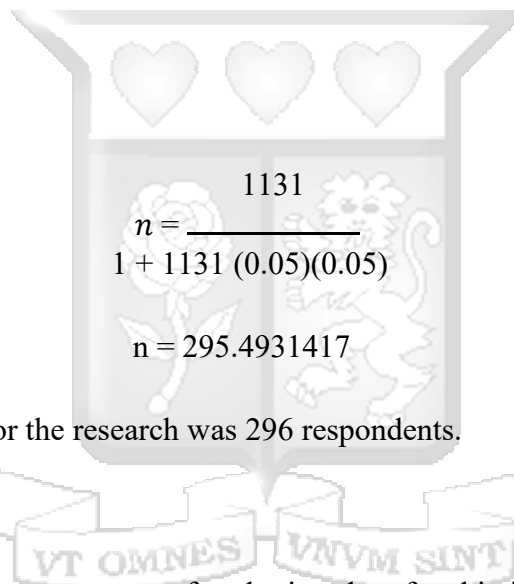
a confidence level of 95%, was used to determine the sample size for the study. This methodology guaranteed that the study's conclusions were reliable and trustworthy and that the sample was representative of the population. To achieve the required sample for the population, the researcher employed the formula proposed by Yamane (1967). Yamane (1967) formula states as follows;

$$n = \frac{N}{1 + N(d)(d)}$$

N = 1131

n = required sample

d = 0.05



Therefore, the sample size for the research was 296 respondents.

3.6 Data Collection

A questionnaire was the primary means of gathering data for this investigation. One popular method for obtaining quantitative data from a large number of respondents is the questionnaire. Based on the goals of the study, the questionnaire was divided into various sections containing both independent and dependent variables, as well as a section for collecting demographic data from all respondents involved in the PPPs in Nairobi County. Section A of the questionnaire focused on gathering demographic data, including questions related to age, gender, institution and level of education. Following the demographic section, the questionnaire was organized into parts based on the study's specific objectives. For example, Section B was dedicated to Objective 1, which focused on economic factors. Subsequent sections of the questionnaire were aligned with other objectives of the study, such as regulatory factors, social factors, political factors and the dependent variable, PPPs.

The questionnaire was developed for all respondents involved in the PPPs in Nairobi County and was suitable for this study for several reasons. First, it allowed for efficient data collection from a large number of respondents involved in PPPs. The structured format, with sections aligned to the objectives, ensured that the relevant information was systematically collected. When collecting quantitative data, the questionnaire format was very helpful as it enabled statistical analysis to explore links and patterns between variables. Furthermore, the inclusion of demographic data provided additional insights into potential demographic variations that may have influenced the research outcomes. The questionnaire, therefore, provided a standardized and comprehensive approach to collect data from different stakeholder groups, making it suitable for capturing the necessary information for this study.

The questionnaire was divided into various sections, each aligned with the specific objectives of the study, ensuring systematic data collection and facilitating analysis. Section A collected essential demographic information about the respondents, such as age, gender, institution and level of education, providing insights into potential demographic variations that might have influenced research outcomes. Section B assessed the economic factors influencing PPPs, including statements measuring financial viability, investor perception and operational risks, with respondents rating their agreement on a 5-point Likert scale (1-Strongly Disagree to 5-Strongly Agree). Section C evaluated the regulatory factors impacting PPPs, addressing adherence to constitutional principles, legislative frameworks and institutional frameworks, also using a 5-point Likert scale for responses.

Section D explored social factors affecting PPPs, focusing on community acceptance, entrepreneurship education and sociocultural considerations. Section E examined political factors influencing PPPs, related to political environments, stakeholder engagement and governance systems. Section F evaluated the level and impact of stakeholder engagement in PPPs, assessing stakeholder involvement, collaboration and feedback mechanisms. Finally, Section G assessed the performance of PPPs, including statements measuring project completion on time, stakeholder collaboration and satisfaction and risk mitigation and accountability, with respondents rating their agreement on a 5-point Likert scale. Data was collected between August 2024 and October 2024.

3.6.1 Instrument Validity

The degree to which a research study effectively measures or evaluates the idea it seeks to measure is referred to as validity (Kumar, 2018). Ensuring the reliability and credibility of data collection and the accuracy of study findings to appropriately represent the phenomenon under inquiry are crucial aspects of research. There are various kinds of validity, such as face validity, criteria validity, content validity and construct validity. Through content validity, this study guaranteed the reliability of the data collection tools, especially the questionnaire. Firstly, content validity was ensured by conducting an extensive review of relevant literature to identify essential concepts and indicators related to study variables. Expert consultation with professionals and subject matter experts in the field of study was also sought to evaluate the questionnaire's relevance and coverage of the intended constructs.

3.6.2 Reliability of the Instruments

According to Surucu and Maslakci (2020), reliability is the ability of a measuring or data gathering tool to produce consistent results under similar settings with consistency and stability. Using the Cronbach's alpha coefficient, the dependability of the data gathering tools in this study was assessed. The internal consistency of the questionnaire items was evaluated by utilizing the Cronbach's alpha coefficient analysis of the responses obtained from this group. Good internal consistency was indicated by a high Cronbach's alpha coefficient value (a coefficient of 0.845 was obtained), which showed that the questionnaire items were assessing the concept consistently. Every component of the questionnaire as well as the entire questionnaire had its Cronbach's alpha coefficient computed.

3.6.3 Pilot Testing

Pilot research was conducted for the questionnaire before its implementation in the major research. Twenty-nine participants, or about 10% of the projected sample size, were given the questionnaire as part of the pilot study (Cresswell & Clark, 2017). The rationale behind piloting the instruments was to identify any potential issues or limitations with the questionnaire and make necessary adjustments to ensure its validity and reliability. The pilot research was conducted in Kiambu County, selected due to its similarity to Nairobi County in terms of PPPs. Piloting the instruments was crucial to enhance the quality and validity of the data collection process. It allowed for the identification and resolution of any ambiguities, difficulties, or

inconsistencies in the questionnaire. The pilot study helped to refine the wording of the questions, assess the appropriateness of response options and validate the overall structure of the questionnaire instrument. If any items were found to have low inter-item correlations or contributed to a decrease in the overall reliability, they were carefully reviewed, revised, or removed to enhance the instrument's internal consistency.

3.7 Data Analysis

The Statistical Package for the Social Sciences (SPSS) version 27 was utilized to analyze the data collected in this investigation. The initial analysis involved descriptive statistics to summarize and present the demographic data, as well as the responses to the questionnaire items. Descriptive statistics such as standard deviations, means, percentages and frequencies were employed to give a comprehensive outline of the data and to identify any patterns or trends.

To address the research objectives, inferential statistics were employed, specifically ordinal regression analysis. Ordinal regression allowed for the analysis of ordinal dependent variables, which was more suitable for this study where the dependent variable (performance of PPPs) was measured on an ordinal scale. The ordinal regression model was developed as follows:

$$P(y \leq j) = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 M + \epsilon \dots \dots \dots (i)$$

Where:

- $P(y \leq j)$ = probability that y is in category j or low
- X_1, X_2, X_3, X_4, X_5 represent the independent (predictor) variables (economic factors, regulatory frameworks, social factors, political factors) and the moderating variable, stakeholder engagement.
- $\beta_0, \beta_1, \beta_2, \beta_3, \beta_4, \beta_4$ are the coefficients representing the relationship between the independent variables, moderating variable and the ordinal dependent variable.

To test for moderation, interaction terms between the moderating variable (stakeholder engagement) and each of the independent variables were included in the model. The interaction model was specified as:

$$P(y \leq j) = \beta_0 + \beta_1(X_1M) + \beta_2(X_2M) + \beta_3(X_3M) + \beta_4(X_4M) + \epsilon \dots \dots \dots (ii)$$

where M represents stakeholder engagement, and $(X*M)$ represents the interaction terms between each predictor and the moderator. This allowed the analysis to assess whether the effect of each independent variable on the performance of PPPs varied depending on the level of stakeholder engagement.

The use of the ordinal logit model in this study was appropriate given that the dependent variable, performance of PPPs, was measured on an ordinal scale with ranked categories. Instead of using the binary logit transformation $\log(P / (1-P))$, which is suitable for dichotomous outcomes, the ordinal logit model applies the cumulative logit transformation $\log(P(y \leq j) / P(y > j))$. This cumulative approach models the probability that the outcome falls at or below a particular category, respecting the natural order of the data without assuming equal spacing between categories. The model's coefficients indicate the change in the log-odds of the dependent variable being in a lower or equal category for a one-unit increase in a predictor variable. This makes the ordinal logit model particularly effective for interpreting the effects of economic, regulatory, social, and political factors, as well as stakeholder engagement, on different levels of PPP performance.

The study involved assessing the assumptions underlying the regression statistical technique to ensure the validity and reliability of the results. Specifically, the assumptions of linearity, multicollinearity, normality and homoscedasticity were rigorously evaluated. Linearity was assessed by examining scatterplots of the variables to ensure that the relationship between the independent and dependent variables was approximately linear. Multicollinearity was checked using the Variance Inflation Factors (VIF), where a threshold of between 1 and 5 was used to indicate the non-existence of multicollinearity issues. Normality assumptions were evaluated using statistical tests of Shapiro-Wilk test. The study also used the Kolmogorov-Smirnov (K-S) tests. Homoscedasticity was also checked in the study; the researcher used the Levene's test to test the assumption.

3.8 Ethical Considerations

In this research, several ethical considerations were addressed. Firstly, well-versed consent was obtained from all respondents, giving them full information about the research and allowing them to make voluntary decisions to participate. Anonymity and confidentiality were preserved

by assigning unique identifiers to respondents, ensuring that their identities and personal information were kept confidential. Participants' privacy and data protection were upheld, adhering to data protection regulations and securely storing the collected data. Additionally, measures were taken to minimize harm or discomfort to participants, ensuring that they were not subjected to any physical or psychological risks.

To further ensure ethical standards, the study obtained ethical clearance from the Strathmore University Business School. The research proposal underwent thorough review by the supervisor and the department, providing guidance and oversight to address any ethical concerns. This review process helped maintain the highest ethical standards throughout the research, such as protection of participants' rights, maintaining confidentiality and privacy and minimizing any potential harm or discomfort.

3.9 Chapter Summary

In this chapter, the research methodology for investigating factors PPPs in Nairobi County's education sector is delineated. Grounded in positivism, the research philosophy informed the adoption of a cross-sectional survey design to collect data from stakeholders involved in PPPs within the education sector. With a population of 1,131 stakeholders, simple random sampling was employed to select 296 respondents, ensuring representation across various educational institutions. Data was gathered through a questionnaire structured to capture demographic information and variables related to economic, regulatory, social and political factors affecting PPPs. Validity and reliability of the questionnaire were ensured through content validity, pilot testing and assessment of internal consistency. Descriptive and inferential statistical analyses, including multiple linear regression, were employed to examine relationships between variables. Ethical considerations encompassed obtaining informed consent, maintaining anonymity and confidentiality and securing ethical clearance.

CHAPTER FOUR

PRESENTATION OF RESULTS

4.1 Introduction

This chapter presents the results of the data collected on the factors influencing the performance of PPPs in the education sector in Nairobi County, Kenya. The analyses focus on addressing the specific objectives outlined in Chapter One, including the effect of economic factors, regulatory frameworks, social factors and political factors on the performance of PPPs. Additionally, it evaluates the moderating effect of stakeholder engagement on the relationship between these factors and PPP performance. The data is analysed using descriptive and inferential techniques to identify trends, contrasts and relationships.

4.2 Response Rate

The study aimed to collect data from 296 stakeholders on public-private partnerships in Nairobi County. A total of 251 responses were received, representing approximately 84.8% of the total sample. The study achieved a high response rate of 84.8%, with 251 responses out of a targeted 296 stakeholders, demonstrating strong engagement and interest in the subject. This substantial response rate aligns with prior studies, such as Nyanchoka (2021), which reported an 85% response rate in examining institutional factors influencing public-private partnerships in Kenya's education sector and Kamau and Achuora (2023), who achieved an 83.7% response rate in their study on the critical success factors for public-private partnerships in health projects. These comparable response rates highlight consistent levels of stakeholder participation and reinforce the reliability of the findings, showcasing the effectiveness of engagement strategies within similar studies.

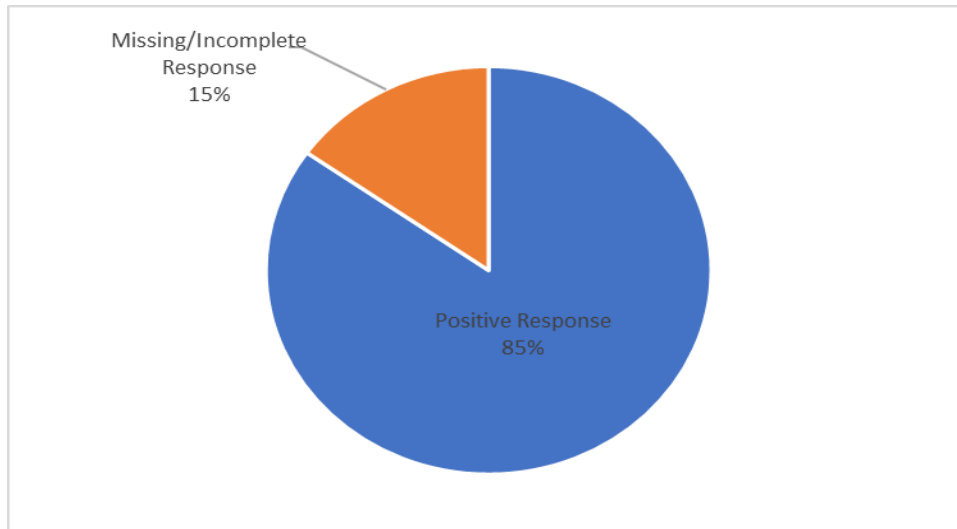


Figure 4.1: Response Rate of the Respondents

4.3 Demographic Information of Respondents

The study sought to determine the age distribution of the respondents. Table 4.1 shows the age distribution of respondents, with the largest group, 23.1% (n=58), falling in the 46-50 years category, while the smallest group, 13.9% (n=35), is in the over 50 years category. This contrast highlights a significant concentration of middle-aged participants in the study, particularly in the 46-50 years age range. The groups 36-40 years (15.9%) and 41-45 years (17.1%) also show notable participation, indicating strong involvement from professionals in their late 30s and early 40s. On the other hand, younger respondents aged below 30 years (15.5%) and those aged 30-35 years (14.3%) make up a smaller portion, suggesting less engagement from younger professionals. This distribution implies that more experienced individuals dominate the public-private partnerships in education, while younger professionals may have less representation or influence in these partnerships.

Table 4.1: Age of Respondents

	Frequency	Percent
Below 30yrs	39	15.5
30-35yrs	36	14.3
36-40yrs	40	15.9
41-45yrs	43	17.1
46-50yrs	58	23.1
>50yrs	35	13.9
Total	251	100.0

Source: Author (2025).

Table 4.2 shows the gender distribution of respondents, with the largest group being male, comprising 58.2% (n=146) of the total sample, while females represent 41.8% (n=105). The contrast between the two groups indicates a gender imbalance, with more male participation in public-private partnerships in the education sector. While the difference is noticeable, the relatively high percentage of female respondents still suggests significant female involvement. This distribution implies that while males dominate, there is a notable representation of women.

Table 4.2: Gender of Respondents

	Frequency	Percent
Male	146	58.2
Female	105	41.8
Total	251	100.0

Source: Author (2025).

Table 4.3 shows the distribution of respondents based on their institution of work. The largest group, 41.4% (n=104), worked at universities, indicating that higher education institutions were the most represented in the study. The smallest group, 6.4% (n=16), was from primary schools, suggesting lower participation from the primary education sector. Secondary schools (18.7%, n=47), special education institutions (19.1%, n=48) and vocational training centers (14.3%, n=36) show more balanced representation, with special education institutions having a slightly higher participation than vocational training centers. This distribution highlights the central role of universities in public-private partnerships in education, while also pointing to underrepresentation from primary schools.

