MAKERERE UNIVERSITY

MAKERERE UNIVERSITY BUSINESS SCHOOL

STAKEHOLDER INCLUSIVENESS, RISK MANAGEMENT AND THE PERFORMANCE OF YOUTH SKILLS DEVELOPMENT PROJECTS A SURVEY OF SELECTED SKILLING PROJECTS IN KAMPALA DISTRICT

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A DISSERTATION SUBMITTED TO MAKERERE UNIVERSITY BUSINESS SCHOOL (FACULTY OF GRADUATE STUDIES AND RESEARCH) IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION OF MAKERERE UNIVERSITY

PLAN A

JUNE, 2024

DECLARATION

I **BATWALE Christian** declare to the best of my knowledge declare that this dissertation is a product of my efforts and has never been submitted to any other university for an academic award.

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APPROVAL

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DEDICATION

This dissertation is dedicated to my parents, my sisters, my brothers, and all my relatives, my friends, and my class mates, all of who made it possible for me to smoothly accomplish my field research in terms of financial, moral, advisory spiritual and any assistance provided to me throughout my academic training and the entire academic cycle I have gone through.

I truly appreciate and just pray that the almighty God rewards you abundantly and full fills your dreams as well.

ACKNOWLEDGMENT

I would like to give thanks to the almighty God for having enabled me to reach where I am and accomplish this piece of work in efforts to accomplish my bachelors in particular and attaining my education in general.

I recognize the contribution of my supervisors and departmental lecturers for their guidance, knowledge and courage provided to me during my course of study and appreciate the efforts undertaken therein.

I appreciate my beloved parents for their financial spiritual and material contributions towards my success in academics and as well the contribution given to me by my family members and relatives.

Sincere thanks also go to all the class members for their fantastic help, knowledge especially in group discussions, course work tests and exams that they have and are still providing to me.

I would like to gratify the efforts of all those, whose names I have not been in position to point out reminding you that this does not mean that I have forgotten any of you but really appreciate the efforts you push towards me in all situations.

Table of Contents

DECLARATION i
APPROVAL ii
DEDICATION iii
ACKNOWLEDGMENT iv
Table of Contents v
List of Abbreviations x
ABSTRACT xi
CHAPTER ONE 1
INTRODUCTION 1
1.1 Background to the study 1
1.2 Statement of the Problem 4
1.3 Purpose and objectives of the study 5
1.3.1 Purpose of the study 5
1.3.2 Research objectives 5
1.4 Research Questions 5
1.5 Scope of the study 5
1.5.1 Content scope 5
1.5.2 Geographical scope 6
1.6 Significance of the study 6
1.7 Justification of the study 7
1.8 Conceptual Framework 8
CHAPTERTWO 10
LITERATURE REVIEW 10
2.0 Introduction 10
2.1 Theoretical Background 10
2.1.1 The Multi stakeholder theory 10
2.2 Empirical Review 11
2.2.1 Relationship between Stakeholder Inclusiveness and Project Performance 11
2.2.2 Relationship between Stakeholder Inclusiveness and Risk Management 15
2.2.3 Relationship between Risk Management and Project Performance 16
2.3 The mediating role of Risk Management on the relationship between Stakeholder Inclusiveness and Project performance 17
2.4 Summary of Literature and the research gap 18

CHAPTER THREE **20**
RESEARCH METHODOLOGY **20**
3.0 Introduction 20
3.1 Research design 20
3.2 Study population 21
3.3 Sampling Procedure 22
3.3.1 Sample size & Determination 22
3.3.2 Sampling technique 23
3.4 Data collection methods 23
3.4.1 Questionnaire Survey 23
3.5 Data collection instruments 24
3.5.1 Questionnaires 24
3.6 Measurement of Variables 25
3.7 Quality Control Methods 25
3.7.1 Validity 25
3.7.2 Reliability 26
3.8 Procedure of Data collection 27
3.9 Data analysis 27
3.10 Ethical Considerations 28
3.11 Study Limitations 29
CHAPTER FOUR **30**
DATA PRESENTATION, ANALYSIS AND DISCUSSION **30**
4.0 Introduction 30
4.1 Response Rate 30
4.2 Background Characteristics of the project 30
4.3 Respondents' demographic characteristics 32
4.4 Descriptive Statistics on Variables 33
4.4.1 Descriptive Statistics for Collaboration 34
4.4.2 Descriptive Statistics for Dialogue 36
4.4.3 Descriptive Statistics for Consultation 39
4.4.4 Descriptive Statistics for Risk Management 40
4.4.5 Descriptive Statistics for Project Performance 45
4.5 Correlations 48
4.6 Regression. 49

4.6.1 Regression between Stakeholder inclusiveness and Project Performance 50
4.6.2 Regression between risk management and Project Performance 50
4.6.3 Regression between Stakeholder inclusiveness and risk management.....51
4.7 Mediation influence of risk management 51
CHAPTER FIVE 53
DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS 53
5.1 Introduction.....53
5.2 Discussion of findings.....53
5.2.1 Stakeholder Inclusion and project performance 53
5.2.2 Stakeholder inclusiveness and risk management.....54
5.2.3 Risk management and project performance.....54
5.2.4 Mediation effect of risk management 55
5.3 Conclusion 55
5.4 Recommendations.....56
5.5 Limitations to the study 57
5.6 Areas suggested for further studies.....58
References.....59
APPENDIX I: QUESTIONNAIRE 63
LIST OF KEY PROJECTS UNDER SKILLING UGANDA 68
Ongoing.....68
Work plan/Time frame.....70
Budget.....71

LIST OF TABLES

Table 3.1: Validity Results 26
Table 3.2: Reliability Results 27
Table 4.1: Background characteristics of the project 31
Table 4.2: Demographic characteristics of the project 32
Table 4. 3: Descriptive statistics for Collaboration 34
Table 4.4: Descriptive statistics for Dialogue 36
Table 4.5: Descriptive Statistics for Consultation 39
Table 4.6: Descriptive Statistics for Risk Management 40
Table 4.7: Descriptive Statistics for Project Performance 45
Table 4.8: Correlation results 48
Table 4.9: Regression results 50

LIST OF FIGURES

Figure 1: Conceptual framework 9
Figure: 2 The results from the mediation analysis 52

List of Abbreviations

BTVET : Business Technical Vocational Education & Training

IMF : International Monetary Fund

NDP : National Development Plan

PEAP : Poverty Eradication Action Plan

PMA : Plan for Modern of Agriculture

USDP : Uganda Skills Development Project

UYDEL : Uganda Youth Development Link

URSB : Uganda Registration Services Bureau

MoES : Ministry of Education & Sports

KCCA : Kampala Capital City Authority

MoGLSD : Ministry of Gender, Labor & Social Development

NEMA : National Environment Management Authority

M&E : Monitoring and Evaluation

ABSTRACT

The study examined the relationship between stakeholder inclusiveness and project performance within Kampala District. under four objectives; to examine the Relationship between Stakeholder Inclusiveness and performance youth skills development projects; to examine the Relationship between Stakeholder Inclusiveness and Risk Management; to examine the Relationship between Risk Management and performance of youth skills development projects as well as to examine the mediating role of Risk Management on the relationship between Stakeholder Inclusiveness and Project performance. Guided by a cross – sectional design on a sample of 320 participants, the study collected data using survey questionnaires. Data was processed in SPSS and analysed using means, standard deviations, correlations and regression models. Results indicated that stakeholder inclusiveness through collaboration dialogue and consultation positively associated with project performance and stakeholder inclusiveness positively predicts project performance. Results further indicate that risk management is a significant mediator of the relationship between stakeholder inclusiveness and project performance. Based on the findings, the researcher concludes that stakeholder inclusiveness is a positive and significant predictor of project performance while risk management mediates the relationship between the two variables. The researcher therefore recommends that recommends proper definition of project objectives. This is achieved through ensuring clarity in project objectives which helps stakeholders understand what the project aims to achieve. This will enhance inclusiveness and ensure everyone is aligned towards common goals. There is a need to identify and map stakeholders. The study suggests that project managers should identify all stakeholders, including direct and indirect beneficiaries, and partners. The essence is that a comprehensive stakeholder map shall help in understanding their interests, expectations, and potential contributions, fostering inclusiveness. It shall also help in creating tailored communication and engagement strategies.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Projects inherently involve numerous individuals and groups whose collective contributions determine their completion and success. According to Doloi (2012), the quality of project outcomes is significantly influenced by the effective management and involvement of diverse stakeholders. Effective stakeholder involvement enhances collaboration, mitigates potential negative impacts, improves economic sustainability, and ultimately enhances the final quality of the project (Heravi, et. al 2015). Stakeholders' political responsibility, financial resources, authority, skills, and expertise are crucial for achieving these outcomes.

Development projects contribute substantially to environmental, economic, and social development across various sectors. These projects are pivotal in delivering key public services, connecting citizens and firms to economic opportunities, and serving as catalysts for economic growth (IMF, 2018). In Uganda, where youth unemployment is a significant challenge, development projects aim to address this issue. Uganda’s youth labor force comprises 15 million individuals, with agriculture employing 73% of the labor force in 2010.

However, 95% of the 11 million agricultural workers are informal workers. The services sector, which employs many, primarily offers non-wage/informal sector jobs, particularly in low-productivity retail trade. Similarly, the manufacturing sector employs about 500,000 people, with 60% in non-wage manufacturing, while the construction sector accounts for 1.6% of the workforce, predominantly in wage employment.

Uganda faces the dual challenge of increasing jobs in more productive sectors while enhancing agricultural productivity. To tackle youth livelihood challenges, the Ugandan government has initiated several projects, including the Youth Livelihood Program, BREVET

Projects, Bonabagagawale Fund, and Uganda Skills Development Projects (USDP). The USDP, a five-year project worth USD 100 million funded by the World Bank, was launched in October 2016 to operationalize the BTVET strategic plan. The project aims to meet skills needs in key priority sectors of the economy in line with Uganda's National Development Plan (NDPII) and Vision 2040.

Despite these efforts, the USDP has faced significant challenges. As of June 30, 2019, with one year remaining until project closure, the Skills Development Fund (SDF) had received only 43.3% (USD 9,428,842) of its five-year budget and utilized 84.3% of this amount. Despite awarding 299 grants (63% of the planned 474 projects), only 49% (UGX 16.2Bn) had been disbursed, with UGX 8,939,460,286 unaccounted for by grantees. This poor performance highlights issues with project implementation, stakeholder engagement, and risk management, as the system failed to produce the skilled workforce Uganda needs to increase income and employment and compete internationally.

The paradox of poor performance despite significant investments in youth development projects is notable. For instance, the Youth Livelihood Program, BREVET Program, Prosperity for All Fund, Entandikwa Scheme, Poverty Eradication Action Plan (PEAP), and Plan for Modernization of Agriculture (PMA) have failed to achieve their objectives despite significant funding, disappointing stakeholders and beneficiaries (Abd Razak et al., 2020; Eja & Ramegodwa, 2020; Akugizibwe, 2019). Insufficient stakeholder engagement often leads to numerous project failures.

Successful skills development projects require timely completion, adherence to budget, and quality outcomes to maximize profitability and minimize risks (Akande, 2018a; 2018b; Abd Razak et al., 2020). Effective stakeholder involvement through communication, dialogue, and collaboration is believed to ease implementation, lower costs, improve timelines, and increase

beneficiary satisfaction (Akande, 2018a; 2018b). While many studies (Mujabi, Otengei, Kasekende, & Ntayi, 2014; Abd Razak et al., 2020; Eja & Ramegodwa, 2020; Mwelu et al., 2021) have examined public project performance, they often focus on construction projects and overlook the performance of Skills Development Projects. Furthermore, these studies generally ignore the mediating role of risk management in the relationship between stakeholder inclusiveness and project performance.

To address this gap, this study examined the role of stakeholder inclusiveness and risk management in the performance of Skills Development Projects, focusing on the USDP. The USDP aims to support the initial set of reforms to transform skills development in Uganda by creating a scalable model for high-quality vocational and technical training linked to labor market needs. This project has been implemented across all districts of Uganda, including Kampala, which serves as the case study for examining stakeholder inclusiveness's impact on project performance. Kampala, divided into five semi-autonomous divisions, doubles as Uganda's capital and central business district.

Despite these efforts, the Auditor General's report for FY 2020/21 highlighted several performance weaknesses in the USDP, attributing them to poor stakeholder engagement and inadequate risk management. Conversely, the Uganda Youth Development Link (UYDEL), a National Non-Governmental Organization established in 1993, aims to enhance the socio-economic transformation of disadvantaged youth through vocational skills training. UYDEL's projects, funded by grants, focus on various vocational skills but have faced challenges in delivering high-quality training and achieving significant trainee success.

