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STAKEHOLDER ENGAGEMENT, CAPACITY BUILDING AND PERFORMANCE OF HIV PREVENTION PROJECTS IN RWENZORI SUB REGION, UGANDA

BY

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PLAN A

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DECLARATION

I hereby declare that this dissertation is a direct result of my own original ideas and no part of it has been presented for another degree in this university or elsewhere. Where works of other writers have been used proper acknowledgement has been made through in text citations and references in the reference section.

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APPROVAL

This dissertation was submitted with our approval as academic supervisors.

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MS. NAMIYINGO SOPHIA

DEDICATION

I dedicate this work to my late Mother, Family and Friends for the great support, advise and encouragement that you gave me during this process.

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I would like to thank the Almighty God who has kept me alive to see this work develop to date and who has given me the wisdom and strength to overcome the challenging situations in life.

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ABSTRACT

This study aimed at examining the relationship between stakeholder engagement, capacity building and the performance of HIV prevention projects within Rwenzori Region, Uganda. It was a comparative cross-sectional research design with a quantitative research approach. The sample size comprised 48 HIV prevention projects out of 55 HIV prevention projects. Data was obtained using two structured questionnaires from two categories of respondents who were categorized as project beneficiaries (local leader, community member) and project members (project manager, M&E officer). SPSS (v. 25) was used to analyze the two data files to obtain frequency tables, correlations and regression analyses to interpret the results. This study found a positive relationship between stakeholder engagement and the performance of HIV prevention projects. Furthermore, there was a positive relationship between capacity building and the performance of HIV prevention projects. It was also established that capacity building is a partial mediator in the relationship between stakeholder engagement and the performance of HIV prevention projects. This study concludes that projects that embrace stakeholder engagement will perform as expected. It also notes that projects which boost capacity building will also improve performance. The study recommends HIV prevention projects to enhance capacity building to achieve the desired performance. It further recommends projects to incorporate stakeholder engagement as a core value to streamline their operations. This research suggests a comparative study examining the relationship between stakeholder engagement, capacity building and the performance of projects; and mixed research examining the relationship between stakeholder engagement, capacity building and the performance of HIV prevention projects.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Throughout the world, significant changes in the project environment have been experienced. Many institutions are executing tasks using a project-based approach, as that is the most effective way of minimizing costs and enhancing systematic monitoring with specific guidelines of time duration, budget, and quality standards that must be fulfilled upon completion (Mwelu, Davis, Ke, Watundu & Jefferies, 2021; Mujabi, Otengei, Kasekende & Ntayi, 2015). Project performance occurs when the executed project is fulfilled within a specific timeframe, cost, scope and beneficiaries' expectations (Bond-Barnard, Fletcher & Steyn, 2018; Mujabi et al., 2015). When a project fulfills these criteria, it could achieve its objectives by impacting beneficiaries socially, economically and environmentally (Mpofu, Ochieng, Moobela & Pretorius, 2017). It is revealed that over 70% of projects that are implemented fail, 38% of which are unable to meet the original business goals for which they were extended, and 50% are completed with cost or budget overruns (Team Stage, 2022). However, subsequent studies indicate that project performance remains one of the major concerns across various projects including HIV prevention projects (Mugenyi, Karemera, Wesana & Dooms, 2022).

Approximately 38 million people globally are living with HIV/AIDS amidst a wide range of efforts to curb its prevalence levels, and 67% live in Africa. (United Nations AIDS Commission, 2021). Indeed, HIV/AIDS prevention projects remain one of the lowest-performing projects (WHO, 2018). The report indicates over 85% of HIV prevention projects implemented fail to deliver services within time. Moreover, these projects also experience or have issues with cost overruns (WHO Africa Report, 2019-2022). The report further indicates that two-thirds of people have not

benefited from HIV prevention projects in sub-Saharan Africa. In Uganda, HIV prevalence stands at 5.8%, higher among women (7.2%) than among men (4.3%). In the south western region where Rwenzori falls, the HIV/AIDS prevalence is 6.3 %, ranking the area among the regions with the highest prevalence in the country (Uganda Population Based HIV Impact Assessment, (UPHIA 2020).

USAID/SUSTAIN Project in collaboration with the government failed to meet 91.4% scope of extending antiretroviral therapy (ART) services and pre-exposure prophylaxis (PrEP) to 18,833 (USAID Annual Report, 2019). Nonetheless, many HIV prevention projects in the Rwenzori Subregion continue to underperform. Rwenzori Center for Research and Advocacy (RCRA) has been extending family-centered pediatric HIV/AIDS prevention, care and treatment service to Maliba Sub County, Kyabarungira Sub County, Buhuhira Sub County and Bwesumbu Sub County for the past 10 years, although stigmatization remains high. Behaviorally, community members still believe that associating with people living with HIV would result in contracting the virus. Enabel's Capacity Building in Planning, Leadership and Management in the Health Sector project that was supposed to be implemented within a period of five years until December 2015, was only completed in December 2016 (BTC Annual Report, 2018). Baylor Uganda experienced delayed implementation of New Funding Model 3 (NFM3) project which intends to reduce vulnerability among adolescent girls and young women. The project was meant to be rolled out in Jan 2021 but did not commence until Mar 2022 (Baylor Uganda Annual Report, 2021).

Project performance can be explained by the resource-based view (RBV). This theory explains that the internal resources possessed by a project are central to its performance (Barney, 1991).

It emphasizes that resources include, among other things, capabilities, organizational processes, firm attributes, information, and knowledge (Amit & Schoemaker, 1993). They are important because they provide the project with the ability to implement strategies necessary for attaining desired performance (Montgomery & Collis, 1995). In the resource-based theory, capacity building is traced. Projects that build capacity enrich themselves with knowledge and skills that are relevant for executing tasks within the desired time, cost while maintaining the scope (Darlington, Simar & Jourdan, 2017). At the same time, a resource-based view unleashes the relevance of stakeholder engagement in ensuring project performance. When stakeholders are engaged, they unveil a positive attitude in terms of vigor, dedication, and absorption, which stimulates willingness to provide the necessary support required to achieve tasks within time and cost (Alumbugu, Saidu, Abdulazeez, Ola-Awo & John, 2015). The Enabel capacity building project experienced a cost overrun of 1.35 million euros due to an increase in the scope of the project. Nonetheless, there is a lack of empirical evidence to indicate the magnitude to which stakeholder engagement and capacity building affect performance of HIV prevention projects in Uganda. The dearth of knowledge is even more pronounced when it comes to Rwenzori sub region, amidst the increasing prevalence of HIV in the region. It is against this background that this research seeks to investigate the matter further.

1.2 Statement of the problem

Project performance of HIV prevention projects in the Rwenzori subregion has consistently declined. (Uganda NGO Forum, 2020). For instance, Enabel's capacity building project was meant to be completed in December 2015, although the project was delayed by one year. Furthermore, it was expected to cost €5 million, but instead €6.35 million was spent (BTC Annual Report, 2018) For instance, Baylor Uganda experienced delayed implementation of New Funding Model 3

(NFM3) project which intends to reduce vulnerability among adolescent girls and young women. The project was meant to be rolled out in Jan 2021 but did not commence until Mar 2022 (Baylor Uganda Annual Report, 2021). Rwenzori Center for Research and Advocacy has been extending HIV/AIDs services for over 10 years though stigmatization is still high. It could be likely that the low performance of HIV prevention projects within Rwenzori subregion may be attributed to undesirable stakeholder engagement (Mwesigwa et al., 2019) and insufficient capacity building (Weaver et al., 2012). However, there is a general scarcity of empirical studies to show the extent to which stakeholder engagement and capacity building influence project performance among HIV prevention projects in Uganda's context. If this is not checked, it is possible that many HIV prevention projects, especially in Rwenzori subregion, may fail to achieve their performance attributes.

1.3 Purpose of the study

The purpose of the study was to examine the relationship between stakeholder engagement, capacity building and the performance of HIV prevention projects within Rwenzori Region, Uganda.

1.4 Objectives of the study

i.) To examine the relationship between stakeholder engagement and the performance of HIV prevention projects in the Rwenzori Region, Uganda.

ii.) To assess the relationship between capacity building and the performance of HIV prevention projects in the Rwenzori Region, Uganda

iii.) To examine the relationship between stakeholder engagement and capacity building among HIV prevention projects in the Rwenzori Region, Uganda

iv.) To examine the mediating effect of capacity building in the relationship between stakeholder engagement and the performance of HIV prevention projects in the Rwenzori Region, Uganda.

1.5 Research Hypotheses

$H_{1:}$ There is a significant relationship between stakeholder engagement and the performance of HIV prevention projects in the Rwenzori Region, Uganda.

$H_{2:}$ There is a significant relationship between capacity building and the performance of HIV prevention projects in the Rwenzori Region, Uganda.

$H_{3:}$ There is a significant relationship between stakeholder engagement and capacity building among HIV prevention projects in the Rwenzori Region, Uganda.

$H_{4:}$ Capacity building significantly mediates the relationship between stakeholder engagement and performance of HIV prevention projects in the Rwenzori Region, Uganda.

1.6 Scope of the Study

1.6.1 Content Scope

This study constituted three variables: stakeholder engagement; capacity building; and project performance. The concept of stakeholder engagement was studied as an independent variable. On the other hand, capacity building was studied as the mediating variable. In this study, project performance was studied as the dependent variable and hence the main variable under investigation. This is so because project performance is associated with the prevention of resource misuse and the satisfaction of stakeholders, which can translate into addressing community needs and sustainability. Moreover, it has been widely agreed that stimulating stakeholder engagement as well as capacity building are necessary for improving performance (Alumbugu *et al.,* 2015;

Darlington *et al.,* 2017; Hjortsø & Meilby, 2013). Meanwhile, KPMG (2020) demonstrates that the greatest proportion of projects that fail to perform do so mainly due to engagement and capacity building issues. Consequently, there was an urgent need to establish the extent to which this assertion can apply in Uganda's context, mainly when it comes to HIV prevention projects whose performance is consistently on the decline, attributed to tendencies of capacity building and stakeholder engagement (Ministry of Health Strategic Plan, 2020-2025; Ministry of Health, 2022).

1.6.2 Geographical Scope

This study was conducted in the Rwenzori Region. The region comprises 8 districts of Kabalore, Kasese, Bundibugyo, Kyenjojo, Kyegerwa, Kamwenge, Ntoroko, and Bunyangabo. The study expressed interest in the area because of the high HIV prevalence of 7.9%, the second highest in Uganda (UPHIA 2016-2017). Moreover, many of the projects that have been extended have failed to perform as expected. Although, it is still unclear to what extent stakeholder engagement and capacity building are responsible for the low performance of such projects.

1.7 Significance of the study

Practitioners in the project management section within the Rwenzori subregion to formulate customized strategies for improving stakeholder engagement and capacity building. This is because such projects will be able to ascertain the magnitude to which these variables are bound to affect their ability to achieve project constraints.

For policy makers such as the Uganda Aids Commission and Ministry of Health, the findings and recommendations may be useful in the development and strengthening of the existing policy frameworks on how to curb HIV prevalence within the country. These frameworks could be

directed towards changing the perceptions of stakeholders, especially community members, and a enhancing capacity- building programs.

It is anticipated that other academic researchers may use the findings herein as a source of reference in subsequent research. Therefore, the content herein will subsequently increase the literature related to stakeholder engagement, capacity building and project performance.

1.8 Conceptual Framework

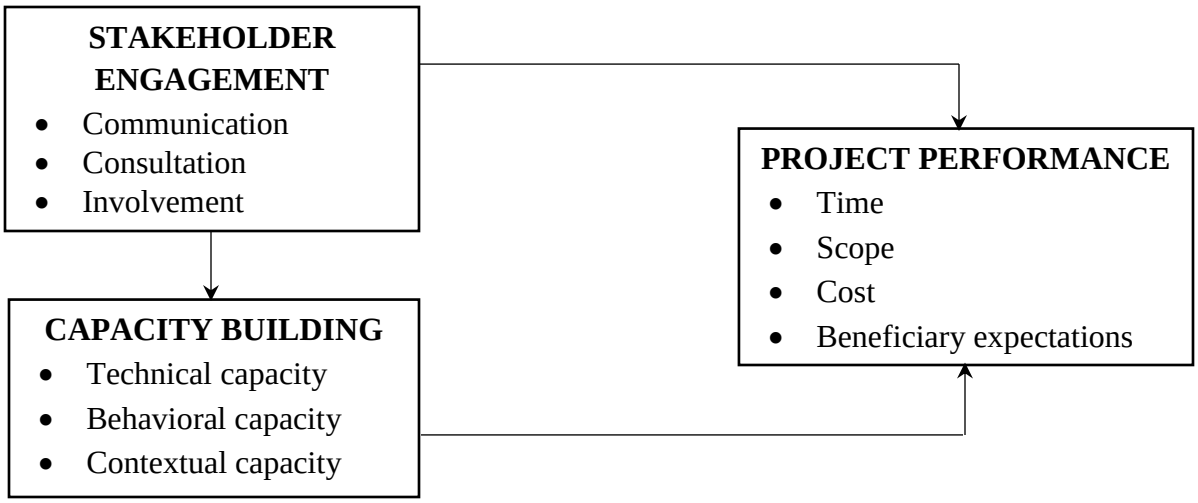


Figure 1.1: Conceptual Framework

Source: *Adopted and modified from literature review (Alumbugu et al., 2015; Bond-Barnard et al., 2018; Dabija et al., 2017; Koonyo, 2017; Mwesigwa, Bagire, Ntayi & Munene, 2019; Wu, Zhao, Zuo & Zillante, 2018).*

From the conceptual framework, project performance has been expressed as being influenced by variables such as stakeholder engagement and capacity building (Alumbugu et al., 2015; Koonyo, 2017; Mwesigwa et al., 2019). The model illustrates that stakeholder engagement can directly determine the project's potential to fulfill its activities within the expected time, budget, scope and fulfill beneficiary expectations. In addition, the model postulates that capacity building is necessary in influencing project performance. Capacity building is expressed in terms of technical capacity, behavioral capacity and contextual capacity. Moreover, the framework demonstrates that capacity building facilitates the relationship between stakeholder engagement and project performance.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides a review of the theoretical, conceptual, and empirical literature in relation to the objectives of the study, which include; examining the relationship between stakeholder engagement and the performance of HIV prevention projects; capacity building and the performance of HIV prevention projects; and examining the mediation effect of capacity building in the relationship between stakeholder engagement and the performance of HIV prevention projects.

