



MAKERERE UNIVERSITY BUSINESS SCHOOL

**INTERNAL STAKEHOLDER ENGAGEMENT, PSYCHOLOGICAL
EMPOWERMENT AND PERFORMANCE OF PUBLIC
CONSTRUCTION PROJECTS IN KAMPALA**

BY:

SSEMANDA ABDUL NASSER

REG NO: 2020/HD10/21619U

MASTER OF BUSINESS ADMINISTRATION

EMAIL: abdulnasa90@gmail.com

CONTACT: 0759427396 / 0786832180

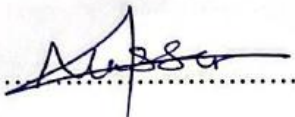
**A DISSERTATION SUBMITTED TO THE FACULTY OF GRADUATE
STUDIES AND RESEARCH (MAKERERE UNIVERSITY BUSINESS
SCHOOL) IN PARTIAL FULFILLMENT OF THE REQUIREMENT
FOR THE AWARD OF A DEGREE OF MASTER OF BUSINESS
ADMINISTRATION OF MAKERERE UNIVERSITY.**

PLAN A

NOVEMBER, 2023

DECLARATION

I declare that this study is original and has not been submitted for any other degree award to any other university before.

Signature 

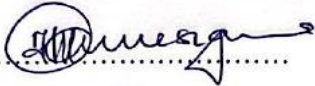
Date... 07/November/2023

SSEMANDA ABDUL NASSER

REG NO: 2020/HD10/21619U

APPROVAL

This dissertation has been submitted to the University with our approval as supervisors.

Signature.....

Date 07/11/2023

Assoc. Prof. Rogers Mwesigwa

Signature.....

Date 7th / Nov / 2022

Ms. Florence Nakajubi

DEDICATION

This dissertation is dedicated to my parents; Dauda Makanga and Hamidah Kasule and my siblings for the unprecedented overwhelming support, comfort, guidance and encouragement given to me during the entire research programme. May God bless you.

ACKNOWLEDGEMENT

I would like to take this opportunity to extend my gratitude to my academic supervisors Assoc. Prof. Rogers Mwesigwa and Ms. Florence Nakajubi for their kind attention and contribution during the course of writing this dissertation.

I would also like to thank all the lecturers that have taught me throughout this Masters Programme. Finally, yet importantly, I would like to thank my close friends for understanding my consistent absence as well as their never-ending encouragement.

Lastly, I take the pleasure to recognise the invaluable and incredible support and assistance; rendered to me by my parents, brothers, sisters and friends, may God reward you abundantly.

TABLE OF CONTENTS

DECLARATION	i
APPROVAL	i
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES	ix
LIST OF ACROYNMS AND ABBREVIATIONS	x
ABSTRACT.....	xi
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Background to the study	1
1.2 Problem statement.....	3
1.3 Purpose of the Study	4
1.4 Objectives of the Study	4
1.5 Research hypothesis.....	5
1.6 Scope of the Study	5
1.6.1 Subject scope	5
1.6.2 Geographical Scope	5
1.6.3 Time scope	6
1.7 Significance of the study.....	6
1.8 Conceptual framework.....	7
CHAPTER TWO	8

LITERATURE REVIEW	8
2.1 Theoretical Review	8
2.1.1 Stakeholder Theory	8
2.2 Project performance	10
2.3 Internal Stakeholder engagement.....	13
2.4 Psychological Empowerment.....	15
2.5 Internal Stakeholder engagement and project performance.....	17
2.6 Psychological empowerment and project performance	22
2.7 The extent to which Internal stakeholder engagement and psychological empowerment predict project performance.	23
CHAPTER THREE	27
RESEARCH METHODOLOGY	27
3.0 Introduction.....	27
3.1 Research Design.....	27
3.2 Population of the Study.....	27
3.3 Sample Size and Sampling Procedure	28
3.4 Data sources	29
3.5 Data collection instruments.....	29
3.6 Measurement of variables	29
3.7 Reliability and validity.....	30
3.7.1 Reliability analysis.....	30
3.7.2 Validity	31
3.8 Data processing and analysis	31

3.9 Ethical considerations	32
CHAPTER FOUR.....	33
PRESENTATION AND INTERPRETATION OF RESULTS	33
4.0 Introduction.....	33
4.1 Response Rate	33
4.2 Demographic Characteristics of respondents.....	33
4.3 Details of the Public Construction Projects	35
4.4 Descriptive Statistics.....	36
4.5 Correlation Results.....	38
4.5.1 The relationship between internal stakeholder engagement and project performance	40
4.5.2 The relationship between psychological empowerment and project performance	40
4.6 Regression Results	40
CHAPTER FIVE	43
DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS	43
5.0 Introduction.....	43
5.1 Discussion of Findings.....	43
5.1.1 Relationship between internal stakeholder engagement and project performance.	43
5.1.2 Relationship between psychological empowerment and project performance.....	44
5.2 Conclusion	46
5.3 Recommendations.....	46
5.3 Study limitations	47
5.4 Areas for further research	48
References.....	49

APPENDICES	59
Appendix 1: Questionnaire	59
Appendix 2: Krejcie and Morgan Table	62
Appendix 3: Data Collection Letter	63

LIST OF TABLES

Table 3.1: Population and Sample size selection	28
Table 3.2: Reliability Analysis.....	30
Table 3.3: Content Validity Index.....	31
Table 4.1: Response Rate	33
Table 4.2: Showing Respondent Characteristics.....	34
Table 4.3: Showing Public Construction Projects Profile.....	35
Table 4.4: Descriptive Statistics.....	37
Table 4.5: Correlations	39
Table 4.6: Shows the regression results of the study variables	41

LIST OF ACROYNMS AND ABBREVIATIONS

KCCA	-	Kampala Capital City Authority
NWSC	-	National Water and Sewerage Corporation
OAG	-	Office of the Auditor General
CVI	-	Content Validity Index
SD	-	Standard Deviation
SPSS	-	Statistical Package for Social Sciences
UIA	-	Uganda Investment Authority
UNRA	-	Uganda National Roads Authority
US	-	United States
URF	-	Uganda Road Fund

ABSTRACT

The Government of Uganda invests heavily in road construction projects, however there are still rampant delays in implementation of road works. The study sought to contribute to knowledge on stakeholder engagement and psychological empowerment contributes to the improvement of road projects performance in Uganda. This study aimed at examining the relationship between internal stakeholder engagement, psychological empowerment and performance of public construction projects in Kampala. This study was greatly based on the objectives: to examine the relationship between internal stakeholder engagement and project performance, to examine the relationship between psychological empowerment and project performance and to examine the extent to which internal stakeholder engagement and psychological empowerment predict project performance. The study used a cross sectional research design with a sample size of 92 public construction projects in Kampala from which 81 responded indicating a response rate of 88%. The data was tested for reliability, analyzed using SPSS v23 and results presented based on the study objectives. Findings revealed a significant and positive relationship between internal stakeholder engagement and project performance. Further still findings indicated that there is a significant positive relationship between psychological empowerment and project performance. Overall internal stakeholder engagement and psychological empowerment explain 62.9% of the variance in performance of public construction projects in Kampala. In addition, psychological empowerment was found a stronger predictor of project performance compared to internal stakeholder engagement. Therefore, the study recommended that public construction projects in Kampala should put more efforts in improving staff competence, meaningfulness, self-determination and impact while running project activities in order to attain the desired project outcomes. Further studies may also be conducted to ascertain other predictors of public construction projects performance in Kampala given that the independent variables only predict 62.9%.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Good performance of a project enables an organization to secure more funding from donors for other projects, it enables them maximize their profits as well as improve the image of their organization through recognitions of work well done (Kituku & Ngugi, 2021). World over, several countries have invested heavily in construction projects (Ruiz-Nuñez & Wei, 2015). In Europe, Sweden allocated approximately US\$80 billion for infrastructure development projects from 2014 to date (The Law Library of Congress, 2014). Relatedly in Asia, Indonesia increased its expenditure on construction projects to approximately US\$27million in 2017 (Salim & Negara, 2018). In Africa, South Africa, invested approximately US\$185million in 2016/17 (National treasury, 2018) and committed US\$6.5billion for several economic and social infrastructure improvement projects for schools, health facilities, roads, transport, energy as well as water and sanitation (National Treasury, 2018). In East Africa, Kenya allocated approximately US\$13,026million of the 2017/2018 budget to fund infrastructure and road projects (Deloitte, 2017). In Uganda, construction projects contribute about 80% of the total capital assets, 10 % of their GDP and more than 50% of the wealth invested in fixed assets as well as creation of employment opportunities (UIA, 2019; Owoo & Lambon-Quayefio, 2018; ILO, 2015).

However, Continuous underperformance has also been cited in public road construction projects (Love et al. 2016). Globally, the construction industry loses around US\$340 billion annually due to fraudulent practices (Mwelu et al., 2021). For example, cost and time overruns in Sydney's cross city tunnel, Brisbane's River city motorway and Sydney's M7 Clem Jones tunnel affected Australian Government objectives (Love et al. 2016). Similar challenges affect construction

projects in Nigeria according to Zadawa et al. (2018), the Gaza Strip (Tayeh et al. 2018), UK (Gledson et al. 2018), Ghana (Ameyaw et al. 2017) and Kenya (Ngacho & Das 2014).

A case in point the Ugandan construction subsector is characterized with unsatisfactory performance in public road construction projects (Mwelu et al., 2021). Despite investing approximately US\$13 million in construction projects in financial year 2017/2018 (Ministry of works annual sector report, 2018), several construction projects like Fairway Road junction, Kira Road junction, Bwaise junction, Makerere hill road, Bakuli-Nakulabye Road, wandegeya market did not fully achieve their set objectives. A number of other projects like; the Uganda commissioned Bujagali dam project turned to be so expensive, where Uganda paid US\$132 million instead of the agreed US\$111million. In addition, the 15 engineering projects under Kampala Capital City Authority (KCCA) did not fully achieve their objectives (OAG, 2017). Similarly, the Office of Auditor General (2017) indicates that between 2010 and 2016, all the 9 construction projects under UNRA and NWSC experienced completion delays and poor-quality works. Consequently, project costs increased by approximately US\$17million over the estimated cost (OAG, 2017). Furthermore, the Kampala Northern Bypass was eventually completed in 2021, going by the Uganda National Roads Authority (UNRA) timelines, it had taken a total of 17 years to construct, a record haul for Uganda's faltering projects, particularly given its length; 23km. The cost of the road is yet another sticky issue. The first phase, where construction started in 2004 and was completed in 2009, cost Shs118 billion while the cost for the second phase - expansion into a four-lane high way - is in the range of Shs448 billion, up from Shs285 billion; almost three times the original cost.

Literature suggests that performance of construction projects can be influenced by stakeholder management (Saad, Zahid, & Muhammad, 2022; Mwesigwa et al., 2018; Wofuma, 2021; Bahadorestani et al., 2020, Nguyen et al., 2018; Lehtinen & Aaltonen, 2020) and psychological empowerment (Ogwang, & Vanclay, 2021; Khan, Malik & Saleem, 2020; Malik et al., 2021; Ali et al., 2020; Mubarak & Noor, 2018). Successful construction project performance is achieved, when internal stakeholders meet, engage and take care of their requirements, individually and collectively (Saad, Zahid, & Muhammad, 2022). Psychological empowerment enables employees to participate in decision making and help in sorting out organizational problems by providing them independence and control (Fong, & Snape, 2015). Psychological empowerment leads to an increased likelihood of the team engaging with and influencing project outcomes (Mills et al., 2018). Successful project outcomes have been found to be largely the result of teams which are empowered to succeed (Wu, Fang & Li, 2015).

Although, there previous studies on performance of construction projects like (Mohammadi et al., 2018; Xiahou et al., 2018; Bilal, et al. (2019), there is need for further studies to close gaps in those studies. None of them established the influence of internal stakeholder engagement and psychological empowerment on performance of public construction projects in the Ugandan context. Therefore, this study sought to close the gap.

