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STAKEHOLDER ENGAGEMENT, MANAGERIAL ACCOUNTABILITY, AND PROJECT SUCCESS. A CASE OF LOCAL GOVERNMENT EDUCATION INFRASTRUCTURE PROJECTS IN BUDAKA DISTRICT

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A DISSERTATION SUBMITTED TO THE DIRECTORATE OF GRADUATE STUDIES, RESEARCH AND INNOVATION IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE MASTER OF BUSINESS ADMINISTRATION DEGREE OF BUSITEMA UNIVERSITY

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DECLARATION:

With the exception of a few places where proper credit has been given, I, the undersigned, declare that this dissertation is my work. I certify that this work has never been submitted for financing or partial fulfillment of the Master of Business Administration degree to this university or any other institution.

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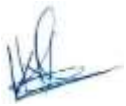 2/3/2024

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APPROVAL

With my/our consent as the academic supervisor(s), this dissertation is presented in partial fulfillment of the requirements for the Master of Business Administration degree from Busitema University.

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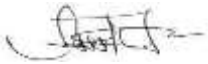

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DEDICATION

This study is devoted to my parents, Mr. Mudangha John Baptist and Mother Nataleja Anna Mary, for their outstanding efforts in making sure that I began attending school at a young age and continued to pay my tuition until I finished. I also dedicate this research to my dear wife Mukisa Jane and my children, Julie Sabano, Kaanyi Joyce M, Talemwa Ronny, and Bright Mulonde M. I appreciate their patience with me while I worked from a distance and returned to school to complete my Master of Business Administration degree.

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LIST OF ACRONYMS / ABBREVIATIONS USED.

BDLG: Budaka District Local Government

BMAU: Budget Monitoring and Accountability Unit.

CEO: Chief Executive Officer

CSF: Critical Success Factors.

DRC: Democratic Republic of Congo.

FOCAC: Forum for China-Africa Cooperation.

ICAT: Initiative for Climate Action Transparency

KPIs: Key Performance Indicators.

LDCs: Least Developed Countries

LMICs: Lower Middle-Income Countries

MOES: Ministry of Education and Sports.

NUSAF: Northern Uganda Social Action Fund

OAG: Office of the Auditor General

PAC- COSASE: Public Accounts Committee-Commissions, Statutory Authorities and State Enterprises.

PMBOK: Project Management Body of Knowledge

ReSPA: Regional School of Public Administration.

UIS: UNESCO Institute for Statistics.

UNDP: United Nations Development Programme

UNESCO: United Nations Educational, Scientific and Cultural Organization.

UPE: Universal Primary Education.

US: United States

USAID: United States Agency for International Development.

DEFINITIONS AND KEY TERMS

Stakeholder Engagement:

Range of procedures and tactics that businesses and organizations use for active participation, commitment and sustaining relationships with key groups, individuals, or corporations that are affected by the project results. (Arrizalabaga et al., 2018.p.7; ICAT, 2020.p.9).

Managerial Accountability:

The term "managerial accountability" describes a manager's answerability for the activities and outcomes of their business. It includes management of all management-related activities, including planning, reporting, delegating, and controlling. It has both a definite focus on results and compliance with rules and procedures. (performance) (Hill, 2018.p.9-12).

Project Success: A project is deemed successful if implemented on cost/ budget, meets quality, in schedule, satisfied clients/users as well as facilitates business performance. (Sastoque-Pinilla et al., 2022. p.9; Lamprou et al., 2018. p.279; Frefer, et al., 2018. p.3; Santos et al., 2019. p.42). The research specifically defines it as being on cost, quality and satisfying clients/ users

Education Infrastructure Includes: Buildings, classrooms, laboratories, libraries, play fields, dormitories, sanitation facilities, staff quarters and equipment (Adede, 2012; Teizeira, et al., 2017)

Local Government: The power to decide on and carry out policies inside a confined region that is less than a state (Britanica, n.d).

Budaka District Local Government:

Formally a county in Pallisa, Budaka District Local Government was formed due to decentralization policy. The district with an estimated population of 207,579 as per the 2014 National census. The district comprises of two counties namely, Budaka and Iki-Iki counties. Has fifteen sub counties, five town councils and three town boards. The district constitutes of 76 parishes and 323 village councils, distributed (Budaka District, n.d).

ABSTRACT

This study was undertaken to investigate the relationship between stakeholder engagement, managerial accountability, and project success within education infrastructure projects in Budaka district local administration. The goals of the research were; to examine the relationship between informing stakeholders and project success in education infrastructure projects in the local government of Budaka district, to examine the relationship between consulting stakeholders and project success in education infrastructure projects in the local government of Budaka district, to examine the relationship between involving stakeholders and project success in education infrastructure projects in the local government of Budaka district and to examine the mediating function of managerial accountability in the relationship between stakeholder engagement and project success in the case of education infrastructure projects in Budaka district. The research used a cross-sectional survey methodology using numerical approaches whereby 187 questionnaires were fully filled and returned for data analysis. Results show that both informing stakeholders and project success are favorably co-related, there is a noteworthy relationship between consulting stakeholders and project success, and there is a strong co-relation between involving stakeholders and project successin the case of education infrastructure projects in Budaka district. Similarly, the study indicated that managerial accountability partially mediates the relationship between stakeholder engagement and project success in education infrastructural projects. Therefore, stakeholder engagement has an impact on the project success of education projects in Budaka District Local Government. Managerial accountability affects project success in regards to these projects. Among the recommendations, stakeholders ought to be engaged at all stages of these projects and supervisors of projects should be responsible, while exercising the necessary autonomy and authority to ensure successful project implementation.

Keywords: informing, consulting, involving, managerial accountability, stakeholder engagement, and project success.

CHAPTER ONE

BACKGROUND OF THE STUDY

1.1 Introduction

The research provides a study on stakeholder engagement, managerial accountability, and project success in education infrastructure projects in Budaka District Local Government. This section entails the study background information and the problem statement, goals, research hypothesis, scope, justification, importance of the research as well as conceptual structure.

1.2 Research Background.

One of the most effective means of combating poverty and promoting health, gender equality, peace, and stability is education, which is also a human right and a major force behind development (The World Bank, 2022). It is acknowledged as a legal right of every child by the United Nations Convention on the Rights of the Child (Article 28) and the Sustainable Development Goals (Save the Children, n.d) (goal 4) of Agenda 2030 stresses that greater investment in quality education is key to alleviating poverty and countries should construct and renovate educational facilities that are considerate of children, people with disabilities, and gender, and that offer a secure, peaceful, welcoming, and productive learning environment for everyone (The World Bank, 2019).

Around the world, governments and societies work to enhance their educational programs and guarantee that all kids and young adults can attend school and receive the education and training necessary to lead healthy and productive lives (Barrett et al., 2019). Developing nations have made great strides at enrolling children in school, and more kids globally are enrolled in education today yet the 2018 World Development Report (WDR) emphasized that learning is not guaranteed (The World Bank, 2022). Education system structures persistently fail to satisfy, or even make significant progress toward, the large-scale improvements that are demanded of them globally (Tarrago & Wilson, n.d). According to recently released data from the UNESCO Institute for Statistics (UIS), 263 million children and young people worldwide do not attend school, with the majority of them living in least developed countries (LDCs) and countries with lower middle-

incomes (LMICs) (Olsen, 2023) despite huge public investments in education infrastructure projects.

In the instance of Uganda, where significant expenditures in education are based on government policy support for the education sector, untimely budget use, project delays and work quality issues have presented management challenges for infrastructure projects. An examination of the civil works in 24 Seed Schools in 62 district local governments in Uganda, for example, revealed that 20 schools (83.3%) whose work had started in the previous year had not finished and had exceeded their completion date by 11 months. There were only two completed schools, and only one had been handed over and put into operation (OAG report (2021, p. 47). Additionally, there have been project delays in the case of the $60 million Buhinga and Akii-bua stadiums, which the Ministry of Education and Sports is building with funding from the Forum for China-Africa Cooperation (FOCAC) for the 2019–2021 period. This resulted in oversight of the budget, quality issues and affected client satisfaction with the project, particularly since the Chinese authorities withdrew their financing for the project in a letter dated August 21, 2021 (Nakatude, 2021).

The district of Budaka is also reportedly having challenges with the success of education infrastructure projects. For instance, Wairagala Primary School in the district was supposed to receive funding from the World Bank project for the construction of classrooms, but the funding was withdrawn under mysterious circumstances, as reported by Kolyanga (2021). This had a negative impact on the management of project costs, quality, and client satisfaction because 711 pupils were exposed to inclement weather conditions, such as heavy rains and stifling sunshine while attending classes. It was also asserted that when education infrastructure projects go wrong, the government loses billions of dollars, revenue, project overruns, people lose their jobs, inadequate infrastructure, a lack of community empowerment that slows down economic growth, underdevelopment in a given sector, foreign funding and assistance disappearing, donor requirements tightening, incumbent leadership losing elections, and financial institutions losing trust in the government (Eja and Ramegowda, 2019, p. 35).

The development of education infrastructure projects is becoming increasingly important because they are said to help rationalize the country's educational systems, ensure that facilities are used properly, create a high degree of sustainability, and assist the education sector in adjusting to the

changing demands of an economy that is moving from a centrally planned to a market-oriented structure (Hutaserani, 2006). According to Barrett et al. (2019, p. xii), well-managed education infrastructure improvements can also enhance spaces, save energy, provide a healthier learning environment, and enhance learning results. Implementation of projects therefore must be completed on time, within budget, fulfill quality standards, satisfy clients and users, and result in increased business performance in order for education infrastructure projects to be successful (Lamprou et al., 2018, p. 279; Sastoque-Pinilla et al., 2022, p. 9). However, it has been noted that businesses and governments, especially in developing countries, have had project failures even when they employ project management approaches to guarantee project success (Eja & Ramegowda, 2019, Page 35).

It's also true that the majority of African-designed and financed projects don't start or don't finish on time (construction review online, 2022). Olusola (2021) contended that this is because most of these projects fail to address community needs and end up being a road to hell. With evidence from the study conducted by Kalu and Rugami (2019), it was revealed that more than half of the projects which fail are as a result of limited or no stakeholder engagement. Similarly, Eja and Ramegowda (2019) in their study about government projects in Nigeria asserted that majority of public projects had failed due to lack of stakeholder involvement directly from planning, monitoring and other project activities. Magassouba and Associates (2019) added that stakeholders are too critical in the implementation and management of any project and so governments must cherish their obligations and roles to attain project success. In respect to a study by Wofuma (2021) about the function of stakeholder engagement as a mediator in the relationship between procurement practices and project effectiveness, ignoring stakeholders within any project is the foundation of project failure.

According to Hill (2018), managerial accountability is a fundamental aspect in project implementation and so mangers should ensure accountability of project resources if the project is to attain its intended objectives. Not different from Semakula (2018), majority of public projects which did not succeed were because of project managers not being responsible and accountable to both the beneficiaries and the government. Additionally, Mizero (2021) posited it that more than 70% of government projects that failed, their managers failed to account for project resources in

respect to the set targets. Therefore, managers should be accountable for project resources to evidence value for money and the success of projects especially in education infrastructural projects as suggested by Semakula (2018) and Niwagaba (2023). The success of public projects has thus been the subject of numerous academic studies, particularly those by Wofuma (2021), Magassouba et al. (2019), and Eja and Ramegowda (2019). However, none of these studies examined the mediating role of managerial accountability in the relationship between stakeholder engagement and project success in education infrastructure projects, which is why this study is necessary.

This study based on two major theories specifically: The stewardship theory as well as Pinto's theory pertaining to success and these two theories inform this research study. A paradigm known as stewardship theory contends that people are inherently driven to work for other people or for organizations in order to fulfill the obligations and tasks that have been placed in their hands. The theory stresses that people labor toward the accomplishment of organizational, group, or societal goals since doing so increases their level of satisfaction because they are collectively minded and pro-organizational rather than individualistic. Like agency philosophy, stewardship theory examines how to guarantee accountability when an executive is given a duty by a principle (Kiay, 2017). When left alone, managers will identify the presence of a strong relationship between satisfaction and organizational success and serve as responsible stewards of the resources under their control (Binus University, 2021). Thus, given that project managers are accountable for project success, stewardship theory backed up the variable managerial accountability in relation to project success with the fact that project accountable managers yield beneficiary satisfaction and quality which is similitude to education infrastructural projects.

Also, Pinto's theory of success (Slevin & Pinto, 1986) advanced that there aren't any universally accepted parameters for the accomplishment of the project and stated that for a project to succeed, it's precarious to determine critical success factors to address in order to raise the success rates of projects. This theory cited 10 crucial success features for project success and these are frequently regarded as the main indicators of a project's success. These critical success factors (CSFs) include: client approval; project mission aim; communication; client involvement; senior management support; enough contingency plans; suitable supervision and

feedback; suitability of technology; project schedules/plan; and project people (Pinto & Slevin, 1987.p.23-25; Chetty, 2020). Given that Pinto's theory emphasizes the critical factors of project success not limited to stakeholder engagement, quality, accountability and supervision, the researcher used this theory to test the relationship between stakeholder engagement (informing, involvement, and consulting) and project success (cost, quality and client satisfaction).

