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MAKERERE UNIVERSITY BUSINESS SCHOOL

**PROJECT LEADERSHIP, STAKEHOLDER PARTICIPATION & PERCEIVED
SUCCESS OF THE EDUCATION PROJECT UNDER THE LUTHERAN WORLD
FEDERATION IN IGANGA DISTRICT**

BY

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UNIVERSITY**

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DECLARATION

DECLARATION

I **WANYENZE STELLAH ELLIZA**, hereby declare that this dissertation is my own original piece of work that has not been presented to any university or institution of higher learning for any award

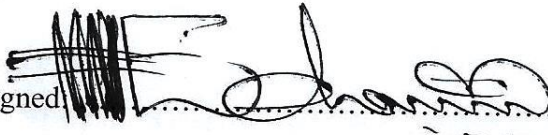
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CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter presents the background to the study, the statement of the problem, the purpose of the study, the specific objectives of the study, the hypotheses, scope, significance and conceptual framework

1.2 Background

Projects are continuously being viewed as vehicles for the efficient and effective delivery of goods and services to their intended beneficiaries. This is probably why; project managers are expected to deeply understand their business operations today than in the past. It is of no wonder that some companies are even developing internal training programs for their project managers and staff (Kernzer, 2014). To this end, Project success could be defined as the process of reaching the objectives and the planned results in compliance with predetermined conditions of time, cost, and performance (Beleiu et al, 2015). Ideally, in the context of education, project success, is recognized to be a complex, multi-dimensional concept encompassing many attributes (Mir & Pinnington, 2014). Indeed, a list of dimensions of learning in which education project success could be measured include; academic achievement, physical and mental health, social-emotional development, creativity and innovation, citizenship and democracy and school climate.

This implies that; when measuring the level of success of an education project, one has to put into consideration at least these dimensions. However, with respect to the Lutheran education project, there are significant flaws that do not indicate that the education project under this world religious federation is so far successful within the confines of Iganga district. For

instance, according to the Iganga district inspectorate report (2019), there are four schools that belong to the Lutheran Church foundation. Two of these are primary and two are secondary. The primary schools on average have a pupil population which is estimated to be at least 1000 and the secondary schools, 1250 students. In terms of staff, the primary schools have an average of 100 academic and administrative staff while the secondary schools, have at least 250 staff.

In terms of performance success, the schools are not any significantly performing better than the rest. For instance, regarding academic achievement, both the primary and secondary schools are not among the top 10 schools in the district. The infrastructure is generally poor, the rate of absenteeism of both learners and staff is high, the staff are not working cooperatively, the commitment levels have gone down, and there are no regular assessment exercises for the learners. There is low morale of the learners and the timely delivery of what must be taught to learners, has significantly reduced. In terms of the physical and mental health of the learners and staff, while there is no report particularly about the same, there are no striking indicators of better physical and mental developments amongst the learners and staff. The social-emotional development of the learners and staff is still low, just as their creativity and innovation, let alone the school climate that would enhance the teaching and learning. Indeed, while these schools have relatively better physical structures for teaching and learning, it is not true that teaching and learning ideally blossom.

The explanations that have been put forward for the low education project success of the Lutheran church federation are; the ineffective project leadership and limited stakeholder participation. Based on an interaction with the Iganga education inspector, the leadership of these schools is not outgoing, motivating and does not encourage creativity and innovation amongst staff and learners. This has led to the low levels of stakeholder participation in matters concerning these schools. Parents, teachers and learners are not competitive in wanting to ensure

that their schools perform better than the rest and there is not a platform for them to provide their views about how to improve the performance of these schools.