Table 4.3: Institution of Work

	Frequency	Percent
Primary school	16	6.4
Secondary school	47	18.7
Vocational training centre	36	14.3
University	104	41.4
Special education institution	48	19.1
Total	251	100.0

Source: Author (2025).

The education level distribution of respondents, as presented in Table 4.4, reveals a clear dominance of university-educated individuals. The largest segment, comprising 74.5% (n=187),

holds a university degree, indicating that most participants in public-private partnerships in the education sector have higher education qualifications. Following this, 23.9% (n=60) have completed college-level education, suggesting a significant representation of individuals with specialized vocational or technical training. Only a small portion of respondents, 1.6% (n=4), have attained secondary education, reflecting minimal participation from those with lower levels of education. This distribution highlights the central role of university-educated individuals in these partnerships, while also showing some engagement from those with college-level qualifications. The implications of this distribution suggest that the education level of participants likely influences their roles and perspectives within public-private partnerships, with highly educated individuals likely to bring advanced knowledge and expertise to the table.

Table 4.4: Education Level of Participants

	Frequency	Percent
Secondary	4	1.6
College	60	23.9
University	187	74.5
Total	251	100.0

Source: Author (2025).

Table 4.5 shows the distribution of respondents' years of experience in the education sector. The largest group, 37.8% (n=95), has 16 or more years of experience, followed by 29.1% (n=73) with 11-15 years. A smaller portion, 24.7% (n=62), has 6-10 years of experience, while 8.4% (n=21) have less than 5 years. This indicates that most participants have substantial experience, suggesting that long-term professionals play a key role in public-private partnerships in education. The lower percentage of those with less experience implies limited involvement from newer professionals in these initiatives.

Table 4.5: Years of Experience in Education Sector

	Frequency	Percent
Less than 5yrs	21	8.4
6-10yrs	62	24.7
11-15yrs	73	29.1
16yrs and above	95	37.8
Total	251	100.0

Source: Author (2025).

Table 4.6 shows the distribution of respondents by their role. The largest group, 33.1% (n=83), are educators, indicating that most participants in the study are directly involved in teaching and educational delivery. The smallest group, 19.1% (n=48), are policymakers, suggesting that fewer individuals involved in policymaking contribute to public-private partnerships in education. The percentage of administrators (23.1%, n=58) and officers in planning, implementation and management of PPP projects (24.7%, n=62) are similar, indicating balanced representation from these roles. The contrast between the largest group (educators) and the smallest (policymakers) suggests that practical, on-the-ground participants play a more significant role in these partnerships, while policymakers may have less direct involvement.

Table 4.6: Type of Respondent

	Frequency	Percent
Administrator	58	23.1
Educator	83	33.1
Policymaker	48	19.1
Officer in planning, implementation and management of PPP projects	62	24.7
Total	251	100.0

Source: Author (2025).

4.4 Descriptive Analysis of the Variables

This analysis explores variables such as economic factors, regulatory factors, social factors, political factors and stakeholder engagement. Through examining the frequency, percentages and distributions of these factors, the section aims to offer a clearer understanding of how these variables vary within the sample population and their potential impact on the effectiveness of PPPs. The insights obtained laid the groundwork for further analysis of the relationships between these factors and the performance of PPPs in the education sector.

4.4.1 Economic Factors

Table 4.7 presents stakeholders' views on economic factors related to PPPs in Nairobi County's education sector. The composite mean score for the economic factors related to PPPs in Nairobi County's education sector was 3.19, with a standard deviation of 0.79. This composite mean falls slightly above the neutral point on the Likert scale, suggesting that respondents generally leaned towards agreement with the statements on economic factors. It indicates that, on average, stakeholders perceived the economic conditions, such as investor confidence, funding

opportunities, and financial viability as moderately favourable to the performance of PPPs in the education sector. However, the standard deviation implies some variability in responses, pointing to a mix of perspectives among the stakeholders. Overall, while there is a cautious optimism regarding the economic environment for PPPs, there may still be underlying concerns or uncertainties that influence stakeholder perceptions.

Table 4.7: Descriptive Statistics on Economic Factors

		SD	D	N	A	SA	Mean	Std.Dev.
Stakeholders in the education sector perceive PPPs as financially viable.	F	37	42	53	86	33	3.14	1.27
	%	14.7	16.7	21.1	34.3	13.1		
The financial viability of PPP projects positively influences investor confidence.	F	33	29	58	108	23	3.24	1.18
	%	13.1	11.6	23.1	43.0	9.2		
Adequate funding opportunities are available for PPP projects in Nairobi County's education sector.	F	37	47	75	64	28	3.00	1.22
	%	14.7	18.7	29.9	25.5	11.2		
Positive investor perception enhances the attractiveness of PPP projects in education.	F	11	49	68	83	40	3.37	1.10
	%	4.4	19.5	27.1	33.1	15.9		
Investors are willing to provide funding for PPP projects based on their perception of viability.	F	24	52	60	74	41	3.22	1.22
	%	9.6	20.7	23.9	29.5	16.3		
Investor confidence in PPPs leads to increased investment in education infrastructure.	F	23	50	65	76	37	3.22	1.19
	%	9.2	19.9	25.9	30.3	14.7		
Operational risks in PPP projects within Nairobi County's education sector are effectively mitigated.	F	21	62	85	60	23	3.01	1.09
	%	8.4	24.7	33.9	23.9	9.2		
Effective risk management positively impacts the success of PPP initiatives in education.	F	14	51	80	69	37	3.25	1.11
	%	5.6	20.3	31.9	27.5	14.7		
The management of operational risks contributes to the sustainability of PPP projects in education.	F	13	37	92	76	33	3.31	1.04
	%	5.2	14.7	36.7	30.3	13.1		
Composite Mean and Std. Dev.							3.19	.79

Key: SD- Strongly Disagree, D-Disagree, N- Neutral, A-Agree, SA-Strongly Agree

Source: Author (2025).

4.4.2 Regulatory Factors

Table 4.8 presents stakeholders' views on regulatory factors related to PPPs in Nairobi County's education sector. The composite mean score for the regulatory factors influencing PPPs in Nairobi County's education sector was 3.09, with a standard deviation of 0.81. This mean score, slightly above the neutral midpoint, suggests that respondents generally held moderately positive views about the effectiveness of regulatory frameworks in supporting PPP implementation. However, the relatively low mean also implies a level of ambivalence or mixed perceptions among stakeholders. The standard deviation indicates a moderate spread of responses, reflecting

some divergence in opinions, particularly around constitutional adherence. Overall, while there is some confidence in the regulatory structures such as legislative and institutional frameworks, the findings highlight areas of concern that may need to be addressed to strengthen regulatory support and ensure that PPP projects align more closely with constitutional and governance expectations.

Table 4.8: Descriptive Statistics on Regulatory Factors

		SD	D	N	A	SA	Mean	Std.Dev.
PPP projects in Nairobi County adhere to constitutional principles.	F	71	58	47	52	23	2.59	1.33
	%	28.3	23.1	18.7	20.7	9.2		
Legislative frameworks governing PPPs in education are effectively implemented.	f	37	73	55	66	20	2.84	1.20
	%	14.7	29.1	21.9	26.3	8.0		
Institutional frameworks support the smooth implementation of PPP projects in education.	f	26	50	88	62	25	3.04	1.12
	%	10.4	19.9	35.1	24.7	10.0		
Adherence to constitutional principles ensures transparency and accountability in PPPs.	f	22	57	51	83	38	3.23	1.21
	%	8.8	22.7	20.3	33.1	15.1		
Legislative frameworks provide clear guidelines for PPP procurement and implementation.	f	22	43	73	80	33	3.24	1.15
	%	8.8	17.1	29.1	31.9	13.1		
Effective institutional frameworks streamline decision-making processes in PPP projects.	f	8	53	78	71	41	3.33	1.08
	%	3.2	21.1	31.1	28.3	16.3		
Constitutional principles are considered in all stages of PPP project planning and execution.	f	29	55	77	66	24	3.00	1.15
	%	11.6	21.9	30.7	26.3	9.6		
Legislative frameworks contribute to the legality and legitimacy of PPP contracts.	f	10	58	67	86	30	3.27	1.07
	%	4.0	23.1	26.7	34.3	12.0		
Institutional frameworks ensure coordination and cooperation among stakeholders in PPP initiatives.	f	6	49	91	73	32	3.30	1.00
	%	2.4	19.5	36.3	29.1	12.7		
Composite Mean and Std. Dev.							3.09	.81

Source: Author (2025).

4.4.3 Social Factors

Table 4.9 presents stakeholders' views on social factors influencing PPPs in Nairobi County's education sector. The composite mean score for social factors influencing PPPs in Nairobi County's education sector was 3.55, with a standard deviation of 0.74. This relatively high mean indicates a generally positive perception among stakeholders regarding the role of social factors, particularly sociocultural awareness, entrepreneurship education, and community involvement in enhancing PPP outcomes. The comparatively low standard deviation signifies consistent responses, suggesting shared views on the importance of these elements.

Table 4.9: Descriptive Statistics on Social Factors

		SD	D	N	A	SA	Mean	Std.Dev.
PPP projects in Nairobi County are widely accepted and supported by the local community.	f	41	78	59	54	19	2.73	1.19
	%	16.3	31.1	23.5	21.5	7.6		
The inclusion of entrepreneurship education enhances the success of PPP initiatives in education.	f	21	32	82	85	31	3.29	1.10
	%	8.4	12.7	32.7	33.9	12.4		
Sociocultural factors are considered in the design and implementation of PPP projects in the education sector.	f	12	24	71	91	53	3.59	1.07
	%	4.8	9.6	28.3	36.3	21.1		
Community involvement positively impacts the outcomes of PPP projects in Nairobi County.	f	11	34	58	94	54	3.58	1.10
	%	4.4	13.5	23.1	37.5	21.5		
Entrepreneurship education fosters innovation and creativity in PPP projects within the education sector.	f	7	25	60	78	81	3.80	1.09
	%	2.8	10.0	23.9	31.1	32.3		
Sociocultural considerations promote inclusivity and diversity in PPP initiatives in Nairobi County.	f	9	24	43	89	86	3.87	1.11
	%	3.6	9.6	17.1	35.5	34.3		
Community feedback and participation are valued and integrated into the planning and execution of PPP projects.	f	18	49	64	71	49	3.33	1.20
	%	7.2	19.5	25.5	28.3	19.5		
The incorporation of entrepreneurship education encourages self-reliance and sustainability in PPP endeavours.	f	9	26	59	91	66	3.71	1.08
	%	3.6	10.4	23.5	36.3	26.3		
Sociocultural awareness ensures that PPP projects respect and reflect the values and norms of the local community.	f	9	14	34	79	115	4.10	1.07
	%	3.6	5.6	13.5	31.5	45.8		
Composite Mean and Std. Dev.							3.55	.74

Source: Author (2025).

4.4.4 Political Factors

Table 4.10 highlighted the political factors affecting the implementation of PPPs in Nairobi County's education sector. The composite mean score for political factors influencing the implementation of PPPs in Nairobi County's education sector was 3.08, with a standard deviation of 0.83. This moderate mean score suggests that while stakeholders recognized the importance of political dynamics, there were mixed sentiments about how effectively the political environment supports PPP initiatives.

Table 4.10: Descriptive Statistics on Political Factors

		SD	D	N	A	SA	Mean	Std. Dev.
The political environment in Nairobi County facilitates the smooth implementation of PPP projects.	f 49 95 48 39 20 % 19.5 37.8 19.1 15.5 8.0						2.55	1.20
Stakeholder engagement plays a crucial role in the success of PPP initiatives in the education sector.	f 34 63 72 58 24 % 13.5 25.1 28.7 23.1 9.6						2.90	1.18
Effective governance systems enhance transparency and accountability in PPP projects in Nairobi County.	f 24 57 69 64 37 % 9.6 22.7 27.5 25.5 14.7						3.13	1.20
Political stability positively influences the outcomes of PPP projects in the education sector.	f 25 57 66 65 38 % 10.0 22.7 26.3 25.9 15.1						3.14	1.22
Stakeholder collaboration fosters innovation and problem-solving in PPP endeavours within the education sector.	f 17 56 80 62 36 % 6.8 22.3 31.9 24.7 14.3						3.18	1.14
Governance systems ensure compliance with regulations and promote ethical conduct in PPP projects.	f 18 52 76 80 25 % 7.2 20.7 30.3 31.9 10.0						3.17	1.09
Political support and commitment are critical for the sustainability of PPP initiatives in Nairobi County.	f 18 66 68 66 33 % 7.2 26.3 27.1 26.3 13.1						3.12	1.15
Meaningful stakeholder participation leads to better decision-making and project outcomes in PPP ventures.	f 17 42 82 70 40 % 6.8 16.7 32.7 27.9 15.9						3.29	1.13
Effective governance structures minimize bureaucratic hurdles and expedite the implementation of PPP projects.	f 15 50 70 84 32 % 6.0 19.9 27.9 33.5 12.7						3.27	1.10
Composite Mean and Std. Dev.							3.08	.83

Source: Author (2025).

4.4.5 Stakeholder Engagement

Table 4.11 presents the descriptive statistics for stakeholder engagement factors affecting the implementation of PPPs in the education sector in Nairobi County. The composite mean score of 3.14 indicates a moderate level of agreement among respondents on the importance of stakeholder engagement in enhancing the performance and success of PPP projects. The standard deviation of 0.85 reflects relatively consistent responses with moderate variability.

Table 4.11: Descriptive Statistics on Stakeholder Engagement

		SD	D	N	A	SA	Mean	Std.Dev.
Stakeholder engagement significantly enhances the performance of public-private partnerships in the education sector.	f %	16 6.4	68 27.1	75 29.9	73 29.1	19 7.6	3.04	1.06
Effective communication with stakeholders improves the outcomes of public-private partnership projects.	f %	20 8.0	44 17.5	89 35.5	72 28.7	26 10.4	3.16	1.08
Regular stakeholder meetings contribute to the successful implementation of public-private partnership projects.	f %	28 11.2	34 13.5	91 36.3	65 25.9	33 13.1	3.16	1.16
Involvement of stakeholders in decision-making processes strengthens public-private partnerships in the education sector.	f %	17 6.8	53 21.1	68 27.1	71 28.3	42 16.7	3.27	1.17
Stakeholder feedback is actively sought and incorporated into public-private partnership project planning and execution.	f %	24 9.6	55 21.9	86 34.3	61 24.3	25 10.0	3.03	1.12
Trust between stakeholders and project managers enhances the performance of public-private partnership projects.	f %	41 16.3	33 13.1	55 21.9	65 25.9	57 22.7	3.25	1.38
Stakeholder engagement mitigates potential conflicts and risks in public-private partnership projects.	f %	23 9.2	52 20.7	91 36.3	58 23.1	27 10.8	3.06	1.11
Collaboration between public and private stakeholders is crucial for the success of public-private partnership projects.	f %	14 5.6	45 17.9	86 34.3	69 27.5	37 14.7	3.28	1.09
Effective stakeholder engagement leads to higher satisfaction levels among all parties involved in public-private partnership projects.	f %	24 9.6	56 22.3	85 33.9	57 22.7	29 11.6	3.04	1.14
Composite Mean and Std. Dev.							3.14	.85

Source: Author (2025).

4.4.6 Public-Private Partnerships

Table 4.12 highlighted views on the success and management of PPP projects in Nairobi County. The composite mean of 2.90 (SD = 0.85) indicates moderate perceptions of the success and management of PPP projects in Nairobi County. While accountability and trust in project management were viewed positively, persistent concerns about project delays and stakeholder engagement lowered the overall assessment.