2.2.1 Resource Based View (RBV)

This study was informed by the resource-based view theory (Barney, 1991). According to the resource-based view, the ability of an organization to achieve its intended outcomes is a function of its internal resources and capabilities (Barney, 1991). By "resources," the theory refers to all assets, capabilities, organizational processes, firm attributes, information, and knowledge, among others, directly controlled by the firm that can be used to implement strategies to enhance efficiency and effectiveness (Amit & Schoemaker, 1993). Capabilities, on the other hand, are used to refer to a set of skills, complex routines, or best practices that enable the organization to produce desirable outcomes (Teece, 2014). Resource-based theory postulates that not all internal resources and capabilities can facilitate organizations in achieving their intended objectives, but rather only those that are valuable, rare, inimitable, and non-substitutable. Hence, resources that prevent the organization from implementing valuable strategies and reduce efficiency are not strategically relevant. The theory also emphasizes that an organization must understand the prevailing

challenges faced by it to ably identify the internal resources and capabilities that can counteract them and increase the possibility of achieving the intended outcomes (Madhani, 2010).

A resource -based view is a theory that hinges on two assumptions (Rumelt, Schendel, & Teece, 1991). It presumes that organizations have heterogeneous resources and capabilities. Where the same amount and type of resources are possessed by organizations, they will seize them to facilitate attainment of the intended outcomes. Secondly, the theory assumes that resources and capabilities are generally immobile and cannot be imitated for a reasonable period (Barney, 1991). Nonetheless, this theory has been criticized on the premise that it does not take into consideration that organizations can exercise innovativeness and implement innovative strategies that propel others to do the same. The emphasis on internal resources and capabilities that exhibit only four characteristics has also been identified as unrealistic.

Even then, the resource-based view relates well to this study, depicting the relevance of capacity building and stakeholder engagement in guiding non-government organizations to achieve project performance objectives. By emphasizing that internal resources and capabilities are the key precondition for achieving intended outcomes, explains why organizations need to engage in capacity building as a mechanism for strengthening their resources and capabilities. Proponents of capacity building indicate that it is one of the mechanisms for strengthening skills, instincts, abilities, and processes (Wanyama, Wambugu & Keiyoro, 2020; Zuo, Zhao, Nguyen, Ma & Gao, 2018), aspects strongly emphasized by resource-based theory. This theory also treats people instrumentally as means to achieving intended objectives by reflecting that organizations need a set of skills, complex routines, or best practices that enable people to engage resources to achieve. This unleashes the importance of engaging stakeholders, as it enables organizations to acquire

specific knowledge of stakeholder interests, building trust and the desire to work collectively to achieve intended outcomes.

2.3 Stakeholder engagement

In general, stakeholder engagement in the context of project management denotes a process implemented to ensure stakeholders put their differences aside and focus collectively on achieving a common goal. This can be expressed in the different definitions presented in the literature. It is defined as a process that involves communication, involvement, and the development of relationships with stakeholders (Lane & Devin, 2018; Lehtinen & Aaltonen, 2020; Yang, Jayasuriya, Gunarathna, Arashpour, Xue & Zhang, 2018). Stakeholder engagement is also defined as a collaborative effort that provides a platform where various stakeholders can work together (Lavery, 2018). More so, it is a process undertaken by a given project to involve stakeholders positively and focus on attaining project activities (Mwesigwa et al., 2019). From these definitions, every project is a constituent of different parties who have varied interests. It is therefore necessary to put in place various practices that can facilitate projects to harmonize interests and work collectively to achieve project goals. In this study, stakeholder engagement will be defined as a collaborative effort instituted by a given project to strengthen the relationship between different stakeholders so that they focus on achieving project activities.

Stakeholder engagement has been conceptualized differently. The basis of this variation has mainly been influenced by the context in which it is studied. A significant number of studies have conceptualized engagement in terms of vigor, dedication, and absorption (Hristov & Appolloni (2022; Loureiro, Romero & Bilro, 2020). However, a critical assessment by this study indicates that the studies that have applied these dimensions have perceived engagement in relation to work.

Otherwise, stakeholder engagement in the context of project management has focused on practices that promote collectivism between internal and external stakeholders. The prominent practices that have received much attention include communication, consultation, involvement, collaboration, empowerment, and partnerships (Lane & Devin, 2018; Lehtinen & Aaltonen, 2020; Mwesigwa et al., 2019; Yang et al., 2018). Moreover, some researchers demonstrate that communication, involvement, and consultation provide more clarity on the status of stakeholder engagement (Lane & Devin, 2018; Mwesigwa et al., 2019).

Communication is perceived as the basis for promoting stakeholder engagement. Communication is important because it enhances the exchange of information and knowledge between project stakeholders. More so, it maintains the support and commitment of stakeholders in addition to clearing misunderstandings between them. (Jonas, Boha, Sörhammar & Moeslein, 2018; Kaur & Lodhia, 2018). Within the same context, this study postulates that communication provides an environment where stakeholders can interact and have a "say" in organizational decisions. Accordingly, scholars emphasize that communication should be two-way, adopt the appropriate language, be timely, adopt both formal and informal structures, and be directed to the right stakeholders meant to receive information (de Oliveira & Rabechini 2019; Yang et al., 2018).

Consultation is perceived as a two-fold engagement practice that provides a platform where the project can collect information, ideas, opinions, and insights from a wide range of stakeholders but also creates a conducive environment where stakeholders can participate (Mwesigwa et al., 2019). Stakeholder consultation is crucial for developing constructive and productive relationships over the long term. Proponents of stakeholder consultation emphasize that it should be a continuous process throughout the project cycle and target feedback and concerns regarding decisions

(Anyango, Odhiambo & Janet, 2020; Lane & Devin, 2018; Lehtinen & Aaltonen, 2020). In addition, it should include aspects of empowerment, equity, trust, and learning, and each should be relevant to the needs of the stakeholders. Likewise, it is proposed that consultation must be systematic, guided by clear objectives, clear procedures and take into consideration the type of participants in addition to being highly skilled (de Oliveira & Rabechini 2019).

Involvement explores the extent to which stakeholders participate in the affairs of the project as well as its governance. It necessitates among other things, ensuring that stakeholders are represented on the project committee, assigned different tasks and responsibilities, and empowered and enabled to participate in decision- making (Kaur & Lodhia, 2018). Involvement of stakeholders is fundamental because it enables the project to draw on stakeholders' knowledge to facilitate problem solving, enhance stakeholder knowledge about the organization and minimize conflicts (Lane & Devin, 2018).

2.4 Capacity building

Capacity building is one of the concepts that has attracted much attention in project management. It's a concept whose definition has mainly been inclined toward the understanding of the term "capacity". Notably, Arafat and Mulyadi (2020) define capacity as the skills and capabilities possessed by individuals. Similarly, Imbaya, Nthiga, Sitati and Lenaiyasa (2019) indicate that capacity is having the necessary abilities to address a specific objective. The two definitions of capacity are synonymous, as they clearly reflect that capacity has to do with ensuring that the responsible parties have the necessary abilities to execute a specific goal. Accordingly, Franco and Tracey (2019) define capacity building as a process by which individuals, organizations, institutions, and societies develop abilities to perform functions, solve problems, and set and

achieve objectives. Meanwhile, Etongo, Fagan, Kabonesa and Asaba (2018) indicate that capacity building focuses on increasing individual and organizational abilities to perform core functions, solve problems, and achieve objectives to deal with development needs. Henceforth, the current study finds that capacity building is a systematic process aimed at imparting abilities to individuals, or organizations to ably execute intended goals. From the definitions, it can also be expressed that capacity building is a continuous process since required abilities change with the changing environment.

Capacity building is a complex and multidimensional concept. It necessitates building a system where individuals, the environment, and the project can work collectively (Jones, Edwards, Bocarro, Svensson & Misener, 2020; Imbaya et al., 2019). For instance, it is demonstrated that whereas it is necessary for individuals to be imparted with knowledge and skills to be able to engage in project affairs, it is equally important to create an enabling environment and conditions for individuals to utilize such capabilities. Moreover, organizations should possess capacities such as leadership and a good attitude to promote the utilization of individual capacities. Subsequently, capacity building has been expressed and evaluated in terms of technical, behavioral, and contextual perspectives (Lane & Devin, 2018; Merino & de los Ríos Carmenado, 2012).

Technical capacity is concerned with ensuring that community members have the necessary abilities to competently engage in project affairs. Scholars are of the view that stakeholders need to be equipped in terms of financial, technology, political, planning and management abilities to have the confidence to engage in project activities (Arafat & Mulyadi, 2020). Some of the mechanisms through which technical capacity can be boosted include engaging a mentor to

provide tailored support for a specific period, developing and running a training session, as and on-the-job coaching (Franco & Tracey, 2019; Imbaya et al., 2019).

Behavioral capacity explains the actual ability of an individual to engage, as reflected in one's personal attitudes and skills. It is strongly emphasized that an individual's willingness to perform as a behavior is dependent upon possession of knowledge to know what to do and how to do it. They include capabilities such as leadership, communication, adaptability, partnering and managing conflicts (Jones et al., 2020). Other capabilities that have also received prominence include commitment, trust, network building, a sense of community, shared values, negotiating, and the ability to deal with project politics (Etongo et al., 2018; Merino & de los Ríos Carmenado, 2012).

Contextual capability denotes the possession of abilities to efficiently and effectively function and operate the project. Each project is built on different cultures, practices, and policies that are required to be complied with to achieve a goal or objective (Arafat & Mulyadi, 2020; Ferrero et al., 2019). Similarly, stakeholders need to understand the actual objectives, strategies and the target groups to blend with the project. It can therefore be stated that contextual capability is aimed at instigating abilities in an individual to easily adopt and adjust knowledge and skills in accordance with the demands of the project context.

2.5 Project performance

Generally, project performance is a concept that aims to compare outcomes of a project versus what was originally anticipated. It is defined as the ability of a project to be executed within the expected outcomes, such as cost, schedule, quality, and fulfillment of other interested groups' expectations (Ali, Musawir & Ali, 2018; Zidane and Olsson (2017). On the other hand, Zhu, Wang,

Wang and Yu (2021) define project performance as the results of a project's expectations. Likewise, project performance is the extent to which project outputs and deliverables match the budget goals, operational, and technical specifications as reflected in the plan (Bond-Barnard et al., 2018; Mwelu et al., 2021). From these definitions, the researcher summarizes that project performance is a comparative concept that explores whether predetermined targets of a project are achieved or not. This makes project performance a complex concept since different projects tend to have different targets and performance indicators. Furthermore, scholars demonstrate that project performance is a multidimensional construct (Kanyesige, 2021; Musimenta, 2019). While it is agreed that projects have varied targets, they are expected to be conducted within a specific cost, time, and quality. Accordingly, most research has identified these aspects as the most important and consistent measures of project performance (Ali et al., 2018; Beleiu, Crisan & Nistor, 2015; Bond-Barnard et al., 2018).

Time explores the actual implementation of the project and the scheduling of related activities over the entire project. It seeks to investigate the actual commencement date of the entire project and different activities as well as their completion (Zidane & Olsson, 2017). Cost, on the other hand, seeks to investigate if the project's expenditure is consistent to the initial plan and hence no extra budget was required. According to Zhu et al., (2021) assessing performance of the project based on cost should not simply focus on the project cost alone, but also investigate the consistency across activities. Establishing whether the project was executed with a surplus or not is also important much as it hardily happens. Quality is a performance construct which seeks to examine compliance with contractual agreements and technical standards guiding the project (Beleiu et al., 2015; Bond-Barnard et al., 2018).

However, the researcher argues that, whereas these dimensions are necessary, they are strictly inclined toward the evaluation of project performance in the supply-side context. It is important to recognize that external stakeholders also have a stake and are interested in the affairs of the project. They also play a crucial role in sustaining the activities of the project when its official closure is due. Indeed, Mujabi et al., 2015) demonstrate that focusing on the iron-triangle constructs of cost, time and quality does not provide a comprehensive understanding of performance. Accordingly, researchers have expressed that the need to institute client's satisfaction or expectations to seek the relevance of the project to the affected persons (Kanyesige, 2021; Mwelu et al., 2021). It explores the extent to which the needs and expectations of beneficiaries are addressed, how the project positively impacts beneficiaries, and involvement and participation, among others.