1.2 Problem statement

Effective performance of a project enables an organization to secure more funding from donors for other projects, it enables them maximize their profits as well as improve the image of their organization through recognitions of work well done (Kituku & Ngugi, 2021; Williams et al., 2015). Government of Uganda invests heavily in road construction projects (Mwelu et al., 2021). Despite its importance and huge government investment, there are still rampant delays in

implementation of road works, which is estimated to cost the tax payer over 2.5 billion per month (Bogere, 2019; Balyejjusa, 2015). Many awarded road projects have delayed at implementation, and those launched have faced cost overruns and complaints of poor quality of works (Mwelu et al., 2021). There have been cases of incomplete or collapsing road infrastructure projects soon after commissioning of these roads (URF, 2015). Office of Auditor General (2017) indicate over 50 road projects under UNRA in Uganda were either delayed or poorly constructed. Furthermore, it was indicated that the Kampala Northern Bypass took a total of 17 years to construct up from 3 years planed. Also, the second phase - expansion of the road into a four-lane high way costed Shs448 billion, up from Shs285 billion; almost three times the original cost (OAG, 2021, UNRA, 2020). The poor performance of construction projects could be attributed to poor internal stakeholder engagement (Mwesigwa et al., 2018) and psychological empowerment (Ogwang, & Vanclay, 2021). This study therefore sought to examine the relationship between internal stakeholder engagement, psychological empowerment and performance of public construction projects in Kampala

1.3 Purpose of the Study

The purpose for this study was to examine the relationship between internal stakeholder engagement, psychological empowerment and performance of public construction projects in Kampala.

1.4 Objectives of the Study

- i. To examine the relationship between internal stakeholder engagement and project performance
- ii. To examine the relationship between psychological empowerment and project performance

- iii. To examine the extent to which internal stakeholder engagement and psychological empowerment predict project performance.

1.5 Research hypothesis

H1: There is a significant relationship between internal stakeholder engagement and project performance

H2: Psychological empowerment is significantly associated with project performance

H3: Internal stakeholder engagement and psychological empowerment predict project performance.

1.6 Scope of the Study

1.6.1 Subject scope

The study focused on internal stakeholder engagement and psychological empowerment (as independent variables) and the performance of public construction projects as the dependent variable.

1.6.2 Geographical Scope

The study focused on public road construction projects in Uganda. Uganda's public road construction projects were selected because of numerous reports surrounding unsuccessful implementation of these projects. Considering successful public road construction subsector is important since the subsector is economically dependent on world economies (Munyasya & Chileshe 2018). The study was limited to government funded construction projects in Kampala district under KCCA. According to the Uganda Kampala Capital City Act, 2010, KCCA is the city authority charged with managing the affairs of Kampala district. Several construction projects are being implemented and managed by KCCA in Kampala for the betterment of the people in

Kampala (Uganda. Kampala capital city authority, 2018). Performance of the project is considered as a source of concern to both public and private sector client (Muchelule, 2018)

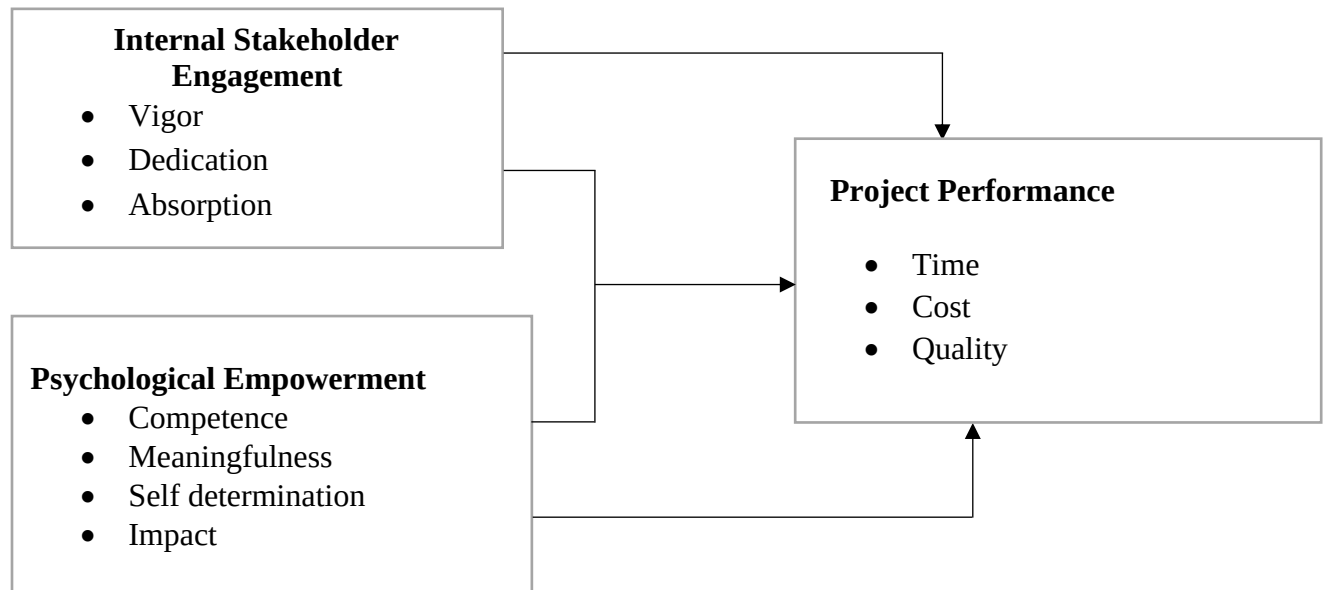
1.6.3 Time scope

The study was carried-out in a period of four months between august to November 2022. This time was enough for the entire research process. Literature review covered a period of 12 years back up to date.

1.7 Significance of the study

- i. The study may contribute to knowledge on stakeholder engagement, psychological empowerment, and projects performance in Uganda.
- ii. The management of road construction projects may benefit from the outcome of this study. Management may be in a position to know their effort required in terms of engaging and empowering employees to achieve desired performance in projects. This may therefore ease their mode of implementation of the reform since the hindering factors are already established.
- iii. The policy makers could use the findings to draw up policies in line with the different constructs under consideration in this study and the findings to enhance projects performance in Uganda.
- iv. Finally, the research is to help other researchers and universities as a whole to find out more about Projects performance in Uganda hence stimulating further research on the same.

1.8 Conceptual framework



Source: Adopted and modified based on the literature of (Seppala et al, 2008; Bakker et al., 2010; Michelle, 2014; Nantumbwe, 2019; Lalam, 2018; Spreitzer, 1995; Panda, & Sahoo, 2021; Maynard et al., 2013; Malik, Sarwar & Orr, 2021; PMI, 2013; Ssenyange, 2011; Atkinson ,1999; Chan, A. P., & Chan, 2004).

CHAPTER TWO

LITERATURE REVIEW

2.1 Theoretical Review

2.1.1 Stakeholder Theory

The study was explained by the Stakeholder theory by Freeman (1984), who recognized the role of stakeholders in relation to projects performance in an organisational context. The theory holds that projects involve a number of stakeholders whose interests, expectations must be put into consideration as projects do not exist only for the benefit of shareholders (Greenwood, 2007). Stakeholder theory further holds that construction projects have diverse interconnected stakeholders who possess legitimate objectives, interests and expectations which at times conflict with each other (Kariuki, 2015). The extent to which Project managers categories and strike a balance of the various stakeholder groups' interests and expectations determines the success or failure of the project (Freeman, 1984).

Stakeholder theory claims that organisations' main objective is to create and maximise stakeholder's value. Stakeholder theory postulates that within the organisations there are wider groups of stakeholders involved than only shareholders and investors (M.K. Shad et.al., 2019). It therefore focuses on groups' and individuals' relationships. The essence of stakeholder theory is based on the general belief that the stakeholders are considered as an asset of an organisation and managers have to satisfy them (Zahid & Ghazali, 2017). All stakeholders such as shareholders, managers, employees, creditors, suppliers, customers, government agencies and local community can have interest in business activities, objectives and behaviour (Aziz et al., 2015).

All stakeholders expect the organisation to disclose their activities and they have the right to get the information as for how organisational activities will influence them, even if they cannot

directly play a positive role in the survival of the organisation (M.K. Shad et.al., 2019). The satisfaction of multiple stakeholders increases the goodwill of an organisation. The organisation can maintain its status and reputation in society, which ultimately increases their value.

Proponents of the stakeholder theory, advocate for categorizing and analysing of stakeholders critical to the project who require attention to achieve their commitment, trust and performance of the project (Kariuki, 2015). As a result, Benna, Abratta and O’Leary, 2016; Winch, 2010; Mitchell, Agle and Wood, 1997; Andersen et al, 2004 have advanced different methods for categorizing stakeholders.

According to Benna, Abratta and O’Leary (2016) and Winch (2010), stakeholders can be categorised on the basis of their stakeholder contractual relationship between project and stakeholder groups (Benna, Abratta & O’Leary, 2016), on the basis of the salience attributes they possess (Kariuki, 2015; Mitchell et al., 1997) and lastly on the basis of their roles, interest, contribution and expectation towards the project in order to design an appropriate leadership style (communication, participation and engagement strategies) that suit a particular stakeholder plus the ideal person responsible for implementing the strategy should be added based on the relevance of that particular stakeholder (Andersen et al., 2004). The highlighted methods above, should aid project managers to arrive at salient stakeholders critical for project performance (Malachira, 2017). For instance, within Government funded construction projects, internal and legitimate stakeholders are considered as salient stakeholders because they have capacity to influence project performance (Kariuki, 2015).

As guided by the moral aspect of the stakeholder theory, project leaders need to engage all stakeholders and empower their workers during implementation (Greenwood, 2007). It should also

be noted that as stakeholders' expectations keep changing, the way project leaders manage them varies, likewise requiring judgement about engagement and empowerment of workers is prudent for each occasion for construction project performance (Atkin & Skitmore, 2008).

Government funded construction projects act as vehicles that coordinate the various interests and expectations of stakeholders, the success in satisfying them constitute the ultimate test of their commitment towards the project (Freeman, 1984). Thus, project managers should engage all relevant stakeholders as recommended by the stakeholder theory and psychologically empower employees towards project performance.

2.2 Project performance

Performance is a critical indicator employed to evaluate the success of construction projects (Al-Sibaie et al., 2014; Zhu & Mostafavi, 2017). In general, the common indicators of project performance can be categorized into three dimensions: the project's overall performance (time, cost and quality), the project's multiple goals (risk management, absence of conflicts, claim management) and stakeholder satisfaction (owner, end-user, contractor) (Franz et al., 2017). Similarly, the strategic consideration could be taken as well to measure the project performance such as "potential future collaboration" and "capability enhancement."

Cost: Cost performance is the degree to which general conditions promote the completion of a construction project within the estimated budget (Chan and Chan, 2004). Within government construction projects, cost performance is measured by comparing the current costs allocated for the project work against budgeted costs allocated for the work in place and completed (Salari, Yousef & Asgary, 2015). When measuring the cost performance of the project, leaders consider not only the tender sum but the overall costs spent on the project from start to closure (Bello,

2017:56). Subsequently, during cost performance assessment, a project that post a percentage cost overrun above 20% of the set cost is regarded as poor cost performance. A project that lies between 10% and 20% of initial cost is regarded as average cost project performance; while a project whose percentage cost overrun falls below 10% of the initial cost is regarded as an outstanding project cost performance (Egwunatum, 2017). Within projects, cost performance results reveal the extent to which the project followed the initial budget set at the planning phase of the project (Niringiye and Ayebale, 2012). Therefore, it requires project leaders to limit cost overruns in order for projects to adhere to the set budgets since resources are often limited (Ogutu, 2019).

Time: Project leaders that measure project time always seek information of how well the project adhered to the planned schedule over a period of time (Otim, Nakacwa and Kyakula, 2011). Project time is the duration from the start of a project to its completion always set in the project contract document at the start of the project (Ngacho, 2013). In order to assess whether the project adhered to the set time frame, project leaders calculate the percentage increase in the actual completion period over planned completion period (Ngacho, 2013). In this line, projects with percentage delay below 10% of the set time are regarded as exhibiting outstanding time performance; projects falling in the range of 10% to 20% of the set time are regarded as average time performance while those above 20% of the set time are regarded as poor time performance (Kometa, Olomolaiye and Frank, 1996). Therefore, a successful project, in terms of time performance, is understood to mean a project completed within the duration indicated in the contract or even before the scheduled time (Bello, 2017). On this note project leaders should strive hard to complete projects as scheduled as each extra day of time overrun directly impacts on project costs (Memon, Abdullah, Rahman and Aziz, 2011).