Consequently, this research was limited to analysing the function of stakeholder engagement, managerial accountability and project success of education infrastructure projects in the local government of Budaka district. The two variables (stakeholder engagement and managerial accountability) were seen as important factors in leading to success of any project. The researcher interested himself in understanding stakeholder engagement roles and managerial accountability in determining project success within education infrastructure projects in Budaka district local government.

1.3. Problem Statement.

Uganda's educational quality has been struggling for the past 20 years despite significant investments in facilities for learning (UNICEF, 2023, p. 3). An analysis of 51 education projects showed that provided funds were not used to complete the activities, according to the OAG report (2022.p.85). In 24 Seed Schools across 62 districts in Uganda, civil works were inspected, and the Office of the Auditor General (OAG) report (2021.p.47) stated that 20 (83.3%) had not been completed and had gone over their completion date by 11 months citing lack of stakeholders' engagement by schools and contractors and poor managerial practices. Also of the 24 completed schools, only one was handed over. It's reported that the Ministry of Education and Sports (MoES) experienced project delays in the construction of the $60 million Buhinga and Akii-bua stadiums. These projects were originally slated to begin in 2019 and were funded by FOCAC, but due to their inability to get underway on schedule, they were revised and extended to the 2022–2023 fiscal year. This has had a detrimental influence on the performance of the education sector and influenced project deadlines, quality, costs, and budgets (Nakatude, 2021). As reported in the Inspector General of Government (IGG) report (2022), it was clearly indicated that more than 65%

of education infrastructural projects that failed were majorly subjected to lack of accountability by project managers, limited stakeholder involvement and poor communication.

Also, the local government of Budaka district saw project abandonment and delayed completion in the previous years for example the Wairagala Primary School World Bank funded project for the construction of classrooms that was later abandoned under unclear circumstances which affected over 711 pupils attending the school in terms of concentration and performance, construction of classroom blocks in Sekulo, Namuyago and Katiira Primary Schools was poorly done and not on time all of which made over 2,894 pupils exposed to inclement weather conditions, such as intense downpours and intense sunlight (Kolyangha, 2021). More than 72% of students in government-aided primary schools in the Budaka local government were impacted by project failure, according to Kolyangha (2021). This was demonstrated by low stakeholder engagement and subpar management practices, which included failing to maintain accountability and openness. Thus, the study investigated if the aforementioned issues may be the result of inadequate stakeholder engagements and poor managerial accountability.

1.4. The purpose of the study.

The purpose of the study was to examine the relationship between stakeholder engagement, managerial accountability, and project success in education infrastructure projects in Budaka DLG. The research was centred on how the variables: Stakeholder engagement and managerial accountability determined project success or failure in education infrastructure projects, and how managerial accountability mediates the relationship between stakeholder engagement and project success of education infrastructural projects in Budaka DLG.

1.5 Specific objectives of the study

i. To examine the relationship between informing stakeholders and project success in education infrastructure projects in Budaka District Local Government.

ii. To examine the relationship between consulting stakeholders and project success in education infrastructure projects in Budaka District Local Government.

iii. To assess the relationship in between stakeholder involvement and project success in education infrastructure projects in Budaka District Local Government.

iv. To examine the mediating role of managerial accountability in the relationship between stakeholder engagement and project success in education infrastructure projects in Budaka DLG.

1.6. Research hypothesis.

i. There is no significant relationship between informing stakeholder and project success within education infrastructure projects in Budaka District Local Government.

ii. There is no significant relationship between consulting stakeholders and project success in education infrastructure projects in Budaka District Local Government.

iii. There is no significant relationship between stakeholder involvement and project accomplishment in education infrastructure projects in Budaka District Local Government.

iv. Managerial accountability plays no mediation role in the relationship between stakeholder engagement and project success regarding education infrastructure projects in Budaka District Local Government.

1.8 Justification for the research.

The study is supported by the report by Kolyangha (2021) on Wairagala Primary School in Budaka district with 711 pupils. The school was listed by the ministry of education as a beneficiary for a World Bank project to construct classrooms, but the project was later abandoned under unclear circumstances, leaving pupils to attend class in inclement weather, including heavy rain and stifling sunshine. The OAG report (2022, p. 85) also revealed that, among a sample of 51 education initiatives, 48.5 billion Uganda shillings remained in project accounts because the projects were unable to use the funds that were granted to them to carry out their activities (OAG Report, 2022). Similarly, the report from the Office of the Auditor General (OAG), 2021, p. 47) that shows that during inspection of civil works in 24 Seed Schools in 62 districts in Uganda, only 2 schools had been completed and only one handed over and 20 out of 24 (83.3%) schools whose works had

been started in the previous years had not been completed and had exceeded their completion date by 11 months. These support the study because they have caused delays in project completion, cost overruns, and a negative impact on customer satisfaction for education infrastructure projects in Uganda.

1.9. Significance of the study.

The study's findings might be helpful to the following;

First, the study might help Local Governments and Central government and other development partners in designing policies and systems to aid in the effective/efficient implementation of education infrastructural projects to satisfy the needs of beneficiaries and attain value for money.

Secondly, the study can be of importance in the field of academia by providing information on stakeholder engagement, managerial accountability and project success for further studies.

Thirdly, this study's findings might help government and donor agencies to comprehend the significance of engaging stakeholders in different development programmes implementation success.

Lastly, this study might also help project managers to do proper planning and implementation of projects by engaging key project stakeholders and ensuring proper managerial accountability practices and transparency.

1.10. Scope of the study

The study's scope encompasses contextual, geographical, and temporal dimensions.

1.10.1 The geographical scope

Budaka district local government in Uganda's Bukedi Sub-region was the site of this study. Given the unfavorable statistics on the success of government projects as revealed by the Office of Auditor General's report-Uganda (2022), Budaka was chosen as the geographical scope. In a similar vein, this district was chosen because of its concerning shortcomings in the sub-region's government education infrastructure initiatives (Kolyangha, 2021).

1.10.2 The Time Scope

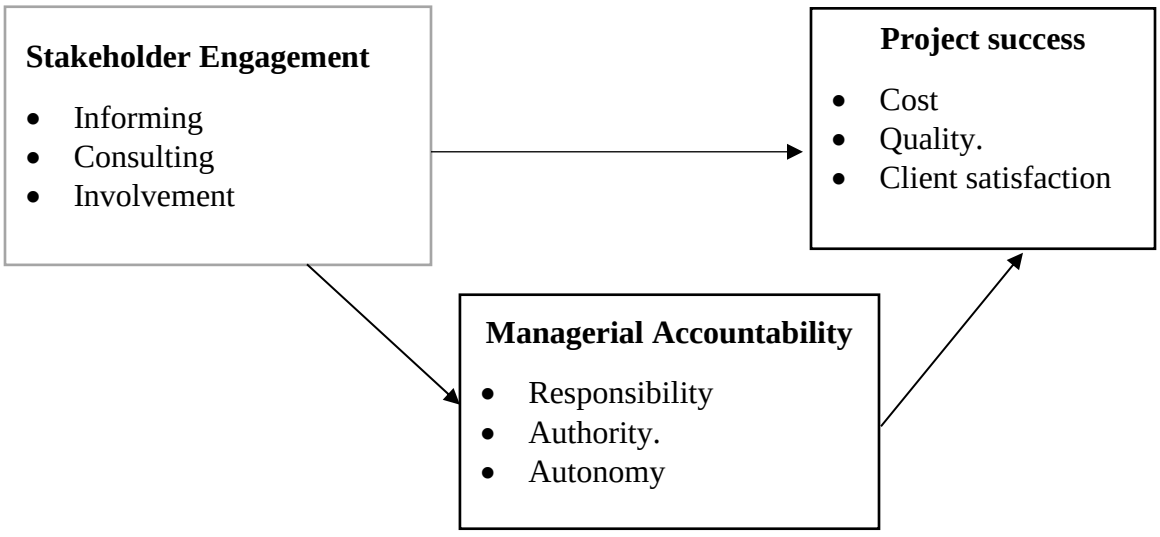
Covered education infrastructure projects implemented by Budaka District Local Government in the time frame of 5 years (2018-2023). This was because of the need for the researcher to collect enough data while investigating the role of stakeholder engagement and managerial accountability towards success of education infrastructure projects implemented in Budaka District Local Government.

1.10.3 Contextual scope.

The study concentrated on how stakeholder engagement and managerial accountability contribute to the performance of education infrastructure projects in Budaka District Local Government.

1.13. Conceptual framework.

Figure 1: Showing the conceptual structure.



Source: Adopted and modified from that of Arrizalabaga et al., 2018.p.7; ICAT, 2020.p.9; Hill, 2018. p.9-12; Sastoque-Pinilla et al., 2022.p.9; Lamprou et al., 2018.p.279

1.13.1. Detailed explanation of the conceptual model.

From the above conceptual framework in Figure 1, stakeholder engagement and managerial accountability are critical factors for the success of education infrastructure projects, while

managerial accountability plays a mediating function in the relationship between stakeholder engagement and project success. The dimension facets of involving, consulting, and informing stakeholders predicts stakeholder engagement (Arrizalabaga et al., 2018.p.7; ICAT, 2020.p.9) while responsibility, authority, and autonomy are determinants of managerial accountability as a mediating variable (Hill, 2018, pp. 9–12). Also, the notions of cost/budget, quality, and client/user satisfaction determines project success (Lamprou et al., 2018; Sastoque-Pinilla et al., 2022; Frefer et al., 2018; Santos et al., 2019). Thus, this conceptual framework theoretically cited that stakeholder engagement individually affects project success and also managerial accountability plays a significant mediation role in the relationship between stakeholder engagement and project success.

CHAPTER TWO:

LITERATURE REVIEW

2.1.0. Introduction.

This chapter presents the theories which underpin the study, conceptualization of variables, empirical review of literature as guided by the study objectives majorly; determining the effect of stakeholder engagement on project success, to determine the effect of managerial accountability on project success, to determine the effect of stakeholder engagement on managerial accountability and to determine the mediating effect of managerial accountability on stakeholder engagement and success of education infrastructure projects in Budaka District Local Government.

2.2. Conceptualization of study variables.

2.2.1. Project success for Education infrastructure projects

A definition of project success is necessary for the advancement of project management research. A common definition of project success for each project, along with details about who, when, and how to measure it, must be decided upon and documented. Success criteria for project management, project activities, output, outcome, benefit, and business value must also be specified (Pinilla et al., 2022.p.3). This is because different parties have different ideas about what constitutes a successful project. According to past experiences, a project is considered successful if it is completed on time, within budget, and to the required standard of quality (Kalu & Rugami, 2021.p.79; Eja & Ramegowda, 2019, p. 36; Sudhakar 2016.p. 163). Importantly, as project management expertise has grown, the ‘golden triangle’ has been thought about as not being enough to determine project success (Beleiu et al., n.d.p.60) and there has not been agreement among scholars as regarding what defines project success (Frefer et al., 2018). While there are some differences, many measures and elements that affect a project's performance are the same across a variety of industries (Santos et al., 2019) and equally, the success of education infrastructure projects corresponds to these metrics and factors.

Lamprou and Vagiona. (2018.p.276, 279) in their research on project success have advanced a standard for project success determined by on frequency and occurrence that includes: Time (scheduled), money (budget), quality, contentment of clients and users, and commercial

performance which make up the greatest success standards according to related body of work. Other factors they identify include business and commercial performance, technical specifications, and requirements as well as functionality. Sastoque-Pinilla et al. (2022.p.9), Frefar et al. (2018.p.3), Santos et al. (2019.p.42) also agree with this criterion involving project scheduling, project cost, project quality and user/ client satisfaction and business performance as the topmost ranked criterion of measuring project success.

For this particular study, three metrics to measure project success taken from the above scholars shall be used and these are; cost, quality and client satisfaction as adopted from Lamprou and Vagiona. (2018.p.276, 279), Sastoque-Pinilla et al. (2022.p.9), Frefar et al. (2018.p.3), Santos et al. (2019.p.42), and Eja and Ramegowda (2019). Cost/ budget management involves calculating, planning, and managing expenses during the course of the project in order to maintain spending within the allocated budget (Buchner, 2015; Hexagon, 2023). According to PM4DEV (2016), quality management is the process of making sure that every project activity required for the design, planning, and implementation of a project is successful and efficient in relation to the goal of the objective and its performance. According to Chauhan et al. (2023), quality management entails developing and adhering to rules and procedures to guarantee that a project satisfies the specified needs it was meant to satisfy from the viewpoint of the client. Client/ user satisfaction is a measure of how well a business's goods, services, and general client interaction match client/ user anticipations (Franklin, 2023). This research intends to make use of the measures of cost, quality and client satisfaction to determine project success in education infrastructure projects in Budaka District Local Government.

2.2.2. Stakeholder Engagement.

A policy's stakeholders are people, groups, or communities that are impacted by it either directly or indirectly and/or have authority over it (ICAT, 2020; Kujala et al., 2022) and are are defined as "those who actively participate in the project's work or who stand to gain or lose from the project." (McHale, 2022). Broader definitions of stakeholders Include groups like regulators, lobby groups, environmentalists, financial organizations, the media, and those who just think of themselves as stakeholders because they think they will be impacted by the project's work or results in addition to the traditional categories of employees, suppliers, and shareholders (Bainomugisha et al., 2023; PMBOK, 2017, p. 504).