Much as the current study supports and concurs with the use of beneficiary expectations/satisfaction as a key construct for assessing project performance, it expresses concern regarding the complexity of the dimension. Projects have different beneficiaries, including but not limited to suppliers, community members, government, and donors. To complicate the matter further, these have different interests and expectations. Hence, the current research is of the view that studying the construct of beneficiary expectations necessitates a simplistic approach that is focused on investigating a specific beneficiary. In this case, the study zeroes in on the direct and primary beneficiaries who are the community members more so in the context of HIV prevention projects.

2.6 Stakeholder engagement and Performance of HIV prevention projects

Stakeholder engagement has gained much interest among various scholars and practitioners especially those involved in project management studies. Empirical findings from these studies contend that stakeholder engagement is a key influencing factor in driving performance levels

among various projects. For instance, in one of the studies conducted by Gupta, Crilly and Greckhamer (2020) it was revealed that there is a perfect fit between stakeholder engagement and performance. This study maintains that appropriate stakeholder engagement is a cornerstone for developing productive interrelations and clusters among teams which eventually drive performance. More recently, an empirical study conducted by Hristov and Appolloni (2022) among Italian companies stressed that suitable stakeholder engagement plays a fundamental role in harmonizing stakeholders' perceptions, resulting in improved performance. Much as both studies reveal a positive and significant rapport between stakeholder engagement and performance, the results obtained were generated from a business perspective which limits the generalizability of the above findings.

In a study conducted by Zitti, Gautier, Coulibaly and Ridde (2019) across medical projects in Mali stressed that rightful stakeholder engagement develops favorable attitudes among project individual teams, which ultimately boosts their confidence to perform various tasks more effectively and efficiently. Nevertheless, the above study adopted a qualitative research approach hence the need for a quantitively derived study to understand the connection that exists between stakeholder engagement and performance. On the contrary, study findings by Hughes et al., (2022) stressed that the link between stakeholder engagement and performance is usually strengthened by the firm’s ability to fully utilize the available knowledge resources and entrepreneurial endeavors on their route to improving performance. Furthermore, an empirical study by Bahadorestani, Naderpajouh and Sadiq (2020) indicates that targeted residential building projects conclude stakeholder engagements that influence the degree of togetherness and collectivism, which are not only necessary while executing project assignments but also influence overall performance levels.

Accordingly, Loureiro et al., (2020) observed that there is a direct linkage between stakeholder engagement and performance among various projects. This study suggests that ideal stakeholder engagement minimizes on the occurrence of unanticipated risks and unconstructive actions that would compromise the project performance objective. Conclusively, a study by Ortas, Gallego-Álvarez and Álvarez (2019) emphasized that the performance levels of the majority of projects are embedded in the stakeholder engagement levels, such as project contractors, consultants and beneficiaries. Moreover, an empirical study conducted by Ghassim and Bogers (2019) across a minerals industry ascertained that appropriate stakeholder engagement uplifts mutual trust amongst teams and individual members which ultimately stimulates their determination leading to improved performance.

Lehtinen and Aaltonen (2020) have also revealed that whenever stakeholders hold just and rightful perceptions, then project tasks and activities are more likely to be performed as planned thus resulting into supreme performances. Moreover, Khan, Waris, Panigrahi, Sajid and Rana (2021) revealed that stakeholder engagement and performance are two interrelated concepts simply because optimistic stakeholder engagements enhance co-created sustainable values which are necessary in driving performance levels. In addition, Gupta et al (2020) indicated that rightful stakeholder engagement enhances collaboration which subsequently results in supreme performance. In addittion, Hristov and Appolloni (2022) revealed that positive and constructive perceptions among stakeholders stimulate their commitment levels which devotedly push them to perform in line with the organizational goals and targets.

Nevertheless, some scholars are of the view that the relationship between stakeholder engagement and performance is not conclusive because performance is a multifaceted variable all the same.

For instance, in one of the study findings by Bondinuba et al (2022), it is indicated that stakeholder engagement alone does not guarantee project performance. This study suggested that the complement of several aspects such as effective project planning, team motivation and risk management are vital in the hunt for performance among various projects.

An empirical study by Kanyesige (2021) also maintained that stakeholders play an important role in providing an enabling environment that can guarantee project performance. This study found that the more stakeholders are engaged, the more they exhibit willingness to share important opinions and information regarding the best mechanisms for implementing activities. In particular, it notices that communication strengthens the bond and social accountability hence promoting collectivism. In the same sense of direction, Khan et al., (2021) conclude that organizations that actively engage with their stakeholders are more likely to succeed with their potential benefits. This is because of the commitment, aggressiveness, and accountability that arise among stakeholders when they are engaged. Rather than perceiving the project as the role of implementers, stakeholders who are fully involved, they will show great concern because they feel that they are part of it. Likewise, research demonstrates that consulting with stakeholders helps project implementors identify issues that are highly valued in the development of realistic objectives (Leonidou, Christofi, Vrontis & Thrassou, 2020). From the this, it is evident that majority of scholars indicate that stakeholder engagement is an important factor in project performance. Accordingly, this research derives the first hypothesis as follows:

> *H_1: There is a significant relationship between stakeholder engagement and performance of HIV prevention projects in the Rwenzori Region, Uganda.*

2.7 Capacity Building and Performance of HIV prevention projects

Capacity building has become a common buzz word among project planners and managers. Indeed, proponents of capacity building contend that increased capacity building programs improve project performance. For instance, an empirical study conducted by Arafat and Mulyadi (2020) across educational programs in Malaysia emphasized that intensified capacity building programs allow workers and the entire organization to advance skills and knowledge that are necessary in the quest for improved project performances. Consistent with the above, Chileshe and Kavishe (2020) observed that appropriate capacity building programs enhance learning and knowledge sharing among employee groups which intrinsically pushes them to perform project targets as desired. Accordingly, Yulianti et al., (2020) revealed that enhanced capacity building is indeed a long-term course that allows both teams and organizations to develop their potential into reality, thereby resulting in enhanced project performance levels. Similar statements were expressed by Aganze (2022) who highlighted that appropriate capacity building programs provide employees with the full abilities to perform tasks more effectively and with better efficiency.

An empirical study by Asawo, Aseey and Chandi (2021) maintained that there is a direct relationship between capacity building and the performance of various projects. Findings of this study assume that capacity building plays an integral role in improving the overall productivity, motivation, and commitment of workers which results into delivery of high-quality performance outcomes. Consistently, a study by Glock, van Apeldoorn, Dazzo and Wong (2020) concludes that intensifying capacity building programs is a necessary tool that fosters invention and innovation which are necessary for driving performance in line with the underlined mission, context, resources, and sustainability. Study findings by Arafat and Mulyadi (2020) concluded that appropriate capacity building programs make organizations stronger which increases effectiveness

and efficiency levels. In addition, a study by Gerard et al., (2019) conducted among cooperative societies indicated that appropriate capacity building is an important strategy that managers use to effectively align all the team members and available resources so as to accomplish the defined project goals, objectives and principles.

Furthermore, Yulianti et al., (2020) stressed that capacity building provides teams with the most basic content, thus creating an error free environment that increases the performance of projects. An educational research study conducted by Ngozi (2019) in Nigeria maintained that capacity building enhances effectiveness among teachers which later has a significant influence on the overall performance of learners and the institution. Furthermore, the study asserts that capacity building is a cornerstone that managers use to make workers to be more competent to perform effectively. More so, Glock et al., (2020) argued that capacity building programs instill employees with improved capabilities, skills and proficiencies that elevate their creativity levels while performing project goals. Alchalil, Siraj, Nasrah and Dahrum (2021) on the other hand, observed that intensified capacity building practices make workers more professional adaptive to environmental changes which maintains their morale to perform better project tasks and objectives as desired. Relatedly, Asawo et al., (2021) observed that enhanced capacity building improves the adaptability of organizations to their environments through their internal processes and systems which results in stronger performances over time. Although the above studies reveal a positive relationship between capacity building and performance, the findings cannot be generalized since the focus of the above studies targeted other sectors and economies hence the need for a more customized study in Uganda's context.

Likewise, a study conducted by Poi (2021) in Nigeria observed that appropriate capacity building programs keep workers well trained, motivated, energized, and knowledgeable while performing. The study therefore maintains that it is vital to build the capacity of workers in order to improve risk-taking practices which eventually improve overall performance. Although this is the case, the above study adopted a survey research design. Secondly, research findings were generated from a business sector and not a project environment thus creating a realistic gap that the current study intends to fill. According to Van Driessche (2020), appropriate capacity building programs stimulate team members' loyalty and satisfaction which are necessary in the quest to improve performance. The study further highlighted that capacity building eradicates undesirability in skills and competences which improves performance indicators over time. However, the above study purely targeted agricultural programs hence the need for a more directed study that focuses on HIV programs in Uganda's context. Nevertheless, other studies reveal otherwise. For instance, a study by Diab, and Ajlouni (2015) disregarded the nature of the relationship that exists between capacity building and performance arguing that capacity building practices do not obviously improve project performance since some project programs set ambiguous and unattainable goals and targets. Therefore, the connection that exists between capacity building and proving performance is still dubious, hence the need to conduct a similar study in Uganda's project environment to close the existing research gap.

Furthermore, most studies suggest that capacity building enhances competence, in addition to promoting confidence among interested parties to commit to the project (Arafat & Mulyadi, 2020; Alchalil et al., 2021). For instance, enriching an individual's technical capacity will change their mindset and beliefs and increase their willingness to achieve the project. Research also goes ahead to reveal that capacity building leads to building trust which results in minimized conflicts among

stakeholders (Shams & Hasan, 2020; Ferreira, Coelho & Moutinho, 2020). This ingredient is important since it is associated with collectivism and a sense of accountability. Worth noting, Gupta et al., (2020) demonstrate that no project is fully self-dependent but, rather, seeks support from other stakeholders in the form of financial and nonfinancial resources to achieve intended objectives. As such, projects are mandated to build capacity among stakeholders so that they can execute tasks and responsibilities on their behalf to succeed. In the same manner, the current study argues that willingness and desire are driven by what people can do. Building capacity is therefore necessary because it guarantees that the right people who can maintain the philosophy are equipped with the right abilities to do so. On that note, the second hypothesis is derived as follows:

> *H_2: There is a significant relationship between capacity building and performance of HIV prevention projects in the Rwenzori Region, Uganda.*

2.8 Stakeholder engagement and Capacity Building

On one side of the coin, stakeholder engagement has been expressed as one of the key factors whose manifestation contributes to capacity building within projects. Some scholars argue that stakeholder engagement provides a conducive environment where stakeholders can share useful information and knowledge regarding the project. These mechanisms are important because they enhance stakeholders' understanding of the project (Gebreyes, Mekonnen & Thorne, 2019; Loss, Brew-Sam, Metz, Strobl, Sauter & Tittlbach, 2020; Lucrezi, Esfehani, Ferretti & Cerrano, 2019). Similarly, have expressed that engagement is associated with increased involvement of stakeholders in the affairs of the project. This is important because it creates an opportunity for delegation of different tasks which enhances stakeholders' practical comprehension of the project (Yang et al., 2018; Jonas et al., 2018). In addition, it is denoted that increasing stakeholder engagement, mainly through communication facilitates the acquisition of project knowledge translating into improved capacity (Kaur & Lodhia, 2018). Based on the above submissions, the

current research expresses that stakeholder engagement serves as a conduit through which stakeholders practically involve themselves in the affairs of the project to increase their ability to survive, adapt, and thrive with or without support.

Empirical research also goes ahead to demonstrate that engaging stakeholders is inevitable because it increases exposure of stakeholders (Alumbugu et al., 2015; Asawo et al., 2021; Mujabi et al., 2015). Projects which engage stakeholders helps stakeholders to practically involve and participate in the affairs of the project which uplifts their practical acquittance. In a study conducted by Kanyesige (2021), it was found out that stakeholders who are engaged hardily find difficulty carrying on with project activities because they tend to possess adequate competences and knowledge because of the hands-on capacity building they go through. In congruence, Glock et al., (2020) expressed that stakeholder engagement practices such as communication and involvement provide a platform where stakeholders can seek information and knowledge regarding the project from implementers so that they enrich their capacity.

Although, this is not conclusive because some scholars have different views regarding the same. For instance, Gupta et al., (2020) emphasize that the engagement of stakeholders does not necessarily build capacity. Rather, stakeholders should express a positive attitude and desire to consult and seek information in order to learn from others. In fact, some scholars have revealed that stakeholders without the eagerness to learn cannot build capacity however much they are engaged (Asawo et al., 2021). Empirical study by Arafat and Mulyadi (2020) established that there is no statistical relationship between stakeholder engagement and capacity building. Instead, they propose that it is capacity building that is bound to stimulate stakeholders' desire to engage. Murphy, Qureshi & Endale et al., (2021) demonstrates that the less knowledgeable and competent stakeholders are associated with low self-esteem which affects their desire to engage within the

project, even though the avenues to do so may be clear and fully instituted. Although, none of the findings relate to HIV prevention projects, raising a question of whether such findings can apply to this context. Need to say, that this research anticipates that stakeholder engagement is necessary in capacity building because it sets an environment where communication, involvement and consultation activities are intensified. In this regard, the research sets the following hypothesis:

> *$H_{3:}$ There is a significant relationship between stakeholder engagement and capacity building among HIV prevention projects in the Rwenzori Region, Uganda*

2.9 Mediating Effect of Capacity Building in the relationship between Stakeholder engagement and Performance of HIV prevention projects

With studies on mediation becoming a new trend in academic research, the possibility of capacity building in mediating stakeholder engagement and performance has been discussed by different scholars and academia though it is still flimsy. Existing studies reveal that capacity building is a conduit through which stakeholder engagement greatly boosts performance indicators for various project programs. For instance, Li *et al.,* (2018) also revealed that just and rightful stakeholder engagements enhance learning and knowledge sharing, which are key measures of capacity building. This study assumes that increased learning and knowledge sharing improve the delivery of project programs, which boosts performance over time. Also, earlier studies by Lalam (2018) exposed that constructive stakeholder engagements allow workers to embrace various underlying capacity building practices since they are important in the search for superior performance.