Theoretically, the success of the education project of the Lutheran Church, could be explained by the expectancy theory of motivation (Vroom, 1964). When applied in an organizational context, this theory argues that employees as stakeholders in any organization have personal goals which they feel that they have to achieve and because of this, they find work in organizations. These personal goals can be fulfilled by organizational rewards or work outcomes. Therefore, the relationship between organizational rewards or work outcomes and personal goals is important for the employees as well as the organization in general. This is because, once the goals of the staff and other stakeholders are achieved, the success of the organization is likely to be registered. Remember that it is staff who provide the leadership of the organization towards its goals and objectives. In addition, stakeholders need to have their interests met if they are to effectively participate and bring about project success. If these are not, there is bound to be limited or no success of organizational business. Therefore, the net expectations of the project leaders and the stakeholders need to be met for project success to come by.

1.3 Statement of the problem

The Lutheran education project is meant to educate learners so well so as to prepare them to live successful and productive lives which is equally true with the Lutheran schools in Iganga District . However, while this is true, the experience with the Lutheran education project is not impressive. According to the Iganga district inspectorate report (2019), the Lutheran education project lacked the needed academic standards that should have provided the learners with is expected to know and be able to do, and when, a core curriculum tied to those standards. The

performance of the learners in final exams at both primary and secondary levels, is just deteriorating because, in the last five years, the primary project has not produced more than 02 (two) first grades. At the secondary schools, for the last five years, only 01(one) first grade has been recorded yet, the education project is heavily funded by the donor community. Surprisingly, there is no systemic improvement plan over time for the poor performance and the project do not explicitly recognize that they are not helping children to reach their full potential (Iganga district inspectorate report, 2019). There is a high rate of learner absenteeism since they are not motivated by an aggressive academic standard that would have compelled them to attend school and learn. Further, the project suffers from high rates of staff absenteeism, lack of discipline and safety, the lack of needed resources and materials, let alone the disengaged or incompetent administrative team. In addition, there are high dropout rates of the learners and teachers (Iganga district inspectorate report, 2019).

1.4 Purpose of the study

To examine the relationship between Project Leadership, Stakeholder Participation & perceived success of the education project

1.5 Objectives of the study

- i. To examine the relationship between project leadership and perceived success of the Lutheran church education project in Iganga district.
- ii. To establish the relationship between stakeholder participation and perceived success of the Lutheran church education project in Iganga district.
- iii. To examine the relationship between project leadership, stakeholder participation and perceived success of the Lutheran church education project in Iganga district.

1.6 Hypotheses of the study

H₁. There is a significant relationship between project leadership and perceived project success

H₂. There is a significant relationship between stakeholder participation and perceived project success

H₃. There is a significant relationship between project leadership, stakeholder participation and perceived project success

1.7 Scope of the study

Conceptually, the study was derived from the variables; project leadership, stakeholder participation and perceived project success. In terms of content, the study examined the relationship between project leadership, stakeholder participation and project success. In terms of sample scope, the people that were studied include: the teachers, management, administrators and members of the board governors of the Lutheran church education institutions in Iganga. Geographically, the study was undertaken in selected education institutions of the Lutheran church in Iganga district. With regard to time, the period that was investigated ranged from 2017-2021 and during which performance was still poor.

1.8 Significance of the study

This study is hoped to be of value to a number of people. Among others, the following are expected to benefit:

The Lutheran education project administration: These are hoped to appreciate the role of project leadership and stakeholder participation in fostering the success of their education