Quality; Quality performance is another basic criterion of project success highlighted in the iron triangle model adopted for this study (Pollack, Helm & Adler, 2018). To measure quality of projects, the meaning of quality needs to be understood. However, this is not easy as quality is subjective, perceptual and conditional (Berard, Vestergaard & Karlshoj, 2012). Unlike project time and cost assessments that are obvious, the judgement of quality in projects is less obvious as it's easily deceived by project appearance (Zhang, 2019; Abdullahi *et al.*, 2018). Construction experts and researchers have advanced different definitions of quality. (Song, Lee and Park, 2004). For example, Giaccio, Canfora and Signore (2013) understand quality as the ability of the project to conform to design specifications and absence of defects. On the contrally, Quality is defined by Parfitt and Sanvido, 1993 cited in Chan (2003) as the totality of features required by the product or service to satisfy a given need and fitness for purpose. For, Leong, Zakuan, Saman, Ariff and Tan (2014) quality of a project mean conformance with stated project specifications. For purposes of this study, quality is the ability of the project to conform to design specifications, absence of defects and meeting customer expectations.

Leaders of government construction projects carry out quality assessment to establish whether projects adhered to the quality standards set out in the contract (Egwinatum, 2017). Recent studies about project quality assessment indicate that the quality requirements of the intended project are always set out in the contract document (architectural designs, bills of quantities, specifications) and supplementary documents such as variation orders that form a basis for its measurement (Bello 2017; Kariuki 2017). This enables assessment of quality of the project by comparing how the project adhered to set specifications (Leong *et al.*, 2014). In other words, quality success in a project is measured by comparing the final project product with the specifications provided at the planning phase and various variation orders issued during the course of the construction process

(Chan, 2003). To successfully achieve quality and also measure it in projects, leaders must ensure that project specifications are clearly defined; decisions are effectively made and communicated (Bello, 2017). It should be noted that poor quality in projects across the world result in reworks which delay projects and increase costs (Chidiebere & Ebhohimen, 2018; Alinaitwe, & Tindiwensi, 2012).

2.3 Internal Stakeholder engagement

From a project perspective, a stakeholder is any individual, or group of individuals, that might be affected by, or cause an effect on, the ability of a project to achieve their objectives (Cundy et al. 2013; Geaves & Penning-Rowse 2016). This study adopted internal (project managers, supervisors, project engineers, officers) because they can affect project performance (Mugarura, 2019). Stakeholder engagement is a process by which an organisation informs, consults, involves, collaborates with, and empowers groups and individuals affected by a decision, operation, or policy (Ramirez-Andreotta et al. 2014; Benson et al. 2016). Stakeholder engagement emerged as a meaningful area of research in 1984, when Ed Freeman's seminal book *Strategic Management: A Stakeholder Approach* (Freeman 2010) popularized a practical pathway for implementing the concept. Stakeholder engagement involves the communicative and participative actions and processes that stakeholders undertake to be emotionally attached to the project and its outcomes (Tomlinson, 2010); and give the necessary support, trust, commitment and cooperation towards the performance of project work (OECD, 2015). Enhancement of engagement from improved project design, typical engagement levels can be increased through personnel selection procedures that focus on the identification of emotional stability and activated forms of extraversion and conscientiousness (Warr & Inceoglu, 2012). A well-managed stakeholder engagement process

helps the project stakeholder to work together to increase comfort and quality of life, while decreasing negative project impacts and increasing the performance of the project (Achman, 2013).

Different researchers have measured stakeholder engagement differently. As such there seems to be absence of consensus on the measurements to be adopted. For example; Nguyen and Mohamed (2021) measured it through information sharing, consultation, collaboration, co-decision making and empowerment. Meltzer, Ștefănescu and Ozunu (2018) adopted popularity, commitment, engagement and vitality as measures of stakeholder engagement. Nantumbwe (2019), Lalam (2018) and Al-shbeil, Ahmad, Alshbail, Al-mawali and Al-shbail (2018) measured stakeholder engagement through vigor, dedication and absorption. According to Seppala et al. (2009) Stakeholder engagement is dimensionally explained by Vigor, Dedication and Absorption and when well utilized results into improved performance. Leiter and Bakker (2010) defined job engagement as “a positive, fulfilling, affective-motivational state of work- related well-being” that is characterized by vigor, dedication and absorption. Therefore, in this study Internal stakeholder engagement will be measured in terms of vigor, dedication and absorption (Seppala et al, 2008; Bakker et al., 2010; Michelle, 2014; Nantumbwe, 2019; Al-shbeil et al., 2018; Lalam, 2018). These measurements as adopted by this study are explained below:

Vigor engagement is defined as the high energy, resilience and willingness to invest effort at work, capacity not get drained easily and the perseverance of an employee when faced with challenges (Obeidat, 2016; Shantz *et al.*, 2013). It is witnessed through the presence of high energy levels; mental resilience; willingness to invest effort; and the persistence in the face of challenges. The emotional vigor component of worker well-being has proven to be especially important in explaining why employees give effort at work (Perrin, 2007).

Dedication engagement refers to the high level of one's involvement in their work and experiencing a sense of significance, enthusiasm, inspiration, pride, and challenge (Aldalahmeh *et al.*, 2018). According to Mauno, Kinnunen, and Ruokolainen (2007), dedication is defined as a strong psychological involvement or identification with one's work. Furthermore, dedication has been described as the individual's deriving sense of significance from work, feeling of enthusiasm and pride in the given job, as one feels inspired and challenged by the very job (Karatepe & Olugbade, 2009; Schaufeli & Bakker, 2010).

Absorption engagement; Bakker and Leiter (2010) argue that absorption may appear to be an outcome of vigor and dedication. In addition, dedication has been mentioned to have a positive influence on one's level of energy. Absorption refers to the pleasant state of being immersed in one's works, experiencing time passing by quickly and being unable to detach from one's job (Obeidat, 2016; Shantz et al., 2013; Schaufeli & Bakker, 2010).

Therefore, Vigor, dedication and absorption represent three distinct dimensions associated with stakeholder engagement which when demonstrated by those who have an interest in the project, positively impact on the overall project performance. Therefore, engaging stakeholders as active collaborators and partners is vital in mitigation of risks and a more forward-thinking perspective for the effective performance of construction projects in Kampala and lack of doing so is a critical risk to the project and restrains a forward-thinking perspective required for the desired project performance.

2.4 Psychological Empowerment.

Psychological empowerment can be defined as 'intrinsic task motivation reflecting a sense of self-control in relation to one's work and an active involvement with one's work role' (Seibert et al.,

2011). The concept of empowerment is described as the psychological attitude of empowering executives, whose personality is viewed as the perception or attitude concerning their role and work in the organization (Miguel et al., 2015). In addition, psychological empowerment is defined as acquiring an intrinsic motivation exhibited by four types of recognitions like meaning, competence, self-determination and impact (Panda, & Sahoo, 2021). Psychological empowerment influences job satisfaction and organizational commitment (Durrah, Al-Tobasi, A'aqoulah, & Ahmad, 2016). Whereas empowerment seems to be contagious and may spread across members of work teams, leaders have a special role in fostering work engagement among their followers (Bakker, Albrecht, & Leiter, 2011). Authentic leadership has been proposed as the root element of effective leadership needed to build healthier work environments because there is special attention to the development of empowering leader–follower relationships (Wong, & Laschinger, 2013). Psychological empowerment results from the individual perceptions (cognitions) of competence, meaning, self-determination and the ability to impact organizational outcomes (Spreitzer, 1995; Maynard et al., 2012).

Meaningfulness is denoted as degree of objectivity and the resemblance of one's values in relation to connect to both the task in hand and organization (Thomas & Velthouse, 1990; Panda, & Sahoo, 2021). The psychological empowerment cognition of meaning is similar to that of the job characteristic model (JCM) meaningfulness critical psychological state as it describes the match between the requirements of work roles and individual beliefs, values and behaviours (Maynard et al., 2012).

Competence is seen to be the skillful conviction of work activities that replicate personal belief towards the ability and skill to be able to perform the task in hand. The cognition of competence is a belief in the self-capability of performing job activities skillfully (Seibert et al., 2011).

Self-determination; The cognition of self-determination is the belief that there is personal control in the initiation and regulation of work activities. It reflects task autonomy; a key job characteristic that gives employees freedom to control both the initiation and ongoing nature of work processes and behaviours, such as the effect of decision making on work methodologies, procedures, pace and effort required (Malik, Sarwar & Orr, 2021). Empowered professionals feel that their task and degree of effort is highly significant and for this reason they are often concerned with what is called self-determination (Panda, & Sahoo, 2021).

Impact; The cognition of impact is the degree to which an employee has influence on the administrative, operational or strategic outcomes of a job (Spreitzer, De Janasz & Quinn, 1999). Impact delineates an individual's capacity and belief to be able to encourage the system (administrative, strategic and operational decisions), which are rooted in the organization (Panda, & Sahoo, 2021; Spreitzer, 1997). The psychological empowerment construct provides an important mechanism for describing how team contributions can affect projects outcomes (Malik, Sarwar & Orr, 2021)

2.5 Internal Stakeholder engagement and project performance

A construction project is regarded performed effectively if it's completed on time, within budget while meeting quality expectations (Shah, 2016). Recent studies on construction projects reveal that Internal stakeholder engagement contributes to project performance (Wofuma, 2021; Namiyingo et al., 2016; Glass & Simmond, 2007). Projects combine a variety of stakeholders with varying interests, views and expertise who contribute to project performance (Hassan, 2017). However, if these stakeholders are not cooperating, trusting, and committed, projects are delivered

past time, beyond budget and with poor quality (Davis, 2014). Thus, project leaders that engage stakeholders achieve desired performance in their project (Franklin, 2020; Atamba, 2016).

According to Cao, Liu, Zhou and Duan (2020), projects involve complex, difficult, hazardous and integrated activities that require the commitment of every stakeholder assigned tasks to complete them as planned. Internal Stakeholders committed to project dedicate all their energy and time to ensure they execute the assigned tasks successfully (Namiyingo *et al.*, 2016). Such stakeholders require less supervision and always stay in projects which save costs of supervision, replacing and training stakeholders to take over these tasks (Nangoli, 2010). Besides, such stakeholders share common values, beliefs and are ever enthusiastic to support each other to perform project tasks at hand (Oyaya, 2017). This improves their attitude towards the project which greatly impacts project performance (Olander & Landin, 2005). When some Internal stakeholders' attitude is wanting, the commitment of other stakeholders is affected resulting into wastage, costly accidents and failure to share goals (Oyaya, 2017). Hence, construction projects will never be performed effectively unless stakeholders are committed to the project (Okello, 2018).

Unlike other projects, construction projects involve heavy workloads, internal and external uncertain as well as dynamic environments (Yang, Li, Song, Li, Zhu & Asce, 2018). In most cases these result into occurrence of unforeseen problems and challenges that affect successful project transitions from one stage to another (Turner and Mariani, 2016). However, committed stakeholders are passionate and always work hard to overcome these challenges since they love what they are doing to ensure project success (Myskova, 2011). Besides, when stakeholders are committed to projects, they develop an attitude of being collectively accountable for project outcomes (Khan, 2020). This boosts their level of teamwork that enhances their productivity, planning, problem solving and ultimately team effectiveness that enable project success (Corsello,

2012; Ssenyange, 2011). Thus, it is imperative for leaders to ensure the commitment of stakeholders in order to realise good performance in the project.

Although, cooperation among Internal stakeholders plays a vital role in project success, its absence results into increase in costs, time and poor project quality (Ekung *et al.*, 2014). Stakeholder engagement through cooperation that involves all stakeholders fosters networking and partnerships in projects (Fathimath, 2015). Such activities enable efficient utilisation and sharing of resources leading to quality and cheaper projects. Besides, cooperation among stakeholders helps leaders to harmonize project plans and guidelines which reduces costs due to limited reworks and wastage (Olsson and Johansson, 2011). According to Bond-Barnard *et al.* (2017), whenever collaboration increases among stakeholders it's more likely that the level of project performance will also be enhanced.