Khan et al., (2021) revealed that capacity building is a conduit through which stakeholder engagement greatly impacts on the general performance of various project programs. The study asserts that optimistic stakeholder engagements allow managers to implement various capacity building measures such as; training and development leading to the attainment of solid

performance. Accordingly, Zitti et al., (2019) indicated that rightful stakeholder engagements stimulate capability building through increased collaboration and team work which are key drivers of performance. In addition, Ferro-Soto *et al.,* (2018) realized the mediating effect of capacity building on the relationship between stakeholder engagement and performance among various projects. This study suggests that ideal stakeholder engagement develops individual workers' abilities, capacities and potential which are inseparable capacity building measures necessarily required in the quest for strong and better project performances.

According to Bahadorestani et al., (2020), although it is crucial to stimulate stakeholder engagement, capacity building is equally paramount because it drives the extent to which stakeholders are willing to engage. Collectively, it is expected that projects that promote stakeholder engagement and capacity building are more likely to record tangible performance improvements compared to projects that focus on one strategy. However, Gerard *et al.,* (2019) is of the view that, much as stakeholder engagement is crucial, it is important to ensure that stakeholders are equipped with knowledge and skills to run the project with competence if the project is to attain future objectives. On the other hand, though, Idawati *et al.,* (2016) demonstrate that capacity building contribution to the performance of projects is twofold; facilitating the engagement of stakeholders as well as capacity building contributing directly to performance given the technical and behavioral adjustments.

Nevertheless, Bizon-Górecka and Górecki (2017) indicate stakeholder engagement may not necessarily have to be influenced by other factors to contribute to the performance of projects. Engaging stakeholders creates a positive mindset and readiness to contribute to the project because it makes stakeholders perceive that they are trusted and their issues matter. Moreover Glock, et al.,

(2020) suggests that projects which appreciate stakeholder engagement are likely to promote capacity building as a means of making stakeholders competent enough to address project matters. As a result, stakeholders become more accountable, which creates a conducive environment for achieving project outcomes. As seen, most studies suggest a possible mediation of capacity building between stakeholder engagement and project performance with minimal controversy. Accordingly, this study hypothesizes as follows:

> *$H_{4:}$ Capacity building significantly mediates the relationship between stakeholder engagement and performance of HIV prevention projects in the Rwenzori Region, Uganda*

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter elaborates on the methodology that was applied while conducting this study. It includes the research design, study population, sample size and sampling technique, data sources, data collection instrument, measurement of variables, validity and reliability, data analysis, presentation and interpretation, and ethical considerations.

3.2 Research Design

This study adopted a comparative cross-sectional research design along with a quantitative research approach. This was used to enable the researcher to compare between two perceptions of respondents in relation to the same subject matter at a single point in time. The nature of the research phenomenon necessitated obtaining respondents from different categories of respondents and subsequently comparing their responses in a comparative sense and drawing conclusions to that effect. In addition, it provides answers to the research phenomenon under investigation faster (Creswell, 2014). On the other hand, the quantitative research approach was used because statistical results can clearly indicate the relationship and the extent to which studied variables relate (Rahman, 2016).

3.3 Study Population

This study comprised 55 HIV prevention projects in Rwenzori Region, Uganda. This population comprised only projects that were executed between 2016 and 2019. These were targeted because it would be easy to trace the different targeted respondents. Because of their recency, it was anticipated that respondents would easily recall what exactly transpired. For the purposes of this

study, a project was defined as a series of tasks and activities undertaken by an organization to achieve a specific goal, specifically prevention of HIV in Rwenzori sub region.

3.3.1 Unit of Analysis

The unit of analysis constituted the 55 HIV prevention projects implemented by both Community based and National NGOS in Rwenzori Region, Uganda.

3.3.2 Unit of Inquiry

The unit of inquiry comprised of two categories of respondents. The first category comprised project members including the project manager and monitoring and evaluation officer to serve as representatives of internal stakeholders. The second category comprised of project beneficiaries, specifically; a local leader, and community member. These were used to represent the external stakeholder category. In other words, the unit of inquiry for this study constituted of four (4) people, two (2) from internal stakeholder and two (2) from the external stakeholder respectively. Therefore, obtaining responses from the two categories would provide the researcher with a more realistic analysis and comprehension of the phenomenon under investigation.

In this study, the project manager was selected because is the overall in charge of the project. Therefore, the decisions they undertake during the project either makes the project to perform to its expectation or fail. Monitoring and evaluation officer on the other hand plays the oversight role within the project. In other words, they avail important information to the project manager upon which corrective actions can be undertaken to ensure the project remains on course. A local leader is considered as a mouthpiece or representative of a community. In practice, there is no single project that can be executed within the area without the notice of a local leader. A community member was also considered crucial to participate in the study because all projects are extended

within the community and are aimed to ensuring that the community members benefit. Therefore, these were considered as knowledgeable to comment on the performance of projects that have been extended in their area. These respondents were selected purposively.

3.4 Sample Size and Sampling Techniques

A sample of 48 HIV prevention projects was selected, and this was determined based on the Krejcie and Morgan (1970). The study applied stratified random sampling and simple random sampling to select the sample. Stratified random sampling was applied in categorizing the HIV prevention projects in relation to their respective districts where they were implemented. The study applied this technique because it facilitates the selection of a sample which is wholistic given the fact that it puts into consideration the heterogeneity of the population elements (Creswell, 2014). Through a disproportionate technique, the study determined the number of projects to be selected from each stratum. Simple random sampling technique was applied to select the sample. This involved selecting projects from each stratum by way of picking without replacing until the required number of projects targeted in every category was obtained. This technique was selected because it is free from bias which accords every project the possibility of being selected to form the sample (Walliman, 2017).

Table 3.1: Unit of Analysis

District	Selected Population (N)	Sample (n)
Kasese	11	10
Kabarole	8	7
Bundibugyo	7	6
Kamwenge	3	3
Kyegegwa	9	8
Bunyangabu	6	5
Kyenjojo	7	6
Ntoroko	4	3
Total	**55**	**48**

Source: CDO Annual Report, 2020

3.5 Data Source

The study used primary sources of data in the analysis and interpretation of results. This data source was used because it avails first-hand data regarding the research phenomenon. In addition, primary data enables the study to obtain data which is customized to the subject matter under investigation (Creswell, 2014).

3.6 Data Collection Instrument

This study used a structured questionnaire instruments to obtain the data. This instrument was used because of its effectiveness in obtaining data from dispersed sample. Since this study was targeting respondents from different districts in Rwenzori sub region, the questionnaire instrument was selected (Saunders, Lewis & Thornhill, 2009). In this study, two questionnaire instruments were used. One questionnaire was designed specifically for project members (project manager, monitoring & evaluation), while another for project beneficiaries (local leader, community member). These questionnaires contained statements in relation to all the variables of stakeholder engagement and capacity building, although the context in which they were presented was different. In relation to project performance, different questions were presented in the two instruments. The questionnaire for project members contained statements for constructs of time, scope, and budget with the exclusion of beneficiary satisfaction. This decision was taken because project members constitute internal stakeholders, and they directly participate in the affairs of the project. Therefore, they have a better understanding of the most sensitive information such as project timelines, budget, and scope. The second questionnaire (project beneficiaries) constituted only statements to do with beneficiary satisfaction because they are external stakeholders, they hardily understand project sensitive information. Both questionnaires were designed using a 6-Point Likert scale, where 1 represented strongly disagree, 2-disagree, 3-slightly disagree, 4-slightly

agree, 5-agree and 6-strongly agree. The scale was used because it minimizes bias in the responses obtained as it ensures that the respondent takes a stand by either agreeing with or disagreeing with the various statements (Chomeya, 2010).

3.7 Measurement of Variables

Stakeholder engagement was conceptualized in terms of communication, consultation and involvement (Lane & Devin, 2018; Lehtinen & Aaltonen, 2020; Mwesigwa et al., 2019; Yang et al., 2018). The term stakeholder in project management is a twofold, comprising internal and external stakeholders. To comprehend this, the researcher ensured that both categories of stakeholders (project members, project beneficiaries) were part of the study. This study adopted items earlier used by Mwesigwa et al., (2019) to measure stakeholder engagement. These were modified to fit the context in which they were studied and subsequently anchored on a 6-Point Likert scale.

Capacity building was conceptualized and measured using a three-dimensional construct of technical capacity, behavioral capacity, and contextual capacity (Idawati *et al.,* 2016; Gerard *et al.,* 2019; Koonyo, 2017). The researcher adopted different Items used by different scholars to operationalize capacity building to develop the instrument used herein (Idawati *et al.,* 2016; Merino & de los Ríos Carmenado, 2012). The items were anchored on a 6-Point Likert scale to obtain responses.

Project performance was measured using a four-dimensional construct of time, budget, scope and beneficiary satisfaction (Wu *et al.,* 2018; Zhang & Fan, 2013). There is no standard tool for measuring project performance. Rather, the study adopted different items applied by different

scholars to develop the actual ones used herein (Beleiu et al., 2015; Wu *et al.*, 2018). The developed items were anchored on a 6-Point Likert scale to enable respondents fill the instrument.

3.8 Validity and Reliability

Validity of the instrument was obtained using expert judgment and Content Validity Index (CVI). After drafting the questionnaire, it was presented to specific people to provide an expert opinion regarding the understandability and appropriateness of items. Based on their comments, the researcher adjusted until the final instruments were obtained. CVI involved drafting the questionnaire in a manner which necessitates respondents to tick from two responses of Valid and Non-valid. This instrument was distributed to specific people who are knowledgeable about subject matter to establish the content validity. Based on the responses, CVI was computed using the formula K/N, where K represents that number of items considered as valid/suitable and N=number of items in the instrument. Amin (2005) suggests that CVI of 0.7 or better makes the instrument a valid instrument. The results obtained in relation to CVI are presented in table 3.2.

Reliability was determined through pretesting and Cronbach Alpha coefficient. Before engaging in actual data collection exercise, the researcher conducted a mini-survey of 10 questionnaires for each category to establish the consistence of their responses. The responses guided the researcher in adjusting questions so that they can be interpreted in the same way across different respondents. The researcher also run the Cronbach Alpha coefficient using Statistical Package for Social Sciences (SPSS v. 25) to analyze consistence in responses. The system was identified items with a low correlation value whose elimination from the analysis would boost the Cronbach alpha coefficient to the acceptable 0.7 or better (Nunnally & Bernstein, 1994). The results for Cronbach alpha coefficient obtained in the analysis are presented in table 3.2.

Table 3.2: Validity and Reliability

Variable	CVI	Cronbach's Alpha	N of Items	Valid Items
Stakeholder engagement	0.77	0.777	15	12
Capacity building	0.82	0.802	17	14
Performance of HIV prevention projects	0.78	0.840	21	16

Source: Primary Data

Table 3. 2 indicates results obtained in relation to validity and reliability. Results obtained that the CVI for each variable was above 0.7 threshold. These results meant that the questionnaire used in the study contained good measures. The implication to that effect is that the instrument was fit to be used to obtain data for the study purpose. The Cronbach Alpha coefficients on the other hand were also above the threshold of 0.7. This meant that the results obtained in the study were consistent and reliable. In this case, it implied that the results obtained were fit to be used for making conclusions and recommendations.

3.9 Data Analysis, Presentation and Interpretation

Data was edited, cleaned and entered SPSS v. 25 for analysis. From each dataset, the researcher extracted a frequency table, correlation and regression analysis to present and interpret the results. A frequency table was used to present results in relation to the demographic characteristics of respondents. The interpretation of these results was based on percent values. Correlation analyses were used to analyze the nature of the relationship (positive, negative) between studied variables and the dependent. Interpretation of the results was based on the Pearson correlation (r) value. Regression analyses were used for testing research hypotheses, H_1-H_3. The study used multiple regression analysis from which results were interpreted based on Adjusted R^2, Beta, and

significance. The study used a Med-Graph to analyze the mediation effect and test H_4. The study interpreted the results based on Sobel z-value, p-value and analysis of the basic relationships.

3.10 Ethical Considerations

The purpose of this study is academic and accordingly, the researcher ensured all data obtained was used strictly for that purpose. Respondents' confidentiality was also a key priority during the entire research exercise. Participation in this research by any respondent was fully voluntary. The researcher neither coerced nor promised any form of compensation to whoever accepted to participate.