Even with efforts in stakeholder engagement, communication, dialogue, and collaboration, issues persist in training quality and beneficiary satisfaction (Office of the Auditor General Report, 2021; Trend International, 2021; Kyaddondo & Ssempanyi, 2021). Therefore, this

study seeks to examine the role of stakeholder inclusiveness and risk management in project performance, addressing gaps in existing literature and providing insights for improving youth development projects in Uganda.

1.2 Statement of the Problem

Project managers strive for the success of public projects, aiming to finish them on time, within budget, and meeting the required specifications and objectives (Cooke, 2019). Despite these efforts, the Uganda Skills Development Project (USDP), despite its substantial funding and objectives, has underperformed due to budgetary and timeline discrepancies. The Auditor General's report for FY 2020/21 highlighted that the USDP had only received 43.3% of its five-year budget and utilized 84.3% of this amount by June 2019. Moreover, a significant portion of the disbursed funds remains unaccounted for, and the projects have not produced the skilled workforce needed to meet Uganda's economic goals (Auditor General's Report, 2020/21). Consequently, many centers have yet to provide sustainable skills training for transforming the lives of the youth (Trend International, 2021; Kyaddondo & Ssempanyi, 2021).

These performance gaps are likely due to inadequate stakeholder inclusiveness and insufficient risk management within the USD projects. Specifically, there has been limited involvement of stakeholders in key areas such as the development, assessment, and review of skills needs during the initiation, planning, and implementation stages. This lack of comprehensive stakeholder engagement has hindered project success. Additionally, poor risk management practices have exacerbated these issues, leading to financial and operational inefficiencies.

This study aims to fill this gap by examining the impact of stakeholder inclusiveness and risk management on the performance of youth development projects in Kampala District

1.3 Purpose and objectives of the study

1.3.1 Purpose of the study

To examine the relationship of stakeholder inclusiveness and the performance of development projects.

1.3.2 Research objectives

1. To examine the Relationship between Stakeholder Inclusiveness and performance youth skills development projects
2. To examine the Relationship between Stakeholder Inclusiveness and Risk Management
3. To examine the Relationship between Risk Management and performance of youth skills development projects
4. To examine the mediating role of Risk Management on the relationship between Stakeholder Inclusiveness and Project performance.

1.4 Research Questions

a) What is the Relationship between Stakeholder Inclusiveness and performance of youth skills development projects?
b) What is the Relationship between Stakeholder Inclusiveness and Risk Management?
c) What is the Relationship between Risk Management and performance of youth skills development projects?
d) What is the mediating role of Risk Management on the relationship between Stakeholder Inclusiveness and Project performance?

1.5 Scope of the study

1.5.1 Content scope

The current study examines the relationship between stakeholder inclusiveness and the performance of development projects, a survey of selected Skills Development Project in

Uganda. Stakeholder inclusiveness formed the study's independent variables and was measured by collaboration, consultation as well as dialogue. On the other hand, project performance formed the dependent variable of the study and was measured through Cost, Quality, Scope as well as level of Beneficiary satisfaction.

1.5.2 Geographical scope

The study was conducted in Kampala District. The geographical coordinates of the district are Latitude 0.3476° N and Longitude 32.5825° E. Kampala district is made of 5 divisions which are semi–autonomous and accordingly doubles as the capital of Uganda as well as the central business district. Particularly, Uganda Skills Development projects all headquartered in Kampala were studied. Kampala was chosen for the study since this is the district which benefited most from the skills development program.

1.6 Significance of the study

The study is anticipated to have intangible benefits to a number of stakeholders as discussed hereunder.

The study might provide insight on the impact of effective stakeholder inclusiveness on the performance of development projects. Projects involve numerous individuals and groups that contributes to its completion and success. The quality of project success is largely dependent on the appropriate management and involvement of diverse stakeholders. Effective stakeholder involvement in a project increases collaboration between stakeholders, mitigates the likely negative impacts, increases economic sustainability and the final quality of the project. Stakeholder inclusiveness might enable the systematic and strategic process of identifying and including individuals, groups, and institutions in the planning, development, and execution of a project. For a project to be successfully implemented, the interests, influence, and contributions of these stakeholders must be recognized. Without meaningful stakeholder inclusiveness, a project is not likely to succeed.

The Research findings might help to stakeholders to appreciate how to carry out risk management policies in projects in order to reduce losses and rise productivity. The study might protect the projects from financial, social, cultural, environmental and other related risks. Continuous risk management may ensure that high priority risks are aggressively managed and that all risks are cost-effectively managed throughout the project.

The study might provide a reference tool to the students and other researchers who intend to widen their knowledge on "stakeholder Inclusiveness, risk management and project performance". The paper adds new information to existing literature on youth development projects and information related to its implementation.

1.7 Justification of the study

The study is justified on grounds that anecdotal evidence points paradoxically to the poor performance of these projects, disappointment of stakeholders and beneficiaries as an existing reality (Abd Razak et al., 2020; Eja & Ramegodwa, 2020). Akugizibwe (2019) noted that numerous failures are resulting from insufficiently engaging stakeholders in addressing their concerns and to anticipate the likely risks that might affect the success of these projects. Further still, skills development projects are needed to be completed within the planned time frame, budgeted cost and required quality to ensure that enterprises maximize on profitability, minimize the consequences of risky and uncertain events in terms of achieving the project's objectives.

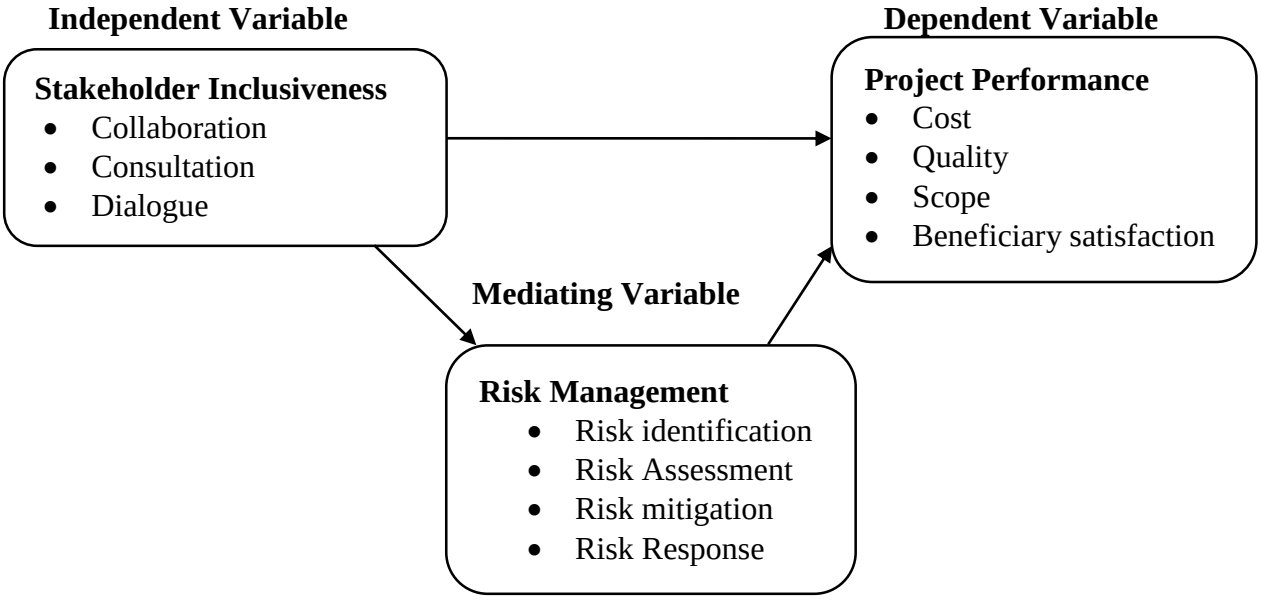
While numerous studies for instance Mujabi, Otengei, Kasekende and Ntayi (2014); Abd Razak et al., (2020), Eja & Ramegodwa (2020) as well as Mwelu et al., (2021) have attempted to examine the performance of public projects, most of them have tended to concentrate on other public development projects especially those in the construction giving little attention to the performance of Skills Development Projects. Furthermore, all of these of studies focus on the role of stakeholders, risk management ignoring the mediating role of risk

management on the relationship between stakeholder inclusiveness and project performance. To bridge this knowledge gap, this study intended to bring this oversight into perspective and to posit that project risk management mediates the relationship between stakeholder inclusiveness and the performance of Skills Development Projects.

1.8 Conceptual Framework

This is the diagrammatical relationship between the study variables. The current study examined the relationship stakeholder inclusiveness and the performance of development projects, a survey of Skills Development Projects in Uganda. Stakeholder inclusiveness formed the study's independent variables and was measured by Collaboration, consultation as well as dialogue. On the other hand, project performance formed the dependent variable of the study and was measured through Cost, Quality, Scope as well as level of Beneficiary satisfaction. Accordingly, given the fact that all projects get affected by risks which might deny them a smooth landing to the objectives, the study was guided by risk management as its mediating variable believed to influence the interrelationships between the main study variables. The hypothesized relationship is presented in figure 1 below.

Figure 1: Conceptual framework



***Source**: Abd Razak et al., (2020); Eja & Ramegodwa (2020) and modified by the researcher*

Drawing from the conceptual framework in figure 1, the researcher hypothesizes that effective stakeholder inclusiveness through Collaboration, Consultation and dialogue would result into satisfactory project performance through reduced project costs, improved project quality and timeliness, archived of the defined project scope as well as an increase in level of beneficiary satisfaction. However, the researcher further holds that this relationship is mediated by risk management practices that the project adopts.

CHAPTERTWO

LITERATURE REVIEW

2.0 Introduction

This chapter offers an account of the existing facts related to the study. It presents the theoretical review in line with the problem being investigated, conceptual review regarding the study variables, empirical evidence as well as a summary of the reviewed literature for the study.

2.1 Theoretical Background

The study was guided by both the Multi stakeholder theory propounded by Edward Freeman in 1984.

2.1.1 The Multi stakeholder theory

The multi stakeholder theory was propounded by Edward Freeman in 1984 and is premised on the foundation of the multi – stakeholder model of governance that aims at getting on board all stakeholders to a program, intervention or activity to take part in dialoguing, coming up with decisions as well as execution of solutions that address problems that affect society as a whole. To the proponents of the theory, the multi – stakeholder concept entails a process of total participation as well as active involvement of the key parties aiming at arriving at group decision in a consensus while remaining open, transparent at the same time fully accountable to actions undertaken. Thus according to theory, community participation in activities as well as programmes or interventions that offer common solutions is made possible with a clear agenda for engaging of the various stakeholders to such programmes. With reference to the current study, the theory was deemed appropriate because it advocates for getting all parties on board during the decision process which clearly speaks to the objectives of Ugandan government and its related agencies such as URSB, MoES, KCCA

and MoGLSD to engage with the key players in USDP and achieve the objectives of the project.

2.2 Empirical Review

Here, the researcher reviewed published studies about the study variables. The review is organized in relation to study objectives.

2.2.1 Relationship between Stakeholder Inclusiveness and Project Performance

Stakeholder inclusiveness is the systematic and strategic process of identifying and including individuals, groups, and institutions in the planning, development, and execution of a project. For a project to be successfully implemented, the interests, influence, and contributions of these stakeholders must be recognized. Without meaningful stakeholder engagement, a project is not likely to succeed (Bal, Bryde, Fearon, & Ochieng, 2013).

Zwikael, Elias, & Ahn (2012) studied the novel stakeholder engagement process, paying attention to the proactive stakeholder engagement in virtual projects of public interest in New Zealand. The study, using the novel stakeholder engagement process, held discussions and gathered different opinions regarding project initiatives. Through collaboration, they mutually agreed on project objectives to be pursued. The findings point to the fact that collaboration through a novel stakeholder engagement process is vital in enabling project managers to execute informed stakeholder engagement that translates into achieving project objectives and fostering sustainability.

In a similar study, Laird et al. (2020) explored the perspectives and experiences of stakeholders involved in policy and practice areas of outdoor space and non-communicable disease prevention. The study performed interviews with academicians, medical/health workers, policymakers, key funders, and knowledge brokers. The results indicate that collaborative stakeholder engagement is positively associated with experiences, especially when the engagement is done early in the research process. Project success increased with

aspects where projects started after careful planning rooted in culture, collaboration, and effective communication. However, relationship management remained a major challenge throughout the research process.