The term "stakeholder engagement" has been used by academics and professionals to describe a range of procedures and tactics that businesses and other organizations utilize in their stakeholder relationships (Kujala et al., 2022.p.2). The methodical process of locating, evaluating, organizing, setting priorities, and carrying out activities meant to involve and impact stakeholders is known as stakeholder engagement (Kimberley, 2021).

Also, through program or project delivery, it entails establishing and sustaining relationships while retaining the people's active participation and commitment to the implementation of change (Airgeadais, n.d.). Arrizalabaga et al. (2018.p.7) advanced a criterion for engaging stakeholders and this involves; informing stakeholders, consulting stakeholders, involving stakeholders, and co-creating with stakeholders. Also, ICAT (2020.p.9) and Association for Public Participation (2018) use a similar criterion for stakeholder and public participation. This research defined stakeholder engagement using three constructs and that is: Informing stakeholders, consulting stakeholders and involving stakeholders (Arrizalabaga et al., 2018. p.7; ICAT, 2020. p.9). Informing stakeholders involves providing stakeholders with impartial, unbiased information to aid in their understanding of the issue, potential solutions, and alternatives (ICAT, 2020.p.9). Consulting stakeholders involves obtaining stakeholder input on evaluation, options, and choices (Krzysztof, 2023). Whereas involving stakeholders is the process of collaborating closely with stakeholders at every stage to guarantee that their goals and concerns are continuously recognized and taken into account, as recommended by Miller and Oliver (2015).

2.2.3. Managerial Accountability.

The term "managerial accountability" describes a manager's responsibility for the activities and outcomes of their organization. It denotes accountability for every facet of management, including delegation, planning, reporting, and control. It also denotes adherence to policies and guidelines (compliance) and a distinct emphasis on output (performance) (Hill, 2018.p.9-10). According to ReSPA (n.d.), managerial accountability entails that managers should answer to their superiors within the company and be required to report to them on the effectiveness with which their duties have been performed. It refers to the obligation of heads of organizations to carry out all of their operations in accordance with the rules of good financial management, lawfulness, and transparency; this includes being responsible for their acts and the outcomes of those actions to the parties that have given them managerial accountability. (Law Insider, n.d).

According to Hill (2018.p. 12), the building blocks of managerial accountability are responsibility, authority, and autonomy. Responsibility involves accountability for results, accountability to external stakeholders and hierarchical supervisors; liability for anomalies in law and procedure; omissions and errors; and a reporting system that provides financial and performance data to upper management levels. Authority involves defining clearly managerial roles in both internal and external regulations, delegation and distributing decision-making authority at different managerial levels, combination of formal management, voluntary and mandated delegation (ministerial rule). Autonomy involves ability to choose specific strategies for accomplishing policy goals, ability to oversee resources (people, finance, and property), frequent observation (with an emphasis on outcomes), and the implementation of well-defined and constrained ex ante controls. Managerial accountability implies behaviors, a readiness to be open and honest, and the ability to let others see and assess one's work. In this regard, it's acceptance of responsibility regarding project actions and relates to being transparent about project performance to those who trusted those responsibilities (Kenton, 2022; ReSPA, n.d). Managers are accountable for the decisions they make in relation to planning, controlling, and evaluating education infrastructure projects. They are accountable to stakeholders and this accountability enables stakeholders to evaluate their performance (Franklin et al., n.d).

While managerial accountability could relate to both Accountability and Public Financial Management, the researcher interested himself only in accountability that encompasses a wider range and comprises the organization of the of the government, candor and openness with the public, and systems of internal and external accountability and supervision and will not focus on Public Financial Management (PFM) comprises guidelines and rules for every stage of the budgetary process, from planning to carrying out, including internal and external audits, procurement, and control (ReSPA, n.d.). The researcher adopted the stance that managerial accountability is a method of public management in which managers are held accountable for their actions by giving them authority to make decisions, responsibility, and the freedom and resources required to produce the desired outcomes (Hill, 2018, p. 11).

2.3.0. Relationship between study variables

2.3.1. Informing stakeholders and project success in education infrastructure projects

According to theoretical background, the project manager must identify important stakeholders based on their relevance, role, and projected contribution to the project in order for the project to succeed (Kalu & Rugami, 2021, p. 79). This process begins with the project manager identifying key stakeholders. After establishing shared expectations and resolving issues, the parties begin the process of managing stakeholders (Dwivedi & Dwivedi, 2021.p.38-49). Projects that undergo a lot of change need to have consistent information sharing among project stakeholders throughout the project lifespan and this contributes to active engagement and participation (Miller& Oliver, 2015; PMBOK, 2017, p. 506). Similarly, it was reported in a study conducted by Wofuma (2021) that majority of projects which do fail are as a result of ignoring stakeholders i.e. Local Governments did not share project information with the key project stakeholders right from the beginning and throughout the implementation stage for example fish farming projects.

A study by Kalu and Rugami (2021, p. 79) on implementing infrastructure projects and involving stakeholders at Kenya Ports Authority established that informing stakeholders about project progress is too critical in the field of project implementation given that it helps the project managers to identify project gaps, design solutions and mitigate risks which could have hindered the attainment of project objectives. It should be noted that giving feedback to project stakeholders creates ownership and boosts stakeholders' confidence and capacity for decision-making, which helps projects succeed (Krzysztof, 2023; Dwivedi & Dwivedi, 2021.p. 38-49). Wofuma (2021) in his study on procurement methods, stakeholder engagement and project effectiveness in local governments in the district of Sironko also reported that some road construction projects were not finished on schedule and on budget due to opposition from parties who said they were not informed about the involvement by the local government, despite being required to provide a section of their land for the project.

In their research, Dwivedi and Dwivedi (2021, p. 38–49) established that stakeholders play a critical and important role in a successful project, and that their active participation in the project is dependent on project managers' feedback, which helps to ensure the project's performance, sustainability, and success. Similarly, in a study conducted by Krzysztof (2023), it was asserted

that a project with no feedback to stakeholders including donors, suppliers, beneficiaries and other partners is not a project given that it is bound to fail. According to Ramesh (2020), the ability to effectively inform and manage project stakeholder's significantly improves the chances of successful project execution and organizational success. Additionally, Zucker (2017) suggested that effective project managers understand their stakeholders' communications and feedback preferences and how to adjust their natural style to be compatible. This improves the quality of the communication and increases the likelihood that the project will be a success (Krzysztof (2023). Therefore, the literature reviewed above is evidence that informing stakeholders is a critical aspect in project success hence the hypothesis that informing stakeholders has a significant effect on project success.

2.3.2: Consulting stakeholders and project success in education infrastructure projects

In order to steer the project toward success, consultation entails getting input from all project stakeholders, such as donors, employees, suppliers, and development partners (Project Management Institute, 2023). However, data indicates that governments everywhere have disregarded the input of stakeholders in the management and execution of projects; this is the reason for the frequent failures of public projects (Fadhil, 2018). Leonardo and Camille's (2019) research indicate that even in cases when stakeholders do not provide financial or material support for a project, it is nevertheless important to seek their advice when developing and implementing project strategies. According to a study by Fadhil (2018), the majority of initiatives and organizations that failed on a worldwide scale were independently developed and implemented without the awareness or assistance of stakeholders.

A flawless delivery of project outcomes is contingent upon stakeholder consultation, as it fosters a sense of project ownership and improves participation in efforts to mitigate adverse environmental impacts and raise the economic sustainability of projects (Dick-Sagoe et al., 2023). Kujala and colleagues (2022, p. 2) reported that less than half of projects which succeeded in 2021 were as a result of stakeholders' contributions in terms of knowledge and financial resources. According to Ramesh (2020), it is the responsibility of the project manager and the organization to engage with stakeholders through the arrangement of consultative meetings with community members at the local level to address their concerns and also seek their contribution towards project

success. Similarly, it was asserted that public projects have continued to fail or even cancelled due to lack of stakeholders' participation especially in raising ideas for better implementation (Fadhil, 2018).

Following this, academic research by Leonardo and Camille (2019) as well as Ochunga and Awiti (2017, p. 376), recommended that organizations meet weekly or monthly with the stakeholders in the project, such as beneficiaries, community groups, and organizations, to discuss the limitations of the project and potential solutions. In order to reduce the danger of resistance, budget overruns, and project failure, Ochunga and Awiti (2017, p. 376) contend that governments and international agencies must undertake community initiatives in conjunction with project beneficiaries and other implementing agencies. In a similar vein, stakeholders express both curiosity and caution about a project. Therefore, for any project to be successful, the opinions of stakeholders should be carefully taken into account during project design, planning, and implementation (Dwivedi & Dwivedi, 2021. p.38). In order to create strategies for an efficient project implementation, consulting stakeholders entails getting their feedback on analyses, options, and decisions (Krzysztof, 2023). Given that, as the literature mentioned above, obtaining input from stakeholders is the cornerstone of a successful public project, the researcher set out to investigate the hypothesis that, in Budaka District Local Government, stakeholder consultation doesn't significantly contribute to project accomplishment.

2.3.3. Involving stakeholders and project success in education infrastructure projects.

There is growing pressure on enterprises across all industries to include stakeholders in their decision-making processes. Numerous entities, including academic research, business schools, think tanks, international organizations, consultants, the media, and civil society, are putting pressure on this issue (Project Management Institute, 2023). Both public and private project managers argue that consistent stakeholder involvement leads to greater transparency, accountability, and democracy (Monteduro, 2008, p. 2). However, governments around the world do not acknowledge the role of stakeholders in projects, which is why public project failure and resource waste are on the rise (The World Bank, 2022). Stakeholder participation in project identification, planning, implementation, and monitoring, according to Magassouba et al. (2019.p.1115), improves project performance and guarantees that all relevant requirements and technical specifications are integrated into the project.

As a result, including stakeholder knowledge and perspectives improves policy efficacy and increases support for policies by increasing decision-making's legitimacy, accountability, and transparency (ICAT, 2020, p. 7). Furthermore, at the governance level, directors have to properly supervise and collaborate with management to guarantee that their duties are performed in compliance with the project's terms of reference (Agegnehu, 2022). From a pragmatic perspective, it is important to highlight that involving stakeholders enables project managers to establish conditions that result in the efficient handling of stakeholders within the project, and ultimately enables the managers to enjoy the advantages of stakeholder engagement in terms of securing resources and exerting influence (Agegnehu, 2022; Antonio et al., 2015).

Consequently, it was reported—based on the works of Tougeer et al. (2019, p. 32)—that insufficient stakeholder involvement results in ineffective decision-making strategies, which ultimately lead to project failure. It has also been demonstrated that high stakeholder engagement levels increase the likelihood that a project portfolio will succeed. Furthermore, the performance, sustainability, and success of public initiatives are guaranteed by active stakeholder involvement (Magassouba et al., 2019, pp.1113-1117). Stakeholders who are potentially impacted by or interested in a decision and who have a right to participate in the decision-making process can, in theory, have a meaningful influence over decisions through effective stakeholder involvement (ICAT, 2020, p. 8). Special attention should be given to marginalized stakeholders. While Arrizalabaga et al. (2018) argued that no project can succeed without stakeholder involvement at all levels given that projects have beneficiaries and other implementing partners both internally and externally, involving stakeholders is the process of working directly with stakeholders throughout the process to ensure that their concerns and aspirations are consistently understood and taken into consideration, as suggested by Miller and Oliver (2015). In order to determine whether stakeholder involvement is a predictor of project success in Budaka DLG, particularly for education infrastructure projects, the researcher set out to investigate this question.

2.3.4. Stakeholder engagement, managerial accountability and project success in education infrastructure projects.

Public accountability has assumed a central role in the development discourse and is a key concept in the agenda for "good governance" and public sector reform, in significant publications on the

enhancement of public service delivery, such as the World Development Report of 2004; it is also a key concept in the upcoming literature on social accountability (Kupens, 2016, p.6). Stakeholders require this public responsibility, and it has to originate from their perception that educational institutions are actively involved in the project at all stages.

By strengthening the design, implementation, and assessment of policies, which enhances policy effectiveness by integrating stakeholder knowledge and perceptions, and by building support for the policies through increased transparency, accountability, and legitimacy of decision-making, stakeholder engagement and participation can play a significant role in facilitating project success and managerial accountability (ICAT, 2020, p. 7).

As a result, accountability frameworks must be established by public organizations so that project managers may be held responsible for their actions and provide regular updates to stakeholders. These regimes offer the prerequisites for project management success, but they are insufficient in and of themselves (Donald et al., 2020, p. 28). Project failure is likely and political legitimacy for the government and its representatives is likely to be poor when people dislike each other and refuse to participate in meaningful activities in networks of societal organizations (Magassouba et al., 2019).

Project managers for education infrastructure are answerable to stakeholders for the project's results, and they frequently act as a mediator between different stakeholder groups. Because of this, in addition to their proficiency with the technical aspects of the position, the project's success frequently hinges on their personal skill set and, in particular, on their people management abilities. Managing accountability arrangements with multiple stakeholders implies a constant interplay between stakeholder needs, contextual factors, and the needs and abilities of the project management team (Donald et al., 2020.p.38). The project management process is even referred to as an accountability process (Donald et al., 2020, p. 28). However, managerial accountability is an essential component of project management.