Project leaders that adopt effective collaboration increase information and enable sharing of strategy on how to execute project tasks, thereby enhancing internal stakeholders' effectiveness to perform and complete projects as desired (Bond-Barnard *et al.*, 2017; Kariuki, 2015:). Also, when stakeholders exchange information, conflicts are reduced which impacts on their level of motivation to support and execute quality projects (Singh & Avital, 2007). Besides, collaboration among stakeholders minimises project risks and dangers arising from project collaborative activities (Wanjiru, 2016).

In addition, Mutual understanding of tasks and collaboration promotes long term stakeholder interpersonal relationships, which reduces on resistances and inefficiency necessary to complete projects with limited disputes among stakeholders (Ahmad *et al.*, 2018). Moreover, through collaborative arrangements in projects, stakeholders are able to coordinate their efforts, expectations, generate creative ideas, connect their activities and combine, leverage, and share

resources to achieve project success (Chan and Oppong, 2017:). Hence, project leaders should ensure that stakeholders in project cooperate from the project onset to increase chances of desired project performance.

According to Alaloul, Liew and Zawawi (2017), construction projects are characterised with adversarial relationships, operations and their success depends on engagement of stakeholders. Engaging stakeholders through their involvement and communication at the initiation phase of the project helps to refine the project mission which boosts their cooperation and social licence to the project (Molwus, 2014). Failure to engage stakeholders impedes incorporation of stakeholders' needs that would have been captured through consultation at the design stage of a project (Murithi, Makokha & Otieno, 2017). This makes neglected stakeholders feel dissatisfied and resort to unnecessary unrests and law suits that delay the projects and escalate project costs (Menoka, 2014). Besides, stakeholder engagement which incorporates stakeholder ideas throughout the project journey makes stakeholders own the project thereby working to see it succeed (Meyer and Allen 2012). Also, it equips stakeholders with project input, knowledge and ideas to perform their duties with confidence to ensure that the set project goals are attained (Singh, Chinyio and Suresh, 2018).

In addition, trust enables successful delegation of tasks and responsibilities to stakeholders which plays a great role in boosting efficiency and productivity that contributes to project performance (Rumman & Alzeyadat, 2019; Namiyingo, 2013). During delegation, leaders only delegate short term responsibilities to stakeholders they trust as able to execute them successfully in order for them to concentrate on strategic long-term project tasks (Osako, 2018). This provides leaders with time to strategically think, generate better ideas and skills on how to effectively execute projects (Assaf, Hassanaian & Mughal, 2014). When leaders concentrate on strategic goals and getting solutions to challenging tasks that require more attention, leaders and stakeholders' level of

productivity and efficiency towards project success is increased (Riisgaard, Nexoe, Sondergaard & Ledderer, 2016). It also boosts the stakeholders' morale, confidence, sense of belonging and enthusiasm to complete assigned project tasks (Aidoo, Donkor and Odoi, 2018). In their study Rathenam and Dabup (2017) on the effect of local community engagement on public construction bridge projects in South Africa. They discovered that failure to engage the local community results into project delays due to strikes, civil unrests and absence of support from local community. Since construction projects are human endeavours, it follows that issues of trust are vital for stakeholder relationships and interactions that delivers the eventual project results (Strahorn, Brewer & Gajendran, 2017). Hence, absence of trust may lead to inability to resolve project challenges and difference in opinions which jeopardises delivery of quality projects on time (Doloi, 2009).

Past studies have investigated the relationship between stakeholder engagement and Project performance (e.g., Manning, Braam, & Reimsbach, 2019, Tsuma, Siringi, & Wambua, 2019). Several other studies showed that there is a direct impact of stakeholder engagement on Project Performance (Fraz et al., 2016; Ika & Donnelly, 2017; Nangoli et al., 2016). For instance, Ika and Donnelly, 2017) suggested that high levels of stakeholder commitment, collaboration, alignment, and adaptation are necessary for Project Performance. Nangoli et al. (2016) proposed that “stakeholders should be consulted as regards the project before it is implemented, and that this participation should be encouraged throughout the project life to build, achieve success and better project performance.”

In their study, Fraz et al. (2016) showed that project performance is significantly related to stakeholder engagement. The authors further suggested that it is important to continually coordinate and inform key project stakeholders and proactively manage their concerns during the project life-cycle stages to achieve project performance. The stakeholder theory provides a

foundation for studying the interrelationship between firms and society (Freeman, 1984). In this sense, the organization should strike a balance between the needs and interests of multiple stakeholders as they provide essential resources to firms for their survival and success (Chatterji, 2014; Naseem et al., 2020).

Generally, previous studies like (Luvuga & Ngari, 2019; Nakato; 2019; Nauman & Piracha, 2016; Ladegard and Gjerde, 2014; Shah & Naqvi, 2014; Manning, Braam, & Reimsbach, 2019; Tsuma et al., 2019; Fraz et al., 2016; Ika & Donnelly, 2017; Nangoli et al., 2016; Naseem et al., 2020) indicate that if stakeholders are engaged, they tend to trust, cooperate and commit to project objectives. These characteristics are associated with efficiency, reduced conflicts, idea generation, teamwork, reduced intentions to leave projects, reduced wastage and ultimately enhance project performance (Menoka, 2014; Gruman & Saks, 2011). As a result, this study hypothesizes:

H1: Internal Stakeholder engagement and project performance are positively related

2.6 Psychological empowerment and project performance

Highly-empowered teams are highly effective and experience more autonomy which would lead to achieving good performance in a team (Khan, Malik & Saleem, 2020). Empowerment leads to the realization of job tasks as more meaningful and impactful which leads to intrinsic motivation. The self-determination dimension of psychological empowerment autonomizes the employees, and they perceive themselves of being in control of their work, thus also enriching the decision-making process (Valentine et al., 2018). RBV explains that psychological empowerment could facilitate firms in obtaining a competitive advantage. Garcia-Juan et al. (2019) noted that empowered employees are more responsive to the needs of the customers and they deal with the customers with more cordiality which ultimately leads toward elevated project performance.

Empowerment practices exhibit advantageous effects on several individual and organisational outcomes e.g., productivity, quality, sales and service, and project performance (Wallace et al., 2011).

Empirical studies found that psychological empowerment significantly contributes to the overall improvement in project productivity (Ul Haq et al., 2018). As psychological empowerment is characterized by meaning, the psychologically empowered employees find their job tasks as profoundly meaningful and impactful. Thus, enthusiasm kicks in and project employees use a variety of creative ways to achieve their tasks (Javed et al., 2017). As project work is mostly timebound; therefore, project employees usually come across tasks that carry specific deadlines (Nordqvist et al., 2004). Empowered employees have the competence to execute the tasks in a timely manner. Chandra et al. (2011) found a significant positive effect of stakeholders' psychological empowerment on project performance. Psychological empowerment linked empowering leadership to job satisfaction, work effort, and creativity which increased project performance (Stein, 2015). Psychological empowerment had a direct positive effect on the areas of work life, which in turn creates increased performance and project success (Irina et al; 2016). Thus, the study hypothesizes that:

H2: Psychological empowerment is positively associated with project performance

2.7 The extent to which Internal stakeholder engagement and psychological empowerment predict project performance.

Psychological empowerment leads to an increased likelihood of the team engaging with and influencing project outcomes (Mills et al., 2018), which is a necessary precondition for good desired project outcomes. It is a logical choice of mediator for this study because it has been identified as a key intervening determinant between stakeholder engagement and performance

(Chamberlin, Newton & LePine, 2018). It can be expected to correlate strongly with project outcomes because successful project outcomes have been found to be largely the result of teams which are empowered to succeed (Wu, Fang & Li, 2015). Team psychological empowerment is normally considered to comprise of team task orientation, sense of competency, autonomy and understanding of the effect of their work processes (Spreitzer, 1996). Applying Davies and Brady (2016) adaptation of the resource-based view for innovative projects, the innovative behaviour of engaged project teams has been defined as a project capability that affects project performance. Psychologically empowered employees are defined by dedication and resilience, increased efforts toward the task and intrinsic motivation for their assignments (Seibert, 2011), which are leading work effectiveness. Psychologically empowered employees accept additional responsibilities and become more independent that are the leading indicators of organizational success and client satisfaction (Nauman, 2010). Employees often work independently and outside the organizational chain of command. There is increasing evidence that the autonomous, full-time and empowered project team members can accomplish the projects on time and within a given budget (Bommer, 2002).

Employees having a sense of competence are self-confident about their success (Bandura, 1986). Subordinates knowing about the impact of their work promote the feeling that their work is sufficient (Zhang & Bartol, 2010), which becomes a motivational tool for them to exert extra efforts toward desired project performance (Aga et al., 2016). Previous studies reported that empowered employees were more effective in accomplishing their work and help to achieve organizational productivity goals (Sigler, 2000) as well as to demonstrating better performance (Manojlovich, 2005). In the same way, psychologically empowered team members can significantly contribute to the achievement of project team goals by performing well and so can

contribute to the project activities assigned to a team. Psychological empowerment is the basis of motivation for employees to be engaged in work and believe that they can perform work on their own and find meaning in the tasks they execute (Maynard et al., 2012). The service literature has shown that, because they are granted autonomy and power, psychologically empowered employees deliver quick and customized responses to customers' needs, display positive interactions with customers and develop innovative service ideas (Bock et al., 2016). It is thus important to further understand how to develop frontline employees' psychologically.

In other words, employees who feel empowered at work develop an active rather than a passive orientation to their work role. They wish and feel able to shape and be in control of their work role and context. Psychological empowerment (or feeling of empowerment) has been expressed in four cognitions (Seibert et al., 2011): meaning or the degree of fit between work demands and one's own beliefs and values; self-determination, namely, the feeling of being able to initiate and regulate one's actions during task execution; competence or the belief that one is performing work activities successfully; and impact or the perception of influencing the outcomes of one's work unit by one's actions. The four cognitions capture a psychological state that emerges from the characteristics of the tasks and corresponds to a broad and complete motivational state that grasps the perception of controlling and mastering tasks (Seibert et al., 2011).

The feeling of being empowered acts as a driver that guides behaviors to get engaged at work and enhances employee performance. Empowered employees demonstrate involvement in activities, persistence and resourcefulness, increase task efforts and feel intrinsically motivated by their tasks (Seibert et al., 2011), which tends to increase their performance at work. As empowered employees feel confident in their ability to perform their tasks and engage themselves in considering the

services they provide to customers as meaningful, they feel a positive energy at work that helps them deliver a good service and more generally, perform in the different dimensions of their role. This argument has been supported by empirical results provided in a variety of service companies (Frazier & Fainshmidt, 2012; Jauhari et al., 2016; Stan et al., 2012, Mills et al., 2018; Chamberlin, Newton & LePine, 2018; Wu, Fang & Li, 2015). In conclusion therefore psychological empowerment and stakeholder engagement breed project performance as they give power to employees and everyone to speak up thus desired project outcomes. Thus, this study hypothesizes:

H3: Internal Stakeholder engagement and psychological empowerment predict project performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the research methodology which consists of the research design, population of the study, sample size, and sampling procedures, data sources, data collection instruments and methods, measurement of variables, validity and reliability of the tool, data processing and analysis and ethical consideration.

3.1 Research Design

The study adopted a cross sectional survey design and Quantitative approach. Cross sectional design analysed both descriptive and quantitative data in nature (Ntayi et al., 2010) and was used because it analyzes data collected from a population, or a representative subset, at a specific point in time (Mukyala et al., 2017). Quantitative research approach was used to investigate the relationship between stakeholder engagement, psychological empowerment and performance of public construction projects in Kampala. Correlation design was adopted to explain the relationships between the variables of the study and a regression design was adopted to determine the extent to which the independent variables explain the dependent variable.

3.2 Population of the Study

A population is the parent group with unique traits, from which the sample is derived (Pandey & Pandey, 2021). In this study, the population consisted of 120 construction projects comprised of road construction projects embarked on in the city of Kampala (KCCA website, KCCA, 2014).

The unit of analysis for this study was the public construction projects implemented by Kampala district by KCCA, the city authority charged with managing activities in the capital city. The unit

of inquiry was project stakeholders such as project managers, project supervisor, engineers and project officers.

