



MAKERERE UNIVERSITY
MAKERERE UNIVERSITY BUSINESS SCHOOL

**LEADERS' COMPETENCIES, ACCOUNTABILITY, TEAM BUILDING AND THE
SUCCESS OF EMYOOGA PROJECT AMONG THE MARKET VENDORS IN
CENTRAL AND KAWEMPE DIVISIONS IN KAMPALA DISTRICT**

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PLAN A

NOVEMBER, 2023

DECLARATION

I hereby declare that this dissertation is my original work and it has never been submitted to this or any other institution of higher learning for any award.

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APPROVAL

This is to certify that this report has been submitted with our approval as university research supervisors.

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 23/11/2023

Signature..... Date.....

MR. Mutumba Wilson

DEDICATION

I dedicate this dissertation to my loving family, whose unwavering support and encouragement have been the driving force behind my academic journey. Your belief in my abilities has been a constant source of motivation, and I am profoundly grateful for the sacrifices you've made to ensure my success.

To my advisor and mentor, Dorcus Kalembe, your expertise and guidance have shaped my research in immeasurable ways. Your patience, insightful feedback, and dedication to my intellectual growth have been instrumental in bringing this work to fruition.

I would like to express my deep appreciation to the participants of this study, whose willingness to share their experiences and insights has enriched the findings of this research. Your contributions are invaluable, and I am honored to have had the opportunity to learn from you.

To my friends and colleagues, your camaraderie and shared experiences have made this academic journey memorable and enjoyable. Thank you for the countless discussions, brainstorming sessions, and moments of levity that have kept me inspired.

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In loving memory of Patrick Kibule, whose passion for knowledge and learning continues to inspire me every day.

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TABLE OF CONTENTS

DECLARATION	Error! Bookmark not defined.
APPROVAL	i
DEDICATION.....	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	vii
CHAPTER ONE	1
1.2 Problem Statement	3
1.4 Objectives of the Study	5
1.5 Research Questions	5
1.6. Scope of the study	5
1.6.1 Conceptual scope.....	5
1.6.2 Geographical scope	6
1.7 Significance of the study	6
1.8 The conceptual Frame work	7
CHAPTER TWO	8
LITERATURE REVIEW	8
2.0 Introduction.....	8
2.1 Project Success.....	8
2.2 Leadership Competencies	9
2.3 Accountability	11
2.4 Team Building.....	11
2.5 Project leadership competencies and project success.....	12
2.6 Accountability and project success	14
2.7 Team leadership and project success.....	16
2.8 Summary of Literature review.	17
CHAPTER THREE.....	18
METHODOLOGY.....	18
3.0 Introduction.....	18
3.1 Research Design.....	18

3.2	Study Population	18
3.3	Sample Size and Sampling Technique	18
3.4	Data source and data collection procedure	19
3.5	Measurement of the Variables	19
3.6	Reliability and Validity of Instrument	20
3.7	Data Processing and Analysis	20
3.8	Ethical considerations	20
	PRESENTATION AND INTERPRETATION OF FINDINGS	22
4.0	Introduction	22
4.1	Demographic Characteristics of the respondents	22
4.2	Pearson correlation	25
4.3	Multiple regression analysis	27
	CHAPTER FIVE	29
	DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS	29
5.0	Introduction	29
5.1	Discussion of Results	29
5.1.1	Leader's competencies and success of Emyooga project among the market vendors in Central and Kawempe Divisions, Kampala district	29
5.1.2	Accountability and success of Emyooga project among the market vendors in Central and Kawempe Divisions, Kampala district	30
5.1.3	Team building and success of Emyooga project among the market vendors in Central and Kawempe Divisions, Kampala district	32
5.2	Conclusion	33
5.3	Recommendation	34
5.4	Limitations of the study	34
5.5	Areas for further research	35
	REFERENCES	36
	APPENDICES	43
	Appendix I: Research Instrument	43
	Appendix II: Introduction Letter	47

LIST OF TABLES

Table 3.1: Showing population and sample size.....	19
Table 4.1: Gender of the respondents	22
Table 4.2. Age of respondents.	23
Table 4.3: Highest level of education of the respondents	23
Table 4.4: Years spent in the Market	24
Table 4. 5: Marital status of the respondents.....	24
Table 4.6: Age of project.....	25
Table 4.7: Correlation Matrix	26
Table 4.8: Ordinary least square analysis.....	27

ABSTRACT

The purpose of the study was to examine the relationship between Leaders' competencies, accountability, team building and the success of Emyooga Project among market vendors in Central and Kawempe Divisions in Kampala district. The study was guided by three objectives namely; to examine the relationship between Leaders' competencies and the success of Emyooga project among market vendors in Central and Kawempe Divisions in Kampala district, to examine the relationship between accountability and the success of Emyooga project among market vendors in Central and Kawempe Divisions in Kampala district and to examine the relationship between team building and the success of Emyooga project among market vendors in Central and Kawempe Divisions in Kampala district. The study adopted a quantitative cross sectional survey design and employed the random sampling technique. The unit of analysis was Emyooga Project and the unit of inquiry was vendors from Wandegeya, Nakasero and St. Balikuddembe markets translating into 372 respondents. Data were collected through structured questionnaires then data analyzed using Statistical Package for Social Scientist (SPSS) software. Furthermore, data was tested for validity and reliability and the results revealed that it was reliable and valid. The correlation coefficient analysis revealed a positive and significant relationship between leaders' competencies and the success of Emyooga project among market vendors in Central and Kawempe Divisions, Kampala district, a positive and significant relationship between accountability and success of Emyooga project among market vendors in Central and Kawempe Divisions, Kampala district and a positive relationship between team building and success of Emyooga project among market vendors in Central and Kawempe Divisions, Kampala district. Furthermore, the multiple regression analysis showed that leaders' competencies, accountability and team building contribute 57.2% of the variations in project success. The study concludes that leaders' competencies, accountability and team building enhance success of a project. Based on the above findings and observations, the study recommends that Government should invest in continuous leadership training programs that focus on leaders' competencies. It should also implement clear and transparent accountability frameworks and promote team-building activities and foster a culture of collaboration among project teams.

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1 Background to the study

Globally, the success of government projects has attracted considerable attention among academicians, practitioners and policy makers. (Zaman et al., 2020). This is because such projects present a massive opportunity to stimulate economic prosperity and reduce poverty. This aligns well with Sustainable Development Goal of Poverty Alleviation. African governments have initiated and funded various projects in different sectors and made significant efforts to incorporate the Sustainable Development Goals and Agenda 2063 goals into national strategies and development plans. For example, In order to address poverty, some African countries like Ghana established Livelihood Empowerment Against Poverty Programme, Social Cash Transfers (SCTs) scheme in 2008, a component of its national social protection strategy, extended stipend and in-kind transfers like education and health insurance to reduce poverty and improve on human development (Naiima, 2019).

Because of their importance, projects align with Uganda Vision 2040 and National Development Plan III to transform Uganda's society from a peasant to a modern and prosperous middle-income country, with per capita income of USD 9,500. As such the Government of Uganda has put in more effort in supporting this goal through introducing a number of initiatives namely Bonna Bagagawale, Operation Wealth Creation, Parish Development Models (PDM), Emyooga among others. The Presidential Initiative on Wealth and Job creation (Emyooga) was launched in August 2019 as part of the broad government strategy targeting to transform 68% of homesteads from subsistence to market-oriented production with the overall objective of promoting job creation and improving household incomes (Micro Support Finance Centre Limited, 2020). Despite such initiatives, the

government has continued to lose substantial amounts of money. For instance, Ugx. 300bn was lost in infrastructure projects (Africa Freedom of Information Center (AFIC), 2020). Likewise, the Emyooga was also ruined by several inconsistencies and setbacks which crippled the desired outcome (Parliament of Uganda, 2021). The government in 2022 disbursed 100M to Vendors in Wandegaya Market through the Micro Support Service Centre. However, it was noted that the vendors (20%) only accessed 30% estimated to be 50M and the balance was unaccounted for (Paul, 2022). This makes the beneficiaries unsatisfied with this project which could be attributed to incompetent leaders, poor accountability and lack of team work among the leaders. As a result, the projects fail to achieve the intentions of government.