CHAPTER FOUR

PRESENTATION AND INTERPRETATION OF RESULTS

4.1 Introduction

This chapter provides the presentation and interpretation of results in relation to the study objectives which were; examine the relationship between stakeholder engagement and the performance of HIV prevention projects; assess the relationship between capacity building and the performance of HIV prevention projects; examining the relationship between stakeholder engagement and capacity building among HIV prevention projects ;and examine the mediating effect of capacity building in the relationship between stakeholder engagement and the performance of HIV prevention projects. Before that, the chapter highlights the response rate, and provides results obtained regarding the demographic characteristics.

4.2 Response Rate

This study obtained responses from a total of 37 HIV prevention projects representing a response rate of 77.1%. This meant that the study obtained sufficient data which was fit enough to be generalized to the entire population.

4.3 Demographic Characteristics

This study used frequency tables to represent demographic characteristics. The characteristic obtained in the study were in terms of individual and project characteristics.

4.3.1 Individual Characteristics

The individual characteristics obtained included; gender, age bracket, education level, working experience, respondents' category. Except with the characteristic of working experience, the rest of the individual characteristics applied to the two categories of respondents herein. The frequency

table was presented reflecting results of the two perspectives and was aggregated in relation to the number of questionnaires that were obtained from each category. The results are presented in table 4.1.

Table 4.3: Respondents' Characteristics

Demographic Characteristic	Project Beneficiaries' perspective		Project members' perspective	
	Freq	**Percent**	**Freq**	**Percent**
Gender				
Male	31	41.9	40	54.1
Female	43	58.1	34	45.9
Age Bracket				
18-25 years	8	10.8	0	0
26-30yrs	21	28.4	2	2.7
31-35yrs	45	60.8	15	20.3
36-40yrs	0	0.0	24	32.4
41yrs and above	0	0.0	33	44.6
Education Level				
Primary	36	48.6	0	0
Secondary	21	28.4	0	0
Tertiary	17	23.0	74	100.0
Working Experience				
Less or 5 years			9	12.2
Between 6-10 years			28	37.8
11 years and above			37	50.0
Respondent's Category				
Project Local Leader	37	50.0		
Project Community Member	37	50.0		
Project Manager			37	50
M&E			37	50

Note: *Data is presented in accordance to two the two categories of respondents (project beneficiaries' perspective, project members' perspective); Frequencies reflect the summation of questionnaires obtained from respondents under each category (n=74); Working experience only applied to project members.*

Source: Primary Data

Results in table 4.1 revealed that most of the respondents who participated were female from a project beneficiaries' perspective (58.1%). From the perspective of project members, majority of respondents were male (54.1%).

In relation to the age of respondents, results obtained reveal that most of them were aged between 31-35 years, as expressed from the project beneficiaries' perspective (60.8%). From the project members' perspective however, majority of the respondents were aged 41 years or older (44.6%). From a project beneficiaries' perspective, it meant that the largest category of people who involve in HIV prevention projects. The implication is that young people stand the greatest risk of contracting HIV/AIDS in Rwenzori sub region. As such, HIV related projects are targeting the involvement and participation of young people to be able to achieve the objective of preventing HIV/AIDS within the region. From the other perspective, it meant that most project members working with HIV prevention projects are old people. This could be attributed to the tasks and responsibilities that relate to HIV prevention such as providing counselling and guidance services which necessitate high degree of composure and interpretation. Projects could therefore be basing on this to allocate old people who are old enough in anticipation that they can provide satisfactory services.

As far as education of respondents is concerned, most of them were primary level dropouts (48.6%) when assessed from the project beneficiaries' perspective. From the project members' perspective, the results indicate all respondents had acquired tertiary education. Analyzing from the project beneficiaries' perspective, the results meant that most people in Rwenzori sub region are less educated. This meant that most people are in Rwenzori sub region are less knowledgeable and skilled enough to undertake the necessary precaution to prevent contracting HIV/AIDS, a reason why a significant number of HIV prevention projects are being extended within the area to sensitize communities. On the other hand, the establishment that all project members acquired tertiary education reveals they are rich with adequate knowledge, skills and abilities to achieve the key agenda of preventing HIV/AIDS in Rwenzori sub region.

In relation to working experience of respondents, results obtained that majority of respondents had 11 years above. This exhibits the high experience of personnel running HIV prevention projects in Rwenzori sub region. Experience is important because it equips personnel with high exposure to address simple and complex issues. Accordingly, this study demonstrates that HIV prevention projects have the right people that can help the projects in fulfilling performance constraints.

In relation to respondent's category results under the beneficiaries' responses revealed that the number of local leaders (50%) and community members (50%) were the same. Results obtained from project members revealed that respondents who participated and were also the same, monitoring and evaluation was (50%) and project managers (50%). Overall, the results meant that the study relied on results which were wholistic in the sense that all targeted respondents were reached out. The implication is that the results are a true replica of reality.

4.3.2 Project Characteristics

Institutional characteristics obtained included; years in operation; duration of latest project; primary funder; and reporting frequency. The results were obtained mainly from one category of respondents, that is; project members except for reporting frequency which applied to project beneficiaries. While presenting these results, frequencies were aggregated to reflect the number of projects (unit of analysis) that participated in the study. Moreover, other than reporting frequency, project beneficiaries were not eligible to provide responses for the rest of the characteristics. The results are presented in table 4.2.

Table 4.4: Project Characteristics

Demographic Characteristic	Project beneficiaries' perspective		Project member's perspective	
	Freq	Percent	Freq	Percent
Years of operation				
Less than 5 years			1	2.7
5-10 yrs			9	24.3
11 years above			27	73.0
Duration of latest project			-	-
1 months-months			4	10.8
7-12 months			12	32.4
13-18 months			21	56.8
Primary funder			-	-
Donor support			35	94.6
Government support			2	5.4
Reporting frequency			-	-
Weekly	1	2.7	3	8.1
Bi-weekly	1	2.7	2	5.4
Monthly	6	16.2	7	18.9
Bi-monthly	3	8.1	4	10.8
Quarterly	26	70.3	21	56.8

Source: Primary Data

Results presented in table 4.2 revealed that most of the projects had been in operation for 11 years above (73%). The findings could further signify that the HIV surge within Rwenzori Sub region is high, a reason why such projects continue to be extended for several years.

Results further revealed that the duration for majority of the latest projects that were extended in Rwenzori sub region ranged between 13-18 months (56.8%). This meant that most HIV prevention projects in Rwenzori sub region are long term. The implication is that most of the organizations are extending projects that are complex with numerous activities, outputs and outcomes. This increases the susceptibility of such projects from experiencing overruns.

As far as funding of projects in Rwenzori sub region is concerned, most responses revealed donor agencies are the main source (94.6%). The results meant that most HIV prevention projects in Rwenzori sub region hardily encounter financial difficulties given the reliability and commitment of donor agencies. Nonetheless, these results mean that the projects being extended in the region are encountered with high degree of dependence, which can compromise the achievement of performance parameters especially in the event that the donor does not release financial resources according to plan.

From a project beneficiaries' perspective, the reporting frequency for most HIV prevention projects in Rwenzori sub region is quarterly (70.3%). This is consistent with responses obtained from the project members' perspective (56.8%). The results therefore meant that most of the HIV prevention projects in Rwenzori sub region hardily report information concerning the project. Low reporting means limited sharing of important project information, which limits the participation of stakeholders.

4.4 Correlation Analysis

The study used Pearson Correlation Analysis to examine the nature of the relationship between study variables. The results obtained are presented in table 4.3.

Table 4.5: Pearson Correlation Analysis

Variable/Construct	1	2	3	4	5	6	7	8	9
Stakeholder Engagement (1)	1								
Communication (2)	.563**	1							
Consultation (3)	.203*	0.047	1						
Involvement (4)	0.157	.230**	0.116	1					
Capacity Building (5)	.314**	.206*	.246**	.213**	1				
Technical Capacity (6)	0.067	0.085	0.127	.182*	0.079	1			
Behavioural Capacity (7)	0.068	0.122	0.079	.192*	.254**	0.146	1		
Contextual Capacity (8)	0.161	.271**	0.032	.657**	.189*	0.062	0.115	1	
Project Performance (9)	.631**	.463**	.546**	.328**	.443**	.269**	.235**	.230**	1

Notes: *n=37 HIV prevention projects; *p< 0.05 level (2-tailed); **p<0.01 level (2-tailed)*

Source: Primary Data

4.4.1 Stakeholder engagement and performance of HIV Prevention Projects

Results in table 4.3 obtained that stakeholder engagement is significantly and positively associated with performance of HIV prevention projects (r=.631, p<.01). These results meant that enhancing stakeholder engagement through practices such as; providing appropriate communication channels, ensuring two-way communication, involving stakeholders in decision making, as well as assigning them with different roles and responsibilities is bound to increase the possibility of fulfilling projects within designated time frame, scope, and budget. Results further revealed that communication is significant and positively associated with the performance of HIV prevention projects (r=.463, p<.01). From these results, it meant that when communication is improved, it increases the possibility of HIV prevention projects to perform as predetermined. Furthermore, a significant and positive relationship was obtained between consultation and the performance of HIV prevention projects (r=.546, p<.01). In this case, it meant that increasing consulting activities with different stakeholders enhanced the chances of HIV prevention projects performing. Lastly,

results obtained revealed that there exists a significant and positive relationship between involvement and performance of HIV prevention projects (r=.328, p<.01). These results meant that increasing the extent to which various stakeholders in HIV prevention projects are involved is bound to translate into improved performance.

4.4.2 Capacity Building and performance of HIV Prevention Projects

In table 4, results revealed significant and positive relationship between capacity building and performance of HIV prevention projects (r=.443, p<.01). The results meant that when projects enhance capacity building among stakeholders by equipping them with various skills such as financial management, project management and communication among others, it will increase chances of improving performance of HIV prevention projects perform. Results further obtained a significant and positive relationship between technical capacity and performance of HIV prevention projects, as expressed from both the project beneficiaries and project members perspective (r=.269, p<.01). In other words, the results portrayed that being able to boost performance of HIV projects could mean ensuring that those involved have technical capabilities. Moreover, a significant and positive relationship between behavioral capacity and performance of HIV prevention projects was also obtained (r=.235, p<.01). The results suggest that when behavioral capacity is enhanced, there higher chances that HIV prevention projects improve on their performance. Similarly, results established that there is a significant and positive relationship between contextual capacity and performance of HIV prevention projects (r=.230, p<.01). These results meant that making sure that stakeholders possess contextual capacity could stimulate the propensity of project performance, especially among HIV prevention projects.

4.4.3 Stakeholder Engagement and Capacity Building

Results in table 4.3 obtained that a significant and positive association manifests between stakeholder engagement and capacity building ($r=.314$, $p<.01$). These results meant that enhancing stakeholder engagement through activities such as ensuring two-way communication, allocating different roles and responsibilities, and involvement in decision making among others is bound to stimulate capacity building. Further results established a significant and positive relationship between communication and capacity building ($r=.206$, $p<.05$). These results meant that communication is one of the mechanisms through which capacity building could be enhanced. Furthermore, results obtained a significant and positive relationship between consultation and capacity building ($r=.246$, $p<.01$). The results implied that increasing consultation among stakeholders can stimulate capacity building. Furthermore, the results established that a significant and positive relationship exists between involvement and capacity building ($r=.213$, $p<.01$). The results meant that projects which enhance stakeholder engagement through involvement stand a high chance of building capacity.

4.5 Regression Analysis

The study used both multiple and linear regression analyses. Multiple regression was used to examine the predictability of studied variables towards the dependent variable. This model was also used to test hypotheses H_1 and H_2. Linear regression on the other hand was used to test hypothesis H3. The results are presented in table 4.4 and table 4.5.