3.3 Sample Size and Sampling Procedure

This study sample size was 92 public construction projects implemented in Kampala determined based on the Krejcie and Morgan (1970). These projects were chosen using random sampling techniques. Projects were stratified according to the divisions that make up Kampala namely; central, Makindye, Rubaga, Nakawa and Kawempe. The study used stratified random sampling method in order to reduce on bias and also get deeper insights from all respondents in all the divisions (Sharma, 2017). The researcher also used simple random sampling method where projects from each division that make up Kampala were randomly drawn. With this method, the researcher first wrote the 92 projects on 92 pieces of papers and later applied a rotary method to pick projects to form the sample. From a selected public construction project, one participant (either project manager, supervisor, engineer, project officer) who was directly involved in ensuring that project is performed well was selected this is because he/she is presumed to have knowledge on the performance of the project, and is a key decision maker. One respondent per a project was enough because all the participants are involved in the daily operation of project activities and are presumed to have the same information. So, to avoid repetitive response the researcher purposively selected one respondent to represent others.

Table 3.1: Population and Sample size selection

Kampala district	Population (Road projects)	Sample	Sampling method
Kawempe Division	29	23	Simple random sampling
Central division	18	9	Simple random sampling
Rubaga Division	25	21	Simple random sampling
Makindye Division	24	17	Simple random sampling
Nakawa Division	26	22	Simple random sampling
Total	120	92	Simple random sampling

Source: Krejcie and Morgan (1970).

3.4 Data sources

This study used primary data sources. The researcher collected primary data via a questionnaire with closed-ended questions designed on a 5-point Likert scale about Internal stakeholder engagement, psychological empowerment and performance of public construction projects in Kampala.

3.5 Data collection instruments

Data was collected from the respondents using a self-administered questionnaire. This instrument used only close ended questions since the study is purely quantitative. There are arguments that open ended questions can be quantified but close ended questions are sufficient enough to answer the study objectives. This method was used because of the need to generate reliable data from a large number of respondents who needed to be covered in a short period of time (Mwesigwa, 2019). Also, this method was preferred for being cheap and for allowing respondents anonymity, which promotes truthfulness when sensitive areas are involved as the case was for this study (Raudeliunine, 2018).

3.6 Measurement of variables

The independent variables were Internal stakeholder engagement and psychological empowerment while the dependent variable was performance of public construction projects in Kampala

- ***Internal Stakeholder engagement*** was measured in terms of Vigor, Dedication and Absorption using tools developed by (Seppala et al, 2008; Bakker et al., 2010; Michelle, 2014; Nantumbwe, 2019; Lalam, 2018).
- ***Psychological empowerment*** was measured in competence, meaningfulness, self-determination and impact based on the tools developed by (Spreitzer, 1995; Panda, & Sahoo, 2021; Maynard et al., 2013; Malik, Sarwar & Orr, 2021).

- **Project performance** was measured in terms of time, cost and quality. This is consistent with previous research tools (PMI, 2013; Ssenyange, 2011; Atkinson ,1999; Chan, A. P., & Chan, 2004).

These measures were taken from the literature. The above measures were used for this study, with modifications to fit the Ugandan environment. The measures were implemented through the use of a questionnaire with a 5-point Likert scale.

3.7 Reliability and validity

3.7.1 Reliability analysis

Reliability is the ability of the measure to produce the same results under the same conditions, and it is the second way of trying to ensure that the measurement error is kept to a minimum (Field, 2009). This study used a more reliable and commonly used measure of scale reliability, the Cronbach's alpha (α) (Nunnally, 1978), to determine the internal consistency of the scales. Cronbach's α coefficient for all the study variables was 0.70 and above. According to Nunnally (1978) and De Vellis (2003), a cut-off alpha coefficient point of 0.70 is sufficient enough to prove that the item scales are consistent and dependable, it was also enough to conclude that the instrument was reliable. Cronbach α alpha coefficients were computed using SPSS as shown Table 3.2.

Table 3.2: Reliability Analysis

Variable	Cronbach alpha	Number of items
Internal stakeholder engagement	0.943	15
Psychological empowerment	0.957	20
Projects performance	0.943	18

Source: primary data

Results in the table 3.2 showed that all variables under the study had reliable items since the Cronbach's alpha statistic for all the variables were above the 0.70 threshold according to Nunnally and Nunnally (1978).

3.7.2 Validity

The Content Validity Index was used to examine relevance and clarity of the questions. The research instrument was given to five knowledgeable persons that is to say, two academicians, two project officers and any other knowledgeable person. Content Validity Index was thus computed. To establish validity, the designed instrument was availed to the supervisors for review and they gave an approval for administration in a pilot survey in Kampala. The questionnaire was given to two experts to evaluate the relevance of each item in the instrument to the objectives and rate each item on the scale of 1 to 5 where 1 represented strongly disagree, 2 for disagree, 3 for not sure, 4 for agree and 5 for strongly agree. The Content Validity Index (CVI) was used to test the relevance and clarity of the questions. The Content Validity Index (CVI) results were presented in Table 3.3.

Table 3.3: Content Validity Index

Global variable	Content Validity Index	Number of items
Internal stakeholder engagement	0.833	15
psychological empowerment	0.869	20
Projects performance	0.857	18
Overall CVI	0.853	

Source: primary data

3.8 Data processing and analysis

Data collected was compiled, sorted, edited, classified and coded into a coding sheet and analyzed using statistical package for social sciences (SPSS) version 23 to establish the relationship between internal stakeholder engagement, psychological empowerment and performance of public

construction projects in Kampala. This provided descriptive statistics, correlation and regression outputs. Pearson's Correlation coefficient was used to establish the strength of relationship between the study variables under study. Linear regression analysis was also be conducted to determine the variance in the dependent variable that is explained by the independent variables.

3.9 Ethical considerations

The researcher obtained a letter from the faculty of graduate studies and research of Makerere University Business School to carry out the research and seek permission from the selected road construction projects for purposes of collecting data. The respondents were assured of privacy for the information collected. This was to ensure that the information collected from the respondents is kept confidential and mainly for academic purposes and not for any purposes. Questionnaires were structured in such a way that there is no need to capture the respondent's names. Ethical considerations were also be taken care of by the researcher briefing the respondents as to the purpose of the research, their relevance in the research process, and Expectations from them.

CHAPTER FOUR

PRESENTATION AND INTERPRETATION OF RESULTS

4.0 Introduction

This chapter presents the study results and interpretation. Specifically, this chapter displays the demographic characteristics, descriptive statistics of the study variables, correlation analysis results and the regression analysis results. The analyses are guided by study objectives which are; to examine the relationship between internal stakeholder engagement and project performance, to examine the relationship between psychological empowerment and project performance and to examine the extent to which internal stakeholder engagement and psychological empowerment affect project performance.

4.1 Response Rate

Out of 92 questionnaires distributed, 81 questionnaires were returned and giving rise to a response rate of 88% which is suitable to draw valid and reliable conclusions. According to Mugenda and Mugenda (2003), a 50% response rate is adequate, 60% good and above 70% rated very well. This also concurs with Kothari (2004) assertion that a response rate of 50% is adequate, while a response rate greater than 70% is very good. This implies that based on these assertions; the response rate in this case of 88% was very good.

Table 4.1: Response Rate

Targeted respondents	Attained respondents	Response rate
92	81	88%

Source: Primary data

4.2 Demographic Characteristics of respondents

This section presents information about the demographic characteristics of the respondents that took part in the study. The demographic characteristics analysed include; title of the respondent, gender of the respondents, age group and level of education.

Table 4.2: Showing Respondent Characteristics.

Variable N=81	Description	Frequency	Percentage (%)
Title	Project Manager	11	13.6
	Project Supervisor	24	29.6
	Project Engineer	10	12.3
	Project Officer	36	44.4
	Total	81	100.0
Gender	Male	59	72.8
	Female	22	27.2
	Total	81	100.0
Age group	20-29	13	16.0
	30-39	38	46.9
	40-49	16	19.8
	50 and above	14	17.3
	Total	81	100.0
Level of Education	Diploma	19	23.5
	Degree	43	53.1
	Masters	16	19.8
	PHD	3	3.7
	Total	81	100.0

Source: Primary data.

The above results showed that the majority of the respondents were project officers (44.4%), followed by project supervisors (29.6%), then project managers (13.6%) while 12.3% were project engineers. Results further indicated that male respondents were the majority constituting 72.8% in the sample as compared to their female counterparts who were 27.2% of the entire sample. This indicates that both female and male participate in public construction projects but most of the project activities in Kampala are run by men. Results in table 4.2 indicated that the majority of the respondents were between 30-39years of age (46.9%), followed by those between 40-49 years of age (19.8%), then those 50 years above years (17.3%) and the minority were between 20-29years of age (16%). This shows that majority of people who participate in the activities of construction projects in Kampala are in the actives age bracket. This age distribution also reveals that most of the construction projects were being run and managed by persons in the active age with enough experience and skills. Furthermore, results observed that, the majority of the respondents had

attained degrees as their highest level of education (53.1%), followed by those with diplomas (23.5%), then those with masters (19.8%) and lastly those with PHDs comprised (3.7%) of the sample respectively. This would imply that employees who participate in the activities of construction projects in Kampala are literate.

4.3 Details of the Public Construction Projects

This section presents information about the construction projects in Kampala under study. The background information about the construction projects analysed include the number of years in operation, number of employees and location details as shown in the table below.

Table 4.3: Showing Public Construction Projects Profile

Variable N=81	Description	Frequency	Percentage (%)
Project duration	1-2 years	23	28.4
	3 -5 years	26	32.1
	6 -7 years	15	18.5
	8 years and above	17	21.0
	Total	81	100.0
Project size	10 -20 employees	13	16.0
	21- 30 employees	21	25.9
	Above30 employees	47	58.0
	Total	81	100.0
Project location	Central Kampala	10	12.3
	Nakawa	17	21.0
	Rubaga	15	18.5
	Kawempe	21	25.9
	Makindye	18	22.2
	Total	81	100.0

Source: Primary Data

The results in the table 4.3 above showed that majority 32.1% of the construction projects studied have been in existence for 3-5yerar, followed by 28.1% who have been in existence for 1-2years, then 21% which have been operating for 8 years and above and lastly 18.5% have been in operation for 6-7 years, meaning that the majority of the construction projects have stood the test of time

thus the information provided can be relied on. Results also implies that majority of the construction projects have spent a number of years beyond their prescribed time. This indicates a gap in projects performance. Table 4.3 further indicated that the majority of the construction projects employs above 30 employees constituting 58% of the sample, those with 21-30 employees constituted (25.9%) and those which 10-20 employees constituted (16%). Meaning that most construction projects have enough employees to execute the project activities. Furthermore table 4.3 still it was observed that most of the construction projects were located in Kawempe Division (25.9%) followed by those in Makindye division (22.2%), Nakawa (21%), Rubaga (18.5%) and central Kampala with 12.3%. This implies that construction projects from all the five divisions of Kampala were captured in the study thus data collected could be relied on to make decisions about performance of public construction projects in Kampala.

4.4 Descriptive Statistics

The summary descriptive statistics of the independent and dependent variables included in the analyses are presented in Table 4.4. This study's dependent variable is performance of public construction projects in Kampala, while the independent variables are internal stakeholder engagement and psychological empowerment. The purpose of descriptive statistics is to check whether the calculated means represent the observed data, that is, whether the mean is a good replica of reality (Field, 2009 & Saunders et al., 2007). The descriptive statistics of the variables cover means, standard deviations, minimum and maximum values to summarize the observed data in the table below.

Table 4.4: Descriptive Statistics

	N	Min	Max	Mean	SD
Vigor	81	2.4	4.6	3.86	0.520
Dedication	81	2.6	5	3.98	0.520
Absorption	81	2.8	4.8	3.98	0.463
Internal Stakeholder Engagement	81	2.8	4.67	3.94	0.475
Competence	81	3	4.8	4.04	0.493
Meaningfulness	81	3	4.8	4.06	0.473
Self determination	81	3	4.8	4.02	0.446
Impact	81	3	5	4.07	0.460
Psychological Empowerment	81	3	4.75	4.05	0.445
Time	81	3	4.83	4.01	0.406
Cost	81	3	4.67	4.01	0.429
Quality	81	3	4.67	4.06	0.404
Project Performance	81	3	4.67	4.03	0.391
Valid N (listwise)	81				

Source: primary source

Results in table 4.4 above indicated that the mean values for internal stakeholder engagement, psychological empowerment and project performance are 3.94, 4.05 and 4.03 respectively. The standard deviations for internal stakeholder engagement, psychological empowerment and project performance are 0.475, 0.445 and 0.391 respectively. As standard deviations relative to mean values are small, the calculated means highly represent the observed data (Nkundabanyanga, Taurigana & Muhwezi 2015; Field, 2009; Saunders, Lewis & Thornhill, 2007). SD is the extent by which the views obtained from the respondents vary from the mean scores. It implies that a higher SD had varying opinions towards the given response (SD above 1), and when the SD is below 1 closer to 0, it means uniformity in the opinions provided in the study. A mean above 3 indicates that the respondents were in agreement to the question asked. In this study, all respondents agree that internal stakeholder engagement and psychological empowerment are important in influencing performance of public construction projects in Kampala given that their means are all above 3.00 and all the standard deviations are below 1.00.