Scholars such as Yudi *et al.* (2018) and Yang *et al.*, (2018) indicated projects succeed when the leader performs according to the specified project needs. The Price Water Coopers Report (2021) indicates that 84% of government projects are largely unsuccessful due to poorly developed leadership. In Uganda, the failure rate of government projects has been projected at 90% (see, Baguma and Lubega, 2021). This affirms a study by (Podgórska and Pichlak, (2019) that indicated that project managers' leadership competencies is positively related to project success and these are critical success factors for success of government projects (Morris et al., 2022) in developing countries. It is noted that limited attention has so far been paid to the distinctive features of project managers' competences like abilities, knowledge and skills (Ahmed, 2023), yet these have great impact on the success of the project hence making the study relevant in the context of Uganda.

Furthermore, Cruz Dallagnol *et al.*, (2023) stresses that accountability is a precursor for projects that are successful. A project leader who provides proper accountability (physical output and record keeping) of the project work is in position to monitor and evaluate, and at the same do proper project reporting (Nalukenge et al., 2022).

Morestill, Team-building is a management technique used for improving the efficiency and performance of a workgroup and which mainly consists of four processes, including goal-setting, developing interpersonal relations, clarifying roles and employing problem-solving techniques (Klein et al., 2019).

Most of the studies on project success have anchored their discussion on lean leadership (Sadikoglu et al., 2023), leadership and team work (Junyoung Oh et al., 2021), knowledge management, absorptive and dynamic capabilities (de Souza et al., 2022) and entrepreneurial orientation (Martens *et al.*, 2018) in developed countries. However, the role of leadership project competencies, accountability, and teamwork building have been ignored in a single suit, more over in the context of a developing country like Uganda. As such, this study will set out to examine the relationship between leaders' competencies, accountability, team building and project success of Emyooga project among Vendors in Kampala district.

1.2 Problem Statement

Successful projects contribute to achieving the desired strategic objectives and customer satisfaction (Morris et al., 2022). More still, these projects eradicate poverty, create employment opportunities, and increase access to social services such as education, health and wellbeing.

Over the years, the Government of Uganda has made notable strides in eradicating poverty since it assumed power in 1986. Household poverty rates have significantly declined from 19.7% in 2013 to 8.4% by 2020 (Basiku, New vision). However, even with this improvement, Uganda is still considered one of the poorest countries in the world with a substantial number of its people, living in abject poverty (Basiku, New vision). It has been noted that 41% of the population lives on less than \$1.90 a day. This means that the well-being of Ugandans in terms of health, education, vulnerability

and deprivation among others, is still very low, which is a clear indication that a lot needs to be done if the country is to move from low to middle income status. (NDP III 2020/21-2024/2025).

The Government is popular for its ambitious economic plans aimed at transforming Ugandan homesteads from subsistence to market-oriented production through poverty eradication programs that encourage value addition production. As a result, there has been introduction of several poverty alleviation programs like Rural Farmers' scheme in the early 1990s, Entandiikwa in 1995, Bona Bagaggawale in 2007, the Youth livelihood programme to the current Emyooga launched in 2020.

However, it's interesting to note that most of these programs have posted little to no success mainly due to institutionalized corruption, beaucratic tape, nepotism, leaders' incompetencies, lack of accountability and lack of effective teams to foster successful execution of these projects. For example, the Government in the 2020/21 financial year, disbursed 260b as Emyooga funds around the country as revolving funds. Unfortunately, legislators revealed that the programme was mishandled in their constituencies and the money disbursed to political groupings as opposed to organized constituency SACCOs. If this consistently happens, the government is likely to continue losing substantial amounts of money. For instance, Ugx. 300bn was lost in infrastructure projects (Africa Freedom of Information Center (AFIC), 2020).

It is on this basis therefore that the researcher will examine leaders' competencies, accountability, team building and project success of Emyooga project among market vendors in Central and Kawempe Divisions in Kampala District.

1.3 Purpose of the Study

The purpose of the study was to examine the relationship between leaders' competencies, accountability, team building, and success of Emyooga project among the market vendors in Central and Kawempe Divisions, Kampala district.

1.4 Objectives of the Study

- i. To examine the relationship between leaders' competencies and success of Emyooga project among the market vendors in Central and Kawempe Divisions, Kampala district.
- ii. To determine the relationship between accountability and success of Emyooga project among the market vendors in Central and Kawempe Divisions, Kampala district.
- iii. To examine the relationship between team building and success of Emyooga project among the market vendors in Central and Kawempe Divisions, Kampala district.

1.5 Research Questions

- i. What is the relationship between leaders' competencies and success of Emyooga project among the market vendors in Central and Kawempe Divisions, Kampala district?
- ii. What is the relationship between accountability and success of Emyooga project among the market vendors in Central and Kawempe Divisions, Kampala district?
- iii. What is the relationship between team building and success of Emyooga project among the market vendors in Central and Kawempe Divisions, Kampala district?

1.6. Scope of the study

1.6.1 Conceptual scope

This study focuses on leader's competencies, accountability, team building, and success of Emyooga project among the market vendors in Central and Kawempe Divisions, Kampala district.