Table 4.12: Descriptive Statistics on Public-Private Partnerships

		SD	D	N	A	SA	Mean	Std.Dev.
Public-private partnership projects in Nairobi County are consistently completed within the scheduled timeframe.	f %	72 28.7	81 32.3	50 19.9	35 13.9	13 5.2	2.35	1.18
Stakeholder collaboration significantly enhances the success of public-private partnership projects in the education sector.	f %	41 16.3	66 26.3	57 22.7	65 25.9	22 8.8	2.84	1.23
The level of stakeholder satisfaction with public-private partnership projects is high in Nairobi County.	f %	50 19.9	63 25.1	73 29.1	43 17.1	22 8.8	2.70	1.22
Public-private partnership projects effectively manage and mitigate risks associated with implementation challenges.	f %	36 14.3	58 23.1	82 32.7	51 20.3	24 9.6	2.88	1.18
Timely completion of public-private partnership projects positively impacts their overall success.	f %	47 18.7	58 23.1	65 25.9	51 20.3	30 12.0	2.84	1.28
Stakeholder feedback is consistently integrated into decision-making processes for public-private partnership projects.	f %	45 17.9	59 23.5	71 28.3	56 22.3	20 8.0	2.79	1.21
Accountability mechanisms in public-private partnership projects ensure transparent utilization of resources.	f %	17 6.8	31 12.4	62 24.7	89 35.5	52 20.7	3.51	1.15
Stakeholders involved in public-private partnership projects have a high level of trust in the project management.	f %	30 12.0	36 14.3	90 35.9	63 25.1	32 12.7	3.12	1.17
Robust risk management strategies are in place to address potential setbacks in public-private partnership projects.	f %	24 9.6	48 19.1	88 35.1	67 26.7	24 9.6	3.08	1.11
Composite Mean and Std. Dev.							2.90	.85

Source: Author (2025).

4.5 Correlation Analysis

The analysis reveals strong, statistically significant positive correlations between PPPs and various influencing factors. Economic factors exhibit the strongest correlation ($r = .827, p < .01$), indicating economic conditions significantly promote the success of PPPs. Regulatory factors ($r = .824, p < .01$) also play a critical role, indicating that clear and supportive regulatory frameworks enhance PPP effectiveness. Social factors ($r = .793, p < .01$) highlight the importance of community involvement and societal needs in shaping successful partnerships. Political factors ($r = .846, p < .01$) demonstrate that stable and supportive political environments are essential for PPPs, while stakeholder engagement ($r = .644, p < .01$) underscores the necessity of active collaboration among key players. These findings imply that fostering conducive

economic, regulatory, social and political environments, alongside robust stakeholder engagement, can significantly improve the effectiveness and sustainability of PPPs (Table 4.13).

Table 4.13: Correlation Analysis Matrix

		Public-Private Partnerships	Economic Factors	Regulatory Factors	Social Factors	Political Factors	Stakeholder Engagement
Public-Private Partnerships	Pearson Correlation	1					
	Sig. (2-tailed)						
Economic Factors	Pearson Correlation	.827**	1				
	Sig. (2-tailed)	.000					
Regulatory Factors	Pearson Correlation	.824**	.912**	1			
	Sig. (2-tailed)	.000	.000				
Social Factors	Pearson Correlation	.793**	.817**	.842**	1		
	Sig. (2-tailed)	.000	.000	.000			
Political Factors	Pearson Correlation	.846**	.877**	.863**	.807**	1	
	Sig. (2-tailed)	.000	.000	.000	.000		
Stakeholder Engagement	Pearson Correlation	.644**	.605**	.627**	.673**	.644**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Author (2025).

4.6 Diagnostic Testing / Assumptions of Regression

Before regression analysis was conducted, the study considered the assumptions or diagnostic tests for regression. These included the assumptions of normality, linearity, homoscedasticity and multicollinearity.

4.6.1 Homoscedasticity

The test of homogeneity of variances, as indicated by Levene’s statistic, shows that the variances across groups for all variable residuals are not significantly different, with p-values well above the threshold of 0.05. Specifically, economic factors (p = .712), regulatory factors (p = .434), social factors (p = .298), political factors (p = .094) and stakeholder engagement (p = .322) all demonstrate non-significant results. This implies that the assumption of homogeneity of variances holds for these variables, supporting the validity of regression analysis (Table 4.14).

Table 4.14: Test of Homogeneity of Variances

Variables	Levene Statistic	df1	df2	Sig.
Economic Factors	.840	31	215	.712
Regulatory Factors	1.027	31	215	.434
Social Factors	1.132	31	215	.298
Political Factors	1.387	31	215	.094
Stakeholder Engagement	1.112	31	215	.322

Source: Author (2025).

4.6.2 Normality Tests

The Shapiro-Wilk normality test results indicate that the variable residuals in the study do not significantly deviate from a normal distribution, as all p-values are above the threshold of 0.05. Economic factors ($p = .104$), regulatory factors ($p = .091$), social factors ($p = .201$), political factors ($p = .140$) and stakeholder engagement ($p = .369$) all meet the assumption of normality. These findings suggest that the data for these variables are approximately normally distributed, supporting the use of regression analysis for further examination (Table 4.15).

Table 4.15: Shapiro-Wilk Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Economic Factors	25.351	251	.101	26.104	251	.104
Regulatory Factors	20.582	251	.082	22.841	251	.091
Social Factors	73.041	251	.291	50.451	251	.201
Political Factors	27.861	251	.111	35.14	251	.140
Stakeholder Engagement	120.731	251	.481	92.619	251	.369

a. Lilliefors Significance Correction

Source: Author (2025).

4.6.3 Linearity

With an R^2 value of 0.684, economic factors explain 68.4% of the variance in the dependent variable, demonstrating a strong linear association. The scatter plot shows a consistent linear pattern, further validating the linearity assumption for regression analysis. This highlights the importance of economic factors in influencing the outcome (Figure 4.2).

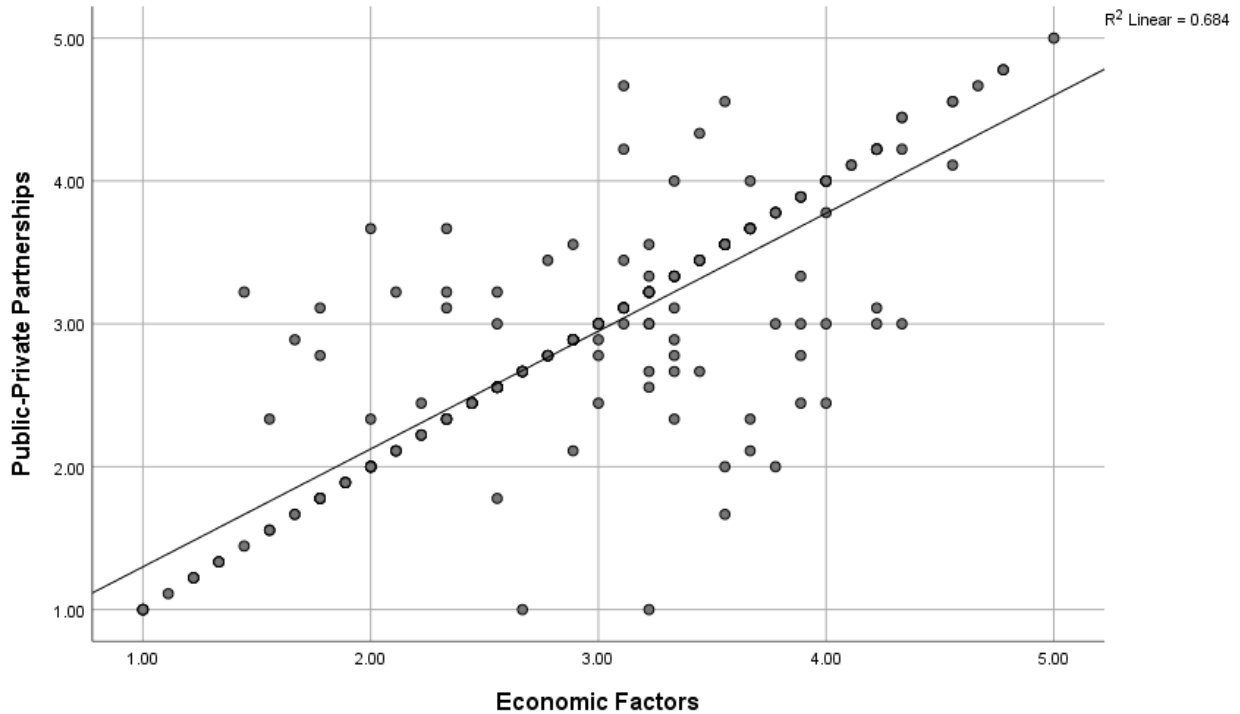
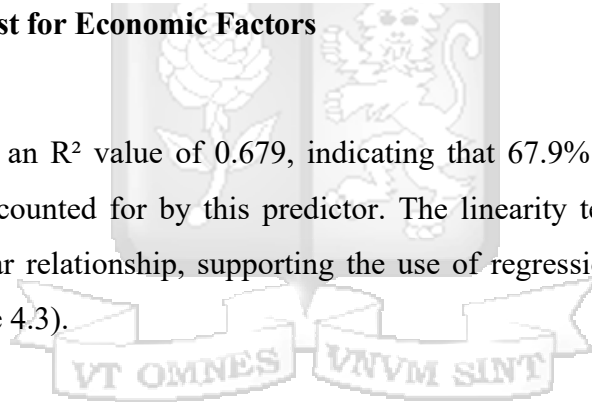


Figure 4.2: Linearity Test for Economic Factors

Source: Author (2025).

Regulatory factors show an R^2 value of 0.679, indicating that 67.9% of the variation in the dependent variable is accounted for by this predictor. The linearity test through scatter plot analysis confirms a linear relationship, supporting the use of regression analysis to examine regulatory factors (Figure 4.3).



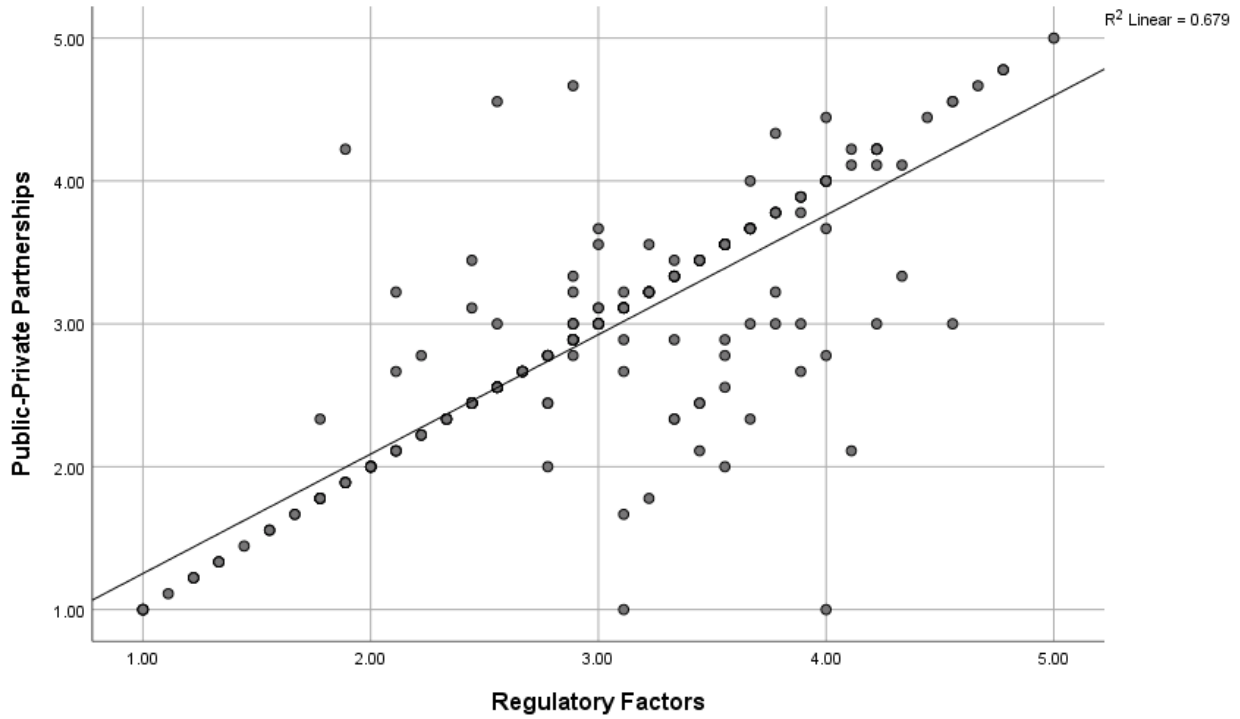
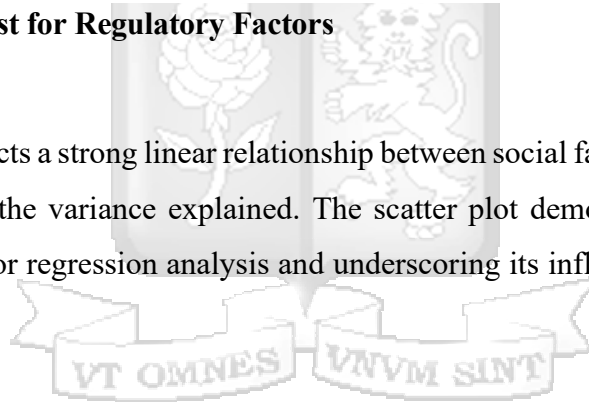


Figure 4.3: Linearity Test for Regulatory Factors

Source: Author (2025).

The R^2 value of 0.63 reflects a strong linear relationship between social factors and the dependent variable, with 62.9% of the variance explained. The scatter plot demonstrates a linear trend, qualifying this variable for regression analysis and underscoring its influence on the dependent variable (Figure 4.4).



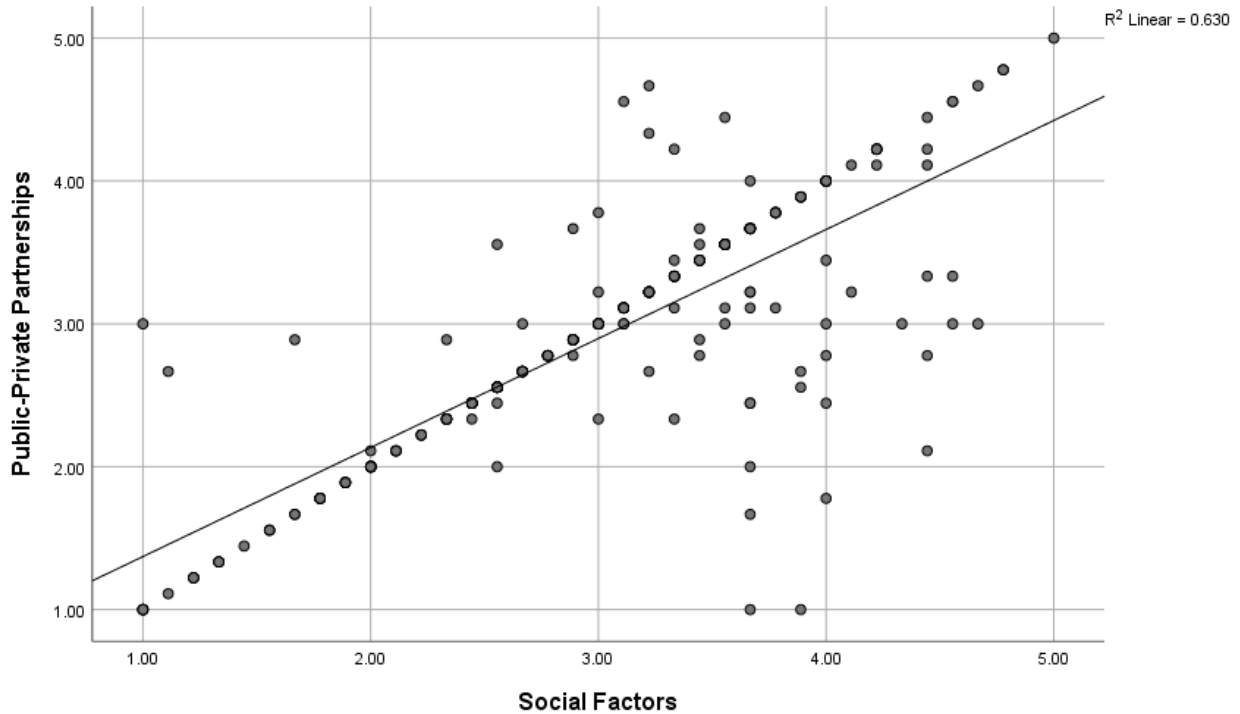


Figure 4.4: Linearity Test for Social Factors

Source: Author (2025). The R^2 value of 0.716 for political factors indicates a strong linear relationship with the dependent variable, as 71.6% of the variation in the outcome is explained by this factor. The scatter plot confirms a clear linear trend, meeting the linearity assumption required for regression analysis. This suggests political factors are a significant predictor in the model (Figure 4.5).