It is argued that stakeholder involvement in project implementation is one of the most important exercises in project management. The performance of a development project is highly dependent on the attitudes of many stakeholders. Project managers help to carry out the stated project plan by facilitating the coordination of people, efficient exploitation of resources, and effective

appraisal of risks. In brief the above literature indicates that the relationship between stakeholder engagement and project success cannot exist without managerial accountability as a mediating variable. Thus, the researcher sought to test whether managerial accountability plays a mediating role in the relationship between stakeholder engagement and project success in Budaka District Local Government.

2.4. Review of theory

The study was guided by two major theories that is stewardship theory and pinto's critical success factors model.

2.4.1. Stewardship theory-Davis and Donaldson (1989).

A paradigm known as stewardship theory contends that people are inherently driven to work for other people or for organizations in order to fulfill the obligations and tasks that have been placed in their hands. It makes the case that people are more likely to be pro-organizational and collectively minded than individualistic, and as a result, they seek to achieve social, group, or organizational goals because it makes them feel better (Menyah, n.d.). Because it examines how to guarantee accountability when a task is assigned from the chief administrative officer to the district education officer and to the various heads of government education institutions in Budaka District Local Government, the theory is significant to the research study (Kiay, 2017).

Stewardship theory stresses cooperation and collaboration (calling for stakeholder involvement and managerial accountability) and offers a non-economic framework for understanding relationships, in contrast to agency theory, which concentrates on control and conflict. The theory was first presented in the management literature as a critique of the supposed agents' shirking and selfishness in much of the literature, which Davis, Schoorman, and Donaldson (1997a) called a "terrible caricature" in the public sector. According to the stewardship theory, leaders prioritize "pro-organizational, collectivistic behaviours" and are "motivated to act in the best interests of the ministry of education and sports as the principal." Therefore, rather than acting in a way that serves their own interests, they will operate in a way that advances collectivist/organizational utility, meeting the demands of managers and employees in the education sector while also advancing organizational goals. Therefore, upholding integrity and "doing the right thing" are important to the managers and employees serving as stewards. This would provide managerial accountability

to all relevant parties, hence promoting the success of infrastructure initiatives in the education sector. It is considered that managers in the education sector merely wish to act as obedient and decent stewards, prioritizing organizational objectives over personal gain. Viewed as a trustee, the manager or delegate is more intently focused on group objectives than on personal ones.
The ministry of education and sports has every right to trust that the district local government education services sector will carry out a task assigned to it without undue bureaucratic drift, provided that the sector is not operating in an opportunistic manner and is working toward the same objectives.

The goal of stewardship theory is to comprehend the attributes and prerequisites of good stewardship. As a result, the theory also modifies perceptions regarding the relationship between the executive (education officer) and the principal (education ministry) in the Budaka district local government. The main goal of stewardship theory is to establish the groundwork and encourage stewardly conduct so that stewardship can thrive in task management. The theory asserts the existence of a strong relationship between employee satisfaction and organizational success and emphasizes that, given the freedom to manage their own resources, managers will behave as responsible stewards of those resources (Binus University, 2021). Thus, long-term relationships that benefit all parties involved will develop if managers in the education sector exhibit trust, strive toward group objectives, and practice relational reciprocity. As a result, managers of education sector initiatives will be trusted.

In order to successfully execute a project, working toward shared objectives will require including stakeholders at every stage of communication, addressing complaints, and involving end users. It is believed that the project's success will result from the mediating function of managerial accountability, allowing the managers to act as good stewards

The theory's drawback, though, is that education managers might not always behave responsibly and might take advantage of their positions to make choices that don't benefit their stakeholders, the local government, or the ministry of education and sports (Menyah, n.d). Furthermore, the boundaries of accountability between the principal and the steward are not made explicit by the idea. Because of this, it might be challenging to hold people accountable when problems arise.

Although it could also be used to relate to public sector institutions for this research, the theory is more applicable to business organizations with shareholders, boards of directors, and managers because it lacks empirical support and oversimplifies and unrealistically defines the steward's role (Course Hero, n.d). Thus, given that project managers are accountable for project success, stewardship theory backed up the variable managerial accountability in relation to project success with the fact that project accountable managers yield beneficiary satisfaction and quality which is similitude to education infrastructural projects.

2.4.2. Pinto's theory of success-Pinto (1986).

Concern was expressed by Pinto and Slevin (1986) on the lack of agreement on the definition of "project success." They emphasized the fact that there are no widely recognized metrics for gauging the project's performance. Given the complexity of project execution, it is crucial to pinpoint the essential success elements that may be addressed to raise the project success rates. Ten crucial success variables have been identified, all of which can be addressed to improve project success rates. They are frequently seen as the most important indicators of a project's success (Pinto & Slevin, 1987, pp. 23–25; Chetty, 2020). Client approval, the project's goal, communication, client involvement, top management support, having enough backup plans in place, sufficient supervision and feedback, the suitability of the technology, project deadlines and plan, and project staff are among the crucial variables. Pinto and Slevin (1986) were the first to provide a scientific foundation for project success, and they advanced these ideas (Pinto & Slevin, 1987. pp.23-25; Chetty, 2020).

Infrastructure development is by its very nature a dangerous enterprise, and this is also the case in Budaka district's education system. Moreover, the project success of infrastructure development industry companies is not necessarily guaranteed by the project management techniques currently in use. The management and supervision of these projects play a critical role in their success (Alias et al., 2014). In this case, project success can be attained if the education managers in Budaka district take into account the 10 success characteristics. Through this research, the CSFs that were tested were; client approval (satisfaction), communication and feedback (informing stakeholders), client (stakeholder) involvement and top management support (responsibility, authority and autonomy) and didn't test the sustainability of technology, project's goal and having enough backup plans.

The education management team can control or manage these crucial success criteria, which are inputs to project management techniques that can either directly or indirectly result in project success. It consists of numerous components that must be coordinated in order to guarantee the timely execution of the education infrastructure projects (Alias et al., 2014). Examining how education administrators in Budaka District Local Government might apply the important success criteria to achieve success through stakeholder engagement and the relationship-mediating function of managerial responsibility piqued the researcher's interest. Given that Pinto's theory emphasizes the critical factors of project success not limited to stakeholder engagement, quality, accountability and supervision, the researcher used this theory to test the relationship between stakeholder engagement (informing, involvement, and consulting) and project success (cost, quality and client satisfaction).

2.5.1. Reviewed gap.

The aforementioned literature makes it evident that numerous studies on stakeholder engagement and project success have nonetheless been carried out (Kalu & Rugami, 2019; Eja & Ramegowda, 2019; Nisima, 2018; Wofuma, 2021; Mandala, 2018; Magassouba et al., 2019; Ochunga & Awiti, 2017; Dwivedi &Dwivedi, 2021) none has been done with managerial accountability as a mediating variable between stakeholder engagement and project success within Uganda and in particular focusing on education infrastructure projects. Hence, the researcher tested whether success of education services sector construction projects in Budaka District Local Government is dependent on stakeholder engagement and managerial accountability.

CHAPTER THREE

METHODOLOGY

3.1. Introduction.

The research techniques that are presented in this chapter were used during the research. It covers the following topics: pre-testing (validity and reliability), research design, study population, sample size, sampling procedures and techniques, data gathering methodologies, and data collection tools, procedure of data gathering, variable measurement (quantitative research), data analysis, and moral dilemmas.

3.2. Design of research.

A cross-sectional quantitative survey design was used in the investigation. This design was appropriate because it provided a numerical or quantitative analysis of a population's attitudes, trends, or opinions based on the examination of a sample of that group (Creswell, 2009.p.29.). As a result, the researcher saved time and resources by gathering data from many responders at once. Given that respondents completed questionnaires on their own schedule, this approach also assisted the researcher in gathering reasonable statistical opinions from participants without prejudice as also asserted by Surucu & Maslaskci (2020, p. 135).

3.3. Study population.

A group of people or organizations with a shared trait that the researcher may identify and examine is known as the target population or sampling frame (Creswell, 2009. pp. 142). The study targeted (65) education infrastructure projects including construction of toilet blocks, classroom blocks construction, staff quarters construction, laboratory construction administration blocks construction, school fields, as well as desks, computers and other infrastructure projects implemented in the last 5 years in 19 public primary and one seed secondary public school in Budaka District Local Government. A list of these projects is included in Appendix 3.

3.4. Sample size.

In order to draw generalizations about the target population, a researcher will examine a subgroup of the target population known as a sample (Creswell, 2009.p. 142). A research sample ought to meaningfully and rationally represent the entire collection of cases so that the study may be

justified. The population is the entire set of cases from which a sample is drawn (Saunders et al., 2012.p. 260-61). The number of projects to be considered for this study was determined by applying the Taro Yamane formula (1967) to produce the sample. Consequently, the study samples were chosen from a unit of analysis consisting of 65 projects that were carried out throughout the previous five years. As a result, the researcher used 55 educational infrastructure projects from Budaka District Local Government.

Illustration using Taro Yamane Formula:

$$S=N/1+N*(e)^2$$

Where n= Sample Space

N=Total Population

e= Margin of error in the calculation

$$S=65/1+65*(0.05)^2$$

$$65/1+65*(0.0025)$$

$$65/1+0.175$$

$$65/1.175$$

$$S=55$$

3.5. Sampling technique.

By taking into account only data from a subset rather than all potential cases or elements, a sampling strategy allows a researcher to minimize the amount of data they need to collect (Saunders & Lewis, 2012.p258). Because random selection ensures that each respondent has an equal chance of being chosen for the study sample, the study used it (Creswell, 2009. p. 139). To do this, the names of sixty-five education infrastructure projects were written down on little pieces of paper and placed in a box with fifty-five projects chosen to reflect the study population.

3.6. Analysis Unit

The researcher considered 55 education infrastructure projects in government aided primary schools as the unit of analysis, from which the unit of inquiry was ascertained.

3.7. Unit of Inquiry

The unit of inquiry was 255 participants obtained by choosing 4 respondents from each of the sampled 55 education infrastructure projects (unit of analysis) and 5 district officials. The 4 participants from each sampled project included one teacher, one parent-teacher association representative, one community member and one senior management committee representative. Also the five district officials comprised of the District Engineer, District Education Officer, Chief Administrative Officer, District Inspector of Schools, and District Chairperson LCV. These were considered as unit of inquiry given their direct participation in education infrastructure projects sampled as supervisors, managers, overseers and accountants.

3.8. Techniques and tools for gathering data.

In line with the goals of the study, quantifiable data were gathered via a questionnaire. Below is a thorough explanation of the methodology and related equipment. The emphasis was on their applicability in the study and the reasons they were thought acceptable.

3.8.1. Questionnaire

A questionnaire is an updated written set of questions with responses noted by participants, usually falling into clearly defined categories (Sekaran, 2003, p. 236). The purpose of this was to gather numerical data. Data from top management leaders, teachers, parents' associations, and district officials were gathered via self-administered questionnaires. This made it simpler for the researcher to rapidly obtain from the respondents the necessary points of view. Closed-ended questions also made it easier for responders to make snap decisions from the available possibilities (Sekaran, 2003, p. 239). The researcher adopted and modified questionnaire study items from the existing literature and ascertained them on the Strongly Disagree (1), Disagree (2), Somewhat Agree (3), Agree (4), and Strongly Agree (5) Likert scale. Additionally, the questionnaire was divided into sections A, B, C, and D, each of which represented a different aspect of project success, managerial accountability, stakeholder participation, and demographic data. The questions were clear and simple which made it easy for the respondents to give responses in time as adapted from Mom and Kazimoto (2021).

3.9. Data preparation.

Data collection, coding, recording, analysis, and presentation were all part of this procedure. This entire exercise was supported by quantitative techniques.

3.9.1. Numerical data

Quantitative data obtained from questionnaires was coded, then put into the SPSS (IBM) version to perform regression and correlation analysis. This method of statistical analysis was used to evaluate the data. An illustration of the degree of relationship between the variables was the aim of a correlation. This data visualization demonstrated the relationship between the study variables. The amount of variance in the dependent variable (project performance) that the independent variable (stakeholder involvement) explained was calculated using regression analysis. The descriptive findings were tabulated and displayed graphically, with frequencies, percentages, means, and standard deviations serving as a summary.

3.10. Measurement and operationalization of research variables

According to Sekaran (2003, p. 187, 191), the study used a 5-point Likert scale to determine whether there was a significant association between the study variables "stakeholder engagement, managerial accountability, and project success. Strongly Disagree=1, Disagree=2, Somewhat Agree=3, Agree=4, and Strongly Agree= 5 were the direct range of these. Twenty items were utilized to measure project success (dependent variable) according to four paradigms, while seventeen study items measuring stakeholder involvement (independent variable) were subjected to three conceptions. Fourteen items measured managerial accountability (mediating variable). In a similar vein, the investigator created certain protocols and metrics that yielded empirical findings that reflected the ideas (Neuman, 2014). Although the researcher operationalized the respondents according to factors including age, gender, and positional standing among others, these variable dynamic constructs could not be quantified.