Conner (2017) explored how collaboration with public officials and Native American communities associated with organizational performance. The study, through a descriptive survey design on a sample of 150 participants, collected data using questionnaires and interviews. The findings indicate that stakeholder engagement rooted in collaboration is positively and significantly associated with organizational performance. However, collaboration exhibited a weak association with process-oriented outcomes such as problem-solving and group learning.

Jarmai & Vogel-Pöschl (2020) argue that not all collaboration with stakeholders corresponds to the criteria for opening up an innovation process to the needs of societal actors under responsible innovation. The study, through an exploratory design, collected data from a 75-minute workshop at the European Science Open Forum. The results indicate that for collaboration engagements to succeed, there is a need to prepare and come up with sustainable approaches to relationship management, nurture communities and individuals to develop trust, and express a willingness to roll out changes emerging from collaboration initiatives.

Tengan & Aigbavboa (2017) examined the level of stakeholder engagement in project delivery and participation during the monitoring and evaluation of construction projects in Ghana. The study, informed by a cross-sectional research design, covered 93 construction projects, yielding 317 project team members. Data were collected using structured interview guides and questionnaires. The findings indicate that construction works in Ghana observed high levels of stakeholder engagement through dialogue and communication. However, the

participation of stakeholders in project monitoring was scanty, with stakeholders lacking knowledge and time to commit to the monitoring objective. Thus, communication and dialogue with stakeholders should go beyond mere participation to ensuring they keep track of project progress for improved delivery.

Coleman, Manyindo, Parker, & Schultz (2019) evaluated the effectiveness of stakeholder engagement actions towards improving the outcomes of societies affected by oil and gas extraction in Western Uganda. The study used a randomized controlled trial, assigning villages to treatment groups that participated in stakeholder engagement and those that did not. Data were collected using household surveys from 107 villages in the Albertine region. The findings indicate that effective stakeholder engagement through dialogue was instrumental in enhancing transparency, scaling civic activity, and improving satisfaction among participants.

Muhwezi et al. (2019) explored community dialogue through various means, including citizen report cards, short text messages, mainstream media, and post-dialogue monitoring. Community groups consisted of 70 to 100 participants, including health workers and leaders. Dialogue engagements led to the realization of agreed interventions. Monitoring and review results indicated that dialogue increased access to real-time information about interventions and reduced resentment, scaling up success rates.

Oliver et al. (2018) explored stakeholder engagement with decision-making and research for international aid and social development. The study aimed to encourage decisions informed by evidence, involving policymakers, program managers, and practitioners. The findings revealed that engaging stakeholders through communication and dialogue, especially early in the research process, increased participation and improved implementation of interventions based on quality decisions.

Kosgei (2021) examined the influence of stakeholder consultation on the implementation of water projects in Machakos County, Kenya. Using a survey design on a sample of 172 water projects, the study collected data using questionnaires and an interview guide. Quantitative analysis revealed that stakeholder involvement through consultation positively and significantly related to project performance. Continuous consultation with stakeholders, both implementers and beneficiaries, is essential for scaling up project success.

Rowlinson & Cheung (2018) explored stakeholder management issues by focusing on the contextual variables of projects. The study used an exploratory design, collecting data through questionnaires and interviews. The results indicated that honest conversations with stakeholders help uncover views important for improving relationship management among project teams and the community. Proper communication channels are instrumental in steering relationship management, motivating project success, and leading to sustainable, cost-effective projects.

Aapaoja, et al., (2013) studied the various types of stakeholders that organizations and the state should engage early in the project's inception phase. The study, guided by an exploratory design, reviewed tailored published articles. Results indicate that early stakeholder involvement facilitates tailored innovations, informed project mapping, and enhanced project value to communities. Early engagement helps orient communities to project objectives, assign roles, create a sense of attachment, and design better communication channels.

A similar study by Kinyua (2016) examined the relationship between stakeholder consultation and project performance. Using a descriptive survey design blending qualitative and quantitative approaches, the study collected data from automobile companies, petroleum refining firms, environmental agencies, and related ministries. The findings indicated that

early-stage stakeholder engagement significantly influenced emission control from automobiles, scaling up project performance.

2.2.2 Relationship between Stakeholder Inclusiveness and Risk Management

Stakeholder management theory views an organization as a complex, dynamic, and interdependent network of multidimensional relationships with various stakeholders. Performance and competitiveness depend on how well firms manage and nurture these relationships strategically to achieve corporate objectives (Zsolnai, 2006). From a risk management perspective, consulting with stakeholders offers numerous benefits, including higher levels of trust, contributions to decision-making, higher quality information, a better understanding of constraints, involvement in decision-making, understanding of risk responsibilities, and collective risk management.

The stakeholder paradigm posits that people are influenced by cultural and social networks in their risk perceptions, which often differ from objective assessments made by managers and experts. Managers must interpret risks in terms of human values, emotions, and networks. Barnes (2002) supports this view, noting that while risk managers have become more sophisticated, the public relies on cultural and social explanations of risk events, leading to perceptual differences.

Multimedia technology offers a potential solution for stakeholder engagement in risk management. Multimedia combines text, image, sound, speech, video, and computer programs, engaging stakeholders more effectively than traditional communication methods. Wright (2004) found that multimedia training in major organizations offered numerous advantages over traditional methods. Research indicates that people retain and understand up to 91% more using multimedia compared to traditional methods (Bailey, 2001). While multimedia is used in industries like mining and power transmission, it is underutilized in construction and general corporate risk management.

Loosemore et al. (2005) argue that most risk management approaches in construction are unimaginative and exclude people from the process.

2.2.3 Relationship between Risk Management and Project Performance

A project risk is an event that can be either positive or negative, typically seen as an exposure to a scenario that leads to an adverse outcome. Projects inherently involve risks due to the complexities and unknowns associated with new undertakings. The success or failure of project risk management depends on risk detection before and during the project life cycle. Risk factors can overlap, with one risk triggering others, making efficient risk definition crucial for project success.

Weiss & Wysocki (1992) grouped risks into five categories according to risk-takers, highlighting the overlap and interdependence of risks. Successful risk management involves identifying, assessing, analyzing, and responding to risks. Effective risk management and achieving project success factors are directly related, as risks are evaluated based on their potential impact on project objectives. Risk management does not imply the absence of uncertainty but rather the reduction of its negative effects.

Heising (2012) showed that implementing risk management practices helps construction firms avoid and mitigate major risks through proactive management. Reviewing literature from Emam et al. (2014), Hasan et al. (2014), Falamarzi & Suliman (2015), Alsendi (2015), and Abusafiya & Suliman (2017), it is evident that project planning, information application, and risk assessment significantly impact project efficiency and progress. Risk management and knowledge integration are key to project success.Boehm (1991) proposed a risk management process with two key phases: risk assessment (identification, analysis, prioritization) and risk control (planning risk management, risk resolution, planning risk monitoring, tracking, corrective action). Fairley (1994) added seven steps: identifying risk

factors, assessing probabilities and impacts, developing mitigation strategies, monitoring risk factors, using a contingency plan, managing crises, and recovering from damages.

2.3 The mediating role of Risk Management on the relationship between Stakeholder Inclusiveness and Project performance

Risk management is the practice of identifying, evaluating, and preventing or mitigating risks to a project that have the potential to impact the desired outcomes. (PMI 2000). Project managers are typically responsible for overseeing the risk management process throughout the duration of a given project (PMI 2000). The concept of risk management embeds risk identification, assessment as well as mitigation strategies to ensure the defined objectives are achieved. According to Becker, G. M. (2004), the following below are processes of risk management,

Risk identification is the process of determining risks that could potentially prevent the program, enterprise, or investment from achieving its objectives. It includes documenting and communicating the concern. It is about Determining what risks or hazards exist or are anticipated, their characteristics, and remoteness in time, duration period, and possible outcomes.

Risk assessment is the determination of quantitative or qualitative estimate of risk related to a well-defined situation and a recognized threat or hazard. Quantitative risk assessment requires calculations of two components of risk (R): the magnitude of the potential loss (L), and the probability (p) that the loss will occur. An acceptable risk is a risk that is understood and tolerated usually because the cost or difficulty of implementing an effective countermeasure for the associated vulnerability exceeds the expectation of loss. (Becker, G. M. (2004)

In another study, Dan (2011) sought to outline strategies to identify, prioritize, and mitigate risks for the achievement of projects or organizational objectives and to fulfill performance

and profitability needs. Results revealed that risk management helps projects and organizations and at the same time prevents the loss of resources. It provides potentially profitable returns on investments for the organizational management, project management, project stakeholders, and team members.

Project risk management is a continuous process of identifying, analysing, organizing and moderating dangers that debilitate an activity's probability of success regarding cost, plan, quality, wellbeing and specialized execution" (Naeem et al., 2018, pp. 88-98). Associations and managers frequently contemplate broadened risk management practices as 'nice to have' within a project as opposed to centralised project control. Whilst deciding upon project-related significant risk and associated needs, it is important to construct arrangements related to risk control capabilities to limit the controlled risk. The primary stage in the process is to construct a risk administration layout that explains the practices essential to bringing risk-related aspects under control so that the project could be successfully moving forward and be completed (Boehm, 1991). The major objective of employing project risk management is the enhancement of organisational value (Dalcher, 2012).

2.4 Summary of Literature and the research gap

The reviewed literature underscores the pivotal roles of stakeholder inclusiveness and risk management in enhancing project performance. Effective stakeholder engagement is consistently identified as crucial for aligning project objectives with stakeholder interests and for improving decision-making processes (Bal et al., 2013; Laird et al., 2020). Similarly, risk management is vital for mitigating uncertainties and ensuring that projects meet their objectives by proactively addressing potential threats (PMI, 2000; Heising, 2012).

However, the literature also reveals several gaps. First, while studies individually address stakeholder inclusiveness and risk management, there is a lack of research exploring how these dimensions interact and influence project outcomes collectively. This interaction is

crucial for understanding how to optimize project success. Additionally, there is limited research on the use of advanced multimedia technologies in stakeholder engagement, particularly in sectors like construction, suggesting a potential area for innovation. Contextual and cultural factors affecting stakeholder engagement and risk management are also often overlooked, despite their significant impact on these processes. Moreover, most studies focus on the immediate outcomes of stakeholder engagement and risk management practices, with few examining their long-term impacts on project sustainability and stakeholder relationships. Finally, there is a dearth of empirical evidence from developing countries, such as Uganda, where the socio-economic and institutional contexts differ significantly from those in developed countries.

This study aimed to address these gaps by exploring the interplay between stakeholder inclusiveness and risk management and the impact on Project management in Youth support projects. By focusing on these areas, the research seeks to contribute to the understanding of how these factors influence project performance in unique socio-economic settings.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter outlines the methodologies employed in this study, aimed at achieving the research objectives. The chosen methods are designed to provide comprehensive insights into the impact of stakeholder inclusiveness on the performance of development projects. The rationale for these methods is rooted in their ability to provide accurate, reliable, and meaningful data that will allow for a thorough analysis of the project's outcomes.

The research utilizes a cross-sectional design, suitable for capturing a snapshot of the current status of projects at a single point in time. Complementing this, a quantitative research approach is employed to gather numerical data, providing a basis for statistical analysis that can validate the relationships between stakeholder inclusiveness and project performance. Data collection through questionnaire surveys and the use of structured instruments are aimed at capturing detailed and specific information from stakeholders involved in these projects.

These methods are chosen for their effectiveness in obtaining the data needed to address the research questions, ensuring that the study's objectives are met through rigorous analysis and reliable results.

3.1 Research design

The study employs a cross-sectional design, chosen to gather data at a single point in time to address the research objectives and questions effectively (Polit & Beck, 2008). The design enabled the researcher address the main objectives of the study and consequently addressing all the pertinent issues in carrying out a research right from the definition of the population through collection of data to analysis of the data and finally culminate into dissemination of the findings. However, it is important to note that cross-sectional studies are limited in their ability to establish causality due to their snapshot nature.

Relatedly, the study adopted quantitative research approaches. The quantitative approach was used to gather numerical facts about the objectives (Creswell, 2014). Therefore, given the nature of the study, this approach guided the sampling and tool design with the intent of collecting primary quantitative facts about the study.

Nonetheless, integrating qualitative methods enhanced the study by providing deeper insights into the perspectives of key respondents. Qualitative techniques, such as interviews, offered richer data on the experiences and viewpoints of participants, thereby complementing the quantitative data and providing a more comprehensive understanding of the project's impact.