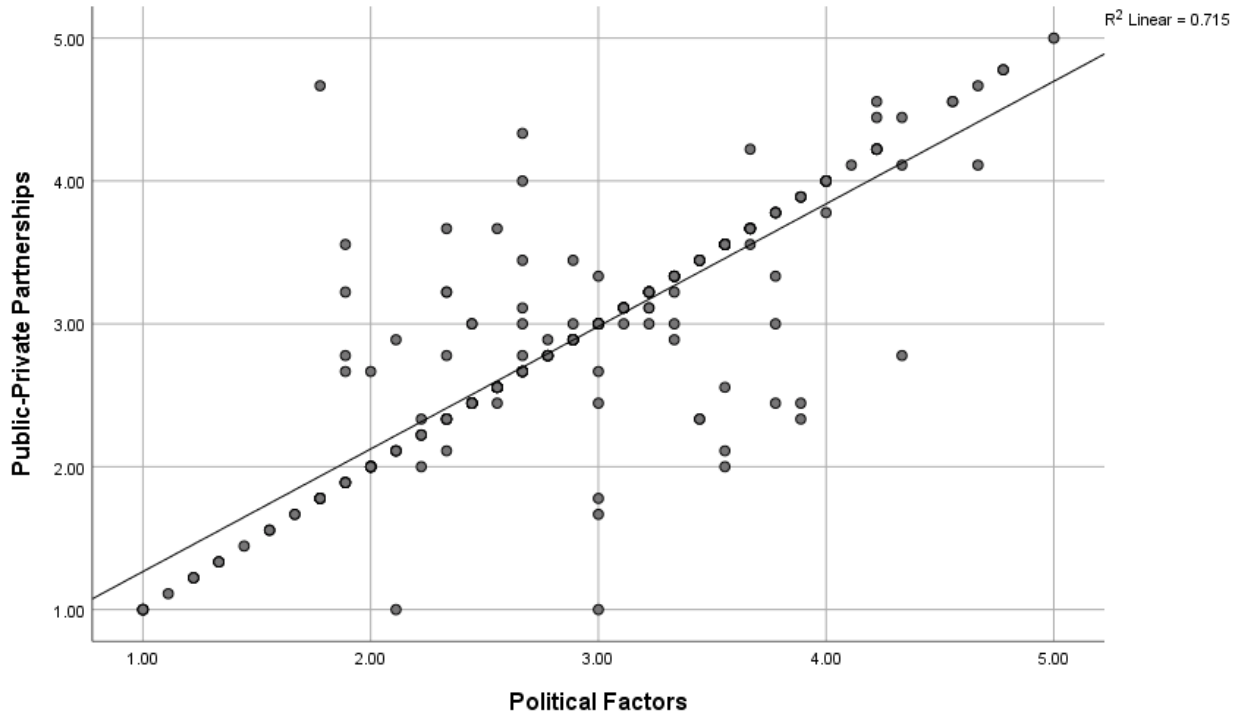


Figure 4.5: Linearity Test for Political Factors

Source: Author (2025).

Stakeholder engagement has an R^2 value of 0.415, indicating a moderate linear relationship, with 41.5% of the variation explained. Despite being relatively weaker than other factors, the scatter plot confirms linearity, justifying its inclusion in regression analysis. This highlights its moderate but meaningful role in the model. The findings are shown in Figure 4.6.

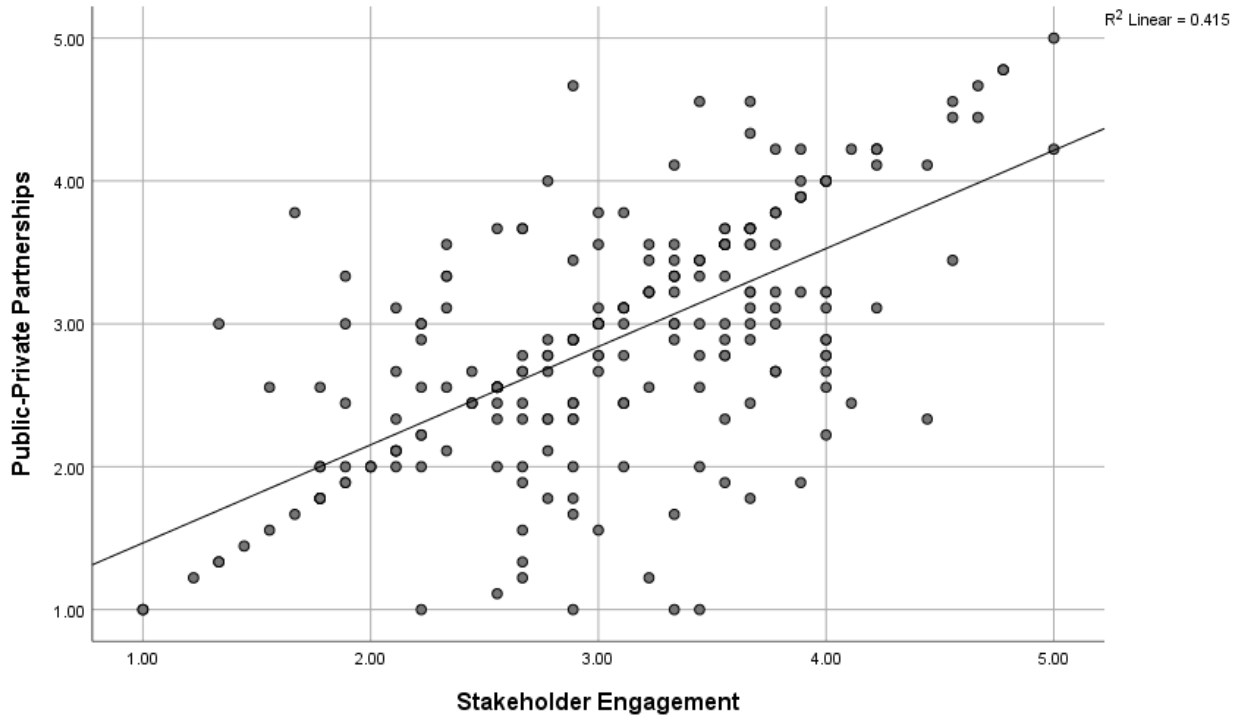


Figure 4.6: Linearity Test for Stakeholder Engagement

Source: Author (2025).

4.6.4 Multicollinearity

To determine whether there was a strong association between one or more study variables and one or more of the other independent variables, a multicollinearity test was performed. The test of multicollinearity indicates that none of the variables exhibit problematic levels of multicollinearity, as all tolerance values are above 0.1 and all Variance Inflation Factor (VIF) values are below the threshold of 10. Economic factors (tolerance = .652, VIF = 1.534), regulatory factors (tolerance = .558, VIF = 1.792), social factors (tolerance = .847, VIF = 1.181), political factors (tolerance = .599, VIF = 1.670) and stakeholder engagement (tolerance = .651, VIF = 1.535) all fall within acceptable ranges. These results confirm that multicollinearity is not a concern in this dataset, supporting the reliability of regression analysis as an appropriate statistical technique for examining the relationships between variables (Table 4.16).

Table 4.16: Test of Multicollinearity

	Tolerance	VIF
Economic Factors	.652	1.534
Regulatory Factors	.558	1.792
Social Factors	.847	1.181
Political Factors	.599	1.670
Stakeholder Engagement	.651	1.535

Source: Author (2025).

4.7 Regression Analysis Results

4.7.1 Regression Model without Moderation Effect

The study examined the factors influencing the performance of public-private partnerships in the education sector in Nairobi County, Kenya, by employing ordinal regression analysis to model the relationship between the predictors and the performance outcomes. The model fitting information indicates that the final model provides a significantly better fit compared to the intercept-only model. The -2 Log Likelihood for the intercept-only model is 985.422, while the final model has a value of 883.200. The Chi-Square statistic for the final model is 102.223, with 33 degrees of freedom and a p-value of less than 0.001. This significant result shows that the final model is a better fit and that the predictors have a significant effect on the performance of public-private partnerships in the education sector.

The significant Chi-Square result ($p < .001$) suggests that the factors included in the final model meaningfully explain the variation in the performance of public-private partnerships in the education sector in Nairobi County, Kenya. The findings support the use of ordinal regression analysis in this study, indicating that the model is effective in capturing the relationships between the predictors and the performance outcomes. This further implies that the predictors contribute to understanding the performance of public-private partnerships, making the model useful for policy development and strategic decision-making in the education sector.

Table 4.17: Model Fitting Information

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	985.422			
Final	883.200	102.223	33	.000

Source: Author (2025).

The goodness-of-fit tests, including the Pearson and Deviance tests, indicate that the model fits the data well. The Pearson Chi-Square value is 1010.679 with 1122 degrees of freedom and the p-value is 0.992, suggesting that the model does not significantly deviate from the observed data. The Deviance Chi-Square value is 555.461 with 1122 degrees of freedom and the p-value is 1.000, which also supports the adequacy of the model fit, as it is not significantly different from the expected distribution.

The significant chi-square implies that the model significantly improves over the null model [intercept only]. This suggests that at least one independent variable is significantly associated with the ordinal outcome. This supports the reliability and validity of the model’s findings, providing confidence in its use for further analysis and decision-making in this context (Table 4.18).

Table 4.18: Goodness-of-Fit

	Chi-Square	df	Sig.
Pearson	1010.679	1122	.992
Deviance	555.461	1122	1.000

Source: Author (2025).

The Pseudo R-Square values show a strong model fit. The Cox and Snell R² value is 0.903, indicating that the model explains 90.3% of the variance in the performance of public-private partnerships. The Nagelkerke R² value is 0.933, suggesting that approximately 93.3% of the variance is explained by the model, while the McFadden R² value of 0.951 indicates that the model explains 95.1% of the variance. These values demonstrate a very strong fit, with the model accounting for a large portion of the variance in the outcome. The high Pseudo R-Square values (Cox and Snell: 0.903, Nagelkerke: 0.933, McFadden: 0.951) suggest that the model is highly effective in explaining the performance of public-private partnerships. The substantial variance explained by the model indicates that the predictors are highly relevant and strongly associated with the outcome variable. With such a strong model fit, the findings support the use of the model for understanding and assessing the factors affecting the performance of public-private partnerships in the education sector in Nairobi County, Kenya (Table 4.19).

Table 4.19: Pseudo R-Square

Pseudo R-Square	
Cox and Snell	.903
Nagelkerke	.933
McFadden	.951

Source: Author (2025).

The parameter estimates indicate positive relationships between all the variables and the performance of public-private partnerships. Economic factors (Estimate = 2.048, $p = 0.047$) have a positive but moderate influence, with statistical significance. Regulatory factors (Estimate = 2.785, $p = 0.009$) show a stronger positive impact with high significance. Social factors (Estimate = 2.919, $p = 0.006$) and political factors (Estimate = 3.229, $p = 0.003$) also positively affect performance, with political factors exhibiting the highest significance. Additionally, stakeholder engagement (Estimate = 3.684, $p = 0.025$) positively influences partnership performance, suggesting that better engagement leads to improved outcomes.

The positive parameter estimates for economic, regulatory, social, political factors and stakeholder engagement highlight the importance of addressing these factors to enhance the performance of public-private partnerships. Regulatory and political factors seem to have particularly strong and significant effects, suggesting that improvements in governance and policy frameworks could yield better outcomes for these partnerships. Furthermore, the positive impact of stakeholder engagement emphasizes the importance of involving key stakeholders in decision-making processes (Table 4.20).

Table 4.20: Parameter Estimates

Location	Exp(B)	Std. Error	Wald	df	Sig.	Lower Bound	Upper Bound
Economic Factors	2.048	1.032	3.941	1	.047	.026	4.070
Regulatory Factors	2.785	1.061	6.891	1	.009	.706	4.864
Social Factors	2.919	1.068	7.473	1	.006	.826	5.013
Political Factors	3.229	1.087	8.828	1	.003	1.099	5.358
Stakeholder Engagement	3.684	1.649	4.994	1	.025	.453	6.916

Source: Author (2025).

The ordinal regression model based on the provided estimates is presented as follows:

$$P(y \leq j) = 2.048X_1 + 2.785X_2 + 2.919X_3 + 3.229X_4 + 3.684X_5$$

The coefficients for economic factors (2.048), regulatory factors (2.785), social factors (2.919), political factors (3.229) and stakeholder engagement (3.684) all have positive values, indicating that an increase in any of these factors leads to a higher likelihood of improved performance in public-private partnerships. The significance values (p-values) are all below 0.05, suggesting that each of these factors has a statistically significant impact on the outcome variable. The findings suggest that all the factors: economic, regulatory, social, political and stakeholder engagement positively affect the performance of public-private partnerships in Nairobi County. The statistical significance of these factors indicates that improving any one of them could lead to more favourable outcomes in public-private partnership performance.

Finally, the test of parallel lines evaluates whether the relationship between the predictors and the outcome variable remains consistent across all response categories. In this case, the null hypothesis states that the location parameters (slope coefficients) are the same across all response categories. The test results show a Chi-Square value of 883.200 with 1122 degrees of freedom and a significance value of 1.000. A significance value greater than 0.05 indicates that the null hypothesis cannot be rejected, meaning the effect of each independent variable is the same across all the ordinal levels (Table 4.21).

Table 4.21: Test of Parallel Lines

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Null Hypothesis	883.200			
General	.000	883.200	1122	1.000

The null hypothesis states that the location parameters (slope coefficients) are the same across response categories.

Source: Author (2025).

This result suggests that the parallel lines assumption holds, confirming that the relationship between factors like economic, regulatory, social, political factors and stakeholder engagement is consistent across all levels of public-private partnership performance. Consequently, the ordinal regression model's findings can be interpreted without concern for variations in the effect of predictors on different categories of performance. This enhances the robustness and reliability of the analysis in understanding the impact of these factors on public-private partnership performance in Nairobi County.

4.7.2 Regression Model with Moderation Effect

The study further examined whether stakeholder engagement moderates the relationship between the identified factors (economic, regulatory, social, and political) and the performance of PPPs in the education sector in Nairobi County. This was achieved by including interaction terms between stakeholder engagement and the other predictors in the ordinal regression model. The analysis revealed that stakeholder engagement positively moderates these relationships, enhancing the influence of the predictor variables on performance outcomes.

The model fitting information shows that the inclusion of moderation effects led to an improved model fit. The -2 Log Likelihood decreased from 883.200 in the model without moderation to 840.368 in the moderated model. The Chi-Square value is 144.816 with 37 degrees of freedom and a p-value less than 0.001, indicating that the model with moderation effects fits significantly better than the intercept-only model and that the interaction terms significantly contribute to the model.

Table 4.22: Model Fitting Information (with Moderation)

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	985.184			
Final	840.368	144.816	37	.000

Source: Author (2025).