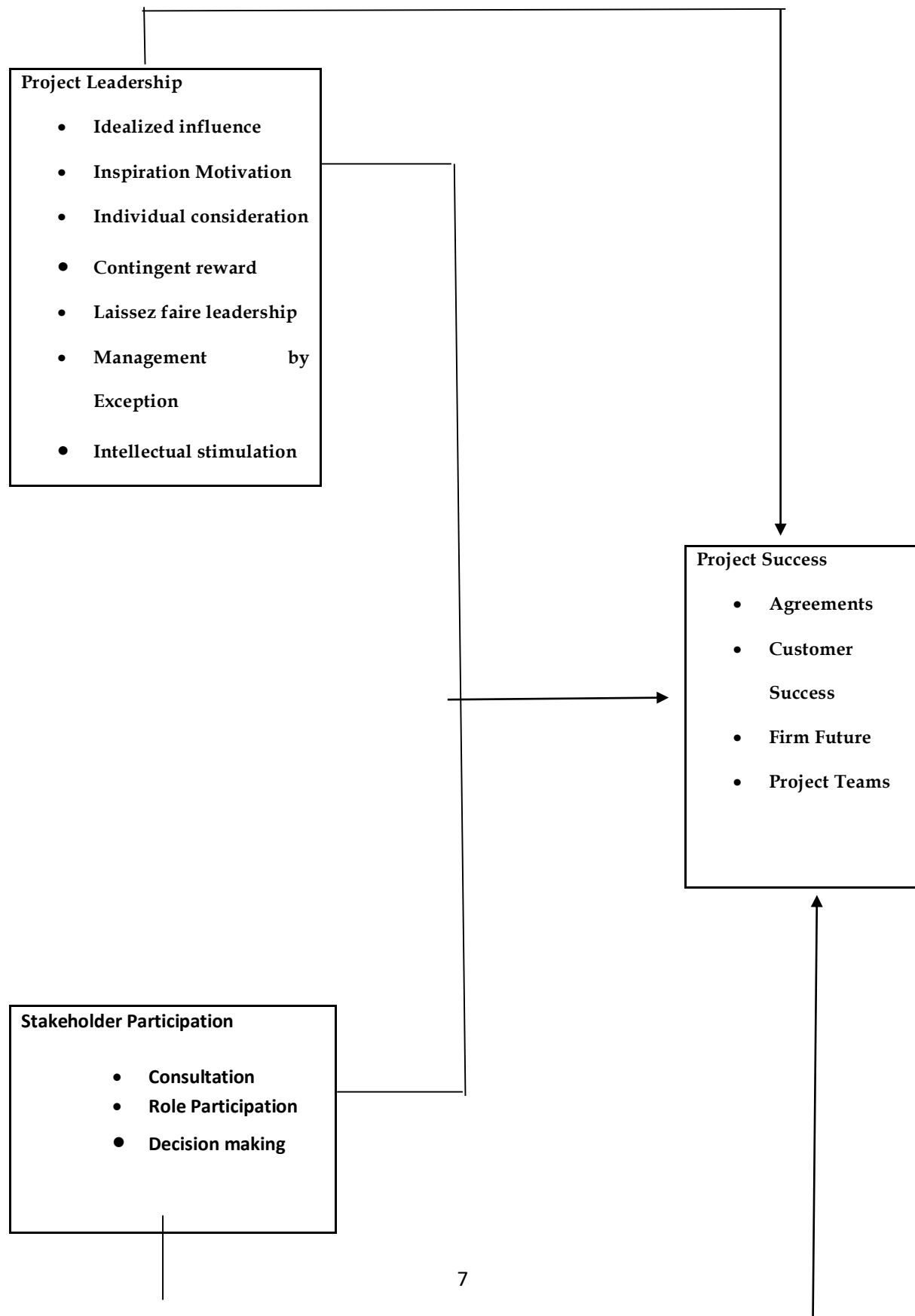
project. In turn, they are bound to enhance the quality of project leadership and stakeholder participation so that success can be on their way.

The Iganga District Education department: These are equally hoped to appreciate the contribution of project leadership and stakeholder participation to project success. Therefore, as leaders and supervisors of education services in the district, they are bound to amplify the need for investors in education to enhance the leadership and stakeholder participation in their schools so as to improve the performance of the schools in the district.

Scholars: The scholars on success in education projects are bound to appreciate the contribution that project leadership and stakeholder participation make to the success of education projects. As a result, this is bound to challenge them to investigate alternative factors that bring about success of education projects.

The researcher: This study was a partial fulfilment of the requirements for the award of a Master of Business Administration of Makerere University.