3.2 Study population

The study focused on Skilling Uganda youth development projects implemented in Kampala. Specifically, it included 36 projects under the Skilling Uganda Program, all targeted at equipping the youth with essential skills for employment. These projects had been executed across different regions of Uganda, with the Kampala projects serving as the primary focus due to their concentrated impact on the local youth population.

The selection criteria for these projects included their duration, the comprehensiveness of their training programs, and their alignment with the objectives of the Skilling Uganda initiative. The total considered population from the selected project was 1,900 participants. Potential biases in project selection included the possibility that projects with more success stories or those that were more prominently funded may have been overrepresented, potentially skewing the findings. The study acknowledged and addressed these limitations in the analysis to ensure the findings were as representative and unbiased as possible.

3.3 Sampling Procedure

3.3.1 Sample size & Determination

The sample size was 32 projects. This was determined using (krejcie &Morgan, 1970). In terms of respondents; from the projects, the Individual beneficiaries that have so far been trained across the targeted institutions as well as those undergoing training during the life of the project and have either gained or are believed to gain from a more market-relevant menu of programs were focused on. However, since the study wished to relate the stakeholder inclusive interventions to project performance, it was prudent to study only those who have completed training and have already embarked on the implementation of the acquired skills.

Selecting 10 members per project was based on the need to gather detailed insights from key stakeholders involved in project implementation and beneficiary outcomes. These individuals, ranging from project coordinators to youth beneficiaries, were chosen because of their direct involvement and first-hand knowledge of project dynamics. This selection criterion aimed to provide a nuanced understanding of how stakeholder inclusiveness influences project outcomes specifically within the urban context of Kampala.

The study thus utilized a sample of 320 participants drawn from a population of 32 projects and 10 project team members (10x32) =320. To arrive at the sample, the researcher employed Krejecie and Morgan (1970) tables of sample size determination.

Sample distribution

Category	**Population**	**Sample Size**	**Sampling Technique**
Project Managers	30	5	Purposive Sampling
Project Team & Coordinators	270	46	Simple Random Sampling
Youth Beneficiaries	1600	269	Simple Random Sampling
TOTAL	**1900**	**320**	

3.3.2 Sampling technique

Non-probability and probability sampling techniques was used to enrich results (Amin, 2005). Under these sampling techniques purposive and simple random sampling was used for quality data collection. During this process of sampling, the researcher started by defining the population of study, listing the elements of the population/ sampling frame, determining appropriate sampling methodology, deciding on an adequate sample size and selecting representative population. Purposive sampling was used because it was inexpensive and the respondents were selected basing on their experience and knowledge for example the project coordinator and manager. Purposive sampling is also used because it selects information rich cases for in depth study (Barifaijo et al, 2010). Simple random sampling was used because it provided the researcher with representative sample and every sample had equal chances of being selected.

3.4 Data collection methods

The methods for data collection used was questionnaire survey.

3.4.1 Questionnaire Survey

According to Odiya (2009) a questionnaire is a device used for gathering facts, opinions, perception, attitudes and beliefs among others. It is a formulated written set of questions to which respondents record their answers, usually with closely defined attitudes/alternative (Sekaran, 2013). Thus, questionnaires were distributed to selected respondents who include the stakeholders from the selected ministries', donor agencies, and project secretariat and were required to respond to the questions in writing. This method of data collection is advantageous as it enables the researcher to transverse a large sample and collects huge data volumes in a short time and at lessor costs (Taherdoost , 2021).

3.5 Data collection instruments

3.5.1 Questionnaires

A questionnaire is a structured technique of collecting primary data (Barifaijo et al., 2010). It is generally a series of written questions which the respondents have to provide the answers. This instrument was used in the questionnaire survey method. The instrument helped to collect data from beneficiaries as primary respondents. A primary respondent is a primary source of data because this is the researcher's targeted population of study. In this case a targeted population for stakeholder inclusiveness and project performance was the stakeholders from the selected ministries, donor agencies, project secretariat from the 38 different projects as defined in the population because they are the ones whom the project targeted and therefore provided primary data. The instrument was preferred because it has got the ability to collect large volumes of data from larger samples in a short time and at relatively lower costs (Jotform, 2019; Trung & Khuc, 2021).

Before the main data collection phase, the questionnaire underwent a pilot testing phase among a small group of respondents from similar projects not included in the final sample. The pilot testing aimed to identify and address any ambiguities, redundancies, or logistical issues with questionnaire administration. Feedback from the pilot study participants was used to refine the wording and structure of the questionnaire items, ensuring clarity and relevance to the study's context.

The formulation of questionnaire questions was guided by the study's objectives, which focused on understanding stakeholder inclusiveness and its impact on project performance within the Skilling Uganda youth development projects in Kampala. Questions were designed to capture stakeholders' perceptions and experiences related to collaboration, consultation, and dialogue within project frameworks, as well as to assess project performance in terms of

cost, quality, scope, and beneficiary satisfaction. This alignment ensured that data collected through the questionnaire provided meaningful insights.

3.6 Measurement of Variables

The current study examined the relationship stakeholder inclusiveness and the performance of development projects, a survey of Skills Development Projects in Uganda. Stakeholder inclusiveness formed the study's independent variables and was measured by Collaboration, consultation as well as dialogue (Abd Razak et al., 2020). On the other hand, project performance formed the dependent variable of the study and was measured through Cost, Quality, Scope as well as level of Beneficiary satisfaction *(*Eja & Ramegodwa, 2020). Accordingly, given the fact that all projects get affected by risks which might deny them a smooth landing to the objectives, the study was guided by risk management as its mediating variable believed to influence the interrelationships between the main study variables.

3.7 Quality Control Methods

The data collection instruments were examined for adequacy to measure the variables of the study (validity) as well as capability to consistently yield the same results when administered at different times on repeated trials (reliability).

3.7.1 Validity

Validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. This means the data obtained should represent the variables of the study (Mugenda and Mugenda, 2003). Content validity refers to the extent to which items on a measure assess the same content or how well the content material was sampled in the measure (Nunnally and Bernstein as cited in Achiro in 2013). It means if the instrument being used is not representing the variables of the study, then in that case the data being collected is also invalid.

To check the validity of the instrument, the researcher sought guidance from peers and supervisors. The draft questionnaire was given to colleagues within the field of research for critical assessment of each item for content validity of the instrument. They were requested to state whether each item is relevant(R) of not relevant (NR). The content validity index(CVI) was then be computed using logical validity measures based on representatives of the measure by computing the CVI, counting the number of experts who rated the item as relevant or not relevant and dividing the number by the total number of experts. At the end of the process, the results in table 3.1 below were obtained.

Table 3.1: Validity Results

S/N	Variable	No. of Items	Valid Items	CVI
1.	Stakeholder Inclusiveness	17	14	0.836
2	Risk Management	23	19	0.826
3.	Project Performance	16	13	0.813

***Source**: Survey Data (2023)*

Based on the results in table 3.1, researcher accepted all the CVI values are legitimate since they were above the benchmark of 0.7 as recommended by Amin (2005) and hence the tool was adopted to collect study data.

3.7.2 Reliability

Reliability on the other hand is the measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 2003). There is more than one method for testing reliability but for the purpose of this study, the researcher used internal consistency technique where data was determined from scores obtained from a single test administered by the researcher to a sample of subjects. This is the technique which uses Cronbach Alpha Coefficient. If the coefficient is at least 0.7, then the instrument is regarded as reliable (Amin, 2005). All variables must measure up to 70% for them to be adopted in the questionnaire. During field engagements, the researcher tested the tool at

Kisenyi Youth Skilling Center to 20 participants. 17 participants returned the tool in time when fully complete and the data were processed in SPSS yielding results in table 3.2 below.

Table 3.2: Reliability Results

S/N	Variable	No. of Items	Cronbach Alpha
1.	Stakeholder Inclusiveness	17	0.836
2	Risk Management	23	0.826
3.	Project Performance	16	0.813

Source: Survey Data (2023)

Based on the results as summarized in table 3.2, the researcher accepted the tool as reliable since all reliability indices under each variable were above 0.7. Amin (2005) holds that a tool is accepted as reliable if its alpha values under each variable are at least 70%.

3.8 Procedure of Data collection

The process commenced by the researcher obtaining a letter of introduction from Makerere University Business School which was presented to the authorities at USDP as well as the associated Ministries for permission to conduct the study within the from the project. Upon clearance, the researcher shared questionnaires to the respondents to collect relevant data for the study purpose. Upon retrieval, each questionnaire returned was checked for completeness and thereafter assigned an identification number to ease tracking of the respondents' views during data entry. Eventually, the data were entered into the Statistical Package for Social Scientists (SPSS), processed and output for further management.

3.9 Data analysis

Analysis of data is the process of bringing order, structure and meaning to the mass of collected data (Barifaijo et al., 2010). The purpose of doing analysis is to obtain usable and useful information. For the purpose of this study, Quantitative methods of analysis were applied.

3.9.1 Quantitative data analysis

Quantitative data analysis involves dealing with figures to arrive at meanings. This kind of analysis does its interpretation basing on generalizations. Quantitative data were entered and processed using (SPSS) software and presented in tables. At a univariate level of analysis, mean and standard deviation were analyzed to rate the opinions of the respondents on the various statements under each variable. At a bivariate level of analysis, Pearson's two tail statistic was used in establishing and describing the relationship between the tenets of the independent variable and the dependent variable. At a multivariate level, multiple linear regressions was utilized in determining the overall effect of independent variable and on the dependent variable as well as establishing the contribution of the individual tenets of stakeholder inclusiveness on project performance.

3.10 Ethical Considerations

The dignity, rights, safety and wellbeing of participants that take part in any research process should be the primary consideration for any researcher. Martin (2013) notes that ethics in qualitative research is important because it takes on more personal methods, it is more intrusive into the everyday life of the participant and therefore the greater role of the researcher is to create a relationship with the participant through an ethical interaction. Thus the following were done to uphold the ethics during the research process.

Approval to conduct the study was sought from Makerere University Business School. The researcher ensured that he seeks permission from the earmarked projects and tailored authorities before the questionnaires were administered.

The respondents were informed ahead of time about the intended purposes of the study and the benefits thereof. Consent was sought from each of the respondents to establish their willingness to voluntarily participate in this study.

The much-anticipated ethical challenges that could be encountered in this study were on confidentiality of individual responses and the data provided especially on sensitive issues that may have implications on peoples' jobs. Therefore, a high level of confidentiality and anonymity was maintained throughout the research process.

The researcher endeavored to balance professional integrity and respect for the different opinions, views and backgrounds of the participants. The researcher ensured that the research team had the required professional expertise in online data collection to ensure factual accuracy, avoid falsification, fabrication and misinterpretation of data.

3.11 Study Limitations

Due to busy work schedules, some respondents lack adequate time to participate in the study. However, the researcher made appointments with respondents in order to arrange for the appropriate time for them to participate in the study. Relatedly, some respondents were occasionally hesitant to reveal the required information for fear that their farms would be threatened. The researcher however sought permission from the relevant authorities and tailored ministries before conducting the study in order to allow all selected respondents to freely participate in the study. The researcher also assured respondents of maximum confidentiality and their names would not be recorded anywhere in the work

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

In this chapter, the study presents, analyses and interprets the results according to the objectives of the study; which included examining the Relationship between Stakeholder Inclusiveness and performance youth skills development projects; examining the Relationship between Stakeholder Inclusiveness and Risk Management; examining the Relationship between Risk Management and performance of youth skills development projects; and examining the mediating role of Risk Management on the relationship between Stakeholder Inclusiveness and Project performance. The chapter is arranged from presentation of the response rate, demographic characteristics of the respondents, followed by the objectives of the study as detailed below.

4.1 Response Rate

The researcher issued a total of 320 questionnaires to the targeted respondents from 32 projects. However, the researcher received completed responses from 279 respondents that were from 30 projects which meant 93.5% response rate. This response rate was deemed adequate to meet the predetermined study objectives. Baruch & Holtom (2008) claim that a response rate of 60% for paper-based surveys is adequate for representing the sample size for the study.

4.2 Background Characteristics of the project

The background characteristics collected from the respondents included the project type, stakeholder type, project age as presented in table 4.1.

Table 4.1: Background characteristics of the project

Project Characteristics	Frequency	Percent (%)
Project Type		
Regulatory & Advisory	1	3.3
Skilling	27	90.0
Support Services	2	6.7
Total	30	100.0
Stakeholder Type		
Beneficiary (Youth)	248	89.1
Project Manager	18	6.5
Development Partner	8	2.9
Project Coordinator	4	1.5
Total	279	100.0
Age of the Project		
Less than a year	4	13.6
1 - 5 years	13	45.5
6 - 10 years	8	25.8
Above 10 years	5	15.1
Total	30	100.0

Source: Primary Data (2023)

Table 4.1 shows that regarding the type of project, the majority 90% respondents were in the skilling projects, 6.7% were in the support services projects, whereas the remaining 3.3% were in the regulatory and advisory project. The study therefore argues that it captured responses from a number of projects that the respondents were involved in and thus there were no biases based on project exclusion.