3.10.1. Stakeholder engagement:

Arrizalabaga et al. (2018) defines it as the process through which organizations choose to favorably permit the active engagement of important groups, individuals, or businesses that have a stake in the project's execution. This study conceptualized stakeholder engagement as informing, consulting and involving as adopted from Arrizalabaga et al. (2018.p.7). ICAT (2020, p. 7) defines

informing as giving stakeholders unbiased, balanced information to assist them comprehend the issue, potential solutions, and alternatives. Involvement on the other hand is the process of working closely with stakeholders throughout the process to make sure that their concerns and objectives are continually acknowledged and taken into consideration, consulting refers to getting stakeholder input on analysis, alternatives, and choices.

3.10.2. Managerial Accountability

Hill (2018.p.9-10) and Mizero (2021) defined managerial accountability as the responsibility of managers for the activities and output of their teams. Hence, this particular variable was conceptualized in terms of responsibility, authority and autonomy as adopted from Hill (2018.p.9-10). Responsibility is the accountability for results, culpability for anomalies in law and procedure, for omissions and errors, for reporting systems that supply upper management with data on performance and finances, and for accountability to external stakeholders and hierarchical supervisors. On the other hand, authority pertains to the explicit delineation of managerial responsibilities in internal and legislative regulations, the allocation of decision-making powers to different levels of management, the amalgamation of mandatory and voluntary delegation, and the formal decentralization of management (ministerial rule). Additionally, autonomy refers to the ability to choose specific strategies for accomplishing policy goals, the ability to manage resources, the ability to conduct routine monitoring, and the possession of well-defined and constrained ex ante controls.

3.10.3. Project Success

Project success, according to Lamprou and Vagiona (2018, p. 276, 279), is the capacity of a project to fulfill quality standards, be implemented within budget, meet stipulated project time (schedule), satisfy clients and users, and have a beneficial effect on business performance. However, using the definition of project success from Eja and Ramegowda (2019), this study included three criteria: cost, quality, and customer satisfaction. Costing entails resource estimation, budgeting, and control over the course of a project (Buchner, 2015; Hexagon, 2023). While client satisfaction is a measure of how well a company's products, services, and overall customer experience, meet client/user expectations, quality refers to the process of ensuring that all project activities necessary to design,

plan, and implement a project are effective and efficient with respect to the purpose of the objective and its performance (PM4DEV, 2016). (Franklin, 2023).

3.10.4 Data cleaning and screening

To guarantee consistency, the researcher cleaned and screened the data before adding it to the data kit for analysis. Missing value analysis was done once the data was screened. The researcher examined the data from the questionnaires collected with the data entered into the data kit in SPSS for errors and missing values in order to determine accuracy and comprehensiveness (Creswell, 2009). This process helped the researcher find and fix any issues that may have arisen during data entry into the data kit, as well as enable the researcher to finish the necessary study analysis and reporting (Creswell, 2009).

3.11 Information Analysis

3.11.1 Analysis of correlation

To ascertain the direction and strength of the association between the study's variables, the researcher used the correlation analysis method.

3.11.2 Analysis of regression.

To find out how an independent variable predicts a dependent variable, how a mediating variable predicts a dependent variable, and how an independent variable predicts a mediating variable, the researcher ran regression tests. Therefore, the linear equation below was used to determine the direct correlations;

Equation 1: Linear equation for direct effect testing

$Y= \beta 01+ \beta 1X1+ \varepsilon 1$…….……..…(1)

$M= \beta 02+ \beta 02X2+\varepsilon 2$…….……..……...…….....(2)

$Y= \beta 03+ \beta 3X3+ \varepsilon 3$…….……...…….……...(3)

Note;

X1: Independent variable (informing stakeholders)

X2: Independent variable (consulting stakeholders)

X3: Independent variable (involving stakeholders)

Y: Dependent variable (project success)

B01 to β03: Respective Constants

‘**β1’to ‘β3’**: Variation prompted on the dependent variable (project success) by the respective predictor variables (informing stakeholders, consulting stakeholders and involving stakeholders)

‘ε1’to ‘ε3’: Corresponding error terms

3.11.3. Testing for Mediation Analysis

The researcher also analysed for mediation effect using process macro as advanced by Hayes (2022). He later analysed for a series of regression models in SPSS software to ascertain the models of mediation as suggested in the mediation equation below:

Equation 2: Models for testing mediation effect

$Y=\beta 04+ C1X + \varepsilon 4$…….Model 1

$M=\beta 05+ a1X + \varepsilon 5$……...Model 2

$Y=\beta 06+ C1X + b1M+\varepsilon 6$……...Model 3

Note;

X: Independent variable (stakeholder engagement)

Y: Dependent variable (project success)

M: Mediator variable (managerial accountability)

β04, β05, β06: Constants signifying the Y and M intercepts in respective equations

a1: The effect of slope coefficients symbolizing the influence of the independent variable (stakeholder engagement) on the mediator (managerial accountability)

Ć1: The effect of slope coefficients indicating the influence of the stakeholder engagement on project success

ε4 to 6: The corresponding error terms

The following conditions must be met in the results to support mediation:

(i) The independent variable is shown to significantly influence the dependent variable in the first regression equation.

(ii) Independent variables are shown to significantly influence the mediator in the second regression equation.

(iii) Mediator must significantly influence the dependent variable in third equation. Here, the independent variable and mediator are entered as predictors.

Complete mediation is present when the independent variable no longer influences the dependent variable after the mediator has been controlled and all the above conditions are met. Partial mediation occurs when the independent variable's influence on the dependent variable is realized after the mediator is controlled. Testing for mediation was done using the process macro by Hayes (2022) as advanced from the suggestions of Baron and Kenny (1986)

3.11.4. Data Presentation

The researcher analysed and presented the data in form of figures and tables for example the correlation results, regression results as well as the mediation results were all presented by the use of statistical tables and figures

3.12. Validity and reliability.

3.12.1 Validity

Validity is the extent to which a measure or concept is accurately measured in a study. In essence, it is how well a test or piece of research measures what it is intended to measure, and this is commonly used in quantitative research (Surucu & Maslakci, 2020.p.2694-2726). The researcher used the expertise judgment of the supervisors and the technical respondents to test whether the dynamics being used to measure the study concepts were valid and could yield valid information for this study. 2 University supervisors were consulted as well as 9 technical respondents in Budaka District Local Government to gather opinions on the validity of the dynamics in relation to the measures of study. Thus, the researcher used the following method to obtain the content validity index for each of the study variable i.e. stakeholder engagement had 0.82, managerial accountability had 0.81 and while Project Success had 0.86

$$\frac{\text{Experts' relevant items}}{\text{Total number of items}}$$

3.12.2 Reliability

In quantitative research, reliability pertains to the degree to which the investigators made an effort to improve the study's quality (Surucu & Maslakci, 2020, p. 2694-2726). The degree to which an instrument measures the same every time it is used under the same exact conditions is referred to as reliability. Internal consistency, or the relationship or correlation between various test or instrument outcomes, is typically used to estimate reliability. Thus, the investigator employed the most often observed correlations utilizing Cronbach's α coefficient (Cronbach Alpha Coefficient) for statistical testing, which allowed the investigator to divide the data and determine the correlations among them (Surucu & Maslakci, 2020). This produced a single result between 0 and 1, and the closer the coefficient created to 1, the higher the estimated dependability of the test or instrument used. As shown in Table 3.2, stakeholder engagement scored 0.82, managerial accountability scored 0.91, and project success scored 0.89. as indicated in Table 3.2.

Table 3.2: Reliability

Variable	Cronbach's Alpha (**α**)	Cronbach's Alpha Based on Standardized Items	N of Items
Stakeholder engagement	0.82	.851	17
Managerial accountability	0.91	.887	14
Project Success	0.89	.822	20

3.13. Ethical issues.

The researcher ensured the following ethical practices during the study;

This study recognized university and Local Government field introductory letters, safety of participants, informed consent, privacy and confidentiality of information as the key ethical issues.

The researcher obtained a university introductory letter from the Directorate of Graduate Studies, Research and Innovations Busitema University for acknowledgement by Budaka District Local Government as well as study participants before data collection. The researcher also got consent from the Local Government Authorities of Budaka District before cooperating with the study respondents as another ethical practice.

The researcher informed and got consent from the participants about the study before obtaining their opinions about the study. The study participants were informed about the procedures of getting involved in the study, the purpose of the study, duration, unforeseen risks or discomforts to the participants, benefits to the participants, available alternative procedures or treatments, if any that might be accessible to the respondents. Likewise, the researcher first guaranteed the respondents that their information shall be treated with the utmost confidentiality by perceiving the respondent's right to privacy and ensuring that their personal information and opinions were given non-identifiable codes other than disclosing them.

Correspondingly, the researcher ensured that there was no potential harm onto the study participants for example the researcher ensured that physical, social, psychological, and all other types of harm to participants are kept to an absolute minimum.

Finally, the study participants were also guaranteed the anonymous and honest treatment of information provided to the researcher by assuring them that the information provided was to be used only for academic purposes.

CHAPTER FOUR:

DATA ANALYSIS, PRESENTATION, AND INTERPRETATION

4.0 Introduction

This chapter contains the presentation, interpretation, and analysis of the findings. It includes frequency distribution statistics, correlation, and regression results.

4.1 Response rate

Table 4.1 below depicts two hundred twenty-five (225) questionnaires that were distributed to the study respondents/unit of inquiry, and one hundred eighty-seven (187) were duly filled and returned, implying that the response rate was 83%. Also, the study targeted fifty-five (55) education infrastructure projects of which, forty-six (46) were reached implying that the response rate for the unit of analysis/projects was 84%. In line with the works of Mugenda and Mugenda (2003), a response rate above 50 percent is sufficient and adequate for subsequent analysis.

Table 4:1. Response rate for the unit of inquiry and unit of analysis

	Frequency	Percentage
Unit of inquiry		
Distributed questionnaires	225	100
Returned questionnaires	187	83
Unreturned questionnaires	38	17
Total	**225**	**100**
Unit of analysis/projects		
Targeted Projects	55	100
Response rate	46	84
Non-response rate	9	16
Total	**55**	**100**

Source: Survey Data (2023)

4.2. Missing data detection and treatment

Missing Value Analysis (MVA) is the process of tracing missing values in statistical data to prevent data that can mislead the entire study as suggested by Heir et al. (2013). The data was checked to trace missing values with the aid of the missing value analysis (MVA). Missing values can destroy the study findings if not treated well (Heir et al., 2013). Thus, in this study, missing values were checked using SPSS and findings indicate that missing values were less than 5%. Therefore, the missing values in this study were tolerable as suggested by Heir et al. (2013).

4.3. Demographic profile of respondents

The study analyzed the demographic characteristics of the respondents to get an insight into the character of the respondents. The demographic characteristics included gender, age, marital status, Education level, position, and length of service.

Table 4.2 Gender of respondents

		Sex			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	79	42.0	42.0	42.0
	Male	108	58.0	58.0	100.0
	Total	187	100.0	100.0	

Source: Survey Data (2023)

The results in table 4.2 show that the majority (58%) of the respondents were male while 42% were female. This implies that Budaka District Local Government which is the subject of this study mostly employ male staff, and they were therefore the majority of participants in this study, and this is not any different from the current employment structure where majority of the employees are male. This therefore contradict with the gender policy (2015) by the Ministry of Gender, Labour and Social Development in Uganda

Table 4.3 Age of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-30	20	10.7	10.7	10.7
	31-40	91	48.7	48.7	59.4
	41-50	51	27.	27.	86.4
	50-60	22	12.0	12.0	98.4
	61+	3	1.6	1.6	100.0
	Total	187	100.0	100.0	

Source: Survey Data (2023)

Results in table 4.3 further reveals that the biggest category of participants, 48.7% were between the age of 31-40 years, 27% were between the age of 41-50 years, 12% were between the age of 50-60 years, 10.7% were between the age of 18-30 year and only 1.6% were 60 years and above. This implies that majority of the respondents were in the age range of 30-49 years indicating that the majority had experience in the field of project implementation and so provided the viable opinions in line with this study.

Table 4.4 Marital Status of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	177	95	95	95
	Single	6	3	3	98
	Separated	2	1	1	99
	Widowed	2	1	1	100.0
	Total	187	100.0	100.0	

Source: Survey Data (2023)

Based on study findings in the Table 4.4, majority of respondents (95%) were married while 3% were single. However, 1 percent (5) were divorced which indicated that the results are from respondents of varying marital status who are in the Budaka District Local Government

Table 4.5 Education of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary	4	2.0	2.0	2.0
	Secondary	8	4.0	4.0	6.0
	Certificate	129	69	69	75
	Diploma	37	20.0	20.0	95
	Degree	7	4	4	99
	Postgraduate	2	1	1	100.0
	Total	187	100.0	100.0	

Source: Survey Data (2023)

The study also inquired on the education background of the respondents. Results indicate that the majority of participants (69%) had a certificate, 20% had a diploma, 4% had a bachelor's degree, 4% had secondary level of education, 2% had reached primary and 1% had post graduate qualification. This implies that the participants were sufficiently educated to understand the nature of this study, hence providing accurate, dependable, and reliable information for the study.