The goodness-of-fit statistics continue to demonstrate model adequacy. The Pearson Chi-Square is 1098.004 with 1115 degrees of freedom and a p-value of 0.585, while the Deviance Chi-Square is 812.034 with 1115 degrees of freedom and a p-value of 1.000. These results confirm that the moderated model adequately fits the data and does not significantly deviate from the observed distribution.

Table 4.23: Goodness-of-Fit (with Moderation)

Test	Chi-Square	df	Sig.
Pearson	1098.004	1115	.585
Deviance	812.034	1115	1.000

Source: Author (2025).

The Pseudo R-Square values also improved with the inclusion of the moderation terms. The Cox and Snell R^2 increased to 0.916, the Nagelkerke R^2 to 0.946, and the McFadden R^2 to 0.963. These values suggest that the model with moderation explains an even greater proportion of the variance in PPP performance compared to the initial model.

Table 4.24: Pseudo R-Square (with Moderation)

Pseudo R-Square	Value
Cox and Snell	.916
Nagelkerke	.946
McFadden	.963

Source: Author (2025).

The parameter estimates show that all interaction terms between stakeholder engagement and the respective factors are statistically significant and positively associated with the outcome. For instance, the interaction between stakeholder engagement and economic factors (Estimate = 1.986, $p = 0.039$) indicates that as stakeholder engagement improves, the positive influence of economic factors on PPP performance increases. Similar positive moderating effects are observed for regulatory (Estimate = 2.109, $p = 0.022$), social (Estimate = 2.264, $p = 0.017$), and political factors (Estimate = 2.577, $p = 0.011$). These results reinforce the moderating role of stakeholder engagement.

Table 4.25: Parameter Estimates (with Moderation)

Interaction Term	Exp(B)	Std. Error	Wald	df	Sig.	Lower Bound	Upper Bound
Economic Factors * Stakeholder Engagement	1.986	0.960	4.281	1	.039	0.103	3.869
Regulatory Factors * Stakeholder Engagement	2.109	0.920	5.260	1	.022	0.306	3.912
Social Factors * Stakeholder Engagement	2.264	0.942	5.774	1	.017	0.417	4.111
Political Factors * Stakeholder Engagement	2.577	0.978	6.953	1	.011	0.662	4.492

Source: Author (2025).

The test of parallel lines also confirms the proportional odds assumption in the moderated model.

The test result shows a Chi-Square of 840.368 with 1115 degrees of freedom and a significance value of 1.000. This indicates that the slopes are consistent across response categories, and the assumption of parallel lines holds.

Table 4.26: Test of Parallel Lines (with Moderation)

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Null Hypothesis	840.368			
General	0.000	840.368	1115	1.000

The null hypothesis states that the location parameters (slope coefficients) are the same across response categories.

Source: Author (2025).

In conclusion, the moderation model reveals that stakeholder engagement strengthens the effects of economic, regulatory, social, and political factors on the performance of public-private partnerships. This finding underscores the crucial role of stakeholder participation in enhancing the effectiveness of partnerships in the education sector. The enhanced model fit and strong parameter estimates further validate the model's usefulness for decision-making and policy formulation.

4.8 Chapter Summary

This chapter has presented an in-depth analysis of the factors influencing the performance of PPPs in the education sector in Nairobi County, Kenya. Through ordinal regression analysis, the study identified economic, regulatory, social and political factors, along with stakeholder engagement, as significant predictors of PPP performance. The findings confirmed the model's robustness through goodness-of-fit tests, high Pseudo R-Square values and a well-fitting regression model, which explained up to 95.1% of the variance in PPP performance. Positive and statistically significant parameter estimates emphasized the critical role of these factors, with regulatory and political factors having the most substantial impact. Additionally, the test of parallel lines validated the consistency of relationships across all performance categories. The chapter concludes that fostering favourable economic, social, regulatory and political environments, combined with active stakeholder engagement, is essential for enhancing the effectiveness and sustainability of PPPs in the education sector.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter presents the summary, conclusions and recommendations made based on the findings of the study. This study analyzed the factors affecting the performance of public-private partnerships in the education sector in Nairobi County, Kenya, focusing on economic, regulatory, social and political factors. Using a cross-sectional survey and data from 296 respondents sampled through simple random sampling, the study employed SPSS Version 27 for data analysis, revealing significant relationships through descriptive statistics and ordinal regression analysis. The chapter is divided into five sections. Section 5.1 presents the introduction; section 5.2 presents the discussions of the findings and section 5.3 presents the conclusions whereas section 5.4 presents the recommendations and 5.5 areas of further research.

5.2 Summary of Main Results

The study revealed that economic factors, regulatory frameworks, social factors, political factors and stakeholder engagement significantly influence the performance of public-private partnerships in the education sector of Nairobi County. These findings underscore the critical role of fostering a stable economic environment, developing robust regulatory frameworks, addressing social dynamics, ensuring political stability and actively engaging stakeholders in enhancing the effectiveness of these partnerships. The ordinal regression model demonstrated a strong fit to the data. These metrics indicate that the predictors account for a substantial proportion of the variance in partnership performance. Moreover, the results confirmed that stakeholder engagement moderates the relationship between the identified factors and partnership performance, amplifying their positive effects when engagement levels are high.

5.3 Discussion

5.3.1 Economic Factors and Public-Private Partnerships

The findings of the study highlighted that economic factors, particularly financial viability, significantly impacted the performance of PPPs in Nairobi County's education sector. Financial viability positively influenced investor confidence, reinforcing its critical role in PPP success, as established in previous studies by Helmy et al. (2020). Similarly, Idris (2020) emphasized the

significance of financial perception in shaping funding opportunities, aligning with the current study's observation that favorable investor perceptions enhance the attractiveness of PPP projects. However, the study also revealed variations in the perceived adequacy of funding opportunities among stakeholders, a finding that resonates with Omokungbe et al. (2022), who identified disparities in stakeholder experiences within the education sector. These differences suggest that while economic factors play a crucial role, stakeholder perceptions and contextual experiences significantly influence outcomes.

The study findings also confirmed the relevance of Stakeholder Theory, as proposed in Chapter Two, in explaining the dynamics of stakeholder engagement in PPPs. Freeman's (2010) argument that managing stakeholder interests is critical for project success was validated by the observation that economic and social factors directly impacted stakeholder engagement. Moreover, the interconnectedness of these factors with regulatory frameworks supports Kavishe and Chileshe's (2019) assertion that inclusivity and transparency are essential for PPP sustainability. In contrast, while Barrera-Osorio et al. (2022) highlighted Kenya's efforts to create a favorable economic environment for PPPs, this study observed challenges such as fluctuating economic conditions and limited access to finance, suggesting that contextual economic instabilities may hinder the anticipated benefits of such initiatives.

The results also affirmed Agency Theory by illustrating the inherent conflicts of interest between public and private entities in PPPs. As outlined by Jensen and Meckling (1976), the misalignment of goals, known as the "agency problem," was evident in the varied perceptions of operational risk management. While some stakeholders acknowledged successful mitigation efforts, others highlighted gaps in addressing risks, consistent with Omokungbe et al. (2022), who noted that risk management remains a significant challenge in PPPs, particularly in developing countries. Strohhecker (2019) argued that well-designed contracts could mitigate such conflicts; however, the findings of this study suggest that the implementation of governance mechanisms, including performance monitoring and incentive structures, remains insufficient in Nairobi County's education sector.

The comparison of these findings with prior research reveals nuanced insights. For instance, Helmy et al. (2020) underscored financial viability as a universal driver of PPP success, yet this study identified specific challenges in Nairobi's education sector, such as stakeholder skepticism

regarding funding adequacy. Additionally, while Sango (2021) highlighted the dependence of social factors on economic and regulatory frameworks, this study observed that political stability and stakeholder engagement were equally critical in aligning interests and achieving desired outcomes. These findings suggest that while broader theoretical principles are validated, the application of these principles is significantly influenced by contextual and sectoral variations.

In interpreting these results, it is evident that the interplay of economic, regulatory, social and political factors shapes the performance of PPPs in education. The validation of stakeholder theory and agency theory highlights the importance of inclusive decision-making and effective governance structures in mitigating risks and aligning interests. However, the challenges identified in operational risk management and stakeholder perceptions emphasize the need for tailored strategies that address local economic and social dynamics. These findings provide actionable insights for policymakers and practitioners to enhance the design and implementation of PPP projects, ensuring they meet the needs of all stakeholders and contribute to sustainable development.

5.3.2 Regulatory Factors and Public-Private Partnerships

Regulatory factors have emerged as a central determinant in the success of PPPs in Nairobi County's education sector. The importance of adhering to constitutional principles, implementing legislative frameworks and ensuring effective institutional arrangements cannot be overstated. Previous research, such as that by Kamau and Achuora (2023), has pointed to the essential role regulatory frameworks play in supporting the performance of PPPs. In the current study, the respondents overwhelmingly agreed that legislative frameworks were crucial for the effective operation of PPPs in the education sector. However, the variation in opinions across the respondents highlights the complex nature of these regulatory factors. These findings align with the assertion that regulatory factors shape the roles, responsibilities and relationships between public and private entities involved in such partnerships (Rono, 2021).

The results align partially with the theoretical propositions presented in Chapter Two, particularly Stakeholder Theory and Agency Theory. Stakeholder Theory, which emphasizes the need to consider and manage the interests of all stakeholders, is confirmed as respondents recognized the significance of stakeholder coordination and engagement. However, gaps in the effective application of institutional frameworks suggest that the theory's ideal of fostering

positive relationships and inclusive decision-making processes is not fully realized. These findings resonate with prior research by Kavishe and Chileshe (2019), which found that inadequate stakeholder engagement can hinder the success of PPPs.

Agency theory's proposition that misaligned interests between principals and agents can lead to inefficiencies was also confirmed. The study's findings on the importance of well-structured contracts and governance mechanisms underscore the relevance of Agency Theory. However, the moderate effectiveness of these mechanisms suggests that the practical mitigation of agency problems remains a challenge. This aligns with Strohhecker (2019), who emphasized the critical role of performance monitoring and incentive structures in addressing agency issues but noted their limited implementation in many PPP contexts.

Despite the significance of regulatory frameworks, there were mixed responses on whether these frameworks were effectively implemented in Nairobi County. The descriptive statistics indicated a moderate mean value for the effectiveness of legislative frameworks. This suggests that while regulatory factors were acknowledged, their implementation faced challenges. Mungai (2021) similarly reported that regulatory frameworks in Kenya's PPPs, including in the education sector, were often seen as insufficient in addressing the unique dynamics of public-private collaboration. This contrast indicates a gap between the theoretical importance of these frameworks and their practical application, a challenge faced by many jurisdictions worldwide.

Institutional frameworks were also evaluated in terms of their support for the smooth implementation of PPP projects. The results indicated that the respondents viewed institutional frameworks as somewhat effective, although there were concerns regarding their ability to fully support decision-making processes. These concerns mirror the findings of Sinkala et al. (2022), who examined the effectiveness of institutional frameworks in South Africa and found that, although legislative frameworks existed, their application was often hindered by bureaucratic delays and inefficiencies. This insight draws attention to the need for a more streamlined institutional structure to facilitate PPPs in Nairobi County.

In terms of institutional coordination, respondents emphasized that institutional frameworks did contribute to stakeholder coordination. This finding echoes the argument made by Kamau and Achuora (2023), who suggested that effective stakeholder engagement, supported by strong institutional frameworks, can enhance the transparency and accountability of PPPs. However,

the study also highlighted areas for improvement, particularly in aligning institutional frameworks with the practical realities of public-private collaboration in Nairobi's education sector. The variance in responses suggests that some institutional arrangements may not yet be fully tailored to the needs of PPP projects, a factor that may undermine their potential.

Interestingly, the importance of constitutional principles in ensuring the transparency and accountability of PPP projects was another area that attracted mixed opinions. While the majority of respondents agreed that constitutional principles were adhered to in the planning and execution of PPP projects, a significant proportion of respondents expressed doubts about their consistent application. This finding resonates with previous studies, such as those by Mungai and Rono (2021), which noted that the adherence to constitutional principles often faces challenges due to political interference, resource constraints and bureaucratic inefficiencies. This contradiction between the theoretical significance of constitutional principles and their practical application is a recurring theme in the discourse on PPPs.

The importance of having clear and effective legislative frameworks to guide the procurement and implementation of PPPs was also highlighted in the findings. Respondents generally agreed that legislative frameworks provided essential guidelines for PPP projects, although some expressed concerns regarding the clarity and comprehensiveness of these frameworks. This is consistent with the findings of Barrera-Osorio et al. (2022), who argued that well-designed legislative frameworks are key to reducing uncertainty and risk in PPPs. However, the current study's findings indicate that, while the frameworks were in place, their actual impact on the ground was often diluted by procedural inefficiencies and the lack of proactive enforcement.

The findings on institutional frameworks revealed a consensus that these frameworks helped facilitate cooperation among stakeholders, but there were also concerns regarding the ability of these frameworks to effectively streamline decision-making processes. These concerns suggest that while Nairobi County has made strides in developing institutional arrangements, there is still a significant gap in ensuring that these frameworks operate efficiently and consistently. This aligns with the findings of Sinkala et al. (2022), who identified the need for more robust institutional coordination to ensure the success of PPPs, particularly in sectors such as education.

Furthermore, the findings showed that regulatory factors, especially legislative and institutional frameworks, were crucial for ensuring the legality and legitimacy of PPP contracts. This

underscores the importance of having well-structured and enforceable contracts in place, a sentiment echoed by Strohhecker (2019), who highlighted the role of contract design in addressing the agency problem in PPPs. In Nairobi County, however, the challenge lies in ensuring that these contracts are not only legally sound but also practical and adaptable to the unique needs of the education sector.

The relationship between regulatory factors and the overall success of PPPs in the education sector was another focal point of the study. The inferential statistics indicated that regulatory factors had a moderate to high impact on the performance of PPP projects. This is consistent with previous literature, which has consistently shown that the regulatory environment plays a critical role in determining the success or failure of PPPs (Kamau & Achuora, 2023). In the context of Nairobi County, the regulatory framework's effectiveness directly influenced the ability of PPPs to deliver quality educational services, demonstrating the intertwined nature of governance and project success.

When analyzing the interplay between regulatory factors and other dimensions, such as economic, social and political factors, the study found significant correlations. Regulatory factors were positively correlated with economic factors, suggesting that the effectiveness of legislative frameworks can support financial sustainability in PPP projects. Similarly, regulatory factors were positively correlated with political and social factors, indicating that political will and public support are essential for the success of PPPs in Nairobi's education sector. This finding aligns with Kamau and Achuora (2023), who emphasized the importance of political and social dimensions in shaping the outcomes of PPPs.

The study's findings also suggest that, while regulatory factors are important, they are not sufficient on their own to ensure the success of PPPs. This is evident from the moderate ratings on the effectiveness of regulatory frameworks, which point to a gap between the theoretical understanding of regulatory factors and their actual implementation. These findings reinforce the idea that successful PPPs require a comprehensive approach that includes strong regulatory frameworks, institutional support, stakeholder engagement and effective governance mechanisms.

Regulatory factors were seen as both a challenge and an opportunity. While stakeholders recognized the importance of regulatory compliance in ensuring the successful implementation

of PPPs, there were concerns regarding the complexity and rigidity of existing regulatory frameworks in Nairobi County. These concerns were consistent with previous research by Njeru and Maingi (2021), which identified regulatory challenges as a significant impediment to the successful implementation of PPPs in Kenya. The study's findings underscored the need for clearer, more flexible regulatory frameworks to support PPP initiatives in the education sector.

5.3.3 Social Factors and Public-Private Partnerships

Social factors play a fundamental role in shaping the dynamics of PPPs, with significant implications for their success and sustainability. This study corroborates previous findings by Abdimomynova et al. (2021), which highlight the importance of community acceptance, stakeholder collaboration and socio-cultural considerations in PPP projects. The respondents in this study expressed varying degrees of support for the role of social factors in enhancing PPP outcomes, indicating that these factors are integral to project success, yet their influence can be context-dependent. This contrasts with earlier studies, such as those by Kavishe and Chileshe (2019), which placed a stronger emphasis on the influence of stakeholder collaboration as a key driver for success.