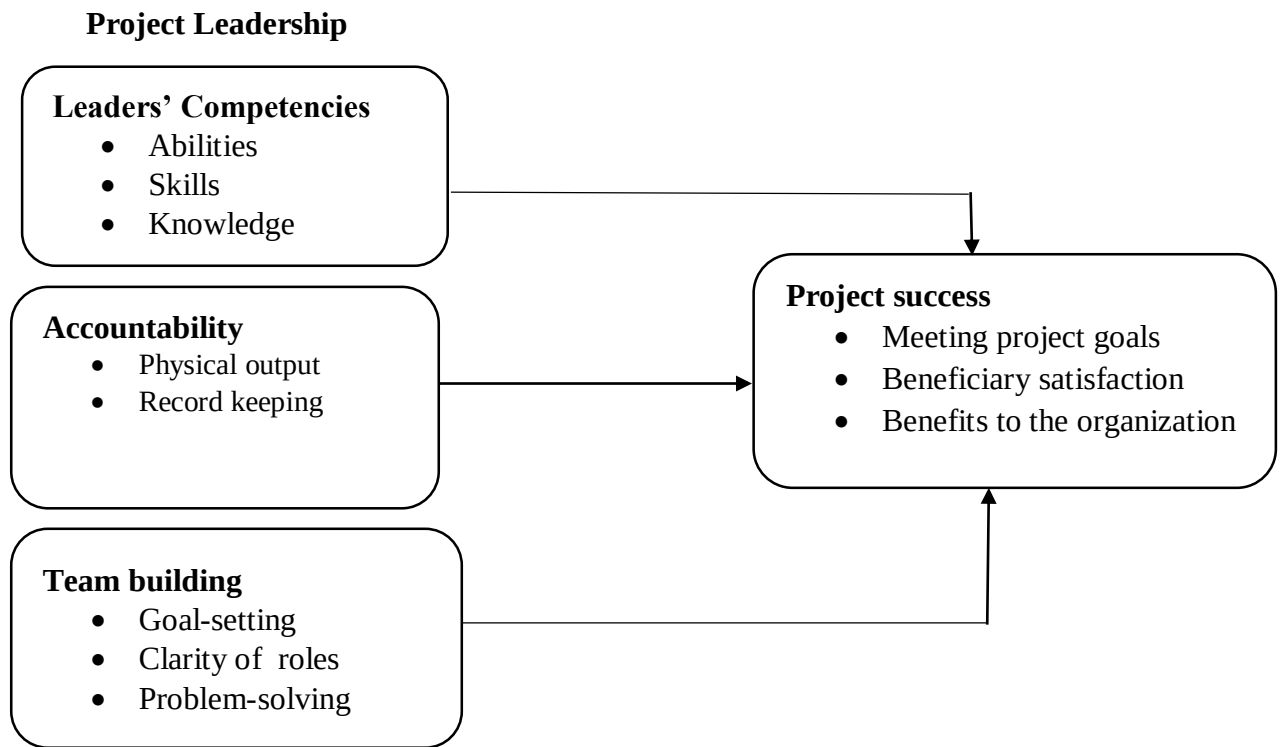
1.6.2 Geographical scope

The study focused on success of Emyooga project among the market vendors in Central and Kawempe Divisions, Kampala district. This selection for Kampala District was due to the fact that it harbors the largest and busiest markets which caused the consideration of Emyooga project a priority in such markets. These market vendors were of interest because they received a substantial amount of funds from the government compared to other beneficiaries (Timothy, 2022). The focus was on the Markets of Wandegaya, Nakasero and St. Balikuddembe markets.

1.7 Significance of the study

- i. Policy Makers: The study will provide policy makers with new insights into the policy formulation process following the research findings.
- ii. Managers: The study will help managers in understanding challenges of government projects and derive solutions to mitigate such challenges to ensure that there is an improvement in the success of such projects.
- iii. Academicians: The study will add on the existing literature for academicians in relation to project leadership and success, examining the role of leaders' competencies, accountability and teambuilding as these had been ignored in the previous studies.

1.8 The conceptual Frame work



Source: Dulewicz and Higgs, 2003; Gehring, 2017; Nalukenge *et al.*, (2022); Klein *et al.*, (2019); Salas *et al.*, (1999); Lipovetsky *et al.*, 1997; Martens *et al.*, 2018; Wu *et al.*, (2017)

Explanation of the conceptual framework

The independent variables are leadership competencies, accountability, and team building. Project success is the dependent variable. Leadership competencies will be measured in terms of abilities, skills and knowledge (Ahmed, 2023), Accountability will be measured in terms of physical output and record keeping (Nalukenge *et al.*, 2022). Team building will be conceptualized in terms of Goal-setting, Clarity of roles, and Problem-solving (Klein *et al.*, 2019). Project success will be measured in terms of meeting project goals, impact on the customers and benefits to the organization meeting project goals, impact on the customers and benefits to the organization (Martens *et al.*, 2018).

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presented highlights of the reviewed literature regarding the study variables. It showed how this research related to the existing body of knowledge and identifies the gaps existing in the current body of knowledge.

2.1 Project Success

Project success is considered as an essential theme of project management research and an ultimate goal of many project-based organizations (Albert *et al.*, 2018; Yudi *et al.*, 2018). Definition of the project success has evolved and is being systematically developed along with the development of the research in this area (Nixon *et al.*, 2017). Empirical studies in project management have increased understanding of crucial factors that influence project success (Yamin and Sim, 2016). Historically, it has been believed that project success can only be achieved through triple constraint iron triangle (i.e. cost, time and quality) (Atkinson, 1999). However, recent studies have shown otherwise, i.e., the contribution of numerous critical success factors in managing projects (Alkilani,& Loosemore,2022; Sadikoglu *et al.*, 2023; Albert *et al.*, 2018). Project leaders are considered responsible for managing team performance and timely achievement of project goals. As project failure has become a persistent trauma experienced by project-oriented organizations, the success or failure of projects is highly dependent on its leaders (Drouin *et al.*, 2019; Raziq *et al.*, 2019). In project-based firms, three major success criteria for projects include meeting design goals, impact on customers and benefits to the organization (Wu *et al.*, 2017). Despite the fact that project management techniques have matured, there is still a staggering rate of project failures in project-based organizations (Albert *et al.*, 2018;

Hassan et al., 2019). As the literature enlightens, the rate of project failure is more than project success around the globe (Raziq et al., 2019).

In the early 2000s, project success has been linked to the satisfaction of project sponsor and to the achievement of the strategic objectives of the organization (Ika, 2009; Jugdev and Müller, 2005; Kerzner, 2004). As a result, contemporary definition of project success is a multi-dimensional framework that encompasses the basic categories (the elements of the Iron Triangle) and the secondary categories (i.e. the customer and organization satisfaction), as well as includes the short-term project management success efficiency and the long-term achievement of desired project results (Joslin and Müller, 2015). The project success should be related with the project success factors and the project success criteria. The project success factors refer to events, conditions and circumstances that contribute to the project success. One of the most widely and well-known lists of such factors was developed by Pinto and Slevin (1988). They have identified ten success factors, i.e., project mission, top management support, schedule and plans, client consultation, personnel, technical tasks, client acceptance, monitoring and feedback, communication and troubleshooting. However, Pinto and Prescott (1988) later suggested that personnel is not a success factor. Also, in various other studies on project success, the project manager and their leadership are not mentioned directly or deliberately (see, Junyoung Oh *et al.*, (2021), Hassan *et al.*, (2023). This study will conceptualized project success in terms meeting project goals, impact on the customers and benefits to the organization (Martens et al., 2018).

2.2 Leadership Competencies

Leadership has been studied theoretically and empirically from multiple perspectives in many research fields. As a result, leadership is defined in many different ways. Leadership has been

recognized in terms of leader traits (Podgórska and Pichlak, 2019) and impact that these traits have on leadership effectiveness (Senior *et al.*, 2017). The development in leadership research has had an effect in terms of consideration of other aspects of leadership, such as leaders behaviors, situational moderator variables (Aarseth *et al.*, 2016) and emotional intelligence (Goleman *et al.*, 2018). Most recently, the dominant paradigm in leadership research has been aligned with the competence of leaders (Goffee and Jones, 2020; Goleman *et al.*, 2018). An overview of the competency school was proposed by Dulewicz and Higgs (2003). Leadership has been hereby understood as characteristic areas of competency. Personal characteristics may be the source of the work performance being a combination of competencies, i.e., abilities, skills and knowledge (including problem-solving ability, intelligence as well as management skill) (Gehring, 2017). Moreover, different combinations of these competencies have been appropriate in different circumstances (Turner and Müller, 2016), which means that leaders should be flexible and use other leadership styles in various situations.

Several studies have proven that leadership characteristics are relevant to project managers. Turner (2016) identified seven traits of effective project managers, i.e., problem-solving ability, results orientation, energy and initiative, self-confidence, perspective, communication and negotiating ability. Christenson and Walker (2014) emphasized the project manager's ability to build the appropriate vision, while Clarke and Howell (2019) identified the role of the project manager's emotional intelligence. While the above authors have examined the project manager's leadership characteristics, other researchers have also focused on the relationship between leader's characteristics and potential outcomes (Yang *et al.*, 2015). Lee-Kelly and Leong (2013), for example, identified the project manager's personal characteristics, such as inner confidence and self-belief as being the result of personal knowledge and experience, which turned out to be the most associated

with the project success. This study will measure leadership competencies in terms of abilities, skills and knowledge (Ahmed, 2023).