Furthermore, concerning the stakeholder type, the table shows that the majority 89.1% respondents were beneficiaries (youths). These were followed by project managers at 6.5% and 2.9% of the respondents were development partners. Additionally, there were 1.5% respondents who were project coordinators. The study argues that it collected views a number of stakeholders who were involved in the different projects and thus the differences in the types of stakeholders forms a variety of non-biased opinions making the responses viable for the study.

Concerning the age of the project, the study revealed that the majority 45.5% had been in existence for a period between 1 to 5 years, followed by 25.8% that had existed for a period

between 6 to 10 years. Furthermore, 15.1% of the projects had been existed for more than 10 years, whereas 13.6% of the projects were less than one year.

4.3 Respondents' demographic characteristics

The demographic information collected from the respondents included their gender, age bracket, and highest academic qualifications as presented in the table below.

Table 4.2: Demographic characteristics of the project

Respondent demographics	Frequency	Percent (%)
Gender of participants		
Male	163	58.4
Female	116	41.6
Total	279	100.0
Age of Participants		
Less than 25 years	136	48.7
25 - 34 years	80	28.7
35 - 44 years	44	15.8
45 - 54 years	14	5.0
55 years and above	5	1.8
Total	279	100.0
Highest Academic Qualification Held		
Secondary and below	39	14.0
Diploma	94	33.7
Bachelor's Degree	110	39.4
Others	36	12.9
Total	279	100.0

***Source**: Primary Data (2023)*

Gender of respondents

Regarding the gender of participants, results indicate that 58.4% of participants were males against 41.6% females. The results point to the fact that despite the differences in gender

representation, the study considered perspectives from both males and females implying that there was no bias based on gender in the responses provided.

Age of Respondents

Concerning the age of the participants, 48.7% were aged less than 25 years, followed 28.7% who were aged between 25 – 34 years and then 15.8% aged 35 – 44 years. Furthermore, these were followed by 5% who were aged between 45 and 54 years and 1.8% who were 55 years and above. The results probably imply that the study attracted participants from different age brackets who are involved in the skilling projects.

Highest Academic Qualification of respondents

Concerning the highest education level of the participants, the study shows that 39.4% of the respondents had acquired bachelor's degrees, followed by 33.7% who had acquired diplomas, and then 14% of the respondents had acquired secondary school certificates. Finally, the study also shows that there were 12.9% respondents who had acquired other forms of education certifications. The study then argues that all the respondents who took part in the study were knowledgeable in their different disciplines and thus their responses were based on the fact that they were knowledgeable.

4.4 Descriptive Statistics on Variables

To capture the varying opinions of participants about the study variables, the researcher generated descriptive statistics on all key variables of the study. In particular, statements were formulated under each variable on scale of 1 – 5 in which 1 = strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = strongly agree. The opinions were processed for the mean and standard deviation which subsequently formed the basis for analysis and interpretation. During interpretation, any mean results below 2.60 meant disagree while between 2.6 – 3.59 meant neutral. On the other hand, any mean results of at least 3.6 were interpreted as agree. Accordingly, standard deviation results of 0.00 – 0.499 meant low

variation and higher reliability while 0.5 - 0.999 meant moderate variation and moderate reliability. On the other hand, a standard deviation of at least 1.000 meant higher variation and low reliability (Ruiz, 2002). The resulting descriptive statistics under each variable are presented in the various tables under the sub sections below.

4.4.1 Descriptive Statistics for Collaboration

Here, statement were formulated on a scale of 1 – 5 and upon processing, the results in table 4.3 below were generated.

Table 4.3: Descriptive statistics for Collaboration

Statements on collaboration	Min	Max	Mean	Std. Dev.
We participate in planning through stakeholder inception meetings	1	4	2.32	.907
We participate in research activities to inform decisions of the project frontiers	3	5	4.45	.566
As project Participants, we have a health working relationship with the promoters of the project	1	5	3.97	.704
Internally, we form ourselves into smaller groups to share knowledge and experience	1	4	3.26	1.024
We participate in making key decisions that accelerate knowledge transfer	2	5	4.14	.779

N = 30 Projects

***Source**: Primary Data (2023)*

The study shows that the respondents were asked whether they participated in planning through stakeholder inception meetings. The findings show a mean of 2.32 and standard deviation of 0.907 implying that majority of the respondents disagreed with the statement, meaning that they did not participate in planning which would involve stakeholder inception meetings. However, the findings are not in agreement with the findings by Zwikael, et al. (2012) who argued that collaboration through novel stakeholder engagement process is vital in enabling project managers to execute informed stakeholder engagement that translate into achievement of project objectives and foster sustainability**.**

Furthermore, inquiry into whether the respondents participated in research activities to inform decisions of the project frontiers resulted into a mean of 4.45 and standard deviation of 0.566,

implying that majority of the respondents strongly agreed with the statement that they participated in research activities to inform decisions of the project frontiers. The findings concur with Laird, et al. (2020) who argued that collaborative stakeholder engagement is positively associated with the lived experience of stakeholders especially when engagement is done early enough in the research process.

Additionally, the respondents were asked whether as project participants, they had a healthy working relationship with the promoters of the project. The study findings revealed a mean of 3.97 and standard deviation of 0.704, implying that majority of the respondents agreed with the statement that as project participants, they had a healthy working relationship with the promoters of the project. The findings agree with Jarmai and Vogel-Poschl's (2020) findings which showed that for collaboration to work and succeed, there is need to prepare and come up with sustainable approaches to relationship management, meaning that a healthy working relationship in the project is sustained through nurturing the beneficiaries to develop trust in the project.

Also, inquiry into whether or not internally, the respondents formed smaller groups to share knowledge and experience resulted into a mean response of 3.26 and standard deviation of 1.024, implying that the respondents were neutral about the statement on whether they internally formed groups to share knowledge and experience. Besides, the standard deviation shows that the responses had high variation and low reliability.

Moreover, inquiry into whether the respondents participate in making key decisions that accelerate knowledge transfer resulted into a mean response of 4.14 and standard deviation of 0.779 implying that majority of the respondents agreed that they participated in making of key decisions that accelerated knowledge transfer.

4.4.2 Descriptive Statistics for Dialogue

Under this variable, the researcher designed several statements for participants to respond. The results obtained after data processing are presented in table 4.4 hereunder.

Table 4.4: Descriptive statistics for Dialogue

Statements on dialogue	Min	Max	Mean	Std. Dev.
We have established channels for through which we communicate with the project managers/frontiers	1	4	3.08	1.058
We hold regular meetings with top project managers to discuss any issues that might impend achievement of the defined project objectives	1	4	2.68	1.215
Dialogue is usually employed to arrest fears of project team members especially when contentious issues arise	1	5	3.79	.972
We usually get real time information which compels us to own our decisions and actions during the course of the project	1	5	2.63	1.334
Usually, a focal person is in place to handle all correspondences between the beneficiaries and the project promoters/frontiers	1	5	3.63	.984
Within the project, there is early engagement of members through communication and deliberations	1	5	2.36	1.244

N =30 Projects

***Source**: Primary Data (2023)*

Concerning dialogue, the respondents were asked whether they have established channels through which they communicate with the project managers/ frontiers. The study revealed a mean of 3.08 and standard deviation of 1.058 implying that majority of the respondents were neutral about the statement about whether they had established channels through which they communicated with the project managers/ frontiers. Besides, the standard deviation shows that the responses were of high variation and low reliability. The findings, therefore, disagree with Rowlinson and Cheung's (2018) findings in which they revealed that proper communication channels are deemed instrumental in steering relationship management in projects hence leading to sustainable yet acceptable projects. The study, rather shows that there are weak communication channels in the project which are impeding achievement of project objectives.

Furthermore, inquiry into whether the respondents hold regular meetings with top project managers to discuss any issues that might impend achievement of the defined project objectives, resulted into a mean of 2.68 and standard deviation of 1.215, implying that majority of the respondents disagreed with the statement, meaning that the respondents did not hold regular meetings with top project managers to discuss any issues that could impend achievement of the defined project objectives. The findings are therefore, not in agreement with the findings by Coleman, Manyindo, Parker and Schultz (2019) who argued that the importance of dialogue is to ensure transparency and improved satisfaction among stakeholders, meaning that through holding regular meetings, stakeholders are supposed to trust the project officers as they are viewed as being transparent about the objectives of the project, however, the study reveals that due to the irregularities in the meetings, there is no transparency and hence no trust among the stakeholders especially the youth beneficiaries.

Additionally, the study inquired from the respondents whether dialogue is usually employed to arrest fears of project team members especially when contentious issues arise. The findings revealed a mean of 3.79 and standard deviation of 0.972, implying that majority of the respondents agreed with the statement that dialogue was usually employed to arrest fears of project team members especially when contentious issues arose. However, the findings are in disagreement with the findings by Oliver, et al. (2018) who explains that through engaging with stakeholders through communication and dialogue, this would result into high desires to participate in research to pass on relevant data. However, since dialogue is not adequate, the study shows that fears about the project are not addressed hence it becomes hard to implement any interventions pertaining to the success of the project.

Furthermore, inquiry into whether the respondents usually get real time information which compels them to own their decisions and actions during the course of the project. The findings revealed a mean of 2.63 and standard deviation of 1.334, implying that majority of

the respondents were neutral to the statement on whether they usually got real time information which compelled them to own their decisions and actions during the course of the project. Besides, the standard deviation shows that the responses were of high variation and low reliability. The findings are rather in disagreement with the findings by Muhwezi, et al. (2019) who revealed that dialoguing increases access to real time information about interventions and that it also reduces chances of resentment as participants are on board and feel they are part of the bigger agenda which scales up success rates.

Also, the study asked the respondents whether or not usually, a focal person is in place to handle all correspondences between the beneficiaries and the project promoters/ frontiers. The findings revealed a mean of 3.63 and standard deviation of 0.984, implying that majority of the respondents agreed that the usually a focal person was in place to handle all correspondences between the beneficiaries and the project promoters/ frontiers.

Also, inquiry about whether or not within the project, there is early engagement of members through communication and deliberations, the study revealed a mean response of 2.36 and standard deviation of 1.244, implying that majority of the respondents disagreed with the statement, meaning that within the project, there was no early engagement of members through communication and deliberations. The findings are not in agreement with the findings by Aapaoja, et al. (2013) whose findings revealed the importance of early engagement of stakeholders in a project as they help in orienting communities to the project objectives, assignment of roles and creating a sense of attachment. However, the findings rather depict that there is no early engagement of stakeholders in the project meaning that it becomes hard to tailor the project to the needs of the different stakeholders who are involved in the projects.

4.4.3 Descriptive Statistics for Consultation

Under this variable, data collected to capture opinions of participants are presented in table 4.5 below.

Table 4.5: Descriptive Statistics for Consultation

Statements on consultation	Min	Max	Mean	Std. Dev.
There is an established framework through the project promoters consult with the defined stakeholders	1	4	2.22	1.111
Usually, we have a chance to ask questions on issues that appear abstract to us	1	4	2.57	.922
Communication is always employed to the key parties to the project have well streamlined engagements	1	5	2.48	1.162
Routine and inclusive consultations are undertaken throughout the project tenure	1	5	2.85	.954
Seminars and workshops are organized by the project team to sensitize, orient and gather views of the beneficiaries	1	4	2.63	1.009
Both hybrid and closed consultation tactics are employed to gather views from the various parties to the project	1	5	3.23	.961

N=30 Projects

***Source**: Primary Data (2023)*

The study inquired whether or not there is an established framework through which the project promoters consult with the defined stakeholders. The results were a mean response of 2.22 and standard deviation of 1.111 implying that majority of the respondents disagreed with the statement and rather that there was no established framework through which the project promoters consult with the defined stakeholders

Also, inquiry into whether or not usually, the respondents have a chance to ask questions on issues that appear abstract to them. The findings revealed a mean response of 2.57 and standard deviation of 0.922, implying that the majority of the respondents disagreed with the statement and that they usually did not have a chance to ask questions on issues that appeared abstract to them.

Additionally, the respondents were also asked whether routine and inclusive consultations are undertaken throughout the project tenure. The findings revealed a mean of 2.85 and a standard deviation of 0.954 implying that the majority of the respondents were not sure

whether or not routine and inclusive consultations were undertaken throughout the project tenure. Besides, the standard deviation also shows that there were high variations and low reliability in the respondents' responses.