4.5 Correlation Results

The correlation results are presented in Table 4.5. Pearson's correlation coefficient analysis was conducted to establish the relationships between predictor variables (internal stakeholder engagement and psychological empowerment) and the outcome variable (projects performance). Bivariate-correlation analysis was performed and Pearson correlation coefficients were generated to measure the direction and size of the relationship between the study variables (Field 2009).

Table 4.5: Correlations

	1	2	3	4	5	6	7	8	9	10	11	12	13
Vigor (1)	1												
Dedication (2)	.871**	1											
Absorption (3)	.801**	.866**	1										
Internal Stakeholder Engagement (4)	.943**	.964**	.934**	1									
Competence (5)	.780**	.854**	.876**	.881**	1								
Meaningfulness (6)	.826**	.860**	.831**	.886**	.894**	1							
Self-determination (7)	.777**	.829**	.846**	.861**	.905**	.884**	1						
Impact (8)	.656**	.780**	.749**	.768**	.863**	.816**	.859**	1					
Psychological Empowerment (9)	.800**	.875**	.870**	.894**	.965**	.946**	.959**	.930**	1				
Time (10)	.704**	.658**	.726**	.733**	.732**	.703**	.758**	.621**	.741**	1			
Cost (11)	.727**	.694**	.677**	.739**	.695**	.757**	.759**	.648**	.752**	.855**	1		
Quality (12)	.710**	.673**	.626**	.708**	.673**	.753**	.730**	.658**	.740**	.836**	.845**	1	
Project Performance (13)	.754**	.713**	.714**	.768**	.739**	.779**	.791**	.679**	.786**	.946**	.952**	.942**	1

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

Source: primary data.

4.5.1 The relationship between internal stakeholder engagement and project performance

The results in Table 4.5 indicate that there is a positive and significant relationship between internal stakeholder engagement and project performance ($r=.768^{**}$, $p<.01$). A positive increase in internal stakeholder engagement translates into a positive improvement in performance of public construction projects in Kampala. Furthermore, all the individual dimensions of internal stakeholder engagement (vigor, dedication and absorption) are positive and significantly associated with performance of public construction projects in Kampala. Thus, hypothesis one of the study is supported.

4.5.2 The relationship between psychological empowerment and project performance

The results in Table 4.5 similarly indicate that there is a positive and significant relationship between psychological empowerment and project performance ($r = .786^{**}$, $p = .01$). A positive improvement in psychological empowerment translates into a positive improvement in performance of public construction projects in Kampala. Also, the individual dimensions of psychological empowerment (competence, meaningfulness, self-determination and impact) are positive and significantly associated with performance of public construction projects in Kampala. Thus, hypothesis two of the study is supported.

4.6 Regression Results

Regression is the predictive potential of the independent variables on the dependent variable. The regression model was used to determine the extent to which internal stakeholder engagement and psychological empowerment predict performance public construction projects in Kampala. The results are presented in the Table 4.6. *Adjusted R²* gives the idea of how well the regression model generalizes the study variables and ideally every researcher would like its value to be the same or very close to the value of R². Table 4.6 bellow shows the results from regression analysis.

Table 4.6: Shows the regression results of the study variables

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	1.212	.244		4.972	.000		
Internal Stakeholder Engagement	.267	.125	.324	2.134	.036	.411	2.435
Psychological Empowerment	.436	.134	.496	3.261	.002	.382	2.615
<i>R=.799^a, R²=.639, Adjusted R²=.629, F=68.929, Sig=.000, e=0.23802, Durbin Watson=1.909</i>							

a. Dependent Variable: Project Performance

Source: Primary Data

The results in Table 4.6 show that internal stakeholder engagement and psychological empowerment predict 62.9% of the variance in performance of public construction projects in Kampala (Adjusted R Square =.629). This means that, there are other factors which explain the remaining 37.1% of the variance in performance of public construction projects in Kampala. It was also noted that psychological empowerment (Beta = .496, sig. <.002) is a better predictor of performance of public construction projects in Kampala than internal stakeholder engagement (Beta = .324, sig. <.036). This implies that management of public construction projects in Kampala emphasize psychological empowerment through improving staff competence, meaningfulness, self-determination and impact while running project activities customer focus in order to attain the desired project performance among construction projects. The regression model in this case was statistically significant (sig. <.000).

Multicollinearity was tested for to ascertain whether there is a strong correlation between two or more predictors in a regression model (Field, 2009). Multicollinearity poses a problem only for multiple regression because simple regression requires only one predictor. Field (2009) recommended that tolerance values below 0.1 indicate a serious multicollinearity problem and tolerance values below 0.2 indicate a potential problem otherwise, tolerance values of above 0.2

are better. Variance Inflation Factor (VIF) is another measure of multicollinearity and it indicates whether a predictor has a strong linear relationship with other predictor(s). Myers (1990) suggests that a value of 10 is a good value at which to worry. For this study, the VIF values are all below 10 and the tolerance statistics are above 0.2. Therefore, there were no multicollinearity problems in our data. The researcher further ran the Durbin–Watson test which tests for serial correlations between errors (Field, 2009). Specifically, it tests whether adjacent residuals are correlated. The test statistic can vary between 0 and 4 with a value of 2 meaning that the residuals are uncorrelated. A value greater than 2 indicates a negative correlation between adjacent residuals, whereas a value below 2 indicates a positive correlation. The size of the Durbin–Watson statistic depends upon the number of predictors in the model and the number of observations. For this study the Durbin–Watson statistic was close to 2 (1.909) and this indicates that there is no multi-collinearity since correlation between independent errors is minimal (Field, 2009).

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter covers the detailed discussion of the findings guided by the objectives of the study, the chapter also covers the conclusions, recommendations, limitations and suggested areas for further research. These are presented below.

5.1 Discussion of Findings

This study aimed at examining the relationship between internal stakeholder engagement and project performance, examining the relationship between psychological empowerment and project performance and examining the extent to which internal stakeholder engagement and psychological empowerment predict project performance as discussed below;

5.1.1 Relationship between internal stakeholder engagement and project performance.

The findings indicate there was a positive and significant relationship between internal stakeholder engagement and performance of public construction projects in Kampala. It is thus important for public construction projects to achieve the desired performance to improve internal stakeholder engagement through enhancing staff vigor, dedication and absorption towards project activities. It is evident in this study that staff in public construction projects in Kampala feel bursting with energy while at work, feel fit and strong, very resilient, mentally, tolerate the pressures at work well, are enthusiastic about the tasks they must accomplish for the project, are inspired by the project goals and enjoy being a part of the project, feel happy when working intensively to sustain the project, are immersed in the project work and feels that it's difficult to disengage them from the project work. Thus, achieving the desired performance among public construction projects in Kampala.

The findings are in agreement with the previous studies for example in their study Namiyingo *et al.* (2016) who states that internal stakeholders committed to project dedicate all their energy and time to ensure they execute the assigned tasks successfully. Such stakeholders require less supervision and always stay in projects which save costs of supervision, replacing and training stakeholders to take over these tasks (Nangoli, 2010). Additionally, Khan (2020) asserts that when stakeholders are committed to projects, they develop an attitude of being collectively accountable for project outcomes. According to Alaloul, Liew and Zawawi (2017), construction projects are characterised with adversarial relationships, operations and their success depends on engagement of stakeholders. Also, in their study, Fraz *et al.* (2016) showed that project performance is significantly related to stakeholder engagement. The authors further suggested that it is important to continually coordinate and inform key project stakeholders and proactively manage their concerns during the project life-cycle stages to achieve project performance. These results were generally in support of the current findings of this study.

5.1.2 Relationship between psychological empowerment and project performance.

The study results indicate that there is a significant relationship between psychological empowerment and performance of public construction projects in Kampala. This is further evidenced by the predictive potential of psychological empowerment to attaining performance of public construction projects in Kampala as shown by the regression results. Correlation results further indicate that competence, meaningfulness, self-determination and impact have a positive and significant association with performance of public construction projects in Kampala. Therefore, management of public construction projects in Kampala emphasize psychological empowerment through improving staff competence, meaningfulness, self-determination and impact while running project activities in order to attain the desired project performance among

construction projects. In this study, it is evident that staff in public construction projects in Kampala are confident about their ability to do their job, self-assured about their capabilities to perform their work activities, have mastered the skills necessary for their job and also have adequate knowledge of how they can perform their work tasks. The respondents also agreed in this study that the work they are doing at the project is very important to them, job activities are personally meaningful to them, their work at the project contributes to achieve the project's goal, have significant autonomy in determining how to do their job, decide on how to go about doing their work, identify their work priorities in line with the work needs, have a great deal of control over what happens in their department and their role contributes to achieving the project's constructional aims.

The findings of this study are consistent with the findings of the previous researchers for example, Khan, Malik and Saleem (2020) in their study stated that highly-empowered teams are highly effective and experience more autonomy which would lead to achieving good performance in a team. Empowerment leads to the realization of job tasks as more meaningful and impactful which leads to intrinsic motivation. In addition, Valentine et al. (2018) stated that the self-determination dimension of psychological empowerment autonomizes the employees, and they perceive themselves of being in control of their work, thus also enriching the decision-making process. Also, Garcia-Juan et al. (2019) noted that empowered employees are more responsive to the needs of the customers and they deal with the customers with more cordiality which ultimately leads toward elevated project performance. These results were generally in support of the current findings of this study.

5.2 Conclusion

The objectives of this study were; to examine the relationship between internal stakeholder engagement and project performance, to examine the relationship between psychological empowerment and project performance and to examine the extent to which internal stakeholder engagement and psychological empowerment predict project performance. The above three objectives were achieved through a questionnaire survey of 81 respondents from public construction projects in Kampala representing a response rate of 88%. The findings of the study have indicated that independent variable (internal stakeholder engagement and psychological empowerment) predict 62.9% of the variance in performance of public construction projects in Kampala. Also, it is important for the management of public construction projects in Kampala emphasize psychological empowerment through improving staff competence, meaningfulness, self-determination and impact while running project activities in order to attain the desired project performance among construction projects. Furthermore, for public construction projects to achieve the desired performance there is need to improve internal stakeholder engagement through enhancing staff vigor, dedication and absorption towards project activities. Overall, the findings clearly show that an effective management of the internal stakeholder engagement and psychological empowerment can significantly influence performance among public construction projects in Kampala. However, internal stakeholder engagement and psychological empowerment predict project performance by 62.9%, thus future scholars should consider other factors which determines project performance.

5.3 Recommendations

- Psychological empowerment being a stronger predictor of project performance, the management of public construction projects in Kampala should put more efforts in maintaining

and improving staff competence, meaningfulness, self-determination and impact while running project activities in order to attain the desired project outcomes. This will help them to incorporate a supportive work environment that encourages quality relationships with peers in the form of recognition and rewards.

- Construction project managers in Kampala should ensure that stakeholders highly participate in the project activities to achieve good performance among the projects. This can be achieved through identifying them early, consulting them, and allowing them to take part in the decisions regarding the project, creating interactions with the project community.
- The management of public construction projects in Kampala should invest in the development of their employees to enable them and psychologically empower them to implement project activities and achieve the desired project outcomes.
- Public construction projects in Uganda should promote their internal stakeholder engagement and psychological empowerment that facilitate high levels of projects performance.

5.3 Study limitations

Like any other study, the current study also has a number of limitations;

The study used evidence from public construction projects in Kampala whose population is small of Uganda's total population and it is possible that these results are relevant to only those in Kampala. However, the study used a sample of road construction projects in Kampala which represents construction projects in other districts in Uganda since most of the construction projects experience the same performance challenges in their operations.