2.3 Accountability

In light of the project failure rates and pressures from internal and external stakeholders to achieve project sustainability, the United Nations introduced Results-Based Management (RBM) in the 1990s to enhance its operational effectiveness and accountability. The first RBM principle is accountability, which development practitioners continue to stress in relation to project implementation. Accountability has been interpreted to mean the respective liability of parties working together towards common objectives. Project leaders are accountable to the stakeholders, and project teams are accountable to donors and other stakeholders, suppliers (government) are accountable to the project teams, and so on. Nkundabanyanga (2007) defines accountability as an obligation to demonstrate and take responsibility for performance in light of agreed expectations. Nkundabanyanga (2007) further notes that accountability in Uganda's public sector is generally understood to mean the process of reporting on how appropriated funds have been used. Tirivanhu (2020) explains accountability as a relationship between different parties that is to say, the party that accounts and is held to account and the party that holds the other to account. Accountability of statutory corporations can be seen through physical output and proper record keeping such as receipts, invoices among others (Nalukenge, et al 2019). Basing on this, the study adopts physical output and record keeping as measures of accountability in the context of Uganda.

2.4 Team Building

Team-building is a management technique used for improving the efficiency and performance of a workgroup and which mainly consists of four processes, including goal-setting, developing interpersonal relations, clarifying roles and employing problem-solving techniques (Klein et al.,

2019). Goal-setting involves defining and setting the goals and objectives of the project by defining the tasks and giving a timeframe (Salas et al., 2014). Role clarification entails clarifying individual-role expectations, group norms and shared responsibilities of team members (Klein et al., 2019). The interpersonal process involves keeping positive relationships and resolving conflicts among team members (Senecal et al., 2018). Problem-solving emphasizes the identification of significant problems in a team's tasks and subsequently enhancing the task-related skills of the team members to resolve that problem (Misra and Srivastava, 2018).

2.5 Project leadership competencies and project success

Managers' leadership competencies have been identified as a key driver of company's success, especially in dynamic environmental conditions (Podgórska and Pichlak, 2019; Chatzoglou et al., 2017). Based on numerous studies (Asencio, 2022; Ahmed, 2023; Sadikoglu et al., 2023), it has been suggested that managers' competences may be the most significant driving force of the survival and growth of a company. Prior studies (Aga, 2016; Turner and Muller, 2016; Porthouse and Dulewicz, 2017). For instance, Aga (2016) indicated that a project manager's competencies in transactional leadership is positively related to project success. Turner and Müller (2016) showed that the competencies from emotional that is motivation and managing resources are significantly related with project success. Likewise, Podgórska and Pichlak, (2019) documented that the results provided empirical support for the influence of project manager's leadership competencies, as well as their emotional and managerial skills on project success.

Similar results were achieved by Porthouse and Dulewicz (2017) who had empirically tested project managers. Despite the increase of research on the said relationship in project management (Geoghegan and Dulewicz, 2018; Maqbool *et al.*, 2017), majority of authors emphasized that the

literature on project success has largely ignored the impact of a project manager's leadership and have called for further research (Müller and Turner, 2005), hence making this study relevant.

Scholars like Muller and Turner (2010) documented that leadership competency profiles of successful project managers for different types of projects and concluded that the project managers of most successful projects show strong competencies in critical thinking, developing, as well as influencing, motivation and conscientiousness. The same study also established that project managers of the most successful projects are strong in critical thinking, managing resources, empowering and developing, as well as self-awareness, sensitivity, influence and conscientiousness.

Further, Vonk-Noordegraaf (2017) also reported that and skill availability as a competence of managing team performance. Further, Mistarihi et al. (2012) also finds that a wide range of soft management competencies requirements for effectively managing the public-private partnership complexity of projects in the infrastructure sector. Zhang and Fan (2016) found that leadership competencies are key in improving project success. Dias et al. (2023) confirmed that a positive correlation exists between leaders' technical competencies and project success. The same study resolved that behavioral competences like ethics, reliability, engagement, openness and leadership are more important in all types of projects, and the competence of quality is more imperative in projects. They also determined that three technical competencies, i.e. time and project phases, resources and communication, are important in medium-level projects to be successful. Based on the above discussion, we hypothesize that:

H1: Project competencies are positively associated with project success.

2.6 Accountability and project success

In the context of project management, the concept of accountability is three-pronged. Existing literature (Muriungi, 2015; Kibet and Wanyoike, 2015; Mwendamseke, 2016; Umugwaneza and Kule, 2016). Muriungi (2015) studied the role of accountability among government corporations. The study applied a case-study approach focusing on Ewaso Ng'iro North Development Authority. The study established that there was a significant relationship between accountability and success of projects. The study by Muriungi analyzes the participatory approach of M&E, whereas the present study examines other aspects of monitoring and evaluation, such as managerial performance and project reporting of which accountability is part. Further, Kibet and Wanyoike (2015) studied the influence of effective monitoring and evaluation processes on sustainable community water projects in Baringo County. The study used a census approach whereby 100 water projects in the County were observed. The study applied both descriptive and inferential statistics. The findings of the study revealed that project evaluation in terms of accountability was indeed a significant predictor of project success.

A study conducted in seven districts of Dodoma-Tanzania by Mwendamseke, (2016) revealed that project implementation without proper accountability would ultimately lead to the collapse of the project. This is because if donor funds are not properly accounted for, the project may never get any donor funding. Further, it was established that monitoring of projects is an essential proper management of water supply services and enhanced technical support for the program. The projects under study had effected a quarterly monitoring system that served as a guide for improvement by highlighting priority areas for the projects as well as expected results. The main drawback of this study is that purposive sampling was used as a technique that is at risk of researcher bias (Saunders et al., 2016). In addition, only descriptive statistics were used.

Umugwaneza and Kule (2016) investigated the role of monitoring and evaluation on project success on electricity infrastructure projects in Rwanda. The study used a case study approach and employed descriptive analysis and multiple regression analysis. The study revealed that monitoring and evaluation is positively correlated to project success and that M&E accounts for about 98% of the variations in project success. The present study sought to investigate the relationship between accountability (evidenced through M&E) and sustainability by studying several projects rather than using a case study method. By surveying a number of projects, the researcher was in a better position to generalize the findings of the research. Siriwardhane and Taylor (2017) in examining perceived accountability of local government infrastructure assets in Australia posit that managerial accountability is important since managers are answerable for how they utilize resources to meet organizational objectives. Managers are expected to be effective and efficient in organizational operations. Emyooga as a public interest project is not a profit maximization objective, so, accountability is assessed through comparison of actual performance to pre-set targets or indicators. This suggests that accountability encompasses both the manager's performance in discharging their duties. Akhter and Dey (2017) conducting a study on sustainability reporting practices in Bangladesh, argue that sustainability reporting is a key tool in managing leaders project success. In a study by Kiliç and Kuzey (2017) examining the factors affecting accounting in Turkey, the authors found that whereas accountability reporting is deemed to boost project success, very few companies engaged in the practice. Conclusively, majority of the studies have used case study and as such, the findings cant, be generalized to other study settings. This study will capture perceptions of the respondents using a questionnaire. We thus hypothesize that:

H2: Accountability is positively related to project success.

2.7 Team leadership and project success

Previous research has highlighted the significant impact of the efficient team-building process on project success. According to Shuffler *et al.* (2018), the goal-setting component of team-building introduces team members to a target-setting framework that requires action planning to find ways to achieve these targets, improve problem-solving skills and motivate the team toward achieving the objectives. Team members with predefined roles are expected to gain a better understanding of their and others respective roles and duties within the group which has a significant impact on project success (Sohmen, 2013). The interpersonal process involves enhancement in team members' interpersonal skills, including mutual supportiveness, communication and information sharing (LePine *et al.*, 2018). As such, the relationship among the team members become stronger in terms of sharing the same vision and objectives (Cunha *et al.*, 2018; Potnuru *et al.*, 2019; Shah Syed *et al.*, 2019), which mobilizes a joint effort toward achieving the project goals. The problem-solving component of the team-building process involves the identification of significant problems in the team's efforts required to enhance task-related skills (Lacerenza *et al.*, 2018).