Furthermore, an inquiry into whether seminars and workshops are organized by the project team to sensitize, orient and gather views of the beneficiaries resulted in a mean response of 2.63 and a standard deviation of 1.009, implying that the majority of the respondents were neutral about whether the seminars and workshops were organized by the project teams to sensitize, orient and gather the views of the beneficiaries about the project.

More so, inquiry into whether both hybrid and closed consultation tactics are employed to gather views from the various parties to the project resulted in a mean of 3.23 and a standard deviation of 0.961, implying that the majority of the respondents were not sure whether both hybrid and closed consultations tactics were employed to gather views from the various parties to the project.

4.4.4 Descriptive Statistics for Risk Management

Here, the researcher came up with a number of statements about the variable and gathered the data as presented in table 4.6 below.

Table 4.6: Descriptive Statistics for Risk Management

Statements on Risk Management	Min	Max	Mean	Std. Dev.
Project team members were involved in the risk identification process	2	5	3.06	.887
I am aware of the probable risks that can affect this project	1	5	2.54	.984
The finances allocated are enough to sustain the project	1	4	2.75	.891
There is a risk register	1	4	3.00	1.011
The project uses a systemic approach for identification of its risks relating to the objectives	1	4	2.72	1.131
A formal feedback system was used to monitor risks and map out potential outcomes that might occur after a decision is made	1	5	3.37	.980
Risk probability and impact has been estimated	1	4	2.73	1.221
The Risk management plan explicitly addresses uncertainty	1	5	3.42	1.079
Risk in this project are reviewed quarterly	1	4	1.94	1.006
Team members provide feedback to the project supervisors about the project.	1	5	2.80	1.146

Statements on Risk Management	Min	Max	Mean	Std. Dev.
Possible events in which risks are presented have been identified	1	4	3.06	.961
Quantifying the level of risks in events identified	1	5	3.11	1.203
Measures, processes and controls to reduce risk impact are in place	1	4	2.89	1.057
Risks have been prioritized in terms of severity	1	4	2.65	1.157
Risks are traced and monitored as they change	1	5	2.75	1.217
The accountability for risk management in this project is documented	1	5	3.42	1.289
This project has a risk management plan	1	5	3.35	1.542
Risks and Risk Management activities are communicated to stakeholders	1	5	3.28	1.374
Our Risk Management is based on the best available information	1	5	3.38	1.416
Forecasts and projections are adjusted based on risk assessment	1	4	2.73	1.221
If a problem occurs, can decisions are made swiftly	1	5	3.42	1.079
Our Risk Management Team has available, qualified experts to help implement the processes	1	4	1.94	1.006

N = 30 Projects

***Source**: Primary Data (2023)*

The table shows that inquiry into whether the project team members were involved in the risk identification process resulted into a mean response of 3.06 and standard deviation of 0.887, implying that majority of the respondents agreed with the statement that the project team members were involved in the risk identification process.

Furthermore, inquiry into whether the respondents were aware of the probable risks that could affect the project resulted into a mean response of 2.54 and standard deviation of 0.984, implying that majority of the respondents disagreed with the statement, meaning that they were not aware of any probable risks that could affect the projects.

Also, the study asked whether the finances allocated to the projects are enough to sustain the project. The findings revealed a mean of 2.75 and standard deviation of 0.891, implying that majority of the respondents were not sure whether or not the finances allocated to the projects were enough to sustain the projects.

Also, the respondents were asked whether there is a risk manager, resulting into a mean of 3.00 and standard deviation of 1.011, implying that majority of the respondents were neutral

about the statement. Besides, the standard deviation shows that there was high variation and low reliability in the responses.

The respondents were further asked whether the project uses a systemic approach for identification of its risks relating to the objectives. The findings showed a mean response of 2.72 and standard deviation of 1.131, implying that majority of the respondents were neutral about the statement on whether the project used a systemic approach for identification of its risks relating to its objectives.

Also, inquiry into whether there was a formal feedback system which was used to monitor risks and map out potential outcomes that might occur after a decision is made resulted into a mean response of 3.37 and standard deviation of 0.98, implying that majority of the respondents were not sure whether or not there was a formal feedback system used to monitor risks nor map out potential outcomes that might occur after a decision is made.

Also, the respondents were asked whether risk probability and impact has been estimated. The findings resulted into a mean of 2.73 and standard deviation of 1.221 implying that majority of the respondents were not sure whether risk probability and impact had been estimated.

Furthermore, the study made an inquiry into whether the risk management plan explicitly address uncertainty. The findings resulted into a mean of 3.42 and standard deviation of 1.079 implying that majority of the respondents agreed with the statement that the risk management plan explicitly addressed uncertainties.

Additionally, inquiry into whether risks in the projects were reviewed on a quarterly basis resulted into a mean of 1.94 and standard deviation of 1.006 implying that majority of the respondents strongly disagreed with the statement and that risks in the projects were not reviewed.

Furthermore, the study asked the respondents whether team members provide feedback to the project supervisors about the project. The findings resulted into a mean of 2.8 and standard deviation of 1.146, implying that majority of the respondents were not sure whether or not the team members provided feedback to the project supervisors about the project.

Also, inquiry into whether possible events in which risks are presented have been identified. The findings resulted into a mean response of 3.06 and standard deviation of 0.961, implying that majority of the respondents were not sure about whether possible events in which risks were presented had been identified.

Furthermore, inquiry into whether quantifying the levels of risks in events was identified. The study resulted into a mean response of 3.11 and standard deviation of 1.203, implying that majority of the respondents were neutral about the statement on whether quantifying the levels of risks in events was identified.

Also, inquiry into whether measures, processes and controls to reduce risk impact are in place resulted in a mean response of 2.89 and standard deviation of 1.057, implying that majority of the respondents were neutral about the statement on whether measures, processes and controls to reduce risk impact were in place.

Additionally, the study asked whether risks have been prioritized in terms of severity. The findings showed a mean response of 2.65 and standard deviation of 1.157, implying that majority of the respondents were not sure whether risks had been prioritized in terms of severity.

Also, inquiry into whether risks are traced and monitored as they change resulted into a mean of 2.75 and standard deviation of 1.217, implying that majority of the respondents were not sure whether risks were traced and monitored as they changed.

Furthermore, the study asked whether accountability for risk management in the projects is documented, resulting in a mean of 3.42 and standard deviation of 1.289, implying that

majority of the respondents were not sure whether accountability for risk management in the projects was documented.

Additionally, the respondents were asked whether the project has a risk management plan. The findings revealed a mean response of 3.35 and standard deviation of 1.542, implying that majority of the respondents were not sure about the statement on whether or not the project had a risk management plan.

Furthermore, the study made an inquiry on whether risks and risk management activities are communicated to stakeholders revealing a mean of 3.28 and standard deviation of 1.374, implying that majority of the respondents were not sure about the statement about whether or not risk and risk management activities were communicated to stakeholders.

Also, inquiry into whether or not the respondents' risk management is based on the best available information resulted into a mean of 3.38 and standard deviation of 1.416, implying that majority of the respondents were not sure about the statement on whether their risk management was based on the best available information.

Furthermore, inquiry into whether forecasts and projections are adjusted based on risk assessment, resulted into a mean of 2.73 and standard deviation of 1.221, implying that majority of the respondents were not sure whether forecasts and projections were adjusted based on risk assessment.

Also, the study asked whether decisions were made swiftly if problems occurred. The findings show a mean response of 3.42 and standard deviation of 1.079, implying that majority of the respondents agreed with the statement that in case a problem occurred, decisions were made swiftly.

On the contrary, inquiry into whether the projects' risk management team has available, qualified experts to help implement the processes resulted into a mean response of 1.94 and standard deviation of 1.006, implying that majority of the respondents strongly disagreed

with the statement, meaning that the risk management team does not have available, qualified experts to help implement the risk management processes.

4.4.5 Descriptive Statistics for Project Performance

The researcher formulated statements under this variable and gathered the results presented in table 4.7 below.

Table 4.7: Descriptive Statistics for Project Performance

Statements on Project Performance	Min	Max	Mean	Std. Dev.
The project had a defined completion time	1	4	2.89	1.057
The quality of deliverables is adequate	1	4	2.73	1.221
The project started on time	1	5	2.42	1.079
The defined project objectives is always achieved in time	1	4	1.94	1.006
The project costs are kept at their lowest	1	5	2.80	1.146
The Project meets budget requirements	1	4	3.06	.961
Cost overturns are always avoided	1	5	3.11	1.203
Resource diversion is guarded against	1	4	2.89	1.057
The project usually sticks to the predefined objectives	1	4	2.65	1.157
Project risks were handled in time to allow project progress	1	4	2.73	1.221
The project had a completion deadline	1	5	3.42	1.079
Only defined activities are executed during implementation of the project	1	4	1.94	1.006
The number of targeted beneficiaries is always achieved	1	5	2.80	1.146
Project beneficiaries freely exercise the skills acquired	1	4	3.06	.961
Project beneficiaries usually exhibit high levels of satisfaction	1	5	3.11	1.203
The beneficiaries leave when equipped with the tailored skills to take charge of their lives and earn a meaningful living	1	4	2.89	1.057

N = 30 Projects

***Source**: Primary Data (2023)*

The study made an inquiry into whether the project had a defined completion time resulting into a mean response of 2.89 and standard deviation of 1.057, implying that majority of the respondents were not sure about whether the project had a defined completion time.

Furthermore, inquiry into whether the quality of deliverables is adequate resulted into a mean response of 2.73, implying that majority of the respondents were not sure whether the quality of deliverables was adequate.

Also, inquiry into whether the project started on time resulted into a mean response of 2.42 and standard deviation of 1.079, implying that majority of the respondents disagreed with the statement that the project started on time. On the contrary, inquiry into whether the defined project objectives were always achieved in time resulted into a mean response of 1.94 and standard deviation of 1.006 implying that majority of the respondents strongly disagreed with the statement, meaning that the projective objectives were not always achieved in time.

Alternatively, inquiry into whether the project costs were kept at their lowest resulted into a mean response of 2.8 and standard deviation of 1.146, implying that majority of the respondents were not sure whether the project costs were kept at their lowest. Furthermore, inquiry into whether the project meets budget requirements, resulted into a mean response of 3.06 and standard deviation of 0.961, implying that majority of the respondents were not sure whether the project met its budget requirements.

Also, inquiry into whether cost overturns are always avoided resulted into a mean of 3.11 and standard deviation of 1.203, implying that majority of the respondents were not sure whether cost overturns were always avoided. Furthermore, inquiry into whether resource diversions are guarded against resulted into a mean of 2.89 and standard deviation of 1.057 implying that majority of the respondents were neutral about the statement on whether resource diversion was guarded against.

Additionally, the study asked whether the project usually sticks to the predefined objectives resulting in a mean of 2.65 and standard deviation of 1.157 implying that majority of the respondents were not sure whether the project usually stuck to the predefined objectives.

Also, inquiry into whether the project risks were handled in time to allow project progress resulted in a mean of 2.73 and standard deviation of 1.221, implying that majority of the respondents were not sure whether the project risks were handled in time to allow project progress. However, inquiry into whether the project had a completion deadline resulted in a

mean of 3.42 and standard deviation of 1.079, implying that majority of the respondents agreed that the project had a completion deadline.

On the other hand, inquiry into whether only defined activities are executed during the implementation of the project resulted into a mean of 1.94 and standard deviation of 1.006, meaning that majority of the respondents disagreed with the statement, that is, the defined activities were not the only ones executed during the implementation of the project.

Furthermore, the study asked whether the number of targeted beneficiaries were always achieved, which resulted into a mean of 2.8 and standard deviation of 1.146, implying that majority of the respondents were not sure whether the targeted number of beneficiaries was always achieved.

Also, inquiry into whether the project beneficiaries freely exercise the skills acquired resulted into a mean of 3.06 and standard deviation of 0.961, implying that majority of the respondents were not sure whether the project beneficiaries freely exercised the skills they acquired.

More so, when asked whether the project beneficiaries usually exhibited a high level of satisfaction, majority of the respondents were not sure whether the project beneficiaries usually exhibited a high level of satisfaction shown by a mean of 3.11 and standard deviation of 1.203.

Also, inquiry into whether the beneficiaries leave when equipped with the tailored skills to take charge of their lives and earn a meaningful living resulted into a mean of 2.89 and standard deviation of 1.057, implying that majority of the respondents were not sure whether the beneficiaries left when equipped with the tailored skills to take charge of their lives and earn a meaningful living.