This study was limited to cross sectional research design. This design can only give a snapshot on performance of public construction projects for a specific period. It doesn't cover the changes in behavior time. Also, the results give very important insights, they should be generalized with

caution. However, the study used cross sectional and quantitative design which was descriptive in nature. The self-administered questionnaire tool which was used, was tested and the questions were found valid and reliable to gather the right information required by the study.

This study used quantitative data which sometimes misses certain information and limits the respondent's opinions on the study variables. However, this study clearly brought out the overall contribution of internal stakeholder engagement and psychological empowerment towards influencing the performance of public construction projects in Kampala.

5.4 Areas for further research

A study on internal stakeholder engagement, psychological empowerment and project performance in other sectors like the private and NGOs is needed. Also, a purely qualitative study and mixed research methods needs to be conducted on internal stakeholder engagement, psychological empowerment and the performance of public construction projects in Kampala to gather the respondent's opinions on the variables. Further studies may also be conducted to ascertain other predictors of public construction projects performance in Kampala given that the independent variables only predict 62.9%.

References

- Ahmad, M., Saleh, M. & Dash, A. (2018). 'Collaboration Impact on the performance in Construction projects: Case study Selangor Malaysia', *IJSART*, 4(1):1019-1028.
- Ahmed, R., Azmi, N., Masood, M.T., Tahir, M. & Ahmad, M.S. (2013). 'What does project leadership really do', *International Journal of Scientific and Engineering Research*, 4(1):1-8.
- Ahimbisibwe, A. & Nangoli, S. (2012). 'Project Communication, Individual Commitment, Social Networks, and Perceived Project Performance', *Journal of African Business*, 13(2):101-114.
- Ahimbisibwe, A. & Nangoli, S. (2012). 'Using the behavioural factors to explain perceived project performance of Ugandan citizenship projects: A multivariate analysis', *International Journal of Business & Social Science*, 3(10): 208-224.
- Ahimbisibwe, A., Nangoli, S. & Tusiime, W. (2017). 'Project Communication and Perceived Project Performance: The Mediating Influence of Individual Commitment in Uganda's Citizenship Projects', *ORSEA JOURNAL*, 3(3).
- Ahimbisibwe, A., Tumuhairwe, R. & Tusiime, W. (2015). 'Mediating influence of Individual Commitment and Social Networks on the relationship between Project Communication and Perceived Project Performance: A Structural Equation Modelling Approach', *European Journal of Business and Management*, 7(23):126-135.
- Achman, R. (2013). Stakeholders' Perspectives on Sustainability in Project Management. In *Sustainability Integration for Effective Project Management* (pp. 321-336). IGI Global.
- Al-Dalahmeh, M., Masa'deh, R., Abu Khalaf, R.K. & Obeidat, B.Y. (2018). The Effect of Employee Engagement on Organizational Performance via the Mediating Role of Job

- Satisfaction: The Case of IT Employees in Jordanian Banking Sector. *Modern Applied Science*, 12 (6), 17-43
- Al-Shbiel, S. O., Ahmad, M. A., Al-Shbail, A. M., Al-Mawali, H., & Al-Shbail, M. O. (2018). The Mediating Role of Work Engagement in The Relationship Between Organizational Justice and Junior Accountants' turnover Intentions. *Academy of Accounting and Financial Studies Journal*, 22(1), 1-23.
- Ali, M., Zhang, L., Shah, S. J., Khan, S., & Shah, A. M. (2020). Impact of humble leadership on project success: the mediating role of psychological empowerment and innovative work behavior. *Leadership & Organization Development Journal*, 41(3), 349-367.
- Alinaitwe, H., Apolot, R., & Tindiwensi, D. (2013). Investigation into the causes of delays and cost overruns in Uganda's public sector construction projects. *Journal of Construction in Developing Countries*, 18(2), 33
- Atkinson, R. (1999). Project management: cost, time and quality, two best guesses and a phenomenon, it's time to accept other success criteria. *International journal of project management*, 17(6), 337-342.
- Bahadorestani, A., Naderpajouh, N., & Sadiq, R. (2020). Planning for sustainable stakeholder engagement based on the assessment of conflicting interests in projects. *Journal of Cleaner Production*, 242, 118402.
- Bakker, A. B., Albrecht, S. L., & Leiter, M. P. (2011). Key questions regarding work engagement. *European journal of work and organizational Psychology*, 20(1), 4-28.
- Benson, D., Lorenzoni, I., & Cook, H. (2016). Evaluating social learning in England flood risk management: an 'individual-community interaction' perspective. *Environmental Science & Policy*, 55, 326-334.

- Bilal, M., Oyedele, L. O., Kusimo, H. O., Owolabi, H. A., Akanbi, L. A., Ajayi, A. O., ... & Delgado, J. M. D. (2019). Investigating profitability performance of construction projects using big data: A project analytics approach. *Journal of Building Engineering*, 26, 100850
- Chan, A. P., & Chan, A. P. (2004). Key performance indicators for measuring construction success. *Benchmarking: an international journal*.
- Cundy, A.B., R.P. Bardos, Andrew Church, M. Puschenreiter, W. Friesl-Hanl, I. Müller, S. Neu, M. Mench, Nele Witters, and Jaco Vangronsveld. 2013. Developing Principles of Sustainability and Stakeholder Engagement for “Gentle” Remediation Approaches: The European Context. *Journal of Environmental Management* 129: 283–291.
- Deloitte (2017). Kenya Budget Highlights 2017. Available: <https://www2.Deloitte.com/content/dam/Deloitte/ke/Documents/tax/Budget%20highlights%20KE%202017.pdf>
- Fong, K. H., & Snape, E. (2015). Empowering leadership, psychological empowerment and employee Outcomes: Testing a multi-level mediating model. *British Journal of Management*, 26(1), 126-138.
- Freeman, R. E. (2010). *Strategic management: A stakeholder approach*. Cambridge university press.
- Geaves, L. H., & Penning-Rowsell, E. C. (2016). Flood risk management as a public or a private good, and the implications for stakeholder engagement. *Environmental Science & Policy*, 55, 281-291.
- Hassan, B. (2010). Stakeholder Involvement, Project Ethical Climate, Commitment to the Project and Performance of Poverty Eradication Projects in Uganda: A study of NAADS Projects in Mukono District. Master’s thesis. Makerere University, Kampala.

- Karatepe, O. M., & Olugbade, O. A. (2009). The effects of job and personal resources on hotel employees' work engagement. *International Journal of Hospitality Management*, 28(4), 504-512.
- Kampala Capital city authority. Completed road construction roads during the period of 2015 2016. (Online). Available: <https://www.kcca.go.ug/road-constructions>. (Accessed on 30 September 2020).
- Kampala Capital city authority. On-going road construction projects report. (Online). Available: <https://WWW.kcca.go.ug/road-construction>. (Accessed on 30 September 2020).
- Khan, J., Malik, M., & Saleem, S. (2020). The impact of psychological empowerment of project-oriented employees on project success: A moderated mediation model. *Economic research-Ekonomska istraživanja*, 33(1), 1311-1329.
- Kituku, O., & Ngugi, K. (2021). Stakeholder Management and Performance of Nairobi Water and Sewerage Company Projects. *Academic Journal of Social Sciences and Education*, 9(3).
- Krejcie, V. R. & Morgan, W.D (1970). 'Determining sample size for research activities', *Educational and Psychological Measurement*, 30: 607-610.
- Lalam, E. Y. (2018). Stakeholder Engagement, Community Participation, Stakeholder Commitment and Project Sustainability.
- Leiter, M. P., & Bakker, A. B. (2010). Work engagement: introduction. *Work engagement: A handbook of essential theory and research*, 1(9).
- Lehtinen, J., & Aaltonen, K. (2020). Organizing external stakeholder engagement in inter-organizational projects: Opening the black box. *International Journal of Project Management*, 38(2), 85-98.

- Malik, M., Sarwar, S., & Orr, S. (2021). Agile practices and performance: Examining the role of psychological empowerment. *International Journal of Project Management*, 39(1), 10-20.
- Manning, B., Braam, G., & Reimsbach, D. (2019). Corporate governance and sustainable business conduct Effects of board monitoring effectiveness and stakeholder engagement on corporate sustainability performance and disclosure choices. *Corporate Social Responsibility and Environmental Management*, 26(2), 351-366.
- Mauno, S., Kinnunen, U., & Ruokolainen, M. (2007). Job demands and resources as antecedents of work engagement: A longitudinal study. *Journal of Vocational Behavior*, 70(1), 149-171.
- Maynard, M. T., Mathieu, J. E., Gilson, L. L., O'Boyle Jr, E. H., & Cigularov, K. P. (2013). Drivers and outcomes of team psychological empowerment: A meta-analytic review and model test. *Organizational Psychology Review*, 3(2), 101-137.
- Meltzer, M., Ștefănescu, L., & Ozunu, A. (2018). Keep them engaged: Romanian county inspectorates for emergency situations' Facebook usage for disaster risk communication and beyond. *Sustainability*, 10(5), 1411.
- Mohammadi, A., Tavakolan, M., & Khosravi, Y. (2018). Factors influencing safety performance on construction projects: A review. *Safety science*, 109, 382-397
- Mubarak, F., & Noor, A. (2018). Effect of authentic leadership on employee creativity in project-based organizations with the mediating roles of work engagement and psychological empowerment. *Cogent Business & Management*, 5(1), 1.
- Muchelule, Y. W. (2018). *Influence of monitoring practices on projects performance of Kenya state corporations* (Doctoral dissertation, JKUAT-COHRED).

- Mugarura, J. T. (2019). *Public private partnership governance for developing road infrastructure in Uganda: a public sector perspective* (Doctoral dissertation, Stellenbosch: Stellenbosch University).
- Mukyala, V., Bananuka, J., Basuuta, M., Tumwebaze, Z. and Bakalikwira, L. (2017), “Accountability of local government authorities: a developing economy perspective”, *African Journal of Business Management*, Vol. 11 No. 12, pp. 266-274.
- Mwelu, N., Davis, P. R., Ke, Y., Watundu, S., & Jefferies, M. (2021). Success factors for implementing Uganda’s public road construction projects. *International Journal of Construction Management*, 21(6), 598-614.
- Mwesigwa, R. (2019). Stakeholder management in public private partnership projects in Uganda. PhD thesis. Makerere University, Uganda.
- Mwesigwa, R., Ntayi, J., Bagire, V., & Munene, J. C. (2018). Stakeholder behavior, relationship building practices and stakeholder management in Public Private Partnership Projects in Uganda.
- Nakato, J. (2019). Employee Talent Management in the Uganda health sector: A Public Institutions Perspective. PhD Thesis. Nelson Mandela University, south Africa.
- Namiyingo, S. (2013). Stakeholder Participation & Sustainability of Health projects among NGOs in Uganda. Master’s Thesis. Makerere University, Uganda.
- Namiyingo, S., Bagire, V., Nangoli, S., Kabogo, N.M., Nalweyiso, G. & Namono, R. (2016). ‘The Mediating Effect of Stakeholder Commitment in the Relationship between Stakeholder Participation and Project Sustainability’, *European Journal of Business and Management*, 8(15):21-26.

- Nangoli, S., Namagembe, S., Ntayi, J, M. and Ngoma, M. (2012). ‘Towards building project stakeholder commitment: Case study - citizenship projects in Uganda’, *World Journal of Entrepreneurship, Management and Sustainable Development*, 8 (4): 233 –245.
- Nangoli, S., Namiyingo, S., Kabagambe, L., Namono, R., Jaaza, M. & Ngoma, M. (2016). ‘Stakeholder participation: An empirical investigation’, *African Journal of Business Management*, 10(8):182-186.
- Nangoli, S., Namiyingo, S., Kabagambe, L., Namono, R., Jaaza, M. & Ngoma, M. (2016). ‘Stakeholder participation: An empirical investigation’, *African Journal of Business Management*, 10(8):182- 186.
- Nangoli, S. (2010). Project communication, individual commitment, social networks & perceived project Performance: A study of citizenship projects in selected commercial banks. MBA thesis. Makerere University, Kampala.
- Nantumbwe, S. (2019). Stakeholder power and sustainability of health projects in Uganda: The mediating role of stakeholder engagement’ *world sustainable development*, 67-82.
- Nguyen, D. S. (2013). ‘Success Factors for Building and Managing High Performance Global Virtual -Teams’, *International Journal of Sciences: Basic and Applied Research*, 9(1):72-93.
- Nguyen, T. S & Mohamed, S. (2021). ‘Mediation Effect of Stakeholder Management between Stakeholder Characteristics and Project Performance’, *Journal of Engineering, Project, and Production Management*, 11(2), 102-117.
- Nguyen, T. S., Mohamed, S., & Panuwatwanich, K. (2018). Stakeholder Management in Complex Project: Review of Contemporary Literature. *Journal of Engineering, Project & Production Management*, 8(2).