Additionally, considering as an overall concept, team-building is the intervening process in which team members identify the significant problems, generate relevant solution, engage in problem solving and action planning (implement and evaluate), making the team members acceptable toward the challenging tasks, and come up with the novel solutions (Beebe and Masterson, 2018; Chiang *et al.*, 2018). In turn, all of these are important for organizational success (Hughes *et al.*, 2018). Project team members often work independently and outside the organizational chain of command. This implies that autonomous, full-time and successful team-building in terms of goal-setting, interpersonal processes, role clarification and problem-solving can lead to project success through developing the relevant attitudes, values, problem-solving techniques and interpersonal and group

methods required for the successful completion of the project (Aga *et al.*, 2016). The above discussion suggests that an efficient team-building process. acts as an underlying mechanism explaining project success. We argue that leaders, through their teams ensure the efficient utilization of organizational resources (employees) by passing them through an effective team-building process, which, in turn, motivates them to build up additional resources in the form of project success. Based on the above discussion, we propose the following hypotheses:

H3: Team building is positively related to project success

2.8 Summary of Literature review.

Most of the studies on project success have anchored their discussion on lean leadership (Sadikoglu *et al.*, 2023), leadership and team work (Junyoung Oh *et al.*, 2021), knowledge management, absorptive and dynamic capabilities (de Souza *et al.*, 2022) and entrepreneurial orientation (Martens *et al.*, 2018) in developed countries. However, the role of leadership project competencies, accountability, and teamwork building have been ignored in a single suit, more over in the context of a developing country like Uganda.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter discusses how the research was conducted. It describes the research design that was used, study population, sampling procedure and sample size, data sources and collection instruments, measurement of variables and data analysis.

3.1 Research Design

This study adopted a cross sectional survey design. The researcher collected data within a short time (Field, 2013). The researcher used only quantitative research methodology. Using quantitative methodology was to enable the researcher obtain the measurable statistical analysis from which to draw conclusions about the study and come up with comprehensive framework that would explain leadership competencies, accountability and team building (Field, 2013) .

3.2 Study Population

Population refers to the total group of items, individuals, objects and events showing common characteristics (Mugenda & Mugenda, 2003). The target population of this study is 11, 400 market vendors in Central and Kawempe Divisions, Kampala district. These were selected because they have attempted to access the Emyooga funds (Timothy, 2022).

3.3 Sample Size and Sampling Technique

In this study, a sample of 372 vendors was selected as guided by Krejcie and Morgan (1970) table. Simple Random sampling technique was used. It involved a random selection from the sample, allowing strong statistical inferences to be made about the whole group. The unit of analysis was the Emyooga projects in Kampala District and the unit of Inquiry were the market vendors from Wandegeya, Nakasero and St. Balikuddembe markets.

Table 3.1: Showing population and sample size

No.	Market	Population (Vendors)	Sample size
1	St. Balikuddembe	10,000	326
2	Nakasero	900	29
3	Wandegeya	500	17
	Total	11,400	372

Source: Primary Data

3.4 Data source and data collection procedure

Primary data was obtained through the use of a self-administered questionnaire to the respondents following systematic procedures. The questionnaires were used for the collection of data from respondents. A closed ended questionnaire was used to collect data from the respondents. A structured questionnaire measured on Likert scale (1932) of five-point was used with responses ranging from strongly disagree (1) to strongly agree (5), because it does not result in any significant decrement in the reliability or validity of the research instrument (Chomeya, 2010). A Likert scale was used because it would help the researcher to measure the attitudes of the respondents by asking them to respond to a series of statements about leadership competencies, accountability and team building and project success in terms of the extent to which they agreed with them.

3.5 Measurement of the Variables

The study measured the variables by adopting items from previous studies.

Leadership competencies were measured in terms of abilities, skills and knowledge (Ahmed, 2023).

These were modified to fit the local context of Uganda.

Accountability was measured in terms of physical output and record keeping (Nalukenge et al., 2022).

These were modified to fit the local context of Uganda.

Team building was conceptualized in terms of Goal-setting, Clarity of roles, and Problem-solving (Klein et al., 2019). These were modified to fit the local context of Uganda.

Project success was measured in terms of meeting project goals, impact on the customers and benefits to the organization (Martens et al., 2018). These were modified to fit the local context of Uganda.

3.6 Reliability and Validity of Instrument

A questionnaire was developed in harmony with the guidelines specified by Sekaran (2010). The validity of the instrument was further measured using the Content Validity Index (CVI). Reliability (internal consistency and stability) of the instruments was tested using Cronbach's Alpha Coefficient. Just like many methodologists recommend, coefficients (α) of greater than 0.7 was accepted while less than 0.7 was unacceptable.

3.7 Data Processing and Analysis

Statistical treatment of captured primary data was involved prior to sorting, editing, classified and coded into a coding sheet, processed and analyzed using a Statistical Package for Social Scientist (SPSS) version 21.0 for descriptive and inferential analysis of measurable relationships between study variables. According to the study objectives, Pearson's correlation analysis was used for associations and predictor contributions respectively and a regression analysis was also used to determine the predictive power of the dependent variable on the independent variables.

3.8 Ethical considerations

In research studies, human subjects participate in the research process. This was the reason why consideration must be taken on how to deal and relate with them in this noble exercise as explained below.

Anonymity, confidentiality and privacy: Anonymity is protected when the researcher refrains from collecting any personal identifiers, direct or indirect, that would link responses to a specific individual. Anonymity refers to keeping secret by not identifying the ethnic or cultural background of respondents, refrain from referring to them by their names or divulging any other sensitive information about a participant (Mugenda, 2003). Confidentiality pertains to protecting the participant's personally identifiable data, ensuring that the participant's identity, personal information and responses will not be disclosed to anyone outside of the research team unless otherwise agreed upon. Privacy in research refers to protecting the individual's right to control access to their participation in a study. Privacy pertains to people whereas confidentiality pertains to data; privacy is a right that can be violated whereas confidentiality is an agreement that can be broken. The researcher promised to protect the information given in confidence by the respondent. But, if any information is to be revealed, then consent would be sought from the respondent.

Beneficence: The concept of beneficence means, “doing good” (Churchill, 1995). It is the role of a researcher who has direct contact with a participant to explain the purpose of the study and the benefits that will accrue from it. This will be done in this study. However, the researcher will not exaggerate or even understate the benefits.

Voluntary and informed consent: This is one of the major ethical issues in conducting research which implies the fact that “a person knowingly, voluntarily, intelligently, and in a clear and manifest way, gives his or her consent” (Arminger, 1997). In all research studies, emphasis is laid on obtaining information truthfully. But, this can only be achieved if the researcher explains to the respondents the purpose of the study, the risks that could be involved and also guarantees the confidentiality of the research subjects by observing anonymity. The researcher obtained informed consent from the research participants.

CHAPTER FOUR

PRESENTATION AND INTERPRETATION OF FINDINGS

4.0 Introduction

In this chapter, the study provides two types of data analysis; namely descriptive analysis and inferential analysis. The descriptive analysis helps the researcher to describe the relevant aspects of the phenomena under consideration and provide detailed information about each relevant variable. For the inferential analysis, the study used the Pearson correlation to measure the degree of association between variables under consideration and the regression analysis to estimate the contribution independent variables to the dependent.

4.1 Demographic Characteristics of the respondents

Respondents were asked to provide information regarding their demographic profile which included gender, age bracket, level of education and years worked in the market as follows.

Distribution by the gender of the respondents

The gender of the respondents was distributed as indicated in Table 4.1.

Table 4.1: Gender of the respondents

	Frequency	Percent	Valid Percent
Male	124	33.3	33.3
Female	248	66.7	66.7
Total	372	100.0	100.0

Source: Primary Data

The results in Table 4.1 above indicate that 66.7% (248) of the respondents are females and their males counterparts were 33.3% (124). This confirms that females engage more in market trading businesses than men.

Distribution of respondents by age.

The respondents were distributed as indicated in Table 4.2.