Table 4.6: Multiple Regression Analysis

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	1.884	0.243		7.765	0.000
	Stakeholder Engagement	0.356	0.042	0.546	8.532	0.000
	Capacity Building	0.228	0.054	0.271	4.233	0.000
		R	**R^2**	**Adj. R^2**	**F**	**Sig.**
		.682[a]	0.465	0.457	62.915	.000[b]

Note: n=37 HIV prevention projects; Dep=Performance of HIV prevention projects

Source: Primary Data

Table 4.4 reveals results Adj R^2=.457 upon regressing stakeholder engagement and capacity building on performance of HIV prevention projects. Based on these results, it meant that stakeholder engagement and capacity building predicted up 45.7% of the variances in performance of HIV prevention projects. In this case, these results implied that when HIV prevention projects boost stakeholder engagement and capacity building, they will be able to stimulate performance by up to 45.7%. Results further revealed Beta=.546, p<.05 for stakeholder engagement, and Beta=.271, p<.05 in relation to capacity building. These results meant that both stakeholder engagement and capacity building are significant predictors of performance of HIV prevention projects. This implied both stakeholder engagement and capacity building contributes towards improving performance of HIV prevention projects. Important to note, the results revealed that the Beta value for stakeholder engagement (Beta=.546) was higher than that of capacity building (Beta=.271). In this case, the results meant that stakeholder engagement is a better predictor of performance of HIV prevention projects. This implied enhancing stakeholder engagement brings about more performance among HIV prevention projects compared to capacity building

From the above results, the following stand is undertaken on the following hypotheses;

H_1: There is a significant relationship between stakeholder engagement and performance of HIV prevention projects in the Rwenzori Region, Uganda ***is Supported.***

H_2: There is a significant relationship between capacity building and performance of HIV prevention projects in the Rwenzori Region, Uganda ***is Supported.***

Table 4.7: Linear Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	**Std. Error**	**Beta**	**t**	**Sig.**
1	(Constant)	3.305	0.252		13.099	0.000
	Stakeholder Engagement	0.243	0.061	0.314	3.998	0.000
		R	R^2	Adj. R^2	F	Sig.
		.314[a]	0.099	0.093	15.986	.000[b]

Note: *n=37 HIV prevention projects; Dep: Capacity Building*

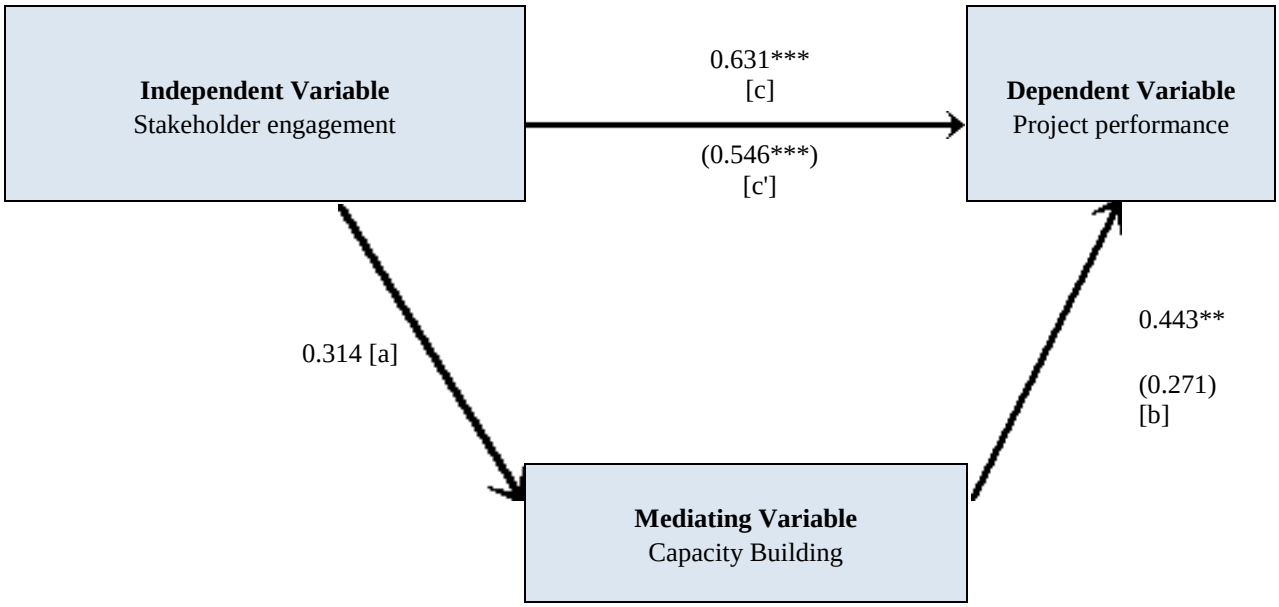
Source: Primary Data

Standardized coefficient results revealed Beta=.314, p<.05 in relation to the examination of the relationship between stakeholder engagement and capacity building. These results meant that stakeholder engagement is a statistically significant predictor of capacity building. The implication is that a boost in stakeholder engagement subsequently results in capacity building.

Based on this model; the hypothesis (H3) which states "*There is a significant relationship between stakeholder engagement and capacity building among HIV prevention projects in the Rwenzori Region, Uganda." is supported.*

4.6 Mediation Effect

The study used a Med-Graph to test the mediation of capacity building in the relationship between stakeholder engagement and project performance, and therefore test H_4. The results are presented in figure 4.1.



Notes: *n=37 HIV prevention projects; Sobel value=2.897521, p=0.003761, Direct relationship=.546; Indirect=.085; Total=.631*

Figure 4.2: Mediation of Capacity Building in the relationship between Stakeholder Engagement and Project Performance

Results in relation to the mediation of capacity building in the relationship between stakeholder engagement and performance of HIV prevention projects revealed *Sobel value=2.897521, and p=0.003761.* Important to note, the Sobel z-value obtained was over the p-value, while the p-value was also less than 0.5. Based on this, it meant that capacity building significantly mediated the relationship between transformational leadership and organizational performance.

Furthermore, the results obtained that the relationship between stakeholder engagement and performance of HIV prevention projects is a significant one (r=.631, p<.05). With the inclusion of the mediator, the beta weight reduced although remained significant [c'= (r=.546, p<.05)]. These results portrayed that capacity building is a partial mediator in the relationship between stakeholder engagement and performance of HIV prevention projects. In other words, part of the ability of stakeholder engagement to influence performance of HIV prevention projects is dependent upon the degree of capacity building within such projects. From the results, it is revealed that 13.47%

[(Indirect/Total) *100%] of the variance that occurs on performance of HIV prevention projects is explained capacity building, whereas 86.53% is a direct contribution of stakeholder engagement.

Based on these results, the earlier hypothesis *H_4 which denotes "Capacity building significantly mediates the relationship between stakeholder engagement and performance of HIV prevention projects in the Rwenzori Region, Uganda"* **is Supported.**

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides the discussion of findings, conclusion and recommendation in relation to the study objectives which include; examine the relationship between stakeholder engagement and performance of HIV prevention projects; assess the relationship between capacity building and performance of HIV prevention projects; examine the relationship between stakeholder engagement among HIV prevention projects; and examine the mediating effect of capacity building in the relationship between stakeholder engagement and performance of HIV prevention projects. The chapter also points out the study limitations, and proposed areas for further study.

5.2 Discussion of findings

5.2.1 Stakeholder Engagement and Performance of HIV Prevention Projects

It was established that stakeholder engagement is positively related to the performance of HIV prevention projects. This perception was consistent with both the project beneficiaries' and project members' perceptions. In view of these findings, both project beneficiaries and project members acknowledged that improving stakeholder engagement would increase the performance of HIV prevention projects, especially those being extended within the Rwenzori sub region. In the same context, the researcher emphasizes that stakeholder engagement is necessary because it is one of the mechanisms for addressing any forms of grievance within the project.

Through engagement, the study is optimistic that stakeholders would be able to express their thoughts, opinions, and views about the project, which would allow project implementers to understand the actual needs so that they are incorporated. This would not only propel stakeholders to support the prevailing project, but also enable project implementers to run projects that are

satisfactory. Furthermore, this research argues that stakeholder engagement is a participatory approach that ensures that different stakeholders can contribute to the project. This is inevitable because it can build a spirit of accountability and responsibility among stakeholders as well as improve the way they perceive the project. It is likely that when stakeholders are engaged, they will feel that they are valued, which is likely to propel them to provide the necessary assistance and support for the project. This is expected to stimulate efficiency within the project and guide it in achieving its objective of timeliness. Because stakeholders are fully engaged, it is more likely that they will express their interests, which will be incorporated during project implementation. This is undeniably going to improve beneficiary satisfaction, which is a key performance indicator.

The findings supplement the resource-based view, which emphasizes the fact that resources are inevitable in enhancing performance. The theory, as it is the case with the results herein suggest that mechanisms to alleviate resources such as information and knowledge is a channel for enhancing efficiency and effectiveness (Amit & Schoemaker, 1993).

In the same context, Gupta et al., (2020) highlight that stakeholder engagement is a cornerstone for all constructive interactions and individuals' willingness to support prevailing projects. Likewise, Hristov and Appolloni (2022) reveal that stakeholder engagement plays a fundamental role in harmonizing stakeholders' perceptions, resulting in improved performance. The most important thing to note about these authors is that their studies were conducted in other countries. Therefore, this research is fundamental because it is customized to Uganda's context, which makes its applicability in addressing project performance in other projects more practical. From a managerial perspective, this research informs managers and policymakers to always endeavor to engage different stakeholders, as it will facilitate the way the projects, they lead perform in terms

of fulfilling timelines, working within the prescribed budget, scope and satisfying different stakeholders. The findings also contribute to theory, especially by affirming the role of resources in advancing performance. It reveals stakeholders are important in providing resources which can be capitalized on to perform (Barney, 1991)

The findings also established that communication in stakeholder engagement is positively associated with the performance of HIV prevention projects. The findings meant that stimulating communication is bound to enhance the performance of HIV prevention projects, especially those being extended within the Rwenzori subregion. In congruence, the researcher argues that communication is paramount. It serves as the glue that ensures a clear coordination of all processes and the channel that guarantees that all stakeholders in the project are not isolated. Through communication, internal stakeholders disseminate information and knowledge to external stakeholders as well as internal stakeholders. For instance, updating stakeholders on the progress of the project, informing stakeholders about their different roles and responsibilities, and establishing timelines for activities, among others. In the same way, communication enables internal stakeholders to acquire feedback from external stakeholders which is crucial in evaluating the relevance of the project and undertaking further decisions.

These findings correspond with those of de Oliveira and Rabechini (2019), who emphasize that the exchange of project information cannot happen without effective communication. Moreover, Jonas et al., (2018) reveal that maintaining good communication with stakeholders makes them feel like part of the project, which encourages them to avail themselves of the necessary support. Henceforth, this research sends an important message to policymakers and managers that communication is inevitable within projects. It emphasizes that communication should be two-

way so that there is an easy upward and downward flow of information and knowledge, should be conducted in a language that is easily understood, and should ensure control over information flow in the sense that the right information reaches the right stakeholders. It also strongly encourages managers and policymakers to have a formalized way of communicating so that stakeholders can easily access and share information. As emphasized by this study, communication serves as the glue that binds projects together and ensures that everything goes according to plan. When communication is improved, stakeholders share information regarding its progress and set a foundation for making better decisions which can stimulate efficiency to minimize unnecessary overruns.

Furthermore, the findings established that there exists a positive relationship between consultation and the performance of HIV prevention projects. In specific terms, the findings meant that boosting consultation is bound to increase the likelihood of the performance of HIV projects, especially in the Rwenzori subregion. Moreover, it demonstrated that consultation is one of the core components of stakeholder engagement because its embracement is bound to result in positive project outcomes, such as fulfilling activities and tasks within time, execution of activities within budget, scope, and satisfaction of stakeholders.

With the same opinion, the researcher is of the view that consulting builds a constructive and productive relationship between stakeholders in the long term. It creates an environment where every stakeholder is considered important, which builds collectivism, good working relationships, solves conflicts and disagreements that can cause delays in implementing some of the activities. Through consulting, projects can obtain various options on how to approach an identified challenge, guiding them in making appropriate decisions that can improve timeliness, and the

formulation of projects in accordance with their scope. Consulting also enables project managers to establish the concerns of all stakeholders, which allows them to harmonize issues. This is not only likely to increase beneficiary satisfaction, but also minimize conflict and rejection from stakeholders to promote timeliness of task execution. Indeed, prior studies describe consultation as a mechanism for providing an environment where different stakeholders discuss issues and agree on a way forward (Anyango et al., 2020; Kanyesige, 2021; Mwesigwa et al., 2019).

In addition, the researcher finds it prudent to state that consulting across stakeholders enhances a sense of responsibility for any decisions made during the project. This serves as an encouragement for stakeholders to always make appropriate decisions to ensure that the project performs. The study also has direct managerial implications because it clearly informs policymakers and managers to always consider consultation as one of the key ingredients of the stakeholder engagement framework. Importantly, it reveals to managers and policy makers that consultation should be carried out throughout the project because it will serve as a therapy for controlling conflicts and improve stakeholders' willingness to support the project to avoid unnecessary delays.

From the findings, it was concluded that involvement is positively associated with the performance of HIV prevention projects. This meant that improving the involvement of stakeholders increased the propensity for performance of HIV prevention projects, especially those in the Rwenzori sub region. Similarly, the researcher emphasizes one way of maintaining a strong relationship between stakeholders is by involving them. Stakeholders want to be involved because they believe that their ideas and opinions are crucial to contributing to the performance of the project. They also perceive their involvement as a way of valuing them, which propels them to reciprocate a positive attitude, which is mainly exhibited in their willingness to support the project. Accordingly, the researcher

anticipates that projects that involve stakeholders will be less susceptible to encountering conflicts and objections, which will help them save time and money.

In congruence, Bahadorestani et al., (2020) expressed that involvement is inevitable in togetherness and collectivism, which increases the possibility of meeting project expectations. Hristov and Appolloni (2022) also contend that involvement stimulates commitment and willingness to contribute to the project. The current research therefore reveals to policymakers and managers that it is necessary to grant stakeholders a chance to participate in decision making. This will make them feel more accountable for all the failures and successes attained by the project. In addition, it reveals that stakeholders should be assigned different roles and responsibilities. This will make stakeholders feel proud and attached to the project because they know their contribution counts.

5.2.2 Capacity Building and Performance of HIV Prevention Projects

It was established from the findings that capacity building is positively related to the performance of HIV prevention projects. The findings meant that enhancing capacity building would increase the possibility of stimulating the performance of HIV prevention projects, especially those extended in Rwenzori subregion. Indeed, the researcher strongly attests that capacity building is important because projects are generally complex by nature and entail different activities and tasks. This means that attainment of the intended goals and objectives of the project requires the involvement of many parties that must be adequately competent to execute activities in a manner that will translate into achieving the desired performance. Therefore, building capacity is inevitable in every project, not necessarily HIV prevention projects because it makes sure that people are equipped with the right skills, knowledge and abilities necessary for executing tasks and responsibilities perfectly. Furthermore, this research emphasizes that projects that build

capacity are less likely to experience the challenges of resource scarcity. This is crucial because it minimizes delays which would result in delayed execution of activities within the right time and scope.