4.3 Correlation Analysis

The study tested the direction of the relationship among study variables based on study objectives. To achieve this, the Pearson (r) correlation coefficient was computed given the interval nature of the data and the need to test the direction and strength of this relationship. A Pearson correlation is a number between -1 and 1 that indicates the extent to which two variables are linearly related. It can be used in a causal as well as a associative research hypothesis (Amin, 2005). Table 4.2 presents the correlation analysis results:

Table 4.6: Pearson Correlation Coefficient Results for the Variables and Constructs (N=46)

Variable	4	3	2	1
1. Project Success	0.559**	0.676**	0.674**	1
2. Informing Stakeholders			1	
3. Consulting Stakeholders		1		
4. Involving Stakeholders	1			

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

Source: Primary data

4.3.1 The Relationship between informing stakeholders and Project Success

The first objective of the study was to establish the relationship between informing stakeholders and project success in education infrastructure projects in Budaka District Local Government. The literature review showed a generally positive direction in the relationship between these two variables as argued by several scholars.

The results in table 4.6 indicate that both informing stakeholders and project success are positively related ($r = .674^*$, $p<.01$). This means that if stakeholders are fully informed about the project, then project success is expected to also improve and so ignoring the aspect of informing stakeholders might lead to project failure. Thus, with the right information to stakeholders there will be better levels of budgetary performance in terms of cost, quality and client satisfaction which would represent successful projects.

4.3.2 The Relationship between consulting stakeholders and Project Success

The second objective of the study was to establish the relationship between consultingstakeholders and project success in education infrastructure projects in Budaka District Local Government. The literature review showed a generally positive direction in the relationship between these two variables as argued by several scholars.

The results in table 4.6 indicate that both consulting stakeholders and project success are positively related ($r = .676^{**}$, $p<.01$). This means that if stakeholders are consistently consulted about the project, then project success is expected given that when stakeholders

present their opinions about the project, there is creation of ownership and thus the quality of project services. Thus, with the consistent project meetings and consultative engagements between stakeholders, there will be better levels of budgetary performance in terms of cost, quality client satisfaction which would represent and successful projects

4.3.3 The Relationship between involving stakeholders and Project Success

The third objective of the study was to establish the relationship between involving stakeholders and project success in education infrastructure projects in Budaka District Local Government. The literature review showed a generally positive direction in the relationship between these two variables as argued by several scholars.

The results in table 4.6 indicate that both involving stakeholders and project success are positively related ($r = .559^{**}$, $p<.01$). This means that if stakeholders are fully involved in the project right from designing, planning to implementation, then project success is expected and so ignoring the aspect of involving stakeholders might lead to project failure. Hence, with the reasonable involvement of all project stakeholders by project managers of public projects, then there will be better levels of budgetary performance in terms of cost, quality client satisfaction which would represent and successful projects.

4.4 Regression Results

4.4.1. Informing Stakeholders and Project Success

Table 4.7: The relationship between informing stakeholders and project success

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B	
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
1	(Constant)	37.884	2.687		14.098	.000	32.573	43.195
	Informing	1.850	.168	.674	11.025	.000	1.519	2.182
	R: .674[a]							
	R^2: .454							
	Adj. R^2: .451							
	Std. Error of the Estimate: 9.33493							
	F: 121.540							
	(N=46)							

a. Dependent Variable: Project Success

The first hypothesis of the study stated that there is no significant relationship between informing stakeholder and project success in education infrastructure projects in Budaka District Local Government. The study results in table 4.7 shows that informing stakeholders has a positively significant relationship with project success (β= .674; $p < 0.05$). The study further revealed that informing stakeholders might cause a 45% change in project success (R^2: .454) whereas the remaining 55% is as a result of other factors beyond this study. Hence, the hypothesis that there is no significant relationship between informing stakeholders and project success in education infrastructure projects in Budaka District Local Government is rejected.

4.4.2. Consulting Stakeholders and Project Success

Table 4.8: The relationship between consulting stakeholders and project success

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B	
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
1	(Constant)	36.031	2.836		12.705	.000	30.426	41.636
	Consulting	2.556	.231	.676	11.076	.000	2.100	3.013
	R: .676[a]							
	R^2: .457							
	Adj. R^2: .453							
	Std. Error of the Estimate: 9.31514							
	F: 122.678							
	(N=46)							

a. Dependent Variable: Project Success

The second hypothesis of the study stated that there is no significant relationship between consulting stakeholders and project success in education infrastructure projects in Budaka District Local Government. The findings in table 4.8 therefore indicates that consulting stakeholders has a positively significant relationship with project success (β= .676; $p < 0.05$). The study further revealed that consulting project stakeholders might result into a 46% variation in project success (R^2: .457) whereas the remaining 54% is as a result of other factors out of this study. Hence, the hypothesis that there is no significant relationship between consulting stakeholders and project success in education infrastructure projects in Budaka District Local Government is rejected.

4.4.3. Involving Stakeholders and Project Success

Table 4.9: The relationship between involving stakeholders and project success

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B	
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
1	(Constant)	27.730	3.205		8.652	.000	21.396	34.065
	Involving	1.253	.101	.559	12.394	.000	1.053	1.453
	R: .717[a]							
	R^2: .514							
	Adj. R^2: .511							
	Std. Error of the Estimate: 8.73209							
	F: 153.601							
	(N=46)							

a. Dependent Variable: Project Success

The third hypothesis established that there is no significant relationship between stakeholder involvement and project success in education infrastructure projects in Budaka District Local Government. However, the study regression results indicated that involving stakeholders is a positively significant predictor for project success ($\beta = .559$; $p < 0.05$) as indicated in table 4.9. Therefore, the findings show that involving project stakeholders might result into a 51% variation in project success (R^2: .514) whereas the remaining 49% is as a result of other factors beyond this study context. Thus, the hypothesis that there is no significant relationship between stakeholder involvement and project success in education infrastructure projects in Budaka District Local Government is rejected.

4.4.4 The mediating effect of managerial accountability in the relationship between stakeholder engagement and project success

Table 4.10: Stakeholder engagement, Managerial accountability and Project success

ModeI	coeff	se	t	p	LLCI	ULCI
Constant	16.9401	2.0085	8.4340	.0000	12.9701	20.9101
SE	.5055***	.0336	15.0224	.0000	.4389	.5720

R: .7813 R-sq: .6105
MSE: 31.7902
F: 225.6716
P: .001

Mode III	coeff	se	t	p	LLCI	ULCI
Constant	16.6919	3.2699	5.1047	.0000	10.2283	23.1555
SE	.3377***	.0718	4.7026	.0000	.1957	.4796
MA	.6484***	.1110	5.8413	.0000	.4290	.8678

R: .8002 R-sq: .6403
MSE: 56.3963
F: 127.2821
P: .001

Mode II	coeff	se	t	p	LLCI	ULCI
Constant	27.6750	2.9670	9.3277	.0000	21.8106	33.5395
SE	.6654***	.0497	13.3873	.0000	.5671	.7636

R: .7446 R-sq: .5545
MSE: 69.3679
F: 179.2205
P: .001

Total effect of X on Y

Effect	se	t	p	LLCI	ULCI
.6654	.0497	13.3873	.0000	.5671	.7636

Direct effect of X on Y

Effect	se	t	p	LLCI	ULCI
.3377***	.0718	4.7026	.0000	.1957	.4796

Indirect effect(s) of X on Y:

	Effect	SE	LLCI	ULCI
MA	.3277***	.0801	.1669	.4807

Process macro analysis by Hayes (2022)

Based on the mediation results in table 4.10, mediation models below were realized;

Model I (c). This model establishes that stakeholder engagement does not predict project success (X and Y). The study findings indicated that stakeholder engagement predicts project success as indicated by (coef = .5055***; LLCI = 12.9701, ULCI =20.9101; R square = .6105; $p < 0.05$). Thus, any variation in the components of stakeholder engagement leads to an increase 0.5055 units increase in project success. Therefore, the first condition was not satisfied.

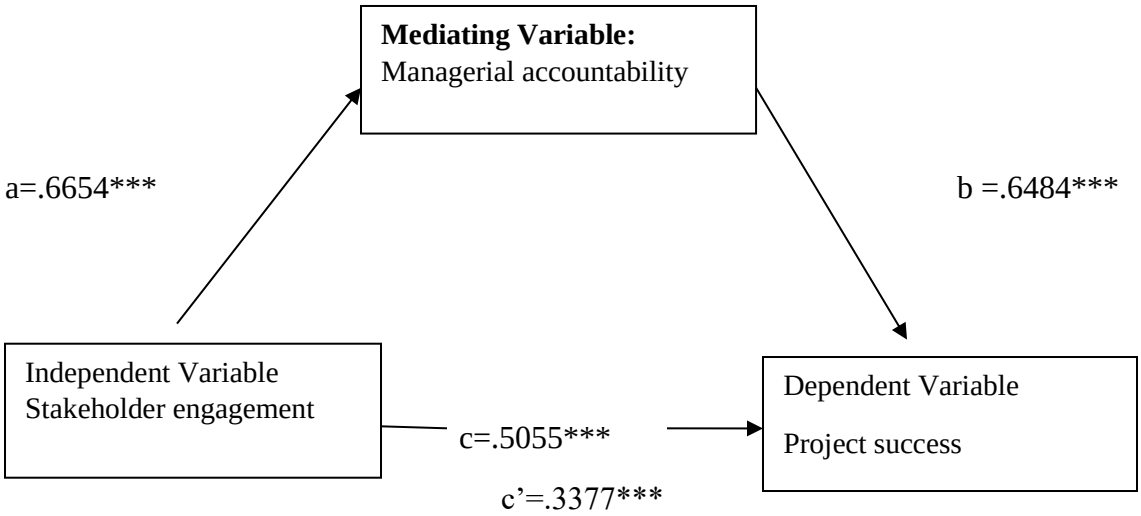
Model II (a). This model suggests that there is not a relationship between X and M which is stakeholder engagement and managerial accountability. The study thus indicated that stakeholder engagement is a power predictor for managerial accountability in the success of education infrastructure projects (coef = .6654***; LLCI = .5671, ULCI = .7636; R square = .5545; $p < 0.05$). Hence, any change in stakeholder engagement results into 0.6654 units of change in managerial accountability. Consequently, the second condition was not satisfied according to mediation results.

Model III (b). This model establishes that there is not a relationship between M and Y (managerial accountability and project success) when X (stakeholder engagement) is controlled. The mediation results revealed that managerial accountability is a power predictor for project success (coef = .6484***; LLCI = .4290, ULCI = .8678; R square = .6403; $p < 0.05$) rejecting the third condition. Consequently, any change in managerial accountability results into a change in project success by 0.6484 units. Hence, the unconditional indirect effect of stakeholder engagement on project success (Model III [c'] with coefficients 0.3377***) is through managerial accountability by Models II and III, with an indirect impact value of.3277; there is no zero value in between the intervals for LLCI (.1669), ULCI (.4807), and Model II. Thus, in this capacity as managerial accountability was controlled, the direct effect of stakeholder engagement onto project success was positively significant as indicated by LLCI = .1957, ULCI = .4796, p-v <0.05 with no zero value between lower and upper confidence intervals for different levels.

Model IV. The study's type of mediation is specified in this model. As recommended by Kenny (2021), there should be either partial or full mediation by putting (c) under (b). The study findings revealed that stakeholder engagement less strongly predicts project success in Model III (c') with coefficients 0.3377*** than in Model I (c) with coefficients 0.5055***. Hence, the results of the

study showed that the relationship between stakeholder engagement and project success is partially mediated by managerial accountability.

Figure 4.1: Summary of results for mediation



Source: Primary data

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

There are five sections in this chapter. The discussion of the results is included in Section 1. The conclusions are in the second section, while suggestions are in the third.

Section five discusses topics for additional research, while Section Four discusses the study's weaknesses.

5.1 Discussion of conclusions.

The study objectives, which are outlined in the first chapter of this report, are the basis for the discussion of the findings in this section. The investigator presents the results and looks for agreement or disagreement, if any, among the academics.

5.1.1 Relationship between informing stakeholders and Project Success

The first objective of the study was to examine the relationship between informing stakeholders and project success. The results indicate that both informing stakeholders and project success are significantly related. This means that if stakeholders are informed, then project success is expected in Budaka district local government within the education sector. Hence, sharing with stakeholders before the project initiation, and giving feedback to stakeholders determines the levels of project success in education infrastructure projects. These findings indicates that inputs of informing stakeholders for example communicating to stakeholders, sharing progress, and information disclosure during project implementation results into any variation level in project quality, cost, beneficiaries' satisfaction, and project schedule.

Based on the findings of this study, project success was highly affected by informing stakeholders in Budaka DLG for example if there is proper information disclosure to project stakeholders, much of a positive change is expected in projects through efficient budget utilization, quality outcomes, implementation on schedule and generally the satisfaction of project beneficiaries. These findings concurred with the work of Kalu and Rugami (2021.p.79) in their study "stakeholder involvement and Infrastructure projects implementation at Kenya ports authority" who established that stakeholder empowerment, communication and grievance management had a positive and

significant effect on project implementation and concluded that informing stakeholders increases the ability and confidence of stakeholders to make choices and decisions as well as satisfaction with project outcomes.