Table 4.2. Age of respondents.

		Frequency	Percent	Valid Percent
Valid	Less than 30	70	18.8	18.8
	30-40 yrs	169	45.4	45.4
	41-50 yrs	102	27.4	27.4
	51 and above	31	8.4	8.4
	Total	372	100.0	100.0

Source: Primary Data

The results in Table 4.2 indicate that most of the respondents were between 30-40 years (45.4%), these were followed by those between 41-50 years (21.4%) and the least group were those with 51 years and above (8.4%). This implies that most of the vendors are mature enough to come up with creative ideas and can utilize the funding.

Distribution by highest level of education of the respondents

The level of education of the respondents was distributed as indicated in Table 4.3

Table 4.3: Highest level of education of the respondents

		Frequency	Percent	Valid Percent
Valid	Certificate	100	26.9	26.9
	Diploma	74	19.9	19.8
	Degree	40	10.8	10.8
	None	158	42.5	42.5
	Masters and above	0	0.00	0.00
Total		372	100	100

Source: Primary Data

The results in Table 4.3 indicate that majority of the vendors do not have any academic certificate 158(42.5%), these were followed by Certificate holders 100 (26.9%), 74(19.85%) were diploma holders, and the least group were those with degrees 40(10.8%). This implies that most of the vendors could at least understand the market operations and are deemed fit for the Emyooga funds.

Distribution by the years worked in the Market

The number of years the vendors had spent in the market was distributed as indicated in Table 4.4.

Table 4.4: Years spent in the Market

	Frequency	Percent	Valid Percent
Valid Less than 5 years	98	26.3	26.3
5-10 years	200	53.8	53.7
11 and above years	74	19.9	20.0
Total	372	100	100

Source: *Primary Data*

The results in Table 4.4 indicate that majority of the respondents 200(53.8%) had spent 5-10 years in the market, these were followed by those who had spent less than 5 years 98 (26.3%) and the least group had spent 11 years and above 74(19.9%). This implies that most of the vendors had spent more time in the market and could understand its operations.

Distribution by marital status

The marital status of the respondents were distributed as indicated in Table 4.5

Table 4. 5: Marital status of the respondents

Marital status	Frequency	Percent
Single	90	24.2
Married	124	33.3
Divorced	80	21.5
Widow	75	20.2
Widower	3	0.8
Total	372	100.0

Source: *Primary Data*

The results in Table 4.5 indicate that majority of the respondents were married 124(33.3%), these were followed by those who were single 90(24.2%), followed by those who were divorced 80(21.5%), the widows accounted for 75 (20.2%) and the least group were widowers 3(0.8%). This implies that

most of the respondents were responsible since they are in position to concentrate and work for their families and this improves their livelihoods.

Distribution by Age of project

The Age of the project were distributed as indicated in Table 4.6.

Table 4.6: Age of project

	Project Age	Frequency	Percent
Valid	Less than 2 years	87	23.4
	2-3 years	100	26.9
	4 years and above	185	49.7
	Total	372	100.0

Source: *Primary Data*

The results in Table 4.6 indicate that the project has been in existence for 4 years and above represented by 185 (49.7%). This means that the projects are sustainable and self-sufficient to continue empowering the low income earners. This in effect will improve the livelihoods of the vendors.

4.2 Pearson correlation

Pearson correlation was performed to test the associations between the study variables (the relationship between transformation project leadership competencies, accountability, team building and project success). The correlation matrix ranges from 1 to 1.

Table 4.7: Correlation Matrix

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Project Leadership Competencies (1)	1													
Project Abilities (2)	.756**	1												
Project Skills (3)	.828**	.279**	1											
Project Knowledge (4)	.948**	.622**	.808**	1										
Accountability (5)	.262**	.204**	.170**	.313**	1									
Physical Output (6)	0.114	0.080	0.036	.208**	.825**	1								
Record Keeping (7)	.311**	.252**	.252**	.277**	.672**	.137*	1							
Team Building (8)	.571**	.331**	.547**	.575**	.402**	.245**	.384**	1						
Goal setting (9)	.250**	0.018	.337**	.287**	.460**	.336**	.367**	.799**	1					
Role clarity (10)	.742**	.469**	.701**	.705**	0.113	-0.017	.222**	.654**	.223**	1				
Problem solving (11)	.341**	.371**	.173**	.325**	.177**	0.103	.175**	.642**	.210**	.344**	1			
Project Success (12)	.654**	.513**	.498**	.660**	.540**	.242**	.631**	.569**	.366**	.554**	.329**	1		
Meeting Project goals (13)	.630**	.323**	.579**	.733**	.783**	.573**	.623**	.719**	.620**	.475**	.380**	.741**	1	
Beneficiary satisfaction (14)	.500**	.501**	.318**	.442**	.247**	-0.030	.473**	.327**	0.111	.461**	.212**	.905**	.385**	1
**. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).														

Source: Primary Data

The relationship between leader's competencies and success of Emyooga project among the market vendors in Central and Kawempe Divisions, Kampala district.

The results in Table 4.7, indicate that there is a positive significant relationship between Leaders' competencies and success of Emyooga Project among the market vendors in Central and Kawempe Divisions, Kampala district

($r=.654^{**}$, $p<.01$). This implies that any positive change in leaders' competencies is associated with a positive change project success. Further the results indicate that all the results indicators of leaders' competencies have a positive significant relationship with all the dimensions of success of Emyooga project.

The relationship between accountability and success of Emyooga project among the market vendors in Central and Kawempe Divisions, Kampala district.

The results in Table 4.7, shows that there is a positive significant relationship between accountability and success of Emyooga project among the market vendors in Central and Kawempe Divisions, Kampala district ($r=.540^{**}$, $p<.01$). This implies that any positive change in accountability is associated with a positive change in success of Emyooga project. Further the results indicate that its

only record keeping that is record keeping that is positively related to success of Emyooga project. Physical output as an indicator of accountability is not related to success of Emyooga project.

The relationship between team building and success of Emyooga project among the market vendors in Central and Kawempe Divisions, Kampala district.

The results in Table 4.7, shows that there is a positive significant relationship between team building and success of Emyooga project ($r=.569^{**}$, $p<.01$). This implies that any positive change in team building is associated with a positive change success of Emyooga project. Further the results indicate that role clarity and problem solving are the only positive and significant dimensions of team building with success of Emyooga project. Goal setting is not significant with success of Emyooga project.

4.3 Multiple regression analysis

A multiple regression analysis inform of 8WG an ordinary least square was performed to confirm the relationship between the study variables and also to explain the explanatory power of the independent variables on the dependent variable.

Table 4.8: Ordinary least square analysis

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		Beta	S.E	Beta		
1	(Constant)	0.602	0.156		3.847	0.000
	Project Leadership	0.416	0.045	0.472	9.304	0.000
	Accountability	0.277	0.036	0.353	7.781	0.000
	Team Building	0.150	0.051	0.157	2.942	0.004
	R	.767 ^a				
	R Square	0.589				
	Adjusted R Square	0.584				
	F	113.681				
	Sig.	0.000				

***b. Dependent Variable:
Project success***

The results in Table 4.8 indicate that project leadership is confirmed to be significant with success of the Emyooga project ($\text{Beta}=.472$, $p<.01$). This implies that a unit increase in project leaders' competencies will result into a positive change in success of Emyooga project.

In addition, the regression results show that accountability is found to be positive and significant with success of Emyooga project ($\text{Beta}=.353$, $p<.01$). This implies that a unit increase in accountability results into a positive change in success of Emyooga project.

Finally the results show that both team building is also positive and significant with success of Emyooga project ($\text{Beta}=.157$, $p<.01$). This implies that a unit increase in team building results into a positive change in success of Emyooga project.