1.9 Conceptual framework



Source: Perceived project success (Kloppenborg, et al., 2012). Project leadership (Multifactor Leadership Questionnaire) Form 6S. Stakeholder participation (Nagoli, et al., 2016).
Explanation: The framework assumed that there is a relationship between project leadership,

stakeholder participation and perceived project success. It is this relationship that was investigated.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter presents a review of the literature relevant to the study objectives. It begins with the definition of the key variables of the study, followed by a thematic review of the literature according to the study objectives. The literature was obtained from the most recent articles that have attempted to relate the study variables. The detailed presentation of what the chapter contains is as follows:

2.2. Definitions of the key variables of the study

Perceived Project success: This can be defined as the highest level of benefit achieved by the project at any point of reflection (Bannerman, 2008). It is a project that meets its objectives under budget and under schedule. This evaluation criterion has remained as the most common measure in many industries. But for a development project, success goes beyond meeting schedule and budget goals, it includes delivering the benefits and meeting expectations of beneficiaries, stakeholders, donors or funding agencies.

Project leadership: This is the art and science of steering a team towards the successful delivery of a project (Project Manager, 2022). It ensures that together, the team accomplishes more than they could as individuals because project leadership brings people together to achieve a common goal. The project director will lead the effort at an executive level, driving senior support and engaging with peers across the organization. They will also set the project's vision. The project manager leads the team on a day-to-day basis, to deliver the vision. Other people on the team can demonstrate project leadership skills, even if they aren't in a formal leadership position as well. Project leadership, most simply, is the act of leading a team towards the successful completion of a project. But of course, it is much more than that. It's about getting something done well through others. But project leadership requires skills in both managing people and tasks. It is a soft skill; part art, part science.

Stakeholder participation: This is the involvement of interest groups (i.e. representatives of locally affected communities, national or local government in issues that concern them (Neil

2009). It is the alignment of teams around their vision, mission, values, goals and action plans adopted by an organization as a system. It is a process that organizations can follow in order to listen to, collaborate with, or inform (or a combination of all three) their existing stakeholders so as to identify, map and prioritize stakeholders to determine the best tactics for effective communication while making the best use of available resources. Stakeholders are specific groups of people (not the general public), each with different desires and needs from the organization. It refers to anyone who has a stake (interest) in an organization, either through interest, influence or both. Stakeholders can range from staff, board members, volunteers, funders, government; customers and beyond.

2.3. Review of literature according to the study

The current study has three objectives. It is about these that relevant literature has been reviewed as follows:

2.3.1. Project leadership and Project success

There is literature which indicates that there lies a relationship between project leadership and project success. The challenge however, is that it has significant flaws that make certain scholars on project success, rather uncomfortable. This is because, the weaknesses are still existent. The examination is as follows:

While observing the relationship between leadership styles and project success in the South Africa construction industry, Muredeni et al, (2015) argue that good leadership makes business organizations to be successful. Taken at that, the observation by Muredeni et al, (2015) indicates that leadership is related to project success. This is because, the leadership of certain state and business organizations in South Africa, led to their success. However, a critical examination of this observed relationship indicates that it has some weaknesses. For instance,

while the relationship was stated, this was particularly between state and business organizations and the case could be different between leadership of a project and its subsequent success. Therefore, considering that the leadership of a project under an NGO could be different from that of a state or business organization, there is need to examine the relationship between project leadership and success in a purely NGO setting

In project management, it has been observed that project managers' competencies and their leadership style are found to be central to their success for instance, Aga et al., (2016) indicate that there is a relationship between transformational leadership style and project success. However, while this observation could be less disputable, these scholars specifically observed a relationship between transformational leadership and project success. It is important to recall that there are alternative forms of leadership styles other than transformational such as; transactional, autocratic and others. Therefore, the current study is intended to examine the relationship between project leadership as a whole and project success.

Relatedly, to Maqbool, et al (2017) there is a relationship between Emotional Intelligence, Project Managers' Competencies, Transformational Leadership and Project Success. This equally indicates that transformational leadership style among other forms of leadership styles, is related to project success. However, this could have been the result of transformational leadership style, having interacted with other variables specified as between Emotional Intelligence, Project Managers' Competencies. Therefore, in order to ascertain the direct relationship between leadership style and project success, a new study of this nature is proposed.