Also, the study findings are in agreement with those of Wofuma (2021) who asserted in his study on procurement practices, stakeholder engagement and project performance in local governments in Sironko district that informing stakeholders significantly affects construction project performance. Consequently, the study is in congruence with that of Dwivedi and Dwivedi (2021.p.38-49) who established that the role of informed stakeholders in a successful project becomes important and crucial and stakeholders' active participation in the project ensures the sustainability, success, and performance of the project. The study therefore supports the conclusions of Dwivedi and Dwivedi (2021, pp. 38–49), who showed that informed stakeholders are vital to a project's success and that their active participation in the project ensures its success, sustainability, and performance.

5.1.2 Relationship between consulting stakeholders and project success in education infrastructure projects.

The second objective of the study was to determine the relationship between consulting stakeholders and project success in education infrastructure projects within the Budaka district local government. The findings suggest a strong correlation between consulting stakeholder and project success. This means that consulting stakeholders transfers its inputs of considering stakeholder opinions, handling stakeholders' complaints into project cost, quality, schedule and satisfaction to ascertain project success. Therefore, the degree of project success in education infrastructure projects is determined by obtaining and taking into account ideas from the stakeholders. The results of the study support those of a study by Fadhil (2018), who claimed that governments throughout the world have disregarded the input of stakeholders in project development and management, which is why public projects consistently fail.

Similarly, these results are consistent with those of Leonardo and Camille (2019), who indicated in their study that it is essential to talk project stakeholders about ideas for project strategy design and implementation if institutions are to be achieved based to the project objectives. The findings align with the study conducted by Dick-Sagoe et al. (2023), which discovered that stakeholder consultation is essential to guaranteeing the delivery of project outcomes flawlessly. This is

because stakeholder consultation increases project ownership and participation in efforts to mitigate negative environmental effects and increase the economic sustainability of projects.

Additionally, these results are consistent with those of Kujala et al. (2022.p.2), who found that regular consultative meetings by project managers were the key to the success of less than half of projects in 2021, despite the contributions of stakeholders in the form of financial and knowledge resources. The results thus align with those of Ramesh (2020), who found that when the project manager assumes the role of interacting with stakeholders by setting up consultative meetings with local community members, it facilitates the resolution of their issues and also aims to elicit their contribution to the project's success.

Finally, in order to reduce the risks of opposition, overspending, and project failure, the study validates the conclusions of Ochunga and Awiti's report (2017, p. 376), which made clear how crucial it is for governments and international organizations to implement community projects in coordination with project beneficiaries and other implementing agencies. Project managers should therefore consider the opinions of project stakeholders in order to guarantee project success.

5.1.3 Relationship between involving stakeholders and project success

The third study objective found a strong correlation between stakeholder involvement and the success of infrastructure projects in Budaka DLG. The study's findings demonstrated a significant relationship between stakeholder involvement and project success. Therefore, in order to evaluate the success of a project, stakeholders' contributions are transferred into the project's budget, quality, schedule, and satisfaction. Creating connections with stakeholders, establishing deadlines for reporting, giving stakeholders' authority, and offering training are further inputs. Therefore, involving stakeholders early on is critical to the success of education infrastructure initiatives.

This study's findings are consistent with the Project Management Institute's (2023) research, which found that including stakeholders reduces the likelihood of budget overruns, postponed project completion, and community resistance—all of which are significant barriers to project success. The outcomes also support the conclusions made by Monteduro (2008, p. 2) who asserted that regular engagement of stakeholders leads to timely accomplishment of project objectives and enhanced transparency, responsibility, and democracy for public and private project managers. The study's findings corroborate with those of the 2022 World Bank research which asserted that

project managers would probably waste project resources and fail to finish them if they fail to recognize the significance of stakeholders in the initiatives.

The study's findings therefore support those of Magassouba et al. (2019.p.1115), who demonstrated how involving stakeholders in a project's identification, planning, execution, and monitoring phases enhances its performance and ensures that all pertinent requirements and technical specifications are covered. In a similar spirit, the outcomes corroborate the findings of ICAT (2020.p.7), which demonstrated that incorporating the viewpoints and information of stakeholders enhances the legitimacy, accountability, and transparency of decision-making, hence improving policy effectiveness and garnering support for policies.

Finally, these findings are in line with those of Agegnehu's (2022) who suggested that directors need to be actively involved at the governance level to guarantee that management carries out its duties in compliance with the project's terms of reference and that the project succeeds. Public project managers should fully involve stakeholders at every stage of the project, including identification, planning, implementation, and monitoring, to increase project success.

5.1.4 Mediation role of managerial accountability in the relationship between stakeholder engagement and project success

The study's fourth objective was to ascertain how managerial accountability affected the relationship between project success and stakeholder participation in Budaka DLG education infrastructure projects. The study's findings demonstrated the influence of stakeholder participation including information exchange, consultation, and involvement on the project's budget, schedule, quality, and satisfaction of beneficiaries. Furthermore, the same findings demonstrated that managerial accountability which includes authority, responsibility, and autonomy has a major impact on project success.

The study's findings also demonstrated that managerial accountability plays a role as a partial moderator in the relationship between stakeholder engagement and project success when it comes to education infrastructure projects. Thus, as noted by Donald et al. (2020.p.28), managerial accountability in project implementation is necessary for project success to be realized, even though stakeholder involvement is a predictor of project success. According to Kupens's (2016) research, stakeholders need to feel that educational institutions are actively involving them throughout the project in order for it to accomplish its stated aims. They would not be willing to

demand accountability from the public until then. The results also align with the ICAT report (2020.p.7), which found that stakeholder participation and engagement can strengthen policy design, implementation, and assessment, improve policy effectiveness by integrating stakeholder knowledge and perceptions, and increase support for the policies through increased transparency, accountability, and legitimacy of decision-making. Stakeholder engagement and participation can also play a significant role in facilitating project success and managerial accountability.

Furthermore, the study's findings are consistent with the findings by Donald et al. (2020, p. 28) that public organizations need to establish accountability regimes where project managers are held responsible for their actions and report to stakeholders on a regular basis in order to provide context for project outcomes. Finally, these findings align with those of Magassouba et al. (2019), whose study demonstrated that if individuals distrust one another and choose not to engage in significant activities in networks of societal associations, there is a high likelihood of project failure and low political legitimacy for the government and its representatives. All institutions involved in the education infrastructure projects must prioritize managerial accountability with stakeholder engagement for the projects to be completed as planned.

5.2 Conclusions

The study's findings showed that informing stakeholders has a positively significant relationship with undertaking success in the education infrastructure projects in Budaka District Local Government. Additionally, the study showed that consulting stakeholders has a close relationship with project success within the education infrastructure projects in Budaka District Local Government. Also, the results revealed that involving stakeholders is significantly related with project success in the education infrastructure projects in Budaka District Local Government. In conclusion therefore, the following should be considered;

Firstly, the research revealed a noteworthy relationship between informing stakeholders and the accomplishment of the project. Hence, it can be concluded that sharing project information and giving feedback to project stakeholders are critical aspects which influences project success. Thus, project managers should always share with the stakeholders about the project to improve its performance

Secondly, the study indicated that consulting stakeholders is significantly related with project success. It can therefore be concluded that seeking new ideas from project stakeholders by project

managers and considering stakeholder opinion is the foundation of project success. Hence, project managers in different institutions should always organize consultative meetings with stakeholders to review project progress, identify gaps and develop solutions for improved project effectiveness.

Thirdly, the research results revealed that involvement of stakeholders is closely associated with project success. Relatively, it can be concluded that both public and private agencies should consistently involve project stakeholders especially at project initiation, project design, project planning, implementation and monitoring given that such practices influence the levels at which a project can minimize costs, yield quality outcomes, be implemented on schedule and also satisfy the expectations of beneficiaries. Therefore, project managers should consistently involve stakeholders at all levels if the project can be a success.

Finally, these study findings indicated that managerial accountability partially mediates the relationship between stakeholder engagement and project performance in the education infrastructure projects in Budaka District Local Government. Consequently, it may be said that although stakeholder engagement through informing stakeholders, consulting and involving should be considered in project implementation and management, there is need for project managers to be accountable in project interventions especially showing autonomy, necessary authority and responsibility throughout the project lifespan to attain project success

5.3 Recommendations

From the research findings, the study's discussions and conclusions lead to the following recommendations. Based on the study findings which revealed that informing stakeholders predicts project success, it should be recommended that project managers should always deliver feedback to or inform stakeholders about the project to mitigate resistance, improve ownership and provide room for project accomplishment. This is because stakeholders are able to guide the project to avoid the risks of project failure

According to the study findings which suggested that consulting project stakeholders has a significant impact on project success in the education infrastructure projects in Budaka District Local Government. It is recommended that there is need for project managers to consistently organize and conduct consultative meetings with project stakeholders to seek necessary ideas and develop action plans for project improvement especially after discussing project gaps, achievements and possible risks

Also, the results of the study showed that involving stakeholders has a major influence on project success in the education infrastructure initiatives in Budaka District Local Government. Hence, it should be recommended that project managers ought to critically entail all project stakeholders during initiation, design, organizing, carrying out, and overseeing to effectively and efficiently achieve project accomplishment with the fact that involving key project stakeholders is the foundation of strategy design and implementation of any project.

Based on the study findings which indicated that managerial accountability partially mediates the relationship between stakeholder engagement and project performance in the education infrastructure projects in the local government of Budaka district, it should be recommended that project managers should ensure that they practice the necessary responsibilities, autonomy and authority alongside informing stakeholders, consulting and involving stakeholders if projects are to be attained as designed.

5.4 Study limitations

From this study, the following limitations were realized;

This study only relied on a quantitative technique for gathering and analyzing data, which is subjected to errors and biased opinions as well as undetailed opinions about the study. Hence, these limitations might have affected the results of this investigation.

The inferences were gathered from one limited research sample of the education infrastructural projects in Budaka District Local Government and consequently the findings may not be applied beyond this study area

Also, the study based on a cross-sectional study design in which participant data was at a single moment in time. Hence, the findings may not be able to gather possible alterations over time that occurred to the constructs following the collection of data.

5.5 Areas for further research

The investigator recommends that future studies should consider other factors like managerial competency and stakeholder interests that were not included in this study that might affect project success. This is because the findings show that stakeholder engagement and managerial accountability do not fully explain the effectiveness of education infrastructure initiatives.

Further investigation should be carried out in different case studies like Non-government

Organizations (NGOs), European Union (EU), Global Fund, DFID, SIDA and NORAD to ascertain whether the variables will yield the same results.

This study employed a cross-sectional study methodology, and the major limitation here is that the behaviors of the variables were only looked at for a certain point in time. Future studies should therefore consider using longitudinal designs for longer time periods to compare and possibly to validate the findings, if they differ in any way.

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APENDIX 1: QUESTIONAIRE

I am a Student of Busitema University pursuing the Degree of Master of Business Administration and am carrying out research on **stakeholder engagement, managerial accountability, and project success. The case local government education infrastructure projects in Budaka district**. You have been selected as one of the respondents to participate in this study. Any information offered shall be used strictly for academic purposes and treated with utmost confidentiality.

Thank you for your cooperation.

Background information (Tick the most appropriate box)

What is your Gender? Female [1] Male [2]

What is your Age? [1] 18-30 [2] 31-40 [3] 41-50 [4] 50-60 [5]
61+

What is your marital status? [1] Married [2] Single [3] Separated [4]
[5] Divorced [6] Widowed

What is your Education Level? [1] Primary [2] Secondary [3] Certificate
[4] Diploma [5] Bachelors [6] Postgraduate

What is your current position?

[1] Head of Office Staff [2] Community Leader Client [4] service provider,

How long have you been working with the education sector?

[1] 1-5 Years [2] 6-10 Years [3] 11-15 Years [4] 15-20 Years
[5] 21 Years and above

Name of institution

……

Institution is headed by

1	A man	2	A woman

Our institution was created in the year……

Sub county/ Division…….