The variables of leadership competencies, accountability and team building explain 58.4% (Adjusted $R^2=.584$) of the variances in success of Emyooga project.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter discusses all the findings reported in chapter four based on the research questions and objectives, draws conclusions and suggests recommendations for the findings, limitations of the study and also proposes some areas for further research.

5.1 Discussion of Results

The discussions of results were based on the objectives and findings of the study as below;

5.1.1 Leader's competencies and success of Emyooga project among the market vendors in Central and Kawempe Divisions, Kampala district.

The findings indicate that there is a positive significant relationship between Leaders' competencies and success of Emyooga Project among the market vendors in Central and Kawempe Divisions, Kampala district.

This implies that leaders of Emyooga project have the right abilities, skills and knowledge that can facilitate its success.

Furthermore the findings imply that leaders who possess the necessary competencies as such as strong management skills, financial expertise, ability to build relationships with stakeholders, make informed decisions, effectively manage resources, and navigate project challenges, which often leads to improved project performance, including meeting or exceeding project goals, timelines, and budgets.

Also the findings mean that leaders equipped with abilities to identify, assess and manage risks are better prepared mitigate and proactively address issues that might otherwise derail a project and prevent costly delays or failures hence project success.

These findings are in line with Podgórska and Pichlak (2019) who indicated that managers' leadership competencies are a key driver of a firm's success, especially in a dynamic environment such as Uganda. Also, Aga (2016) in their study on projects in Non-Governmental Organization (NGO) sector in Ethiopia concluded that competencies of a project manager's competencies are positively related to project success. Similarly, Turner and Müller (2016) in their conference paper also noted that competencies that entail managing resources improve project success. Zhang and Fan (2016) also reported leadership competencies improve project success. Likewise, Dias *et al.* (2023) confirmed that leaders' technical competencies and project success are positively correlated. While the same study considered behavioral competencies like ethics, reliability, engagement, openness, the focus of this study is on technical competencies such as abilities, skills and knowledge. Thus, this study contributes to existing literature by stating that managers' leadership competencies as confirmed in this study (abilities, skills and knowledge) are key for improving Emyooga project success in Kampala district, Uganda.

5.1.2 Accountability and success of Emyooga project among the market vendors in Central and Kawempe Divisions, Kampala district.

The findings indicated that there is a positive significant relationship between accountability and success of Emyooga project among the market vendors in Central and Kawempe Divisions, Kampala district. This implies that any positive change in accountability is associated with a positive change in success of Emyooga project in Kampala district.

This implies that holding individuals/ teams accountable for their roles and responsibilities leads to better project outcomes as it encourages individuals to take ownership of their tasks and deliver on their commitments which leads to project performance.

It further suggests that reporting on how appropriated funds have been used ensures that resources are efficiently and effectively utilized, which ultimately leads to success of projects.

More still, leaders with a culture of communication and transparency within the project team ensure that project outcomes are aligned with the organization's strategic vision. This yields higher stakeholder satisfaction and trust in the organization's ability to deliver on its commitments hence project success.

These findings are in line with a case study conducted by Muriungi (2015) on the role of accountability among government corporations, and found that accountability improves success of projects. Although the results of this study analyzed the participatory approach of monitoring and evaluation, this present study examined other aspects of monitoring and evaluation, such as managerial performance and project reporting of which accountability is part. Similarly, Kibet and Wanyoike (2017) reported that project evaluation in terms of accountability was indeed a significant predictor of Water projects in Baringo County. Accordingly, Mwendamseke (2016) also reported that project implementation without proper accountability would ultimately lead to the collapse of the project. Besides, Umugwaneza and Kule (2016) concluded that monitoring and evaluation accounts for about 98% of the variations in project success. Majority of these studies that investigate the relationship between accountability and project success were case studies. The problem with such studies is that the results may not be generalized to other settings. This study, in particular focused on Emyooga projects in 3 markets in the context of Uganda. By surveying a number of projects, the

researcher is in a better position to generalize the findings of the research. In a study by Kiliç and Kuzey (2017) examining the factors affecting accounting in Turkey, the authors found that whereas accountability reporting is deemed to boost project success, very few companies engaged in the practice. As such, this study contributes to existing literature by stating that accountability improves the success of Emyooga projects in Kampala district.

5.1.3 Team building and success of Emyooga project among the market vendors in Central and Kawempe Divisions, Kampala district.

The results of testing this hypothesis H3 indicated that team building facilitates success of Emyooga project.

This implies that a well-bonded and coordinated team is more likely to meet project deadlines and milestones, promote time management, and resource allocation hence making projects being completed on time and within budget.

It also implies that effective team building promotes diverse perspectives and creative problem-solving as a cohesive team is more likely to brainstorm an innovative solution which is essential for project success, especially in complex and dynamic environments.

The finding also implies that teams that are more adaptable to change in today's fast-paced business environment easily respond to unexpected challenges which ensures project success in the face of shifting priorities or circumstances.

These findings are in line with previous studies (see, Potnuru *et al.*, 2019; Shah Syed *et al.*, 2019) who indicated that team members become stronger in terms of sharing the same vision and objectives which consequently lead to mobilizing a joint effort toward achieving the project goals. As indicated by Aga *et al.* (2016), team building characterized in terms of interpersonal processes, role clarification and problem-solving positively influences project success through developing the relevant attitudes,

values, problem-solving techniques which are essential for project success. Likewise, Lacerenza et al. (2018) reported that teams with problem-solving component can easily identify significant problems in the team's efforts that are required to enhance task-related skills and interpersonal and group methods required for the successful completion of the project. This study contributes to existing literature by alluding that team building is a key driver for the success of Emyooga project in Kampala district.

5.2 Conclusion

This study makes the following conclusion.

It can be concluded that Leaders' competencies are important for the success of Emyooga Project among the market vendors in Central and Kawempe Divisions, Kampala district. This suggests that when there is an improvement in the skills, abilities and knowledge of the managers of Emyooga project, this ultimately improves the success of these projects.

It can further be deduced that accountability facilitates the success of Emyooga project among the market vendors in Central and Kawempe Divisions, Kampala district. This may suggest that when managers give accountability in terms of the physical out and taking records in relation to the amount of funds disbursed to the market vendors, it is easier to keep track of the funds hence improving the success of the Emyooga projects.

Finally, this study concludes that team building bolsters the success of Emyooga project. This suggests that teams that set goals, have clear goal and can solve problems within the teams can lead to success of Emyooga projects among market vendors in Central and Kawempe Divisions, Kampala district. These teams are able to effectively deliver and achieve the project objectives.

5.3 Recommendation

In line with the study observations and findings, the following are recommended;

The government of Uganda should invest in continuous leadership training programs that focus on enhancing leaders' competencies and employ competent managers with the right abilities, skills and the right knowledge to manage the projects such that the monies disbursed to the vendors is realized in time. This minimizes on the default rates and ensures sustainability of these projects. At the same time, having project managers who are competent with high skills, high knowledge levels, and abilities is adequate because they can easily monitor the projects alongside their project management duties and roles.

Government should implement clear and transparent accountability frameworks and ensure that leaders are held accountable for their decisions and actions. There is need for proper accountability of the project funds. This is because the money used in such projects is tax payers money. Similarly, as this encourages sustainability of these projects, it ultimately leads to economic development of the country since the low income earners are empowered.

Accordingly, project teams are found to be essential if a project is to be successful. This calls for having teams with a mix of skills such as those with problem solving skills, goal oriented because this helps them to deliver beyond project expectations. Project Leaders should promote team-building activities and foster a culture of collaboration among project teams.

5.4. Limitations of the study

The researcher had the following challenges.

- i.) The study used a cross sectional study yet some variables of leaders' competencies, accountability, team building and project success can be addressed using a longitudinal study.

- ii.) The study was only limited to Emyooga project; therefore, the results can't be generalized to other projects.
- iii.) Respondents refusing to answer the questions for issues of confidentiality of their information, However, the researcher convinced them that the information was only for academic purposes.