Further, to Gębczyńska (2019), leadership style helps the project to be successful in different ways, including: collaboration in teamwork, management of source and communication with subordinates and clients. To him, this relationship was ascertained in a project based organization (PBO). Recall that these are organizations that are business oriented only that because they need and expect fast innovation, they choose to organize their work by dividing it into various projects. In this regard, they are not NGOs but choose to function under a projectized structure. Therefore, while the relationship between leadership and project success was established under a projectized organization, the current study seeks to ascertain the relationship between leadership within projects under an NGO environment, which is distinctly different from that which is purely business in nature. This is the essence of the current study. Therefore, considering those gaps that still remain within studies that have related project leadership and project success as illustrated above, it remains important to hypothesize that;

H₁. Project leadership is significantly related to project success.

2.3.2. Stakeholder participation and Project success

Literature exists which attempts to relate stakeholder participation and project success. However, just as it has been in the preceding debate, these studies continue to have marked weakness that justify the need for new studies. This can be demonstrated in the following arguments.

In an attempt to demonstrate a relationship between stakeholder participation and project success, Kamassi et al. (2020) argue that a project's participants signify all those with any curiosity in the project's accomplishment or results. Therefore, stakeholders who have an interest in business, can affect business, and can be affected by the business or project. This is because, stakeholders display interest as well as apprehension in a business so that yield can

be increased (Kamassi et al. 2020). It is important to observe that this relationship was observed by Kamassi and colleagues in the medical tourism industry. The current study is intended to examine the relationship between stakeholder participation and project success in an NGO setting whose operational environment is distinct and could as such have distinctly different results of this relationship when carefully investigated. The current study is to examine this relationship in an NGO setting.

In a related development, Rajeev and Pradeep (2021), stakeholder participation and project success are related. They observed so in their study entitled the role of Stakeholders in Project Success. To these scholars, stakeholders' active participation in the project ensures the sustainability, success, and performance of the project. Therefore, it is crucial and very substantial for a project manager to acquire stakeholder management skills that will demonstrate and address the communication requirements of the stakeholders. However, while there finding could be retained, its unfortunate bit is that it was based on a purely theoretical analysis that implied, its lack of empirical support. The current study is proposed to be empirical in nature with the advantage that it is hoped to ascertain the current evidences to prove or disprove the relationship. In addition, the current study has proposed the use of the expectancy theory to explain project success as opposed to the stakeholder theory as applied by Rajeev and Pradeep (2021).

To Lohrey, (2020) within projects are most often differing levels of participation which play a role in achieving a successful project outcome. Indeed, participation expectations depend on the degree of a project stakeholder's direct or indirect involvement and because of this, it's vital to a project's successful completion to accurately identify project stakeholders, set participation expectations and communicate accordingly. However, while the foregoing

argument by Lohrey, (2020) advances a possible relationship, this finding was observed in a study that was entitled; The Importance of Identifying Stakeholders in a Project, Small. The current study is intended to examine the direct relationship between stakeholder participation and project success in an NGO environment. In addition, it is to be empirically examined so as to ascertain concrete evidences that either shall support or dispute the proposed relationship.

Siles (2020), in a study entitled, benefits of stakeholder participation argues that, increasing project impact through participatory approaches, integrating management tools with the project management process; and introducing greater impact orientation at the institutional level, enhances project success. This observation indicates a possible relationship between stakeholder participation and project success. However, the nature of the theme that was investigated provides a basis for us to dispute the likelihood of this relationship since it observed in passing and not from a study that investigated the direct relationship between stakeholder participation and project success. This is the direction proposed by the current study. Therefore, against the observed weaknesses of some of the studies that attempt to relate stakeholder participation and project success, it still remains necessary for the current study to hypothesize that;

H₂. Stakeholder participation and project success are significantly related

2.3.3. Project leadership, stakeholder participation and project success

There is literature upon which to infer that there is a possible relationship between project leadership, stakeholder participation and project success. However, the existent literature has weaknesses which make us doubt whether this relationship indeed exists. The following arguments indeed point to this.