The findings reveal that successful PPP implementations are contingent upon transparent communication channels and robust governance structures, which mitigate agency problems and foster stakeholder trust. For instance, Chileshe et al. (2022) identify critical success factors such as clear contractual agreements and stakeholder engagement as pivotal in Kenyan PPP infrastructure projects. Similarly, Helmy et al. (2020) emphasize the role of stakeholder collaboration in the educational sector PPPs in Egypt, aligning with the principles of Stakeholder Theory. These studies corroborate the theoretical assertion that addressing both stakeholder interests and agency dilemmas is essential for the efficacy and sustainability of PPP initiatives.

Moreover, community acceptance was identified as a crucial element in the successful implementation of PPPs in Nairobi County. This aligns with Chileshe et al. (2022), who demonstrated that community support directly correlates with the successful execution of PPPs, particularly in infrastructure and housing projects. In Nairobi County, respondents reported that while there was generally a positive perception of PPPs, the level of support varied across different projects. This variation may be due to differing levels of community involvement in the planning and execution stages, highlighting the need for more inclusive decision-making

processes to foster community buy-in.

In addition to community support, entrepreneurship education was highlighted as an essential factor that enhances the success of PPPs, particularly in the education sector. Abdimomynova et al. (2021) found that entrepreneurship education promotes investment and business development through PPPs, an assertion supported by the findings of this study. Respondents indicated that the incorporation of entrepreneurship education into PPP frameworks led to increased innovation and sustainability. This aligns with the conclusion drawn by Nyanchoka (2021), who noted that PPPs in Kenya's education sector have benefited from fostering entrepreneurial skills and self-reliance among stakeholders.

Furthermore, the study emphasizes the significance of sociocultural factors in the design and implementation of PPP projects. Sociocultural awareness was found to be critical in ensuring that projects respect and align with the values of local communities. This was particularly evident in Nairobi County, where socio-cultural considerations were seen as vital in promoting inclusivity and ensuring project sustainability. Similar findings were reported by Chileshe et al. (2022), who argued that PPPs that incorporate socio-cultural factors are more likely to gain the support of local communities, resulting in smoother implementation and more lasting impacts.

The respondents also noted that stakeholder engagement played a pivotal role in determining the outcomes of PPPs. This finding aligns with Nyanchoka (2021) and Sango (2021), who both emphasized the need for active participation from all relevant parties, including local communities, private investors and public institutions. The study revealed that while stakeholder engagement is generally seen as beneficial, its success depends on how well stakeholders are involved in decision-making processes and project execution. More specifically, the incorporation of community feedback in planning and design was highlighted as a critical factor in fostering long-term project success.

Additionally, the data from the study revealed a strong correlation between social factors and other critical success dimensions such as economic, regulatory and political factors. This aligns with previous research by Sango (2021), who found that social factors do not operate in isolation but are deeply intertwined with economic and regulatory considerations. Respondents in this study indicated that the successful integration of social factors into PPPs was dependent on a supportive regulatory environment and a stable economic context. These findings suggest that a

holistic approach, considering both social and structural factors, is necessary to achieve the desired outcomes in PPP initiatives.

Sociocultural awareness emerged as a particularly influential factor in the design and implementation of PPPs in Nairobi County. The high mean score for sociocultural awareness in the survey results indicates that respondents viewed this factor as essential for ensuring that PPP projects respected local values and norms. This supports the argument made by Chileshe et al. (2022), who highlighted that projects that are culturally sensitive are more likely to be embraced by local communities. In this study, sociocultural awareness was seen as not only a means of promoting inclusivity but also as a strategy for preventing social conflicts that may arise from the implementation of PPP projects.

Interestingly, the study found that entrepreneurship education and community involvement were perceived as interlinked in their role in promoting the sustainability of PPP projects. Respondents noted that fostering entrepreneurial skills within local communities empowered them to actively engage in the projects, thereby improving their long-term viability. This is consistent with the views of Abdimomynova et al. (2021), who suggested that entrepreneurship education is a critical factor in fostering innovation and ensuring the success of PPP initiatives, particularly in sectors like education and housing.

The correlation analysis in this study also highlighted the strong relationship between social factors and stakeholder engagement, which further reinforces the importance of effective collaboration in the implementation of PPP projects. The study's findings are in line with Nyanchoka (2021), who identified stakeholder engagement as one of the most significant factors influencing the success of PPPs in Kenya's education sector. The positive correlation between social factors and stakeholder engagement suggests that enhancing social cohesion among stakeholders could lead to better project outcomes, a conclusion that emphasizes the need for integrated, community-driven project planning.

While the study reinforced the importance of social factors, it also revealed challenges in fully integrating these elements into PPP frameworks. Respondents reported some inconsistencies in the application of social factors across different projects, suggesting that while social considerations are recognized, their implementation varies. This finding reflects the challenges highlighted by Sango (2021), who noted that institutional arrangements and stakeholder interests

often differ, leading to inconsistent results. The study revealed that overcoming these inconsistencies requires a more standardized approach to social factor integration, with clear guidelines for community involvement and stakeholder engagement.

The study revealed that social factors played a significant role in the success of PPPs in education. Stakeholders acknowledged the importance of community acceptance and engagement, highlighting that positive community perceptions could significantly enhance the likelihood of successful PPP implementation. This finding was supported by the CSFs model, which stresses the importance of community acceptance for the success of PPPs. The study also aligned with the work of Abdimomynova et al. (2021), which suggested that engaging local communities in decision-making processes was essential for the sustainability of PPP projects in the education sector.

The study found that community involvement and support were critical to the success of PPP projects. The positive perceptions of stakeholders towards the role of community engagement in PPPs mirrored the findings of Abdimomynova et al. (2021), who emphasized the importance of community support for the sustainability of education initiatives. Stakeholders who were engaged in the decision-making processes were more likely to perceive PPPs positively, suggesting that involving communities in these projects could enhance their success.

5.3.4 Political Factors and Public-Private Partnerships

Political factors have consistently been recognized as key determinants in the success or failure of PPPs. As noted by Baithili et al. (2019), political factors encompass dimensions such as political stability, governance systems and stakeholder engagement, which collectively shape the effectiveness of PPP initiatives. The current study mirrors this understanding, with respondents indicating that political factors, particularly political stability and effective governance, significantly influence the smooth implementation and success of PPP projects. In contrast, Othman and Khallaf (2022) emphasize political hurdles as primary barriers to PPP success, particularly when parties involved are not well-prepared, underlining the importance of effective political management in overcoming these obstacles.

In the realm of PPPs, several theoretical frameworks elucidate the dynamics between political factors and the efficacy of these collaborations. Stakeholder Theory posits that the success of

PPPs hinges on the engagement and alignment of interests among all stakeholders, including government entities, private partners and the public. Agency Theory offers another lens, focusing on the relationship between principals (e.g., government bodies) and agents (e.g., private sector partners) in PPP arrangements. It highlights potential conflicts arising from divergent objectives, where agents may pursue self-interest over the principals' goals. In the context of Nairobi County, the survey results highlight a general perception that the political environment facilitates PPP implementation, although there is notable variation in the degree of support for this assertion. While a substantial portion of respondents agreed with this view, a significant minority expressed neutral or disagreeing positions, indicating that political support may not be uniformly experienced across all PPP projects. This reflects the diverse political landscapes across regions, as observed in Othman and Khallaf's (2022) multi-country study, where political hurdles varied depending on the local context. Therefore, political environments are not monolithic and their impact on PPP outcomes can differ significantly based on local governance systems and political climates.

The data from the study also reinforces the importance of governance systems in enhancing transparency and accountability. Respondents indicated that effective governance structures reduce bureaucratic hurdles and facilitate the expeditious implementation of PPPs. This finding aligns with the conclusions of Maosa et al. (2019), who observed that governance systems had a greater positive impact on PPP performance compared to sociocultural and regulatory factors. The emphasis on governance is crucial, as it ensures that PPPs remain transparent and that stakeholders are held accountable for their roles in the project.

Political stability emerged as a significant factor influencing the outcomes of PPP projects, particularly in the education sector. Respondents agreed that political stability positively impacts PPP outcomes by creating a conducive environment for project execution. This finding echoes the argument made by Baithili et al. (2019), who noted that political stability is essential for the successful implementation of PPPs in infrastructure projects. The survey results suggest that when political stability is present, PPP projects are more likely to achieve their desired objectives, as stable political environments foster consistency in policy and regulatory frameworks.

The study further emphasized that governance systems ensure compliance with regulations and

promote ethical conduct in PPP projects. Respondents agreed that strong governance frameworks were essential in promoting ethical behavior and ensuring that PPPs adhere to legal and regulatory requirements. This aligns with Maosa et al. (2019), who found that well-structured governance systems are critical for minimizing risks such as corruption and mismanagement, which can undermine the success of PPP projects.

The study revealed that political factors, particularly political stability and stakeholder engagement, had the highest mean scores among the various factors considered. This indicates that these aspects were perceived as the most influential in determining the success of PPPs in Nairobi County. The relatively high mean scores for political stability, governance systems and stakeholder collaboration reflect their critical role in shaping the trajectory of PPP projects. These findings are consistent with previous research by Baithili et al. (2019), who identified political stability and effective governance as essential for the success of PPPs in Kenya.

Furthermore, the study also revealed a strong correlation between political factors and other critical success factors, such as economic and regulatory variables. The positive correlations suggest that the success of PPPs is not solely dependent on political factors but also requires a conducive economic and regulatory environment. This aligns with Maosa et al. (2019), who argued that PPP success is influenced by a complex interplay of political, economic and regulatory factors, all of which need to be managed effectively to ensure project sustainability.

Interestingly, the study also found that while political factors were highly significant, there were discrepancies in the perceived effectiveness of governance structures across different projects. Some respondents noted that, despite the presence of governance systems, bureaucratic hurdles and political interference still posed challenges to the timely implementation of PPPs. This finding resonates with Othman and Khallaf (2022), who highlighted that political risks and governance challenges remain persistent barriers to PPP success, particularly in regions with weak institutional frameworks.

Despite the importance of political factors, the study also highlighted the need for improved stakeholder engagement strategies, particularly in the education sector. While the majority of respondents recognized the value of stakeholder collaboration, there were concerns that the level of engagement could be further enhanced to improve project outcomes. This aligns with Maosa et al. (2019), who emphasized the need for continuous stakeholder involvement throughout the

project lifecycle to ensure alignment with societal goals and objectives.

Political stability and support for PPP projects emerged as key drivers of success, with stakeholders highlighting the role of government policies and political will in facilitating PPP implementation. This finding was in line with the work of Kavishe and Chileshe (2019), who noted that political support for PPPs was crucial for ensuring the successful delivery of education projects. However, the study also indicated that political instability could present risks, as changes in government could lead to shifts in priorities that negatively impacted ongoing PPP projects.

The study also revealed that regulatory and political factors were highly correlated with stakeholder engagement, suggesting that effective governance structures and political support were essential for fostering stakeholder trust and collaboration. The correlation between these factors and PPP performance highlighted the need for effective institutional frameworks and governance mechanisms to ensure the successful implementation of PPP projects in education. This finding aligned with the work of Jensen and Meckling (1976), who argued that the agency problem, which arises from misalignments between public and private sector interests, could be mitigated through effective governance and stakeholder engagement.

5.3.5 Stakeholder Engagement and Public-Private Partnerships

Stakeholder engagement has been recognized as a critical element in the success of PPPs, particularly in the education sector. The literature highlights that effective stakeholder involvement fosters transparency, trust and collaboration, which are essential for achieving sustainable project outcomes (Joudyian et al., 2021). These findings were reflected in the survey, where a majority of respondents believed that stakeholder engagement significantly enhances the performance of PPPs. However, the responses also revealed a range of opinions on the extent to which stakeholder engagement contributes to project success, suggesting that while the importance is universally acknowledged, its impact may vary depending on project-specific contexts and stakeholder dynamics.

Communication with stakeholders is one of the key aspects emphasized both in the literature and the survey results. Studies by Osei-Kyei and Chan (2017) stress that effective communication improves project outcomes by addressing stakeholder concerns early and promoting a shared

understanding of the project goals. The survey respondents echoed this sentiment, with many agreeing that communication with stakeholders was crucial for improving PPP project outcomes. However, there was some inconsistency in how effectively communication was implemented across different projects, indicating challenges in maintaining open and consistent dialogue.

The survey results also reinforced the findings in the literature that involvement of stakeholders in decision-making processes strengthens PPP projects. As noted by Hodge and Greve (2019), projects that actively involve stakeholders in decision-making are more likely to align with community needs and expectations, which contributes to higher levels of acceptance and support. In the Kenyan context, the inclusion of stakeholders in decision-making was seen as a key factor for success, with many respondents reporting positive outcomes from such engagement. However, some challenges were noted in ensuring that all stakeholders had equal influence in the decision-making process, particularly when competing interests arose.

Trust between stakeholders was another theme that emerged strongly in both the literature and the survey results. Hodge and Greve (2019) argue that trust is fundamental to the sustainability of PPPs, as it fosters cooperation and reduces conflicts. This aligns with the survey findings, where many respondents emphasized the importance of trust in enhancing project performance. However, the responses also highlighted instances where trust was lacking, particularly between the public and private sectors, which sometimes led to friction and hindered collaboration. This suggests that building and maintaining trust is a continuous process that requires careful management throughout the life cycle of PPP projects.

Regular stakeholder meetings were highlighted as a vital tool for successful project implementation in the literature (Osei-Kyei & Chan, 2017). The survey data supported this view, with respondents agreeing that regular meetings helped facilitate communication and collaboration among stakeholders. However, the responses also revealed that while meetings were viewed as important, their frequency and effectiveness varied. This inconsistency points to the need for a structured approach to stakeholder engagement, where meetings are not just held routinely but are meaningful and focused on addressing key project challenges.

The incorporation of stakeholder feedback into the planning and execution phases of PPP projects was another factor discussed in both the literature and the survey. According to Freeman (2010), actively seeking and integrating stakeholder feedback ensures that the project meets the

needs and expectations of all parties involved. The survey results confirmed this, with a significant portion of respondents agreeing that stakeholder feedback was incorporated into PPP project planning. However, the responses also indicated that the extent to which feedback was acted upon varied, with some stakeholders feeling that their input was not always adequately considered, which can undermine trust and project success.

The survey also found that stakeholder engagement played a role in mitigating potential risks and conflicts in PPP projects, which was consistent with the findings of Khallaf et al. (2022). By involving stakeholders early in the process, potential issues can be identified and addressed before they escalate, thereby reducing risks and fostering a more harmonious working environment. However, while many respondents agreed that stakeholder engagement helped mitigate risks, some still perceived that risks were not always fully addressed, suggesting room for improvement in risk management practices.

Collaboration between public and private stakeholders was another critical success factor discussed in the literature and reflected in the survey findings. The literature suggests that successful PPPs are those where public and private stakeholders work together in a collaborative and transparent manner (Hodge & Greve, 2019). The survey responses confirmed that collaboration was viewed as essential for project success. However, some respondents indicated that collaboration was often more aspirational than practical, with real challenges in achieving true partnership. This discrepancy highlights the need for more effective mechanisms to foster genuine collaboration between public and private entities.

The relationship between political factors and stakeholder engagement was another significant theme in the literature and survey results. The literature suggests that political stability and government support are crucial for fostering stakeholder engagement in PPP projects (Barrera-Osorio et al., 2022). This was reflected in the survey, where respondents highlighted the positive influence of political factors on stakeholder involvement. However, the data also suggested that political instability and changes in government policy could hinder stakeholder engagement, leading to delays and uncertainties in PPP projects. This underscores the need for political commitment and continuity to ensure the success of PPP initiatives.