4.5 Correlations

This is presented here, separately from the research objectives, because it is associated with more than one objective of the research study. For each objective of the study that shall have reference to the results from this section, an extract from this section shall be made and presented in the discussion of that objective.

The correlation analysis was carried out with the intention of establishing the degree of association between the variables that were considered in this research study. The results are presented in the table below.

Table 4.8: Correlation results

	1	2	3	4	5	6	7	8	9	10
Stakeholder inclusiveness (1)	**1**									
Collaboration (2)	**.695****	1								
Dialogue (3)	**.747****	.154**	1							
Consultation (4)	**.797****	.472**	.398**	1						
Risk management (5)	**.844****	**.630****	**.505****	**.795****	**1**					
Risk identification (6)	**.374****	.431**	.057	.411**	**.585****	1				
Risk response (7)	**.782****	.529**	.535**	.707**	**.854****	.354**	1			
Risk analysis (8)	**.745****	.556**	.411**	.751**	**.860****	.362**	.624**	1		
Risk mitigation (9)	**.685****	.428**	.527**	.578**	**.779****	.114	.591**	.699**	1	
Project Performance (10)	**.545****	**.439****	**.272****	**.553****	**.716****	**.523****	**.375****	**.832****	**.535****	**1**

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

4.5.1 Correlation between stakeholder inclusiveness and project performance

Correlation analysis output indicate that there was a strong significant relationship association between stakeholder inclusiveness and project performance ($r = 0.545$; $p \leq 0.01$). This means that when the inclusiveness improves, the project performance also improves.

4.5.2 Correlation between risk management and project performance

Correlation analysis output indicate that there was a strong significant relationship association between risk management and project performance ($r = 0.716$; $p \leq 0.01$). This means that when the risk management improves, the project performance also improves.

4.5.3 Correlation between Stakeholder inclusiveness and risk management

Correlation analysis output indicate that there was a strong significant relationship association between stakeholder inclusiveness and risk management ($r = 0.844$; $p \leq 0.01$). This means that when the stakeholder inclusiveness improves, the risk management levels in the Youth skills development projects.

4.6 Regression.

This is presented here, separately from the research objectives, because it is associated with more than one objective of the research study. For each objective of the study that shall have reference to the results from this section, an extract from this section shall be made and presented in the discussion of that objective.

This analysis was carried out with the intention of establishing the degree of influence of the independent variable(s) on the dependent variable(s). The results from the analysis that was carried out are presented in the table 4.7 below.

Table 4.9: Regression results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.399	.231		1.729	.085
	Stakeholder inclusiveness	.776	.072	.545	10.820	.000
2	(Constant)	.568	.226		2.515	.012
	Stakeholder inclusiveness	.480	.095	.337	5.044	.000
	Risk management	.267	.059	.304	4.555	.000

	Model 1	*Model 2*
Dependent variable:	Project performance	Project performance
R:	0.545	0.588
R square:	0.297	0.346
Adjusted R square:	0.295	0.342
F-statistics:	117.083	73.088
Model significance:	0.000	0.000

Source: Primary Data

4.6.1 Regression between Stakeholder inclusiveness and Project Performance

Based on these results, stakeholder inclusiveness has a significant influence on the performance of a project. This influence is stronger when stakeholder inclusiveness is considered alone (Beta = 0.545; Sig = 0.000) as compared to when it is considered together with risk management (Beta = 0.337; Sig = 0.000). This means that, in both cases, stakeholder inclusiveness has a significant influence on the performance of Youth Development Projects in Kampala.

4.6.2 Regression between risk management and Project Performance

The results of regression analysis are presented in section of regression analysis. Based on these results, risk management has a significant influence on the performance of a project (Beta = 0.304). This means that, when there is effective risk management in the Youth Development Projects in Kampala, the performance of the projects is guaranteed.

4.6.3 Regression between Stakeholder inclusiveness and risk management

Stakeholder inclusiveness and risk management together predict 34.2% of the variance of the change in project performance. The remaining 65.8% is predicted by other factors outside this study. These results mean that to improve the performance of youth skilling development projects, more emphasis should put on stakeholder inclusiveness (Beta = .545, sig = 0.00) than stakeholder engagement (Beta =0.304, sig =0.00).

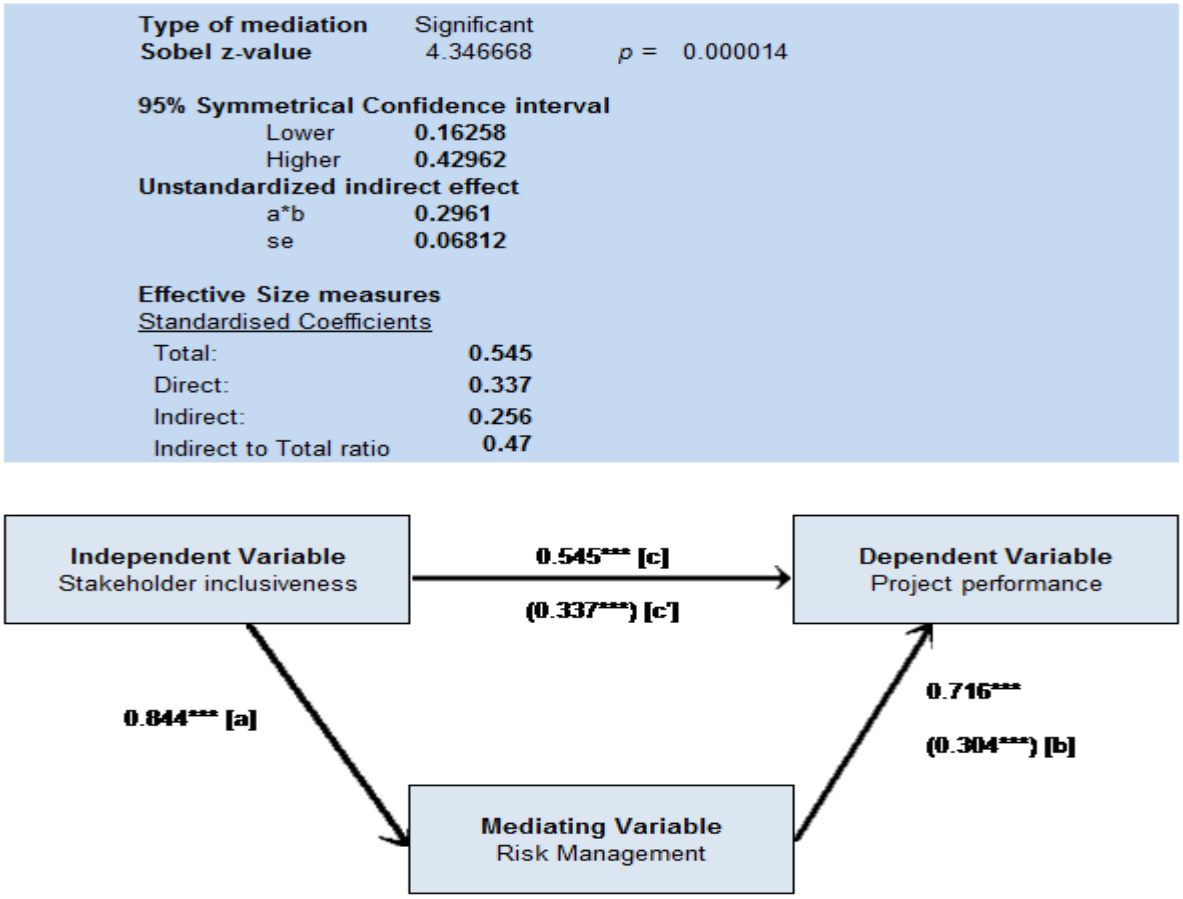
4.7 Mediation influence of risk management

This objective required to establish whether risk management had any mediating influence in the relationship between stakeholder inclusiveness and project performance.

Preacher & Hayes (2008) specified several requisite conditions to support evidence for mediation: 1) the independent variable must affect the outcome, 2) the independent variable must affect the mediating variable, 3) the mediating variable must affect the outcome, and 4) the independent variable must not affect the outcome when the mediating variable is controlled.

This was necessary to establish whether stakeholder inclusiveness in project performance in Youth Development Projects in Kampala, was amplified through the risk management activity in these projects. The results from the mediation analysis that was carried out are below.

Figure: 2 The results from the mediation analysis



Source: Primary data

The results from mediation analysis indicate that risk management has a significant mediation in the relationship between stakeholder inclusiveness and project performance (p = 0.000014). Focusing on the coefficients, however, it is revealed that the mediation is partial. This is because, the indirect effect (Beta = 0.256) is lower than the direct effect (Beta = 0.337). Additionally, both effects are statistically significant.

Mediation results mean that stakeholder inclusiveness in project performance could be felt directly through the actions of collaboration, dialogue and consultation. Additionally, the same inclusiveness could be felt in the project performance through risk management. It is at the discretion of the stakeholders, therefore, to choose how their inclusiveness in the management of project performance should be felt.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter is organized in three sections. The first section deals with summary of the findings, discussions of findings followed by the conclusion while the final section recommendations and areas for further research as detailed below.

5.2 Discussion of findings

This discussion is presented in line with the research objectives. This discussion also follows the order in which the main findings of this research were presented. These are presented in the subsections that follow.

5.2.1 Stakeholder Inclusion and project performance

The research findings highlight a significant association between stakeholder inclusion and project performance in youth development projects in Kampala. When stakeholders are actively involved through collaboration, dialogue, and consultation, project performance tends to improve. This aligns with Conner (2017), whose study underscores the positive impact of stakeholder engagement on organizational performance. Similarly, Zwikael, Elias, and Ahn (2012), as well as Laird et al. (2020), emphasize the importance of stakeholder inclusiveness through dialogue in enhancing project outcomes. This indicates that when stakeholders are included in project activities, their diverse perspectives contribute to informed decision-making, proactive problem-solving, and ultimately, enhanced project performance.

Stakeholder inclusiveness enhances project performance by integrating diverse viewpoints and expertise into project processes. Engaging stakeholders fosters a collaborative environment where concerns are addressed early, innovative solutions are developed, and project goals are aligned with stakeholder expectations. Moreover, continuous dialogue

ensures that adjustments can be made promptly, reducing the likelihood of costly delays or failures. This inclusive approach not only strengthens project outcomes but also builds trust and commitment among stakeholders, which are crucial for sustained project success.

5.2.2 Stakeholder inclusiveness and risk management

The study establishes a positive significant correlation between stakeholder inclusiveness and effective risk management in youth development projects in Kampala. Engaging stakeholders early in the project lifecycle facilitates comprehensive risk identification, assessment, and mitigation strategies. This finding echoes the recommendations of Zwikael, Elias, and Ahn (2012), who advocate for proactive stakeholder involvement to enhance risk management practices.

Stakeholder inclusiveness improves risk management by broadening the scope of risk identification and analysis. Stakeholders bring unique insights into project risks based on their diverse roles, interests, and expertise. Early engagement allows for a thorough exploration of potential risks, enabling project teams to develop targeted risk responses that are more effective and timely. Furthermore, involving stakeholders in risk management builds a shared understanding of project challenges and promotes a collective commitment to mitigating risks, thereby enhancing project resilience and adaptability.

5.2.3 Risk management and project performance

The findings underscore a strong and positive relationship between effective risk management practices and project performance in youth skilling projects in Kampala. By systematically addressing risks through proactive planning and response strategies, project teams can mitigate potential disruptions and enhance overall project outcomes. This aligns with the insights from Heising (2012) and Falamarzi and Suliman (2015), highlighting risk management as a critical determinant of project success.

Effective risk management practices contribute to improved project performance by minimizing uncertainties and maximizing opportunities (Doloi, 2012). Through systematic risk assessment and mitigation, project teams can anticipate potential challenges and implement preventive measures to safeguard project objectives. This proactive approach not only reduces the likelihood of costly setbacks but also enhances stakeholder confidence and satisfaction. By prioritizing risk management, organizations demonstrate their commitment to delivering successful outcomes, which can lead to enhanced reputation and future project opportunities.

5.2.4 Mediation effect of risk management

Risk management was hypothesized as having a mediation effect in the relationship between stakeholder inclusiveness and project performance in the context of youth skills developments projects in Kampala, Uganda. This hypothesis stated the mediation was partial and was confirmed to be true basing on the findings obtained in this research. This therefore means that stakeholder inclusiveness helps to enhance risk management practices in youth skills development projects in Kampala. In turn, the enhanced risk management practices help the youths to realize improved project performance in the projects they (youths) are engaged in.