In an attempt to relate project leadership, stakeholder participation and project success, Magassouba et al., (2019) have argued that stakeholders need to be at the forefront of having their expectations understood and managed through appropriate open communication line. In this way, they are able to ensure that the stakeholders understand and provide support to the success of the project. Against their deliberate assertion, they indirectly point to a possible relationship between project leadership, stakeholder participation and project success. This is because, by stakeholders being at the forefront of any initiative, means their ability to offer leadership of that particular initiative. This results in their ability to induce the participation of the members which in the due course leads to the success of the initiative. Therefore, by the very nature of the argument, there is an implied relationship between project leadership, stakeholder participation and project success. However, this relationship is based on a study that did not deliberately examine the relationship between these three variables. Instead, it is simply implied. The current study seeks to ascertain through empirical means, the relationship inherent in these variables.

Balyuk (2020), if project stakeholders are aware of every project detail of a project, they become more likely to help in its delivery on time and within budget. The scholar maintains that if you keep them informed and ask for their opinion, let them ask questions freely and do your best to adhere to transparency, it will be easier for you to influence and change their opinions if you need it. This means that once well influenced (leadership), stakeholders get on board (stakeholder participation), they can bring about, project delivery (project success). To this extent, based on the assertion by Balyuk (2020), there lies an indirect relationship between project leadership, stakeholder participation and project success. However, this is an inference as well that is not based on a study that examined the relationship between the stated variables.

It becomes a ground to undertake a deliberate study with the view to establishing the indirect relationship amongst these variables.

In a somewhat related observation, Siles (2020), studied the benefits of stakeholder participation. In his observations, it is maintained that, increasing project impact through participatory approaches, integrating management tools with the project management process; and introducing greater impact orientation at the institutional level, enhances project success. This assertion, equally could serve to indicate that there is an inherent relationship between project leadership, stakeholder participation and project success. This is because, it is argued that increasing participatory approaches and integrating management tools (leadership) with the project management process; enhances project success. However, this is equally an inference that is not the result of a fully-fledged study that examined the relationship between project leadership, stakeholder participation and project success. Against this background, the current study that is to empirically examine this relationship is proposed. It is as such hypothesized that;

H₃. Project leadership, stakeholder participation and project success significantly related.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter highlights the steps that were followed systematically during the execution of the study. It begins with the: research design of the study, the study population and sample size, sampling design and procedure, operationalization and measurement of variables and the validity and reliability of the data collection instruments, procedure for data collection and the ethical considerations.

3.2. Research design

This was a quantitative research design. This is because, it sought to establish the relationship between project leadership, stakeholder participation and project success.

3.3. Study population, Sample size and procedure

This study targeted a population of 553 (Five hundred fifty three). This population comprised of: management, school board of governors, teachers and administrative staff of the Lutheran church schools in Iganga district. Out of this population, about 226 respondents were selected following the guidance on how to arrive at a study sample by Krejcie, & Morgan, (1970). Given the strata that already existed as indicated in the table below, stratified random sampling technique within each sub-group was used to select the specific individuals to be included. The approach under this was proportionate stratified random sampling which sought to portray a sample size of each stratum as being equal to the subgroup's proportion in the population as a whole. Therefore, to determine the sample size for each stratum following proportionate stratified random sampling, the researcher got the stratum population divided by the total population and multiplied by the sample size. The final sample was chosen as follows:

Table 3. 1: Showing the sample size of the study

CATEGORY	POPULATION	SAMPLE	% OF RESPONDENTS
Management	52	21	9
Board of governors	102	42	19
Teachers	301	123	54
Administrative staff	98	40	18
Total	553	226	100

Source: Lutheran church record (2019).