Despite the recognized benefits of stakeholder engagement, the survey results revealed that the practicalities of managing diverse stakeholders with differing interests were often complex. This

complexity was reflected in the variation in responses, with some stakeholders expressing frustration at the lack of effective mechanisms for managing their interests. This finding aligns with Freeman's (2010) stakeholder theory, which emphasizes the importance of addressing the interests of all stakeholders for project success. The results indicate that more effort is needed to ensure that all stakeholder interests are adequately represented and managed throughout the life cycle of PPP projects.

The study's findings showed that stakeholder engagement was a crucial element in fostering collaboration between public and private entities. The importance of stakeholder engagement in enhancing transparency, trust and collaboration among stakeholders was emphasized, with the study suggesting that a collaborative approach could address many of the challenges faced by PPPs in the education sector. This finding was consistent with the stakeholder theory proposed by Freeman (2010), which highlighted the significance of managing relationships with various stakeholders for the success of any partnership.

Stakeholder engagement was found to play a crucial role in the success of PPP projects, particularly in the education sector. This finding aligns with previous studies by Othman and Khallaf (2022), who emphasized that stakeholder collaboration is essential for navigating political complexities and ensuring project alignment with broader societal goals. In this study, a majority of respondents agreed that stakeholder engagement is pivotal for the success of PPP initiatives, with many noting that meaningful participation leads to better decision-making and project outcomes. This observation is in harmony with the theoretical frameworks such as stakeholder theory, which underscores the significance of engaging all relevant stakeholders in PPP projects to avoid conflicts and foster shared ownership.

Similarly, stakeholder collaboration was identified as a key driver of innovation and problem-solving in PPP projects. This observation is consistent with the study by Othman and Khallaf (2022), which highlighted that collaboration among stakeholders facilitates the sharing of resources, knowledge and expertise, ultimately fostering innovative solutions to challenges that may arise during project execution. In this study, respondents overwhelmingly agreed that stakeholder collaboration is vital for PPP success, particularly in addressing challenges within the education sector. This underscores the need for effective coordination among public and private sector actors to ensure the successful delivery of PPP projects. In addition to these roles,

the study found that stakeholder engagement significantly moderates the influence of economic, regulatory, social, and political factors on PPP performance, enhancing their positive effects when engagement is high and buffering potential negative effects when engagement is low. This moderating role further affirms stakeholder engagement as a strategic enabler of successful public-private partnerships.

5.4 Conclusion

The study emphasizes the significant role that economic factors play in the success of PPPs in Nairobi County's education sector. The findings demonstrated that financial viability, regulatory clarity, political stability and active community involvement are essential for ensuring the long-term sustainability of PPP projects. Strong correlations between these factors and PPPs suggest that a comprehensive, integrated approach to managing these elements is crucial for achieving more effective and successful outcomes. This holistic approach can enhance the overall performance of PPPs, making them more resilient and impactful in addressing the education sector's infrastructure needs.

The study also highlights the importance of regulatory factors, such as adherence to constitutional principles, effective legislative frameworks and strong institutional support, in determining the success of PPP projects in the education sector. While regulatory frameworks were viewed positively by most respondents, the study revealed substantial gaps in their implementation and effectiveness. This points to the need for a more proactive and coordinated approach in strengthening regulatory mechanisms. Policymakers should focus on improving the clarity and enforcement of regulations to foster greater confidence among stakeholders and ensure the smooth implementation of PPPs.

Social factors were identified as critical drivers of PPP success in the education sector. The study underscored the importance of community involvement, entrepreneurship education and the incorporation of sociocultural awareness into project planning. Despite these recognized factors, challenges remain in fully integrating social considerations into PPP frameworks. To improve project sustainability and long-term success, it is crucial to adopt a more standardized approach to including social factors in PPP design and execution. This will ensure that the needs and expectations of local communities are met, further enhancing the relevance and impact of education-related projects.

The role of political factors was also a key focus of the study. Political stability, robust governance systems and effective stakeholder engagement were identified as crucial elements influencing the success of PPP projects. Although there was a strong positive correlation between political factors and project outcomes, the study also noted challenges in fully leveraging political support for implementation. It is essential to address political risks, such as instability and corruption and to ensure that governance structures are transparent and accountable. By strengthening political support and governance frameworks, PPP projects will be better positioned for long-term success and sustainability.

Lastly, the study emphasizes the vital role of stakeholder engagement in the performance and success of PPP projects. While most respondents acknowledged the positive impact of stakeholder engagement, the survey revealed inconsistencies in its implementation, suggesting the need for a more structured and inclusive approach. Importantly, the study found that political stability moderates the relationship between stakeholder engagement and PPP performance, meaning that the effectiveness of stakeholder engagement in enhancing PPP outcomes is significantly influenced by the prevailing political environment. In contexts where political stability is high, stakeholder engagement tends to yield more positive results, whereas in politically unstable environments, its impact is often diminished. Therefore, effective stakeholder management should be tailored not only to the economic and institutional context but also to the political climate to ensure its relevance and effectiveness. In Kenya, where PPPs are increasingly seen as a solution to infrastructure challenges, improving stakeholder engagement practices, especially within a stable political framework, will be critical for achieving successful and sustainable outcomes in the education sector..

5.5 Limitations and Areas for Further Research

This study acknowledges several limitations, including its reliance on survey data from a single geographical area, Nairobi County, which may not fully capture the broader national dynamics of PPPs in Kenya. Through focusing mainly on the education sector, the study overlooks other sectors that may present different challenges and dynamics in PPP implementation. Additionally, the cross-sectional design of the study does not account for changes in political, economic and regulatory factors over time, which could influence PPP outcomes. These limitations suggest that the findings may not be entirely representative of other regions or sectors within Kenya,

limiting the generalizability of the results.

Future research could address these limitations by expanding the scope to include other counties and sectors to provide a more comprehensive understanding of PPP performance across the country. Comparative studies between Kenya and other countries in Sub-Saharan Africa could offer valuable insights into the factors influencing PPP success in similar contexts. Moreover, employing qualitative methods such as interviews or case studies would deepen the understanding of stakeholder engagement dynamics and the interplay of social, economic and regulatory factors. Investigating the long-term impacts of political and economic changes on PPP sustainability, as well as exploring the role of technological innovations in improving communication and engagement, would also provide essential directions for future research.

5.6 Recommendations

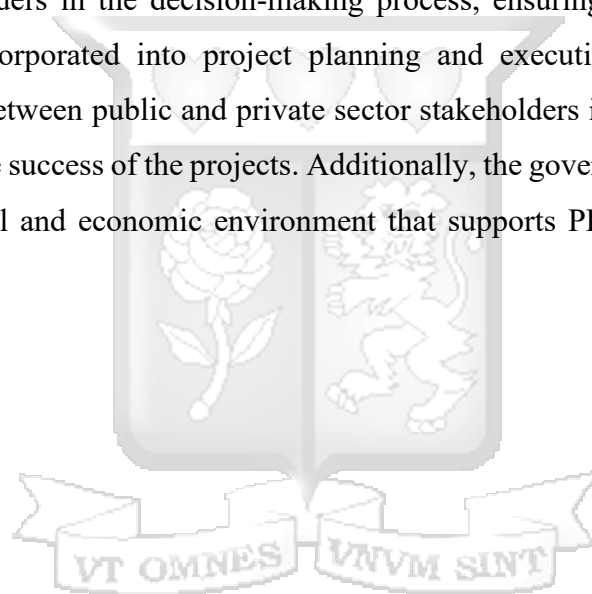
The study recommends adopting a comprehensive strategy that prioritizes financial viability, regulatory clarity, political stability and active community involvement to enhance the success of PPPs in Nairobi County's education sector. Policymakers and stakeholders should foster collaboration and integrate these critical factors to ensure long-term sustainability and resilience of PPP projects, ultimately addressing the infrastructure and service delivery needs effectively.

To enhance the effectiveness of PPPs, it is vital that Nairobi County policymakers strengthen the legislative and institutional frameworks that govern these partnerships. Emphasis should be placed on improving the clarity and enforcement of regulations, ensuring that the frameworks are tailored to meet the unique needs of the education sector. Policymakers should also work to promote greater transparency and accountability within the institutional processes, allowing for better collaboration between public and private entities. This will foster a more conducive environment for PPPs to thrive and enable the successful implementation of educational infrastructure projects.

It is recommended that social factors be integrated more systematically into PPP frameworks in Nairobi County. Community involvement should be prioritized from the early stages of project planning, ensuring that local perspectives are incorporated into decision-making. This can be further supported by fostering entrepreneurship education to drive innovation and aligning sociocultural considerations with the specific needs of the communities served.

Addressing political stability is another key recommendation for improving the success of PPPs in Nairobi County. Policymakers should work towards promoting stronger governance frameworks, with a particular focus on enhancing stakeholder engagement. Collaborative partnerships between public and private entities should be encouraged through clear guidelines and transparent decision-making processes. Additionally, political risks can be mitigated through proactive anti-corruption initiatives and capacity-building programs to strengthen governance.

Finally, adopting a more systematic and inclusive approach to stakeholder engagement is critical for improving PPP outcomes in Kenya. This approach should involve early and continuous involvement of stakeholders in the decision-making process, ensuring that their feedback is actively sought and incorporated into project planning and execution. Building trust and fostering collaboration between public and private sector stakeholders is essential for reducing conflicts and ensuring the success of the projects. Additionally, the government should prioritize creating a stable political and economic environment that supports PPPs and attracts private sector participation.



REFERENCES

- Abdimomynova, A., Duzelbayeva, G., Berikbolova, U., Kim, V., & Baimakhanova, A. (2021). Entrepreneurship education prospects in the public-private partnership system. *Montenegrin Journal of Economics*, 17(2), 83-92.
<https://doi.org/10.14254/1800-5845/2021.17-2.7>
- Akmal, M., Hares, S., & Perakis, R. (2022). What Public–Private Partnerships Can and Cannot Do. *Schooling for All*, 1(1), 103-111. <https://cgdev.org/sites/default/files/schooling-for-all-feasible-strategies-universal-eduction.pdf#page=109>
- Baithili, M. K., Mburugu, K. N., & Njeru, D. M. (2019). *Political Environment and Implementation of Public Private Partnership Infrastructure Development in Kenya*. Embu University. <https://doi.org/10.19044/esj.2019.v15n19p282>
- Barrera-Osorio, F., Blakeslee, D. S., Hoover, M., Linden, L., Raju, D., & Ryan, S. P. (2022). Delivering education to the underserved through a public-private partnership program in Pakistan. *Review of Economics and Statistics*, 104(3), 399-416.
https://doi.org/10.1162/rest_a_01002
- Chileshe, N., Njau, C. W., Kibichii, B. K., Macharia, L. N., & Kavishe, N. (2022). Critical success factors for Public-Private Partnership (PPP) infrastructure and housing projects in Kenya. *International Journal of Construction Management*, 22(9), 1606-1617.
<https://doi.org/10.1080/15623599.2020.1736835>
- Creswell, J. W., & Clark, V. L. P. (2017). *Designing and conducting mixed methods research*. New York, USA: Sage Publishers.
https://books.google.com/books/about/Designing_and_Conducting_Mixed_Methods_R.html?id=eTwmDwAAQBAJ
- Freeman, R. E. (2010). *Strategic management: A stakeholder approach*. Cambridge University Press.
[https://books.google.com/books?hl=en&lr=&id=NpmA_qEiOpkC&oi=fnd&pg=PR5&dq=Freeman,+R.+E.+\(2010\).+Strategic+management:+A+stakeholder+approach.+Cambridge+University+Press.+&ots=62dfH8R7RQ&sig=b8QQkiyXvqI9Ux9lqFQ2TqgKSnc](https://books.google.com/books?hl=en&lr=&id=NpmA_qEiOpkC&oi=fnd&pg=PR5&dq=Freeman,+R.+E.+(2010).+Strategic+management:+A+stakeholder+approach.+Cambridge+University+Press.+&ots=62dfH8R7RQ&sig=b8QQkiyXvqI9Ux9lqFQ2TqgKSnc)

- Helmy, R., Khourshed, N., Wahba, M., & Bary, A. A. E. (2020). Exploring critical success factors for public private partnership case study: The educational sector in Egypt. *Journal of Open Innovation: Technology, Market and Complexity*, 6(4), 142-159. <https://doi.org/10.3390/joitmc6040142>
- Hodge, G. A., & Greve, C. (2019). Public–private partnerships: an international performance review. *Public administration review*, 67(3), 545-558. <https://doi.org/10.1177/1087724X166578>
- Idris, A. S. (2020). *Factors Influencing Investors' Participation in Public Road Infrastructure Projects In Kenya through Public Private Partnership Framework* (Doctoral dissertation, United States International University-Africa). <https://erepo.usiu.ac.ke/handle/11732/6069>
- Joudyian, N., Doshmangir, L., Mahdavi, M., Tabrizi, J. S., & Gordeev, V. S. (2021). Public-private partnerships in primary health care: a scoping review. *BMC health services research*, 21(1), 1-18. <https://doi.org/10.1186/s12913-020-05979-9>
- Kamau, D. G., & Achuora, J. (2023). Critical success factors for implementation of public private partnerships in health projects at the Ministry of Health in Kenya. *International Journal of Management and Business Research*, 5(1), 344-357. <https://grandmarkpublishers.com/index.php/ijmbr/article/view/22>
- Kavishe, N., & Chileshe, N. (2019). Critical success factors in public-private partnerships (PPPs) on affordable housing schemes delivery in Tanzania: A qualitative study. *Journal of facilities management*, 17(2), 188-207. <https://doi.org/10.1108/JFM-05-2018-0033>
- Khallaf, R., Kang, K., Hastak, M., & Othman, K. (2022). Public–Private Partnerships for Higher Education Institutions in the United States. *Buildings*, 12(11), 1888-1899. <https://doi.org/10.3390/buildings12111888>
- Kubaison, S. (2022). The utilization of Public-Private-Partnerships in schools: PPP Experiences From Tigania West sub-county, Kenya. *African Journal of Science, Technology and Social Sciences*, 1(2), 169-173. <https://doi.org/10.58506/ajstss.v1i2.18>

- Kumar, R. (2018). *Research methodology: A step-by-step guide for beginners*. New York: Sage Publishers.
https://books.google.com/books/about/Research_Methodology.html?id=J2J7DwAAQB
[AJ](#)
- Manyonge, L. M., & Kyalo, J. N. (2020). Effect of Public-Private Partnerships on revamping Technical Vocational Education and Training in Kenya: A Case of Kenya Association of Manufacturers (KAM) and Gesellschaft für Internationale Zusammenarbeit (GIZ) Partnership. *International Journal of Vocational Training*, 5(1), 34-47.
<https://ejournals.org/ijvter/vol-6-issue-2-april-2020/effect-of-public-private-partnerships-on-revamping-technical-vocational-education-and-training-in-kenya-a-case-of-kenya-association-of-manufacturers-kam-and-gesellschaft-fur-internationale-zusammen/>
- Maosa, R. O., Muturi, W. M., & Student, G. (2019). Factors influencing performance of public-private partnerships in healthcare provision in Kenya: the case of Nyamira county. *International Journal of Social Sciences and Information Technology*, 5(5), 202-213. <https://www.ijssit.com/main/wp-content/uploads/2019/05/Factors-Influencing-Performance-Of-Public-Private-Partnerships-In-Healthcare-Provision-In-Kenya.pdf>
- Muleya, F., Zulu, S., & Nanchengwa, P. C. (2020). Investigating the role of the public private partnership act on private sector participation in PPP projects: a case of Zambia. *International Journal of Construction Management*, 20(6), 598-612.
<https://doi.org/10.1080/15623599.2019.1703088>
- Mungai, P. K. (2021). *Private public partnerships and project performance of commercial state corporations in Kenya* (Doctoral dissertation, University of Nairobi). <https://ir-library.ku.ac.ke/bitstream/handle/123456789/23605/Private%20Public%20Partnerships%20....pdf?sequence=1&isAllowed=y>
- Njeru, A. N. G., & Maingi, J. (2021). Critical success factors for public private partnerships in the water sector in Kenya. *International Academic Journal of Arts and Humanities*, 1(2), 239-261.

https://www.iajournals.org/articles/iajah_v1_i2_239_261.pdf

Nyanchoka, D. O. (2021). *Institutional Factors Influencing Implementation of Public-private Partnership Projects in Kenya's Education Sector: a Case of Afya Elimu Funded Projects* (Doctoral dissertation, University of Nairobi).

http://erepository.uonbi.ac.ke/bitstream/handle/11295/160181/Nyanchoka_Institutional%20Factors%20Influencing%20Implementation%20of%20Public-private%20Partnership%20Projects%20in%20Kenya%E2%80%99s%20Education%20Sector.pdf?sequence=1

Omokungbe, O., Alaka, H., & Ayodele-Oja, S. (2022). Public private partnership (PPP) as an aid to tertiary institution support for internally generated revenue (IGR): a case study of yaba college of technology. *South Florida Journal of Development*, 3(3), 4122-4142.