This study contributes to the resource-based view theory by affirming that capacity building will enable projects to build internal capabilities that can be capitalized on to make the right decisions so that the project performs to its expectations. This is also consistent with Chileshe and Kavishe (2020) who postulate that capacity building enhances learning which enables project implementers to make efficient and effective decisions. Asawo et al., (2021) also comment that project implementers who possess the necessary capacity give the project a clear direction. What makes this research different and unique however is that it goes ahead to reveal that capacity building is equally important from the external stakeholder's perspective. Previously, it appears capacity building has mainly been geared toward internal stakeholders (Imbaya et al., 2019; Etongo et al., 2018; Franco & Tracey, 2019). From a theoretical perspective, this research endorses the fact that internal resources are paramount in attaining of intended objectives (Amit & Schoemaker, 1993). This research supplements the idea that undertaking capacity building helps firms to advance internal capacity.

Based on these findings, it is demonstrated to policy makers and managers that investing in capacity building in the project is a perfect idea that will guarantee the attainment of performance parameters. It further makes it clear that capacity building should aim at enriching internal stakeholders, but also external stakeholders as well. The findings also indicate that there exists a positive relationship between technical capacity and the performance of HIV prevention projects. To supplement, the researcher emphasizes that technical capabilities are key because they equip

stakeholders with the technical know-how to use various equipment, tools and technologies applied in a given project. For instance, in the context of HIV prevention projects, equipping stakeholders technically would include equipping them with technical skills to use HIV testing kits, technically providing counselling and guidance services, sensitizing people on how to embrace the ABC (Abstinence; Be faithful; use of Condom) strategy for HIV prevention, and prescribing the right antiviral drugs to patients among others to suppress the viral loads and hence prevent of HIV infections among discordant couples.

This would therefore imply having large personnel, which would result into efficiency and effectiveness in the execution of project tasks and responsibilities. These findings affirm the relevance of resource-based view theory, especially demonstrating how projects can rely on internal resources such as personnel to achieve desired performance (Barney, 1991). It unleashed the fact that capacity building enables projects to possess personnel with exceptional competences, which the project can capitalize on to achieve its goals. With the same line of thinking, Aganze (2022) emphasizes that technical capacity is inevitable when undertaking technical decisions in the project.

Likewise, the study observed that behavioral capacity is positively related to the performance of HIV prevention projects. Indeed, both project beneficiaries and project members attested to this. In this case, the findings revealed that improving behavioral capacity is associated with the improving performance of HIV projects. The findings contradict with those of Etongo et al., (2018) who expressed those behavioral capabilities are not as important in project management. Nonetheless, the researcher insists that behavioral capability is indispensable because it enhances individuals intrinsic and psychological abilities to take on various tasks and responsibilities.

Individuals who are behaviorally capable hardily perceive challenges as difficulties and always exhibit a high level of self-confidence and belief that they can achieve no matter what. These characters are crucial because they would serve as a self-drive for stakeholders to execute tasks within time, within budget, within scope, and always ensure that the project is satisfactory. Therefore, the study informs policy makers and managers that behavior is a key precondition for project performance.

On the other hand, the findings on the contextual capability and performance of HIV projects were varied. While findings from project beneficiaries' context demonstrated that contextual capacity is positively associated with the performance of HIV projects, it was perceived as non-significant by the project members' context. The findings implied that contextual capability is not valued as one of the capacity building capabilities that can reinforce the performance of projects, especially from project members, yet is considered a crucial issue by beneficiaries. In support of these findings, the researcher reveals that since internal stakeholders are directly involved in the day- to-day running of the project, they are always contextually competent, unlike external stakeholders, who always participate in the project from the outside. Otherwise, these findings affirm that other stakeholders should be contextually enriched to be able to contribute to the performance of the project. This conclusion is like the argument of Arafat and Mulyadi (2020); and Ferrero et al., (2019). These emphasize that contextual capability enables stakeholders to understand most of the dynamics associated with the project, and this serves as the yardstick for ensuring good performance.

5.2.3 Stakeholder Engagement and Capacity Building

It was established in this study that stakeholder engagement is positively associated with capacity building. With these findings, it means that enhancing stakeholder engagement stimulates capacity

building. It demonstrates that when communication, involvement and consultation among different parties in HIV prevention reports are advanced, it creates room for capacity building. Indeed, according to this research, engaging stakeholders creates a culture of collectivism, determination, and willingness to learn in the long run. For instance, by promoting communication, projects can improve the free flow of important project information to enhance stakeholders' conceptual, and contextual understanding of the project.

This is consistent with research conducted by Gebreyes et al (2019) who emphasized that engaging stakeholders is prime when projects are to build capacity. In the same way, Loss et al., (2020) demonstrate that capacity building is unlikely to happen within any project without the engagement of stakeholders. Similarly, this research argues that the involvement of stakeholders promotes a participatory management approach where various stakeholders are assigned different roles and responsibilities. This hands-on arrangement is important in building capacity because it enables stakeholders to acquire different experience, skills and test the practicability of different ideas. This research also denotes that boosting stakeholder engagement, more so through consulting is paramount. It stimulates interaction which builds a system where stakeholders can learn from one another. This is consistent with Yang et al., (2018) and Jonas et al., (2018) who revealed that stakeholder engagement creates a project environment of interacting and sharing important project information which makes everyone conversant. The findings also contribute to the resource-based view clearly identifying the channels through which resources can be improved to enhance knowledge. The theory strongly demonstrates that focus should be on valuable, rare, inimitable, and non-substitutable resources (Teece, 2014). This research clearly reveals that revamping engagement can help projects to obtain important knowledge resources hence building internal capacity.

The findings therefore signal to managers of projects that stakeholder engagement is paramount. It notifies them of the need to be inclusive enough so that all stakeholders, including external and external stakeholders increase the rate at which they communicate, consult and become involved in the affairs of the project. It gives assurance that such an environment will increase the rate at which stakeholders share project information, thereby making them more capable. On the other side of the coin, the study provides empirical evidence, backed by statistical evidence to confirm the manifestation of a relationship between stakeholder engagement and capacity building.

5.2.4 Mediation of Capacity Building in the relationship between Stakeholder Engagement and Performance of HIV Prevention Projects

The findings found that capacity building mediates the relationship between stakeholder engagement and performance of HIV prevention projects, especially in the Rwenzori subregion. Based on these results, it means that capacity building explains why a relationship between stakeholder engagement and the performance of HIV prevention projects exists. It postulated that when stakeholders are enriched technically, contextually, and behaviorally, they would easily be engaged, and their ability to execute project activities in accordance with key performance parameters will be evident.

In the same context, the researcher notes that capacity building is important because it ensures that stakeholders are equipped with the skills, knowledge and abilities necessary for executing their obligations such HIV counselling and testing, awareness raising use of ABC strategies. This is important because it builds one's confidence in involving themselves in project matters. In most cases, people want to engage in issues to which they perceive themselves as having something to contribute so that they are perceived as valuable. The findings herein attest to the same by demonstrating that people are partially propelled to engage in projects because they believe they are capable. Earlier, Li *et al.,* (2018) revealed that stakeholder engagement tends to intensify when

stakeholders possess the necessary capabilities. Moreover, Khan et al., (2021) revealed that capacity building is a conduit through which stakeholders have ability to competently contribute to the project. The current research contributes further by affirming that a process relationship exists. It provides evidence to show that capacity building facilitates the relationship that exists between stakeholder engagement and project performance.

On that note, this study reveals that as project managers and policy makers one of the mechanisms that can encourage the engagement of stakeholders is through investing in activities that are directed towards building their capacity. It also reveals that when stakeholders decide to engage in the project because they are behaviorally, contextually and technically capable, they will be able to execute tasks timely, within the budget, and scope. This is because they will be possessing the knowledge, skills and abilities to be efficient and effective.

Additionally, this study found that capacity building is a partial mediator in the relationship between stakeholder engagement and the performance of HIV prevention projects. This meant that while stakeholder engagement has the capacity to stimulate the performance of HIV prevention projects, its full potential can only be evident with the enhancement of capacity building. This explanation is due to the ability of stakeholders to communicate and be involved in the affairs of the project is partially attributed to their capabilities. For instance, behavioral capabilities encourage stakeholders to become good communicators, and find it easy to interact with others, capabilities that propel stakeholder engagement. In the same manner, Glock, et al., (2020) revealed that capacity building is prime because it propels stakeholders to get more engaged which results in positive project outcomes. This study contributes to the understanding of the linkage between

stakeholder engagement, capacity building and performance of projects, most especially HIV prevention projects.

5.3 Conclusion

Projects that embrace stakeholder engagement will perform beyond their expectations. Stakeholder engagement will serve as a conduit that allows important information and ideas to flow from stakeholders to the project to facilitate performance. Important to note, this research reveals that stakeholder engagement requires an interplay of maintaining communication, consultation, and involvement of stakeholders throughout the project. Further still, it is affirmed that capacity building is indispensable in ensuring project performance. Projects that focus on capacity building will be able to enrich stakeholders in terms of their technical, behavioral and contextual comprehension of project issues which will contribute to the execution of projects within time, budget, scope and in a satisfactory manner. It is also evidenced that the potential of stakeholder engagement to influence the performance of projects is partially related to capacity building.

From a managerial perspective, this study makes it clear that stakeholder engagement and capacity building are factors that should not be undermined as far as ensuring project performance is concerned. In other words, it clarifies that stimulating stakeholder engagement and capacity building should be recognized as core strategies that lead to the execution of projects within time, budget, scope and to the satisfaction of stakeholders. The study equally contributes to research by demonstrating the influence of stakeholder engagement and capacity building on the performance of projects, mainly in Uganda's context and more specific in HIV prevention projects. Moreover, it provides empirical evidence to prove the mediation of capacity building in the relationship between stakeholder engagement and performance of projects, in addition to giving a more comprehensive analysis of these factors based on different responses obtained from both the

beneficiaries of projects, and those that directly run the project. From a theoretical perspective, the study provides empirical reasoning to complement the relevance of internal resources and capabilities guiding projects to achieve intended outcomes.

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5.4 Recommendations

Capacity building has been found to be one of the major factors that influence the performance of HIV prevention projects. This study recommends that HIV prevention projects must enhance capacity building to achieve the desired performance. Projects should increase their budget allocations to capacity building programs such as training, mentorship, and coaching. This will help policy makers in ensuring that the strategies utilized by organizations are helping to achieve the first 95 % of people being able to know their HIV Status and hence leading to HIV Prevention. This is also in line with the recommendation from the Uganda Population based HIV impact assessment report 2020.The sessions should focus on enriching the capacity of stakeholders in general project management, HIV counseling, HIV awareness training, and HIV treatment for exposed infants through the prevention of mother to child transmissions and adults. This will provide HIV information to different stakeholders and promote efficiency in task execution.

The findings reveal that stakeholder engagement is inevitable in the performance of projects. Based on the findings, this study recommends Project managers of HIV prevention projects in the Rwenzori subregion to enhance stakeholder engagement by improving the way they communicate, involve and consult with stakeholders throughout the entire project. In relation to communication, projects must embrace two-way communication; institute different communication avenues such as meetings, toll-free lines, and suggestion boxes; and disseminate information in the local

language which is understood by most stakeholders. On the other hand, the involvement of stakeholders should be throughout the entire project, that is during project designing, planning, implementation, monitoring and project closure. Stakeholders should also be allocated roles and responsibilities, to participate in monitoring and evaluation of the project, and participate in making decisions. It should also be made a policy among projects to consult with stakeholders before making any project decisions.

Stakeholder engagement should also be embraced as one of the core values among HIV prevention projects to foster connections, trust, confidence, and focus on project initiatives. Project Managers should make sure that all key stakeholders are represented on the top decision-making committee, as this builds trust and confidence among stakeholders as they believe their decisions are valued and so consensus is easily is reached on every decision.

The findings stress that stakeholder engagement is crucial to stimulating capacity building. Accordingly, this research recommends that HIV prevention projects must enhance stakeholder engagement to build capacity of community members. They should do this by promoting effective communication, involvement and consultation among stakeholders. To effectively communicate, projects should make sure there is two-way communication amongst stakeholders; make sure communication is conducted in a language that is well understood by all stakeholders; institute and sensitize stakeholders on a formalized way of communication; and improve the frequency of communication. To improve involvement and consultation, projects should allocate different tasks and responsibilities to different parties, involve stakeholders in decision making throughout the entire project, and endeavor to make sure decisions undertaken are discussed and a consensus is reached to that effect.

5.5 Limitations of the study

One of the limitations of this study is that it focused on a small population. Accordingly, the findings obtained in this research are at risk of losing their generic variations and being challenged by other scholars regarding their fitness to be generalized. Nonetheless, the fact that this study obtained data from two categories of stakeholders (internal, external) implies that the findings are comprehensive and reflect a wholistic view of the issues of focus.

The study was confined strictly to HIV prevention projects. This could limit the applicability of the findings to other HIV related projects that are not necessarily focused on prevention. While this is the case, HIV remains one of the biggest health concerns not only in Uganda, but across the world. Therefore, it can be argued that the study is relevant since it focuses on an epidemic that continues to pose a global threat. It provides possible solutions to addressing HIV not only in Uganda, but also across various countries with high prevalence.