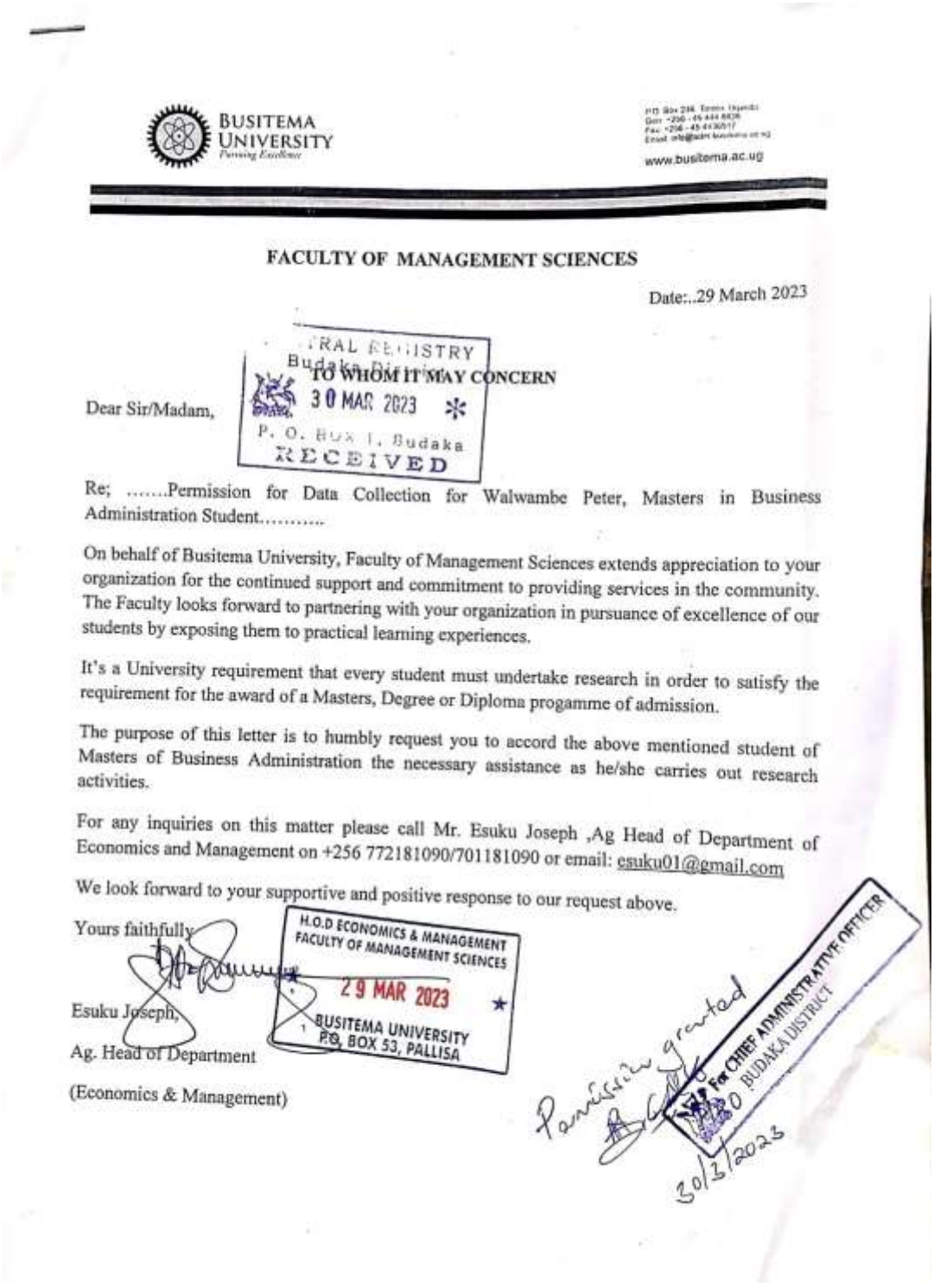
Please, indicate the extent to which you agree or disagree with the following statements using the following scale: **Strongly Disagree (1), Disagree (2), Somewhat Agree (3), Agree (4), Strongly Agree (5).**

CODE	Variables, Dimensions, and items	1	2	3	4	5
SE	**SECTION A: STAKEHOLDER ENGAGEMENT**					
IS	**Informing stakeholders**					
IS1	Management allowed open and honest discussions in our projects.	1	2	3	4	5
IS2	There was proper communication with our stakeholders in our projects.	1	2	3	4	5
IS3	There was disclosure of relevant information during project execution.	1	2	3	4	5
IS5	Stakeholders were kept in the loop of what transpired in our projects.	1	2	3	4	5
IS6	Evidence, facts and research findings were shared with stakeholders.	1	2	3	4	5
SC	**Consulting Stakeholders**					
SC1	Expectations of stakeholders were given consideration in our projects.	1	2	3	4	5
SC2	Feedback from stakeholders was collected during project execution.	1	2	3	4	5
SC4	Multiple communication channels were used with stakeholders.	1	2	3	4	5
SC5	A stakeholder complaints handling process was put in place in our projects.	1	2	3	4	5
SI	**Involving Stakeholders**					
SI1	Our management was centred on building relationships with stakeholders.	1	2	3	4	5
SI2	Reporting time lines were set for all project activities.	1	2	3	4	5
SI3	Stakeholder behaviour was understood during our projects.	1	2	3	4	5
SI4	We had a platform that stakeholders would speak and feel empowered.	1	2	3	4	5
SI5	End user training was provided when our projects were completed.	1	2	3	4	5

SI6	Our stakeholders didn't fear to demand for services and information.	1	2	3	4	5
MA	**SECTION B: Managerial Accountability**					
RE	**Responsibility**					
RE1	A culture of two-way feedback to ensure adequate attention was put in place.	1	2	3	4	5
RE2	Keeping track of our commitments was put in place for accountability.	1	2	3	4	5
RE3	Stakeholders were aware of mechanisms of holding officials accountable.	1	2	3	4	5
RE4	Mistakes were always accepted, and learnings taken seriously in our projects.	1	2	3	4	5
RE5	All steps were taken to ensure adequate resources were available for projects.	1	2	3	4	5
RE6	Participation and greater sharing were encouraged in our projects.	1	2	3	4	5
RE7	Accountability to hierarchical superiors was always given key consideration.	1	2	3	4	5
AU	**Authority**					
AU1	All the managerial roles were always spelt out clearly in our projects.	1	2	3	4	5
AU2	Decision making powers were always spelt out clearly in our projects.	1	2	3	4	5
AU3	Decision making was done according to formal procedures in our projects.	1	2	3	4	5
AU	Delegation by law and voluntary delegation procedures both used.	1	2	3	4	5
AT	**Autonomy**					
AT1	Management implemented detailed plans for achieving objectives.	1	2	3	4	5
AT2	Management made proper use of resources (financial, staff, property).	1	2	3	4	5
AT3	Management monitored implementation without coercion or fear from external sources.	1	2	3	4	5
	SECTION C: Project Success					
CB	**Project Cost and budget**					
CB1	We have a clear procedure for cost estimation and planning in our projects.	1	2	3	4	5
CB2	Qualified manpower was in place and provided financial statements.	1	2	3	4	5
CB3	Information on changes in material costs was provided to stakeholders.	1	2	3	4	5
CB4	Members were allowed to give comments on budget adjustments and reviews.	1	2	3	4	5
CB5	Financial performance information of our projects can be obtained in reports.	1	2	3	4	5
QM	**Project Quality**					
QM1	Our managers, staff, clients, contractors etc were aware of the quality.	1	2	3	4	5
QM2	Quality was always measured according to standards set up by standard bodies.	1	2	3	4	5
QM3	Performance assessments tracking project progress existed.	1	2	3	4	5
QM4	Corrective action was given priority to identify potential problems in our projects.	1	2	3	4	5
CS	**Client satisfaction**					

CS1	Users are satisfied with the facilities from our projects.	1	2	3	4	5
CS2	The services created by our projects attract other clients and the public.	1	2	3	4	5
CS3	Users can proudly recommend our organization’s products to potential clients.	1	2	3	4	5
CS4	The environment created by our projects is conducive for learning.	1	2	3	4	5

APENDIX 2: AUTHORIZATION LETTER



BUSITEMA UNIVERSITY
Pursuing Excellence

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FACULTY OF MANAGEMENT SCIENCES

Date:..29 March 2023

CENTRAL REGISTRY
Budaka District
30 MAR 2023
P. O. Box 1, Budaka
RECEIVED

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

Re; .....Permission for Data Collection for Walwambe Peter, Masters in Business Administration Student.....

On behalf of Busitema University, Faculty of Management Sciences extends appreciation to your organization for the continued support and commitment to providing services in the community. The Faculty looks forward to partnering with your organization in pursuance of excellence of our students by exposing them to practical learning experiences.

It's a University requirement that every student must undertake research in order to satisfy the requirement for the award of a Masters, Degree or Diploma progamme of admission.

The purpose of this letter is to humbly request you to accord the above mentioned student of Masters of Business Administration the necessary assistance as he/she carries out research activities.

For any inquiries on this matter please call Mr. Esuku Joseph ,Ag Head of Department of Economics and Management on +256 772181090/701181090 or email: esuku01@gmail.com

We look forward to your supportive and positive response to our request above.

Yours faithfully,

H.O.D ECONOMICS & MANAGEMENT
FACULTY OF MANAGEMENT SCIENCES
29 MAR 2023
BUSITEMA UNIVERSITY
P.O. BOX 53, PALLISA

Esuku Joseph,
Ag. Head of Department
(Economics & Management)

Permission granted

For CHIEF ADMINISTRATIVE OFFICER
P.O BUDAKA DISTRICT

30/3/2023

APENDIX 3: LIST OF PROJECTS BETWEEN 2018-2023

INSTITUTION	PROJECT NAME	SOURCE OF FUNDING	FUNDING YEAR
Kamonkoli Seed Secondary School	School Construction (3 Blocks each with 6 classes, 4 Laboratories, 1 computer Lab, Library, Hall, Furniture,	Ministry of Education and Sports (MOES)	2019-2022
KAKOLI PRIMARY SCHOOL	Construction of staff house with two columns	UNRA Road Compensation Fund	2019
	Pit latrine construction	BDLG/SCG	2019
	School Furniture (30 Desks) Project.	DLG Kakoli Sub County	2022
MUGITI PRIMARY SCHOOL	Construction of Teachers House	BDLG/SCG	2021
	School Furniture (Procurement of 30 Desks)	BDLG/ SFG	2022
IKI-IKI TOWNSHIP PRIMARY SCHOOL	Fencing of School Compound	UNRA ROAD Compensation Fund	2020-2022
	Construction of Teachers House with 3 Column and staff Latrine	UNRA ROAD Compensation Fund	2020-2022
	School, Mosque and community Latrine Construction	UNRA Road compensation Fund	2023
NYANZA II PRIMARY SCHOOL	Watershed Green Action (Grass and Tree Planting) Project	NUSAF III	2018
	Bore hall construction project and pit latrine	BDLG/LGDP	2023
	Completion of sitting center for PLE	GOU/MOES	2022
JAMI PRIMARY SCHOOL	Watershed Green Action (Plating Grass and Leveling Field)	NUSAF III	2019
	Procurement of School Furniture (30 Desks)	Parents Initiative (PTA Board)	2018
	School Furniture (36 Desks)	BDLG/LGDP	2022
	School Bore Hall construction	BDLG/LGDP	2022
SEKULO PRIMARY SCHOOL	School Furniture Project (30 Desks)	UNRA Road compensation Fund	2020
	Renovation of classroom blocks and staff quarters, and construction of staff pit latrine as well as erecting of sign post	UNRA Road compensation fund	2020
NAMUYAGO PRIMARY SCHOOL	Construction of staff quarter block with 3 staff rows	UNRA Road compensation Fund	2019
KADIMUKOLI PRIMARY SCHOOL	Construction of Pit Latrine	BDLG/LGDP	2022
	Construction of 2 classroom block	BDLD/SFG	2018
	School fencing project	Parents Teachers Initiative	2020
KATIIRA PRIMARY SCHOOL	Construction of 2 Classroom Block	BDLG/SCG	2020
	6 stance pit latrine construction	BDLG/ SCG	2022
	School Furniture Project (60 Desks)	BDLG	2022
	Tapped Water Source	Innovation Africa	2021
Kamonkoli Mixed Primary School	School Fencing Project	PTA	2020
	5 STANCE PIT LATRINE CONSTRUCTION	BDLG/SCG	2022
	Repair of school furniture (desks)	Parents initiative	2022
	Purchase and erecting of school gate	Parents initiative	2022
	Purchase of Desks for the school	BDLG	2022
IKI-IKI INTERGRATED P/S	Construction of a 5 Class Room Block	MOES/ SCG	2019
	Completion of 3 stance pit latrine construction	MOES/ SCG	2019
	Purchase of spray pumps and insect sides	UPE Funds	2020
	Completion of a 2-classroom block	BDLG/SCG	2023

KAKULE PRIMARY SCHOOL	5 stance pit latrine construction projects	BDLG	2022
	School furniture project (38 desks)	BDLG/SFG	2022-2023
	School fencing	BDLG	2023
	Purchase and installation of sanitation containers	UPE Funds	2023
NAMUSITA PRIMARY SCHOOL	Construction of 4 Stance pit latrine	Politicians and community initiatives	2021
	2-in one staff house construction	NUSAF II	2018
	School Furniture (38 Desks)	LGDP	2022
	School fencing	UPE Funds	2022
	Bore hole renovation	LGDP	2023
NANGEYE PRIMARY SCHOOL	Project for the construction of school field, fence and maintaining the environment	NUSAF III	2019
KAMERUKA PRIMARY SCHOOL	Compound greening and tree planting at the school	NUSAF	2019
	School Furniture project (40 desks)	BDLG	2021
GADUMIRE PRIMARY SCHOOL	School perimeter fence	UPE Funds	2022
	5 stance pit latrine construction	BDLG	2020
	School compound greening and tree planting	NUSAF	2018
KEREKERENE PRIMARY SCHOOL	School furniture purchase (30 desks)	BDLG	2022
NABOA PARENTS SCHOOL	2 five stance pit latrines constructions	BDLG	2020
	School furniture purchase (40 desks)	BDLG	2022
LUPADA PRIMARY SCHOOL	Purchase of 187 desks, 12 tables and 20 office chairs, (school furniture), 5 Laptops and 3 solar panel installations	Innovation Africa	2022
	Construction of dormitory for the deaf, dining hall, store and kitchen, 40 double decker beds	UNAD	2023