<https://doi.org/10.46932/sfjdv3n3-082>

Osei-Kyei, R., & Chan, A. P. (2017). Review of studies on the Critical Success Factors for Public-Private Partnership (PPP) projects from 1990 to 2013. *International journal of project management*, 33(6), 1335-1346. <https://doi.org/10.1016/j.ijproman.2015.02.008>

Othman, K., & Khallaf, R. (2022). Identification of the Barriers and Key Success Factors for Renewable Energy Public-Private Partnership Projects: A Continental Analysis. *Buildings*, 12(10), 1511-140. <https://doi.org/10.3390/buildings12101511>

Othman, K., & Khallaf, R. (2023). Renewable energy public-private partnership projects in Egypt: Perception of the barriers and key success factors by sector. *Alexandria Engineering Journal*, 7(2)5, 513-530. <https://doi.org/10.1016/j.aej.2023.06.009>

Public Private Partnerships Directorate. (2023). *Directorate of Public Private Partnerships*. National Treasury and Economic Planning. <https://www.treasury.go.ke/directorate-public-private-partnerships/>

Rono, N. K. (2021). *Sub-national Public Private Partnerships in Kenya: an appraisal of the legal and institutional framework against the constitutional principles on devolution and public procurement* (Doctoral dissertation, Strathmore University). <https://su-plus.strathmore.edu/bitstreams/4d51c61d-b183-43c5-b402-d71c167767b8/download>

- Sango, C. O. (2021). *Factors Affecting Public Housing Development Projects In Nairobi County*. Doctoral dissertation: KCA University.
<https://repository.kcau.ac.ke/bitstream/handle/123456789/630/Sango-Factors%20Affecting%20Public%20Housing%20Development%20Projects%20In%20Nairobi%20County.pdf?sequence=1&isAllowed=y>
- Saunders, M, Lewis, P & Thornhill, A., (2007). *Research methods for business students*, 4th ed., Financial Times Prentice Hall.
<https://thuvienso.hoasen.edu.vn/bitstream/handle/123456789/3708/Contents.pdf?sequence=4&isAllowed=y>
- Saunders, M. N., & Lewis, P. (2012). *Doing research in business & management: An essential guide to planning your project*. Pearson.
<https://www.scirp.org/reference/referencespapers?referenceid=2853992>
- Sinkala, A., Ochieng, E., Ominde, D., Zuofa, T., & Badi, S. (2022). Reimagining public-private partnership model as hybrid: South Africa viewpoint. *Public Works Management & Policy*, 27(2), 152-183. <https://doi.org/10.1177/1087724X211046>
- Surucu, L., & Maslakci, A. (2020). Validity and reliability in quantitative research. *Business & Management Studies: An International Journal*, 8(3), 2694-2726.
<https://doi.org/10.15295/bmij.v8i3.1540>

APPENDICES

Appendix 1: Questionnaire

Dear Participant,

Thank you for participating in this research study focused on “AN ANALYSIS OF THE FACTORS AFFECTING PUBLIC-PRIVATE PARTNERSHIPS IN THE EDUCATION SECTOR IN NAIROBI COUNTY, KENYA.” Please take a few moments to complete this questionnaire thoughtfully and accurately. Your responses will remain confidential and will be used for research purposes only. Your participation is voluntary and you may withdraw at any time without penalty. By proceeding with this questionnaire, you are providing consent for the use of your responses in this study.

SECTION A: DEMOGRAPHIC DATA

1. Age

Below 30yrs

30-35yrs

36-40yrs

41-45yrs

46-50yrs

>50yrs

2. Gender

Male

Female

3. Institution of Work

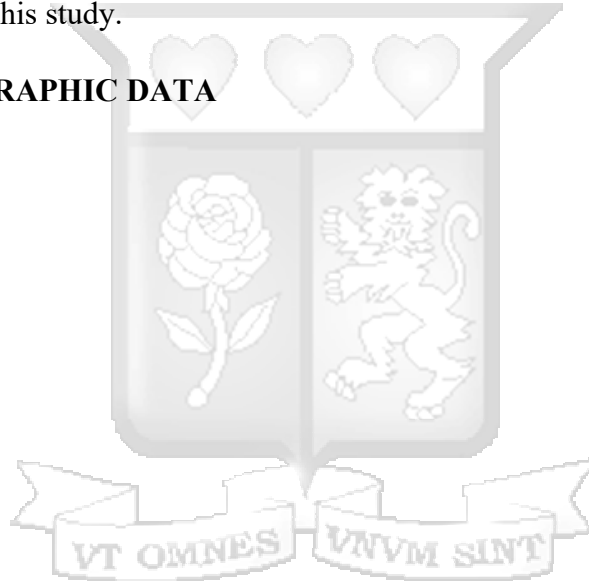
Primary school

Secondary school

Vocational training centre

University

Special education institution



4. Education Level

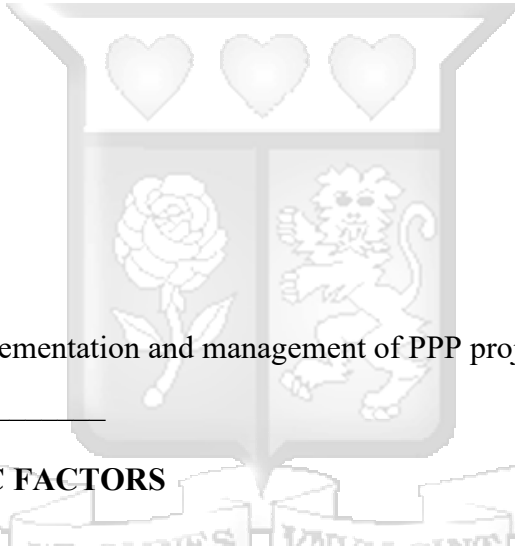
- Secondary
- College
- University
- Others

5. Years of Experience in Education Sector

- Less than 5yrs
- 6-10yrs
- 11-15yrs
- 16yrs and above

6. Type of Respondent

- Administrator
- Educator
- Policymaker
- Officer in planning, implementation and management of PPP projects
- Other (please specify): _____



SECTION B: ECONOMIC FACTORS

Use the Likert Scale where 1- Strongly Disagree, 2-Disagree, 3- Neutral, 4-Agree, 5-Strongly Agree to rate the extent that you agree with these statements.

No.	Statement	SD	D	N	A	SA
1.	Stakeholders in the education sector perceive PPPs as financially viable.					
2.	The financial viability of PPP projects positively influences investor confidence.					
3.	Adequate funding opportunities are available for PPP projects in Nairobi County’s education sector.					

4.	Positive investor perception enhances the attractiveness of PPP projects in education.					
5.	Investors are willing to provide funding for PPP projects based on their perception of viability.					
6.	Investor confidence in PPPs leads to increased investment in education infrastructure.					
7.	Operational risks in PPP projects within Nairobi County's education sector are effectively mitigated.					
8.	Effective risk management positively impacts the success of PPP initiatives in education.					
9.	The management of operational risks contributes to the sustainability of PPP projects in education.					

SECTION C: REGULATORY FACTORS

Use the Likert Scale where 1- Strongly Disagree, 2-Disagree, 3- Neutral, 4-Agree, 5-Strongly Agree to rate the extent that you agree with these statements.

No.	Statement	SD	D	N	A	SA
1.	PPP projects in Nairobi County adhere to constitutional principles.					
2.	Legislative frameworks governing PPPs in education are effectively implemented.					
3.	Institutional frameworks support the smooth implementation of PPP projects in education.					
4.	Adherence to constitutional principles ensures transparency and accountability in PPPs.					
5.	Legislative frameworks provide clear guidelines for PPP procurement and implementation.					
6.	Effective institutional frameworks streamline decision-making processes in PPP projects.					

7.	Constitutional principles are considered in all stages of PPP project planning and execution.					
8.	Legislative frameworks contribute to the legality and legitimacy of PPP contracts.					
9.	Institutional frameworks ensure coordination and cooperation among stakeholders in PPP initiatives.					

SECTION D: SOCIAL FACTORS

Use the Likert Scale where 1- Strongly Disagree, 2-Disagree, 3- Neutral, 4-Agree, 5-Strongly Agree to rate the extent that you agree with these statements.

No.	Statement	SD	D	N	A	SA
1.	PPP projects in Nairobi County are widely accepted and supported by the local community.					
2.	The inclusion of entrepreneurship education enhances the success of PPP initiatives in education.					
3.	Sociocultural factors are considered in the design and implementation of PPP projects in the education sector.					
4.	Community involvement positively impacts the outcomes of PPP projects in Nairobi County.					
5.	Entrepreneurship education fosters innovation and creativity in PPP projects within the education sector.					
6.	Sociocultural considerations promote inclusivity and diversity in PPP initiatives in Nairobi County.					
7.	Community feedback and participation are valued and integrated into the planning and execution of PPP projects.					
8.	The incorporation of entrepreneurship education encourages self-reliance and sustainability in PPP endeavours.					
9.	Sociocultural awareness ensures that PPP projects respect and reflect the values and norms of the local community.					

SECTION E: POLITICAL FACTORS

Use the Likert Scale where 1- Strongly Disagree, 2-Disagree, 3- Neutral, 4-Agree, 5-Strongly Agree to rate the extent that you agree with these statements.

No.	Statement	SD	D	N	A	SA
1.	The political environment in Nairobi County facilitates the smooth implementation of PPP projects.					
2.	Stakeholder engagement plays a crucial role in the success of PPP initiatives in the education sector.					
3.	Effective governance systems enhance transparency and accountability in PPP projects in Nairobi County.					
4.	Political stability positively influences the outcomes of PPP projects in the education sector.					
5.	Stakeholder collaboration fosters innovation and problem-solving in PPP endeavors within the education sector.					
6.	Governance systems ensure compliance with regulations and promote ethical conduct in PPP projects.					
7.	Political support and commitment are critical for the sustainability of PPP initiatives in Nairobi County.					
8.	Meaningful stakeholder participation leads to better decision-making and project outcomes in PPP ventures.					
9.	Effective governance structures minimize bureaucratic hurdles and expedite the implementation of PPP projects.					

SECTION F: STAKEHOLDER ENGAGEMENT

No.	Statement	SD	D	N	A	SA
1.	Stakeholder engagement significantly enhances the performance of public-private partnerships in the education sector.					
2.	Effective communication with stakeholders					

	improves the outcomes of public-private partnership projects.					
3.	Regular stakeholder meetings contribute to the successful implementation of public-private partnership projects.					
4.	Involvement of stakeholders in decision-making processes strengthens public-private partnerships in the education sector.					
5.	Stakeholder feedback is actively sought and incorporated into public-private partnership project planning and execution.					
6.	Trust between stakeholders and project managers enhances the performance of public-private partnership projects.					
7.	Stakeholder engagement mitigates potential conflicts and risks in public-private partnership projects.					
8.	Collaboration between public and private stakeholders is crucial for the success of public-private partnership projects.					
9.	Effective stakeholder engagement leads to higher satisfaction levels among all parties involved in public-private partnership projects.					

SECTION G: PUBLIC-PRIVATE PARTNERSHIPS

No.	Statement	SD	D	N	A	SA
1.	Public-private partnership projects in Nairobi County are consistently completed within the scheduled timeframe.					

2.	Stakeholder collaboration significantly enhances the success of public-private partnership projects in the education sector.					
3.	The level of stakeholder satisfaction with public-private partnership projects is high in Nairobi County.					
4.	Public-private partnership projects effectively manage and mitigate risks associated with implementation challenges.					
5.	Timely completion of public-private partnership projects positively impacts their overall success.					
6.	Stakeholder feedback is consistently integrated into decision-making processes for public-private partnership projects.					
7.	Accountability mechanisms in public-private partnership projects ensure transparent utilization of resources.					
8.	Stakeholders involved in public-private partnership projects have a high level of trust in the project management.					
9.	Robust risk management strategies are in place to address potential setbacks in public-private partnership projects.					

Thank you for your response.



Appendix 2: Ethical Review Clearance



31st October 2024

Ms Munjua Mary,
mary.munjua@strathmore.edu

Dear Ms Munjua,

RE: Factors Influencing Performance of Public-Private Partnerships and the Moderating Effect of Stakeholder Engagement in the Education Sector in Nairobi County, Kenya

This is to inform you that SU-ISERC has reviewed and **approved** your above **SU-masters** proposal. Your application reference number is **SU-ISERC2415/24**. The approval period is from **31st October 2024 to 30th October 2025**.

This approval is subject to compliance with the following requirements:

- i. Only approved documents including (informed consents, study instruments, MTA) will be used.
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by SU-ISERC.
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to SU-ISERC within 72 hours of notification.
- iv. Any changes anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to SU-ISERC within 72 hours.
- v. Clearance for the export of biological specimens must be obtained from relevant institutions.
- vi. Submission of a request for renewal of approval at least 60 days prior to the expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days of completion of the study to SU-ISERC.

Before commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology, and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke/> and obtain other clearances needed.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Ambrose Rachler".

**Mr Ambrose Rachler,
Chairperson; SU-ISERC**

Appendix 3: Research Permit from NACOSTI


REPUBLIC OF KENYA


**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION**

Ref No: **910123** Date of Issue: **15/November/2024**

RESEARCH LICENSE



This is to Certify that Ms. Mary Munjua of Strathmore University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: FACTORS INFLUENCING PERFORMANCE OF PUBLIC PRIVATE PARTNERSHIPS AND THE THE ROLE OF STAKEHOLDER ENGAGEMENT IN THE EDUCATION SECTOR IN NAIROBI COUNTY, KENYA for the period ending : 15/November/2025.

License No: **NACOSTI/P/24/41968**

910123
Applicant Identification Number


Director General
**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION**

Verification QR Code



**NOTE: This is a computer generated License. To verify the authenticity of this document,
Scan the QR Code using QR scanner application.**

See overleaf for conditions

Appendix 4: Plagiarism Report

FACTORS INFLUENCING PERFORMANCE OF PUBLIC-PRIVATE PARTNERSHIPS AND THE ROLE OF STAKEHOLDER ENGAGEMENT IN THE EDUCATION SECTOR IN NAIROBI COUNTY, KENYA

ORIGINALITY REPORT

19% SIMILARITY INDEX	18% INTERNET SOURCES	9% PUBLICATIONS	9% STUDENT PAPERS
--------------------------------	--------------------------------	---------------------------	-----------------------------

PRIMARY SOURCES

1	su-plus.strathmore.edu Internet Source	5%
2	erepository.uonbi.ac.ke Internet Source	2%
3	Submitted to Mount Kenya University Student Paper	1%
4	www.scilit.net Internet Source	1%
5	Submitted to Kenyatta University Student Paper	1%
6	Submitted to Strathmore University Student Paper	1%
7	www.mdpi.com Internet Source	1%
8	www.researchgate.net Internet Source	1%