This study strictly a structured questionnaire to collect data, irrespective of the small sample. Irrespective of the advantages associated with structured questionnaires, they limit respondents from sharing additional information that may not be captured in the instrument thereby limiting a wholistic comprehension of the phenomenon. However, given the fact that this study used two sets of questionnaires, and targeted different stakeholders, it can be concluded that the results pertained in this report are comprehensive enough to inform the prevailing status quo in HIV prevention projects.

5.6 Areas for further research

A comparative study examining the relationship between stakeholder engagement, capacity building and performance of projects should be conducted. This should focus on different HIV/AIDs projects.

Mixed research examining the relationship between stakeholder engagement, capacity building and performance of HIV prevention projects in Rwenzori sub region is necessary.

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Appendix I: Questionnaire for beneficiaries

Dear Respondent,

I am a student at Makerere University Business School pursuing a degree of Master of Business Administration (MBA). I am conducting a study on a topic entitled, *"Stakeholder Engagement, Capacity Building and Performance of HIV Prevention Projects within Rwenzori Region,*

Uganda". You have been identified as one of the resourceful people to participate in this study. You are requested to answer the questions as honestly as possible to facilitate reliable conclusions and recommendations. All your responses will be handled with at most confidentiality.

SECTION A: <u>DEMOGRAPHIC CHARACTERISTICS</u>

1. **Gender**

Male	Female
1	2

2. **Age Bracket**

18-25 years	26-30yrs	31-35yrs	36-40 years	41 and above
1	2	3	4	5

3. **Education Level**

Primary	Secondary	Tertiary
1	2	3

4. **Working Experience**

Less or 5 years	Between 6-10 years	11 years and above
1	2	3

5. **Respondent's category**

Local leader	Project community member
1	2

6. **How frequently did project members report about the project?**

Weekly	Bi-weekly	Monthly	Bi-monthly	Quarterly
1	2	3	4	5

SECTION B:

This section is intended to explore stakeholder engagement, capacity building and performance of the latest HIV prevention project which was extended in your area. You are requested to answer the following statements using the scale provided to you.

	STAKEHOLDER ENGAGEMENT	**Strongly Disagree**	**Disagree**	**Slightly disagree**	**Slightly Agree**	**Agree**	**Strongly Agree**
	Communication						
SC1	Communication with in the HIV prevention project was two-way.	1	2	3	4	5	6
SC2	Project members communicated with me in a language I understand well.	1	2	3	4	5	6
SC3	There was a formalized way of how I can communicate with project members.	1	2	3	4	5	6
SC4	Project members fed me with the right information pertaining the project.	1	2	3	4	5	6
SC5	Project members were frequent with communication.	1	2	3	4	5	6

	Consultation						
SO1	Project members organized consultation meeting with me related to HIV prevention.	1	2	3	4	5	6
SO2	I was consulted during the planning phase of the HIV prevention project.	1	2	3	4	5	6
SO3	I was consulted during the identification of key priority issues in HIV prevention.	1	2	3	4	5	6
SO4	I contributed in formulating objectives in the HIV prevention project.	1	2	3	4	5	6
	Involvement						
SI1	I participated in the decision-making process of the HIV prevention project.	1	2	3	4	5	6
SI2	I am assigned specific roles and responsibilities to fulfil in the HIV prevention project.	1	2	3	4	5	6
SI3	I participated in monitoring and evaluation of the HIV prevention project.	1	2	3	4	5	6
SI4	The HIV prevention project implemented decisions which were agreed upon through a consensus.	1	2	3	4	5	6
SI5	I was updated throughout the progression of the HIV prevention project.	1	2	3	4	5	6
SI6	I am informed of all decision variances which were made in the HIV prevention project.	1	2	3	4	5	6
	CAPACITY BUILDING	**Strongly Disagree**	**Disagree**	**Slightly disagree**	**Slightly Agree**	**Agree**	**Strongly Agree**
	Technical capacity						
CT1	HIV prevention project enriched my financial management skills.	1	2	3	4	5	6
CT2	HIV prevention projects taught me how to use the various technologies they use.	1	2	3	4	5	6
CT3	I was sensitized on how to deal with politics surrounding the HIV prevention project.	1	2	3	4	5	6
CT4	HIV prevention project trained me how to conduct proper planning.	1	2	3	4	5	6
CT5	HIV prevention project enriched my project management skills.	1	2	3	4	5	6
CT6	Project members of the HIV prevention project trained me how to effectively counsel.	1	2	3	4	5	6
	Behavioral capacity						6
CB1	HIV prevention project enriched my knowledge on how best to communicate with people.	1	2	3	4	5	6
CB2	HIV prevention project trained me on how to adopt with circumstances.	1	2	3	4	5	6

CB3	HIV prevention project enriched my knowledge on how to deal with conflicts.	1	2	3	4	5	6
CB4	HIV projects trained me how best to show a sense of community.	1	2	3	4	5	6
CB5	Project members trained me how to interact with all people irrespective of their HIV status.	1	2	3	4	5	6
CB6	I was trained on how to easily network with others.	1	2	3	4	5	6
	Contextual capacity						
CN1	HIV prevention project endeavored to explain to me the objectives for which it was implemented.	1	2	3	4	5	6
CN2	HIV prevention project ensured that I fully understand the best strategies in dealing with HIV cases.	1	2	3	4	5	6
CN3	HIV prevention project made sure I fully understand the rules and regulations guiding the project.	1	2	3	4	5	6
CN4	HIV prevention project made sure that I understand the project target group.	1	2	3	4	5	6
CN5	HIV prevention project made sure I understand who I responsible for what.	1	2	3	4	5	
	PERFORMANCE OF HIV PREVENTION PROJECT	**Strongly Disagree**	**Disagree**	**Slightly disagree**	**Slightly Agree**	**Agree**	**Strongly Agree**
	Satisfaction						
PS1	The project focused on the actual issues that matter in our community.	1	2	3	4	5	6
PS2	The project carried out a needs assessment exercise to understand the priority issues to extend.	1	2	3	4	5	6
PS3	The extension of HIV prevention projects in our area has had a positive impact to our community.	1	2	3	4	5	6
PS4	I wish to work with any project in our community which is focused on HIV prevention.	1	2	3	4	5	6
PS5	People in our community have become more cautious following the implementation of HIV prevention projects.	1	2	3	4	5	6

Thank you very much for participating in this study!

Appendix II: Questionnaire for Project members

Dear Respondent,

I am a student at Makerere University Business School pursuing a Master's degree of Business Administration (MBA). I am conducting a study on a topic entitled, *"Stakeholder Engagement, Capacity Building and Performance of HIV Prevention Projects within Rwenzori Region, Uganda".* You have been identified as one of the resourceful people to participate in this study.

You are requested to answer the questions as honestly as possible to facilitate reliable conclusions and recommendations. All your responses will be handled with at most confidentiality.

SECTION A: DEMOGRAPHIC CHARACTERISTICS

1. **Gender**

Male	Female
1	2

2. **Age Bracket**

18-25 years	26-30yrs	31-35yrs	36-40 years	41 and above
1	2	3	4	5

3. **Education Level**

Primary	Secondary	Tertiary
1	2	3

4. **Working Experience**

Less or 5 years	Between 6-10 years	11 years and above
1	2	3

5. **Respondent's category**

Project manager	M&E
1	2

6. **Years of operation in Rwenzori sub region**

Less than 5 years	5-10 yrs	11 years above
1	2	3

7. **Total number of HIV prevention projects extended in Rwenzori sub region**

Less than 5 projects	5-10 projects	11 projects above
1	2	3

8. **Duration of the latest HIV prevention project**

1 months-6months	7-12 months	13-18months	19-24 months	25 months above
1	2	3	4	5

9. **Primary funder**

Internally generated funds	Donor support	Government support
1	2	3

10. **How frequent did you report to the beneficiaries of the project?**

weekly	Bi-weekly	Monthly	Bi-monthly	Quarterly
1	2	3	4	5

SECTION B:

This section is intended to explore stakeholder engagement, capacity building and performance of the latest HIV prevention project which was extended in your area. You are requested to answer the following statements using the scale provided to you.

	STAKEHOLDER ENGAGEMENT	**Strongly Disagree**	**Disagree**	**Slightly disagree**	**Slightly Agree**	**Agree**	**Strongly Agree**
	Communication						
SC1	I usually made sure that communication about HIV prevention projects is two-way.	1	2	3	4	5	6
SC2	I usually communicated with stakeholders in a language they well understand.	1	2	3	4	5	6
SC3	The communication between myself and project stakeholders was usually in a formalized way.	1	2	3	4	5	6
SC4	I am always fed with the right information by stakeholders pertaining the project.	1	2	3	4	5	6
SC5	I constantly engaged in frequent communication with project stakeholders.	1	2	3	4	5	6
	Consultation						
SO1	I always engaged with project stakeholders in organized consultation meetings related to HIV prevention.	1	2	3	4	5	6
SO2	I frequently consulted stakeholders during the planning phase of the HIV prevention project.	1	2	3	4	5	6
SO3	I regularly consulted stakeholders during the identification of key priority issues in HIV prevention.	1	2	3	4	5	6
SO4	I usually made sure stakeholders contributed in formulating objectives related to HIV prevention project.	1	2	3	4	5	6
	Involvement						
SIN1	I constantly made sure stakeholders participated in the decision-making process of the HIV prevention project.	1	2	3	4	5	6
SIN2	I regularly assigned stakeholders with specific roles and responsibilities to fulfil in the HIV prevention activities.	1	2	3	4	5	6
SIN3	I continuously made sure stakeholders participated in monitoring and evaluation of the HIV prevention project.	1	2	3	4	5	6

SIN4	The HIV prevention project implemented decisions were usually agreed upon through a consensus with stakeholder views.	1	2	3	4	5	6
SIN5	I continuously updated stakeholders about the progression of the HIV prevention project.	1	2	3	4	5	6
SIN6	Stakeholders were constantly informed of all decision variances made in relation to the HIV prevention project.	1	2	3	4	5	6
	CAPACITY BUILDING	**Strongly Disagree**	**Disagree**	**Slightly disagree**	**Slightly Agree**	**Agree**	**Strongly Agree**
	Technical capacity						
CT1	HIV prevention project enriched my financial management skills.	1	2	3	4	5	6
CT2	HIV prevention projects taught me how to use the various technologies they use.	1	2	3	4	5	6
CT3	I was sensitized on how to deal with politics surrounding the HIV prevention project.	1	2	3	4	5	6
CT4	HIV prevention project trained me how to conduct proper planning.	1	2	3	4	5	6
CT5	HIV prevention project enriched my project management skills.	1	2	3	4	5	6
CT6	Project members of the HIV prevention project trained me how to effectively counsel.	1	2	3	4	5	6
	Behavioral capacity						
CB1	HIV prevention project enriched my knowledge on how best to communicate with stakeholders.	1	2	3	4	5	6
CB2	HIV prevention project trained me on how to adopt with circumstances.	1	2	3	4	5	6
CB3	HIV prevention project enriched my knowledge on how to deal with conflicts.	1	2	3	4	5	6
CB4	HIV projects trained me how best to show a sense of community.	1	2	3	4	5	6
CB5	Project members trained me how to interact with all people irrespective of their HIV status.	1	2	3	4	5	6
CB6	I was trained on how to easily network with others.	1	2	3	4	5	6
	Contextual capacity						
CN1	HIV prevention project endeavored to explain to me the objectives for which it was implemented.	1	2	3	4	5	6
CN2	HIV prevention project ensured that I fully understand the best strategies in dealing with HIV cases.	1	2	3	4	5	6

CN3	HIV prevention project made sure I fully understand the rules and regulations guiding the project.	1	2	3	4	5	6
CN4	HIV prevention project made sure that I understand the project target group.	1	2	3	4	5	6
CN5	HIV prevention project made sure I understand who I responsible for what.	1	2	3	4	5	
	PERFORMANCE OF HIV PREVENTION PROJECT	**Strongly Disagree**	**Disagree**	**Slightly disagree**	**Slightly Agree**	**Agree**	**Strongly Agree**
	Time						
PT1	This project started on the actual day as it had been scheduled.	1	2	3	4	5	6
PT2	All activities of the project started on the actual dates as it had been planned.	1	2	3	4	5	6
PT3	The time which was allocated to activities of the project was realistic.	1	2	3	4	5	6
PT4	The project was executed within a shorter period than it had been anticipated.	1	2	3	4	5	6
PT5	The project extended time for some of the activities to be executed as planned.	1	2	3	4	5	6
PT6	The overall project was completed past the actual time it has been scheduled.	1	2	3	4	5	6
	Budget						
PB1	The project was completed within budget.	1	2	3	4	5	6
PB2	Activities of the project were executed within budget.	1	2	3	4	5	6
PB3	The budget which was allocated to various project activities was realistic.	1	2	3	4	5	6
PB4	The funds for the project were received in the right proportions as budgeted.	1	2	3	4	5	6
PB5	This project sought for additional funds in order to be completed.	1	2	3	4	5	6
	Scope						
PC1	All activities reflected in the project proposal were executed.	1	2	3	4	5	6
PC2	All activities of the project were executed in the manner as had been reflected in the project proposal.	1	2	3	4	5	6
PC3	The project was extended in the entire geographical scope as it had been planned.	1	2	3	4	5	6
PC4	This project reached out to the total number of affected persons as it had been anticipated.	1	2	3	4	5	6
PC5	The project was extended in a manner that meets all technical specifications of the project.	1	2	3	4	5	6

Thank you very much for participating in this study!