5.5. Areas for further research

- i. The study adopted a cross-sectional research design where data is collected at one point in time. The findings from such studies are always limited to the current period only hence future studies can explore a longitudinal research design where managerial competencies, accountability and team building can be monitored for a long period of time and test its impact on project success.
- ii. The study used only a quantitative methodology using a structured questionnaire to elicit information from the respondents. This suggests that other studies can be carried out using a mixed methods approach (Quantitative and qualitative data).
- iii. In this study, the variables used such as managerial competencies, accountability and team building contributed only 58.4% towards project success. Future studies can explore other factors like team culture that affect project success.

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APPENDICES

Appendix I: Research Instrument

MAKERERE UNIVERSITY

DIRECTORATE OF RESEARCH AND GRADUATE TRAINING

Dear Sir/ Madam,

I am pursuing a Master's Degree in Business Administration of Makerere University. As one of the requirements for completion, I am undertaking a study on **PROJECT LEADERSHIP COMPETENCIES, ACCOUNTABILITY, TEAM BUILDING AND PROJECT SUCCESS OF EMYOOGA AMONG WANDEGEYA VENDORS IN KAMPALA DISTRICT**. This study is purely for academic purposes and all your responses expressed herein will be kept with ultimate confidentiality. You are requested to feel free while filling this questionnaire presented to you. Thank you so much for your cooperation in advance.

NAMBI VIVIAN

SECTION A: DEMOGRAPHIC CHARACTERISTICS

In the following questions, you are requested to tick the option that best suits you.

PERS01. Gender

Male	Female
1	2

PERS02. Age bracket

<30 yrs	30-40 yrs	41-50 yrs	51 and above
1	2	3	4

PERS03. Highest Education level you have attained

None	Certificate	Diploma	Degree	Above Masters
1	2	3	4	5

PERS04: Please state your marital status

Single	Married	Divorced	Widow	Widower
1	2	3	4	5

PERS05. For how long have you worked in this Market?

<5 yrs	5-10 yrs	11 yrs & above
1	2	3

PERSO6. For how long have you known the Emyooga Project?

<1 yrs	2-3 yrs	3 yrs & above
1	2	3

SECTION B:

For each statement in the following section, please indicate the extent to which you agree or disagree. Rate your scores on a 5 point scale ranging from; 1-Strongly Disagree (**SD**), 2- Disagree (**D**), 3- Not Sure (**NS**), 4- Agree (**A**) and 5 represents Strongly Agree (**SA**).

	<u>STATEMENTS</u>	SD	D	NS	A	SA
	<u>PROJECT LEADERSHIP COMPETENCIES</u>					
	<u>ABILITIES</u>					
1.	Our project leaders have the ability to meet the project goals	1	2	3	4	5
2.	Our project leaders uphold work procedures and standards	1	2	3	4	5
3.	Our project leaders take timely decisions on project decisions	1	2	3	4	5
4.	Our project leaders always come up with new ideas to help the project become successful	1	2	3	4	5
5.	Our project leaders always try to get things done as expected as far as the project is concerned	1	2	3	4	5
	<u>SKILLS</u>					
6.	Our project leaders can easily identify project problems	1	2	3	4	5
7.	Our project can easily manage change for the project	1	2	3	4	5
8.	Our project leaders always motivate their employees to perform project activities to their best	1	2	3	4	5
9.	Our project leaders have good interpersonal relations with the customers.	1	2	3	4	5
10.	Our project leaders have good communication with their customers	1	2	3	4	5
11.	The project leaders supervise and follow up on the disbursed funds	1	2	3	4	5
	<u>KNOWLEDGE</u>					
12.	The project leaders try to gather up-to-date information required to perform their project duties	1	2	3	4	5
13.	The project leaders try to come up with new project ideas /innovations	1	2	3	4	5

14	Project Leaders motivate their subordinates	1	2	3	4	5
	ACCOUNTABILITY					
	Physical Output					
15	The project's activities attract the interests of the major stakeholders	1	2	3	4	5
16	I am sure project output is a way of accountability	1	2	3	4	5
17	The project activities comply with the project mandate	1	2	3	4	5
	Record Keeping					
18	The project managers properly record information into books of accounts	1	2	3	4	5
19	Our project managers maintains up to date records	1	2	3	4	5
20	This entity posts transactions from the journals to the ledgers	1	2	3	4	5
21	Our project managers do timely postings to their books of accounts	1	2	3	4	5
22	I am given a receipt whenever I pay back money	1	2	3	4	5
	TEAM BUILDING					
	GOAL SETTING					
23	The project goals give project leaders to do project activities	1	2	3	4	5
24	The project leaders always focus on the goal activities	1	2	3	4	5
25	I believe the project goals act as a basis for managing project performance	1	2	3	4	5
26	I believe project goals help in evaluating project change activities	1	2	3	4	5
	PROBLEM-SOLVING					
27	The project team can easily identify opportunities within the project line of business	1	2	3	4	5
28	The project leaders usually exert a lot of control over future projects	1	2	3	4	5
29	The project problems solve project problems more efficiently	1	2	3	4	5
30	The project problems solve project problems with a greater degree of complexity	1	2	3	4	5
31	The project problems solve project problems with a greater degree of difficulty	1	2	3	4	5
	ROLE CLARITY					
32	Project individual roles enhances project activities accountability	1	2	3	4	5
33	I believe project leaders' roles enhance their employee performance	1	2	3	4	5
34	I believe project leaders' roles enhance their team performance	1	2	3	4	5

35	I am sure team individual roles improve job satisfaction	1	2	3	4	5
36	I am sure leaders roles improve productive work culture	1	2	3	4	5
	PROJECT SUCCESS					
	BENEFICIARY SATISFACTION					
37	We always give positive testimonies about the project funds offered to us.	1	2	3	4	5
38	We give positive feedback about the services offered to us.	1	2	3	4	5
39	We rarely complain about the project services					
40	The services provided to our us are of expected standard	1	2	3	4	5
41	We provide feedback to project leaders about how their employees treat us					
	MEETING PROJECT GOALS					
42	The project deliverable meets client's objectives	1	2	3	4	5
43	This project has qualified acceptance and successful delivery	1	2	3	4	5
44	The project can solve most problems encountered during the project execution	1	2	3	4	5
45	The project process is satisfactory	1	2	3	4	5
46	This project creates positive impacts on end users	1	2	3	4	5
47	The owner is satisfied with the project results	1	2	3	4	5
	BENEFITS TO THE PROJECT					
48	Project deliverables have been extended to other business people in need	1	2	3	4	5
49	I am optimistic about the success of this project	1	2	3	4	5
50	I am likely to cooperate with this project's conditions to allow me access to funds in the Future	1	2	3	4	5
51	The project goals satisfied my special requirements	1	2	3	4	5

Thank you for your participation

Appendix II: Introduction Letter



MAKERERE UNIVERSITY BUSINESS SCHOOL

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Faculty of Graduate Studies & Research

September 6, 2023

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: NAMBI VIVIAN

MBA

2021/HD10/22795U

The above named is a student of Makerere University Business School pursuing studies leading to the award of Master of Business Administration of Makerere University.

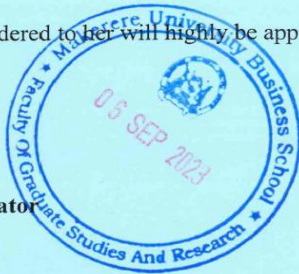
She has completed the course work component and is currently carrying out research on the topic

“Leaders’ Competences, Accountability, Team Building and The Success of Emyooga Project Among The Market Vendors in Kampala District.”

Any assistance rendered to her will highly be appreciated.

Yours faithfully

Nanziya Christine
Senior Administrator



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