- Ntayi, J. M., Byabashaija, W., Eyaa, S., Ngoma, M., & Muliira, A. (2010). Social cohesion, groupthink and ethical behavior of public procurement officers. *Journal of Public procurement*.
- Obeidat, B.Y. (2016). Exploring the Relationship between Corporate Social Responsibility, Employee Engagement, and Organizational Performance: The Case of Jordanian Mobile Telecommunication Companies. *International Journal of Communications*,
- Office of Auditor General. (2017). Annual Report of the Auditor General on the results Of Audits for the year 2017. Available: <http://www.oag.go.ug/wpcontent/uploads/2018/01/Annual-Report-of-the-Auditor-General-FY-2017.pdf> (Accessed: 24 May 2019).
- Office of Auditor General. (2018). Report of the Auditor General to Parliament for the financial year ended 30th JUNE 2018. Available: <http://www.oag.go.ug/wp-content/uploads/2019/01/Report-of-the-Auditor-General-to-Parliament-for-the-FY-ended-30-June-2018.pdf>. (accessed 24 may 2019).
- Nkuruziza, G., Kasekende, F., Otengei, S.O., Mujabi, S. and Ntayi, J.M., (2016). 'An investigation of key predictors of performance of agricultural projects in Sub-Saharan Africa', *International Journal of Social Economics*, 4 (7):676-691
- Ogwang, T., & Vanclay, F. (2021). Resource-financed infrastructure: thoughts on four Chinese-financed projects in Uganda. *Sustainability*, 13(6), 3259.
- Panda, A., & Sahoo, C. K. (2021). Work–life balance, retention of professionals and psychological empowerment: an empirical validation. *European Journal of Management Studies*.
- Pandey, P., & Pandey, M. M. (2021). *Research methodology tools and techniques*. Bridge Center.
- Perrin, T. (2007). 2008 Towers Perrin global engagement workforce study. *Stamford, CT: Author*.

- PMBOK (Project Management Body of Knowledge). (2013). *A guide to the project management body of knowledge (PMBOK® Guide)*. 5th ed. Newtown Square, PA: Project Management Institute.
- Ramirez-Andreotta, M. D., Brusseau, M. L., Artiola, J. F., Maier, R. M., & Gandolfi, A. J. (2014). Environmental research translation: Enhancing interactions with communities at contaminated sites. *Science of the Total Environment*, 497, 651-664.
- Raudeliūnienė, J. (2018). Basic Research Methods. In *Modernizing the Academic Teaching and Research Environment* (pp. 47-70). Springer, Cham.
- Ruiz, N. F. & Wei, Z. (2015). Infrastructure Investment Demands in Emerging Markets and Developing Economies (September 17, 2015). World Bank Policy Research Working Paper No. 7414.
- Salman, M., Khan, M. N., Javaid, M., & Din, M. N. U. (2016). Leadership Style and Employee Performance Through Mediating Role of Work Engagement. *American Journal of Business and Society*, 1(3 PG-129–135), 129–135. Retrieved from NS.
- Ssenyange, K. (2011). Project Communication, Project target clarity, Teamwork and Project performance. *Unpublished Master thesis report. Muk.*
- Seppälä, P., Mauno, S., Feldt, T., Hakanen, J., Kinnunen, U., Tolvanen, A., & Schaufeli, W. (2009). The construct validity of the Utrecht Work Engagement Scale: Multisample and longitudinal evidence. *Journal of Happiness studies*, 10(4), 459-481.
- Shantz, A., Alfes, K., Truss, C. & Soane, E. (2013) The Role of Employee Engagement in The Relationship Between Job Design and Task Performance, Citizenship and Deviant Behaviours. *The International Journal of Human Resource Management*, 24 (13). 2608-2627

- Sharma, G. (2017). Pros and cons of different sampling techniques. *International journal of applied research*, 3(7), 749-752.
- Schaufeli, W. B., & Bakker, A. B. (2010). Defining and measuring work engagement: Bringing clarity to the concept. *Work engagement: A handbook of essential theory and research*, 12, 10-24.
- Spreitzer, G. M. (1995). Psychological empowerment in the workplace: Dimensions, measurement, and validation. *Academy of management Journal*, 38(5), 1442-1465.
- The Law Library of Congress. 2014. National Funding of Road Infrastructure Australia • Brazil. Canada • China • Engl&&Wales.France • Germany • Israel • Italy • Japan • Mexico. Netherlands • South Africa • Sweden Global Legal Research Center.Wiid, J. & Diggines, C. 2013. Marketing research. Juta &Company Ltd.
- Tomlinson. (2010). *How to Differentiate in Mixed-Ability Classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development [online].
- Warr, P., & Inceoglu, I. (2012). Job engagement, job satisfaction, and contrasting associations with person–job fit. *Journal of occupational health psychology*, 17(2), 129.
- Williams, N. J., Jaramillo, P., Taneja, J., & Ustun, T. S. (2015). Enabling private sector investment in microgrid-based rural electrification in developing countries: A review. *Renewable and Sustainable Energy Reviews*, 52, 1268-1281.
- Wofuma, G. (2021). *Procurement practices, stakeholder engagement and project performance in local governments* (Doctoral dissertation, Busitema University).

APPENDICES

Appendix 1: Questionnaire

**MAKERERE UNIVERSITY
MAKERERE UNIVERSITY BUSINESS SCHOOL
FACULTY OF GRADUATE STUDIES AND RESEARCH**

Dear Respondent,

I am **Ssemanda Abdul Nasser**, a student at Makerere University Business School pursuing a Master's Degree in Business Administration (Project Option). I am conducting a field study on ***“Internal Stakeholder Engagement, Psychological Empowerment and Performance of Public Construction Projects in Kampala”***. You have been identified as a respondent, and I therefore request a few minutes of your busy schedules to fill this questionnaire. The responses will be aggregated to the projects and used purely for academic research. Your honest and sincere responses are highly appreciated and shall be treated with utmost confidentiality.

SECTION A: Background Information (Please tick as appropriate)

1. Title of the respondent
(a) Project Manager ☐ (b) Project Supervisor ☐ (c) Project Engineer ☐
(d) Project Officer ☐ (e) others ☐
2. Gender of the respondent
(a) Male ☐ (b) Female ☐
3. Age group of the respondent
(a) 18-21years ☐ (b) 22-25 years ☐ (c) 26-30years ☐ (d) Above 30 years ☐
4. Highest Level of Education:
(a) Certificate ☐ (b) Diploma ☐ (c) Degree ☐ Masters ☐ PHD ☐

Project Profile

5. Project duration?	☐ 1-2years ☐ ☐ 3-5years ☐ ☐ 6-7years ☐ ☐ 8years and above ☐
6. Project size?	☐ 10-20 employees ☐ ☐ 21-30 employees ☐ ☐ Above 30 employees ☐
7. Project location	☐ Central Kampala ☐ ☐ Nakawa ☐ ☐ Rubaga ☐ ☐ Kawempe ☐ ☐ Makindye ☐

SECTIONS: B - D

The table below shows the alternative responses and the number assigned to each response. For In sections B – D, please evaluate the statement by ticking in the box with the number that best suits your response.

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

SECTION B: Internal stakeholder engagement

Vgr	Vigor	1	2	3	4	5
1	At this project work, I feel that I am bursting with energy.					
2	At this project work, I feel fit and strong.					
3	At this project, I am very resilient, mentally.					
4	At this project, I can tolerate the pressure of my work well.					
5	I always persevere at my project even when things don't go well.					
Ddn	Dedication	1	2	3	4	5
1	The project has full meaning and purpose to me.					
2	I am enthusiastic about the tasks I must accomplish for the project.					
3	I am inspired by my project goals and I enjoy being a part of the project.					
4	I am proud of my project goals and the work I do.					
5	My project activities are challenging to me and motivates me to do a good job.					
Abs	Absorption	1	2	3	4	5
1	I forget everything else around me when working in the construction project.					
2	I feel happy when I am working intensively to sustain the project.					
3	When I am working in the project, I am immersed in my work.					
4	I get carried away when I am working with the project team during maintenance of the construction project.					
5	It is difficult to disengage myself from the project work.					

SECTION C: Psychological Empowerment

Cpt	Competence	1	2	3	4	5
1	I am confident about my ability to do my job					
2	I am self-assured about my capabilities to perform my work activities					
3	I have mastered the skills necessary for my job					
4	I have adequate knowledge of how I can perform my work tasks					
5	I can handle all new situations at work with confidence and effectiveness					
Mng	Meaning	1	2	3	4	5
1	The work I do is very important to me					
2	My job activities are personally meaningful to me					
3	The work I do is meaningful to me					
4	My work at the project contributes to achieve the project's goal					
5	My work at the project contributes to community development					
Sd	Self-Determination	1	2	3	4	5
1	I have significant autonomy in determining how I do my job					
2	I can decide on my own how to go about doing my work					
3	I have considerable opportunity for independence and freedom in how I do my job					
4	I can identify my work priorities in line with work needs					
5	I can determine work needs and goals without an intervention of others					
Ipt	Impact	1	2	3	4	5
1	My impact on what happens in my department is large					
2	I have a great deal of control over what happens in my department					
3	I have significant influence over what happens in my department					

4	I have a great influence on employees I work with directly					
5	My role contributes to achieving the project's constructional aims					

SECTION D: Project Performance

Tm	Time	1	2	3	4	5
1	Reliable time estimates are often set ahead of project implementation					
2	Project stakeholders are always committed to beating set deadlines					
3	Project activities from initiation to closure are always timely					
4	The project was completed on schedule					
5	Necessary project information is provided to stakeholders on time					
6	Project stakeholders respond quickly to requirements change					
Cst	Cost	1	2	3	4	5
1	The actual total cost of the project was significantly under authorized budget					
2	The final budget for each phase of the project was essentially the same as planned					
3	Reliable cost estimates are often set before project implementation					
4	The cost objectives were met for the project					
5	Project executors always follow the planned cost for all activities					
6	There is efficient use of materials					
Qty	Quality	1	2	3	4	5
1	Projects outputs have greatly improved the livelihood of many stakeholders					
2	The project's deliverables complied with the set requirements					
3	The quality of the project targets achieved is always high					
4	The project's output meet stakeholders' expectations					
5	The project improved performance for stakeholders					
6	Project end product is accepted and used by the stakeholders for whom the project is intended					

Thank You for Your Corporation

Appendix 2: Krejcie and Morgan Table

Populati on size	Sampl e size	Populatio n size	Sampl e size	Populatio n size	Sampl e size	Populatio n size	Sampl e size	Populatio n size	Sampl e size
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Krejcie, Robert V., Morgan, Daryle W., (1970) "Determining Sample Size for Research Activities", Educational and Psychological Measurement

Appendix 3: Data Collection Letter



MAKERERE UNIVERSITY BUSINESS SCHOOL

Plot 21A, New Portbell Road, P.O. Box 1337, Kampala - Uganda
Phone Direct Line: +256-414-222545; General Line: +256-414-338120; Fax: +256-414-505921

Faculty of Graduate Studies & Research

November 21, 2022

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: SSEMANDA ABDUL NASSER MBA 2020/HD10/21619U

The above named is a student of Makerere University Business School pursuing studies leading to the award of Master of Business Administration of Makerere University. He joined the School in 2020 and has completed the course work component of the program. He is currently carrying out research on the topic: **"Internal Stakeholder Engagement, Psychological Empowerment and Performance of Public Construction Projects in Kampala."**

Any assistance rendered to him will highly be appreciated.

Thank you,


Nakiyingi Catherine
Senior Admin, FGSR



Email: deangrc@mubs.ac.ug

 [@mubsfgsr](https://www.facebook.com/mubsfgsr)

 [@mubsfgsr](mailto:mubsfgsr@mubs.ac.ug)

Website: www.mubs.ac.ug