Findings in this research are further in agreement with the previous researchers Heising (2012), indicating that the current findings are supported by the literature. This same position is upheld by Abusafiya & Suliman (2017), who insists that risk management in project management needs to be given special attention to boost overall project performance and success.

5.3 Conclusion

Project performance is an important aspect in project management The findings of this research study show that stakeholder inclusiveness has a huge impact on project performance,

there is need to ensure that risk management is effective through enhanced stakeholder inclusiveness' through consultation, collaboration and dialogue. Stakeholder inclusiveness does not have a direct influence over project performance. It influences project performance through risk management activities like risk identification, risk assessment, risk mitigation and risk response.

5.4 Recommendations

The study was about the relationship between stakeholder inclusiveness risk management and the project and performance of government youth skills development projects. Basing on the conclusion to this study, the following recommendations are preferred in this study;

1. Engaging stakeholders early and continuously. The study recommends initiating engagement with stakeholders as early as possible and maintaining open, ongoing communication. Engaging stakeholders from the outset and involving them throughout the project lifecycle ensures their concerns and feedback are addressed. This involvement can lead to more innovative solutions and a sense of ownership, ultimately boosting project performance
2. There is need to identify and map stakeholders. The study suggest that the project managers should identify all stakeholders, including direct and indirect beneficiaries, government agencies, local communities, and industry partners. The essence is that a comprehensive stakeholder map shall help in understanding their interests. expectations, and potential contributions, fostering inclusiveness. It shall also help in creating tailored communication and engagement strategies.
3. From the mediation analysis, risk management was found to be a major predictor of performance of government youth projects and the success factor that contributes to stakeholder inclusiveness. There is need for organizing workshops with stakeholders to identify and assess the risk matrix. Collaborative risk identification allows the

project frontiers and project managers to benefit from the collective wisdom and experience of the different stakeholders. Their input can help the project managers uncover risks that might not be apparent during internal assessments

4. Carrying out an impact analysis. The study recommends the need to engage stakeholders to assess the potential impact of risks on the project and on them. Stakeholders can provide a realistic understanding of how risks might affect them and their communities. This analysis informs more accurate risk prioritization and response planning is expected to build good ethical climate which will improve performance of poverty eradication projects
5. Risk Management Training and Education. The study also contends for training of project team members and stakeholders in risk management principles and techniques. This can be done by organizing workshops, seminars, or online courses to educate team members and stakeholders about the fundamentals of risk management. This shall empower them to actively participate in the process.

5.5 Limitations to the study

Some stakeholders were illiterate and unable to understand the questionnaire, complicating the data collection process and potentially affecting the completeness and accuracy of responses. To address this, trained field assistants conducted face-to-face interviews, translating and explaining the questions to ensure comprehension, thereby collecting more accurate data.

Confidentiality concerns led some stakeholders to be reluctant to disclose information about projects they had worked on, resulting in incomplete data that may have impacted the robustness of the findings. This was mitigated by providing assurances of confidentiality and

anonymity to all participants and using consent forms detailing the ethical handling of information to build trust and encourage candid responses.

Language barriers hindered communication, as respondents spoke different languages, which sometimes made mutual understanding difficult and affected the accuracy and consistency of the data collected. To overcome this, the research team included multilingual field assistants who could communicate in the local languages, facilitating better understanding and more accurate data collection.

The measures used in this study, primarily self-reported questionnaires, are subject to biases such as social desirability bias and may not capture the full depth of stakeholders' perspectives. To mitigate these issues, the questionnaires were pre-tested and validated for clarity and relevance, open-ended questions were included to capture more nuanced information, and triangulation with other data sources was employed to enhance reliability.

5.6 Areas suggested for further studies

The following areas need to be investigated further since they could not be incorporated in the current research

1. Stakeholder relationship management and project performance.

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APPENDIX I: QUESTIONNAIRE

MAKERERE UNIVERSITY BUSINESS SCHOOL

ACADEMIC RESEARCH QUESTIONNAIRE

Dear Respondent,

I am pursuing a degree of Master of Business Administration at Makerere University Business School. As a requirement for this award, I am requested to come up with a research thesis about a topical issue. This questionnaire is therefore intended to collect data on "**Stakeholder Inclusiveness, Risk Management and Project Performance in Uganda; A Survey of Uganda Skills Development Projects &Uganda Youth Development Link".** You have been selected to participate in this study as one of the respondents. Please spare a few minutes off your busy schedule and complete this questionnaire as honestly as possible. Your contribution to this study will be highly appreciated. Your responses to the questions contained in here will assist the researcher in making the study a success and conversely will be treated with utmost confidentiality.

Instructions

Please indicate your answer by ticking **OR** circling the option you consider the most appropriate choice.

SECTION A: BACKGROUND INFORMATION:

Project characteristics

a) Project type: ……
b) Stakeholder type**:** Beneficiary(youth) ☐ Project Manager ☐

Development Partner ☐ Project co-ordinater ☐ Training Officers ☐

Community ☐

Any other, write it here …….

c) Age of the project: less than one year ☐ 1-5 years ☐ 5-10 years ☐

Above 10 years ☐

Demographic characteristics

1 Gender: Male ☐ F Fema ☐

2. Age in years

A). Less than 25	**B**) 25 – 34	**C**) 35 – 44	**D**)45 – 54	E) ≥ 55

3. Academic qualification held

A) Secondary and belov ☐ B) .Diplo ☐ C) Bachelor's ☐ ee D) others, specify----------

4. Project Affiliated to

……..

For the following questions, please tick the number of your choice as indicated in the Key

1.Strongly Disagree	2. Disagree	3. Not Sure	4.Agree	5.Strongly Agree

SECTION B: STAKEHOLDER INCLUSIVENESS (Please identify the extent to which you agree or disagree on the following)						
S/N	**Collaboration**	**1**	**2**	**3**	**4**	**5**
C1	We participate in planning through stakeholder inception meetings					
C2	We participate in research activities to inform decisions of the project frontiers					
C3	As project Participants, we have a health working relationship with the promoters of the project					
C4	Internally, we form ourselves into smaller groups to share knowledge and experience					
C5	We participate in making key decisions that accelerate knowledge transfer					
: DIALOGUE (Please identify the extent to which you agree or disagree on the following)						
S/N	**Dialogue**	**1**	**2**	**3**	**4**	**5**
D1	We have established channels for through which we communicate with the project managers/frontiers					
D2	We hold regular meetings with top project managers to discuss any issues that might impend achievement of the defined project objectives					
D3	Dialogue is usually employed to arrest fears of project team members especially when contentious issues arise					
D3	We usually get real time information which compels us to own our decisions and actions during the course of the project					
D4	Usually a focal person is in place to handle all correspondences between the beneficiaries and the project promoters/frontiers					
D5	Within the project, there is early engagement of members through communication and deliberations					
CONSULTATION (Please identify the extent to which you agree or disagree on the following)						
S/N	**Consultation**	**1**	**2**	**3**	**4**	**5**
T1	There is an established framework through the project promoters consult with the defined stakeholders					
T2	Usually, we have a chance to ask questions on issues that appear abstract to us					
T3	Communication is always employed to the key parties to the project have well streamlined engagements					
T4	Routine and inclusive consultations are undertaken throughout the project tenure					
T5	Seminars and workshops are organized by the project team to sensitize, orient and gather views of the beneficiaries					
T6	Both hybrid and closed consultation tactics are employed to gather views from the various parties to the project					

SECTION C: Risk Management						
S/N	**Risk Identification**	**1**	**2**	**3**	**4**	**5**
RMI11	Project team members were involved in the risk identification process					
RMI2	I am aware of the probable risks that can affect this project					
RMI3	The finances allocated are enough to sustain the project					
RMI4	There is a risk register					
RMI5	The project uses a systemic approach for identification of its risks relating to the objectives					
RMI6	A formal feedback system was used to monitor risks					
S/N	**Risk Analysis**	1	2	3	4	5
RMA1	Mapping out potential outcomes that might occur after a decision is made					
RMA2	Risk probability and impact has been estimated					
RMA3	The Risk management plan explicitly addresses uncertainty					
RMA4	Risk in this project are reviewed quarterly					
RMA5	Team members provide feedback to the project supervisors about the project.					
S/N	**Risk mitigation**	1	2	3	4	5
RMM1	Possible events in which risks are presented have been identified					
RMM2	Quantifying the level of risks in events identified					
RMM3	Measures, processes and controls to reduce risk impact are in place					
RMM4	Risks have been prioritized in terms of severity					
RMM5	Risks are traced and monitored as they change					
S/N	**Risk Response**	1	2	3	4	5
RMR1	The accountability for risk management in this project is documented					
RMR2	This project has a risk management plan					
RMR3	Risks and Risk Management activities are communicated to stakeholders					
RMR4	Our Risk Management is based on the best available information					
RMR5	Forecasts and projections are adjusted based on risk assessment					
RMR6	If a problem occurs, can decisions are made swiftly					
RMR7	Our Risk Management Team has available, qualified experts to help implement the processes					

SECTION F: PROJECT PERFORMANCE (Please identify the extent to which you agree or disagree on the following)						
P1	The project had a defined completion time	**1**	**2**	**3**	**4**	**5**
P2	The quality of deliverables is adequate					
P3	The project started on time					
P4	The defined project objectives is always achieved in time					
	Cost					
P5	The project costs are kept at their lowest	**1**	**2**	**3**	**4**	**5**
P6	The Project meets budget requirements					
P7	Cost overturns are always avoided					
P8	Resource diversion is guarded against					
	Scope					
P9	The project usually sticks to the predefined objectives	**1**	**2**	**3**	**4**	**5**
P10	Project risks were handled in time to allow project progress					
P11	The project had a completion deadline					
P12	Only defined activities are executed during implementation of the project					
	Beneficiaries Satisfaction					
P13	The number of targeted beneficiaries is always achieved	**1**	**2**	**3**	**4**	**5**
P14	Project beneficiaries freely exercise the skills acquired					
P15	Project beneficiaries usually exhibit high levels of satisfaction					
P16	The beneficiaries leave when equipped with the tailored skills to take charge of their lives and earn a meaningful living					

THANK YOU FOR YOUR TIME

LIST OF KEY PROJECTS UNDER SKILLING UGANDA

List of skilling projects sampled		
No.	**Project name**	**Status**
1.	Uganda skills development project	Ongoing
2.	Uganda youth development link	Ongoing
3.	The Uganda Vocational Qualifications Framework (UVQF)	Ongoing
4.	The Youth Entrepreneurship Facility	Ongoing
5	Youth Vocational Skills Training Advocacy	Completed
6	Youth sustainable skills and empowerment program	Completed
7	Skills development facility	Ongoing
8	The youth Livelihood program	Completed
9	Skilling Uganda Program	Ongoing
10	Uganda Green Jobs Programme	Ongoing
11	Skilling and Work Opportunities Program	Ongoing
12	Girls' Education Movement	Ongoing
13	Uganda Women Entrepreneurship Program (UWEP)**:**	Ongoing
14	Skills Development Fund	Ongoing
15	Girls Education Challenge (GEC)	Ongoing
16	Young Women's Vocational Training Initiative	Ongoing
17	Technical and Vocational Education and Training (TVET) Strategic Plan	Ongoing
19	National Apprenticeship Program**:**	Completed
20	Regional Skilling and Entrepreneurship Program	Completed
21	The Skills for Production Program	Completed
22	The Regional Skilling East Africa Project	Completed
23	Skilling the Girl-Child Project	Completed
24	Poverty Eradication Action Plan	Completed

25	Youth Digital Skills Accelerator	Ongoing
26	Youth STEM Skills Initiative	Ongoing
27	Skills Development for Persons with Disabilities /NSG	Ongoing
28	Kampala Capital City Authority (KCCA) Skills Development Program	Ongoing
29	The Youth Economic Empowerment (YEE) programme	Completed
30	National youth action plan	Completed
31	Women's Entrepreneurship Development (WED) Program:	Ongoing
32	Skilling Uganda Program	Ongoing

Work plan/Time frame

S/N	Activity	Time Require
1	Concept Development	One week
2	Proposal Development	One Month
3	Development of Data Collection Tools	Three Days
4	Data Collection	Two Months
5	Data Analysis	One Month
6	Dissertation/Report Writing	One Month

Budget

Serial Number	Item Description	Amount
1	Data for internet connectivity	250,000
2	Data Analyst	500,000
3	Data Collection expenses	1,000,000
4	Communication	100,000
5	Photocopying	50,000
6	Printing	100,000
7	Binding	80,000
8	Miscellaneous	150,000
	Total	**2,130,000**