3.4. Operationalization and measurement of variables

The study had three variables and these are: project leadership, stakeholder participation and project success. These were operationalized based on earlier scholarly evidences as follows:

Project success: The Kloppenborg, et al., (2012) multidimensional project success scale was adapted for this study. The dimensions are: Agreements, Customer Success, Firm's Future, and Project Teams. The associated sample items are: **Agreements:** The education project activities meet schedule expectations and; the education project meets the budget. **Customer success:** The education project activities provide customer satisfaction and, the education project products are used by clients. **Firm future:** The education project has increased its market share and, the education project has opened new lines of products. **Project teams:** The education project team members experience personal growth and, the education project has a highly satisfied and motivated team.

Project leadership: The scale by Multifactor Leadership Questionnaire (Form 6S), was adapted for this study. This is a seven dimensional scale and these are: Idealized influence, Inspirational motivation, Intellectual stimulation, Individual consideration, Contingent reward, Management-by-exception and Laissez-faire leadership. Some of the sample items include: **Idealized influence:** As part of the leadership of the education project, I make others feel good to be around me and, as part of the leadership of the education project, others have complete faith in me **Inspirational motivation:** As part of the leadership of the education project, I express with a few simple words what we could and should do and, as part of the leadership of the education project, I provide appealing images about what we can do. **Intellectual stimulation:** As part of the leadership of the education project, I enable others to think about old problems in new ways and, as part of the leadership of the education project, I provide others with new ways of looking at puzzling things. **Individual consideration:** As part of the leadership of the education project, I help others develop themselves and, as part of the

leadership of the education project, I let others know how I think they are doing. **Contingent reward:** As part of the leadership of the education project, I tell others what to do if they want to be rewarded for their work and; as part of the leadership of the education project, I provide recognition/rewards when others reach their goals. **Management-by-exception:** As part of the leadership of the education project, I am satisfied when others meet agreed-upon standards and; as part of the leadership of the education project, as long as things are working, I do not try to change anything. **Laissez-faire leadership:** As part of the leadership of the education project, I am content to let others continue working in the same ways always and; as part of the leadership of the education project, whatever others want to do is okay with me.

Stakeholder participation: The Multidimensional stakeholder participation scale by Nagoli, et al., (2016), was adapted for the current study. This is a three dimensional scale and these are: Consultation, Role participation and Decision making. Some of the sample items include: **Consultation:** As a member of the education project, I was involved in the consultative meeting for this project **and;** as a beneficiary of the education project, I was involved in project design. **Role participation:** As a member of the education project, am willing to work overtime to accomplish unfinished tasks **and;** Generally, as a member of the education project I feel detached from the type of work that I do in this project. **Decision making:** As a member of the education project, i participated in selecting this project on behalf of the community and; as a member of the education project, I decided on the community labor contribution for this project.

All the adapted measurement scales, were anchored on a five point likert scale which ranges from 1= strongly disagree to 5= Strongly Agree. This is because, this scale provides a neutral middle point which caters for a condition in which a respondent may not have an opinion on the question at hand (Chung Ho Yu, 2008).

3.5. Data collection method(s)

The data that was collected was purely quantitative. This data was collected using a structured questionnaire that was derived from the scales that were adapted from previous scholars. The questionnaire had three main sections. The first sought to specify the general instructions to guide the feeling of the questionnaire. The second sought to establish the background information about the respondents and the third contained questions about the study variables.

3.6. Unit of inquiry and Unit of Analysis

The unit of inquiry was the individual stakeholder in the categories above from whom the sample was drawn. These individuals together, formed the unit of analysis because, the study sought to appreciate the perceptions of these stakeholders about the success of the education project under the Lutheran world federation.

3.7. Data collection procedure

A letter of introductory of the researcher was first secured from the Faculty of Graduate Studies and Research. Subsequently, the researcher proceeded to the Lutheran schools so as to secure the permission to undertake a study.

Once permitted, the researcher proceeded to select the potential respondents from among the categories specified. These were then subjected to the self-administered questionnaires on particular days of their convenience in order to collect the data from them.

3.8. Reliability and validity

In order to ensure that the instrument for data collection was valid, the study adapted scales that were developed by earlier scholars to measure the constructs of the study. Regarding the reliability of the instruments, In order to test for reliability of the study variables, the

Cronbach's alpha coefficient (Cronbach, 1970) was used. Subsequently, the items that were retained were those with alpha coefficient above 0.70 (Nunnally & Bernstein, 1994). The results are shown as follows:

Table 3. 2: Content Validity Index (CVI) and Reliability of the study variables

Variable	Cronbach's Alpha	CVI	Composite Reliability
Project leadership	0.754	0.763	0.801
Stakeholder participation	0.804	0.752	0.830
Project success	0.721	0.726	0.840

Based on the results in the table 3.2 above, it can be inferred that the questionnaire was valid since the CVI indices were above .07 and it was equally reliable because, the composite reliability and alpha coefficients are above .07 as well.

3.9. Data analysis

Analysis of the data was done using the SPSS package and AMOS. The three hypotheses were analyzed using correlation method and Pearson correlation technique. This is because; they sought to establish the extent to which the independent variables were related to the dependent variable. Further, in order to ascertain the relationship of project leadership and stakeholder participation with project success, regression analysis was performed so as to establish the individual contribution of each to perceived project success.

3.10. Ethical considerations

The researcher sought consent from the respondents by explaining to them the purpose of the research. After which, he administered the questionnaire. No harm was caused to the

respondents socially or physically. Furthermore, the researcher remained anonymous by not taking the names of respondents.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter presents the findings about the study objectives. They are presented in relation to the; background characteristics of the respondents, using frequency distribution tables, correlations between the study variables and regression.

4.2 Response Rate

The response rate from the study was 88.5%. Out of a sample size of 226, 200 usable questionnaires were obtained. This good response rate was because the investigator obtained permission to undertake the investigation and before the respondents filled the questionnaires, the investigator prepared them.

4.3 Demographic Characteristics of respondents

A report of these characteristics, is about the age, gender, and education level of the respondents. The frequencies of these demographics enabled the researcher to appreciate the nature of the data that was collected about them.

4.3.1. Respondents Age

The responses about the age distribution of the respondents as analyzed, are presented as follows:

Table 4. 1: Age Distribution of the Respondents

Age	Frequency	Percent
25 years and below	40	20
26-30 years	90	45
31-35 years	50	25
36-40 years	14	7
Above 40	6	3
Total	200	100

Results in table 4.1, above, indicate the distribution for age of the respondents. They reveal that majority of the respondents (90) were between the ages of 26 and 30 years of age. This presented a 45% of the total number of respondents. This was followed by those between 31-35 years (50) and this presented a 25% of the total number of respondents. This was followed by those from 25 years and below (40) representing a 20% of the total number of respondents. Then those between 36-40 years (14) representing a 7% of the total number of respondents and finally those above 40 years (6) who represented a 3% of the total number of those that responded.

4.3.2 Gender distribution of the respondents

The findings about the gender distribution of the respondents are as follows:

Table 4. 2: Gender distribution of the respondents

Gender	Count	Percent
Male	140	70
Female	60	30
Total	200	100

Results in table 4.2 above, indicate that majority of the respondents were male (140) representing 70% of the total number of respondents. The females were 60, representing a 30% of the total number of those that responded.

4.3.3 Education status of the respondents

The education status of the respondents is reported as follows:

Table 4. 3: Education status of the respondents

Highest Level of Education	Count	Percent
Diploma	100	50
Degree	90	45
Post graduate	10	5
Total	200	100

The results in table 4.3 above, indicate that majority of the respondents had a diploma (100) representing 50% of the respondents. This was followed by those that had a degree (90), representing 45% and lastly those that had a postgraduate (10) representing 5% of the total that participated in the study. This gives the impression that the respondents were able to read and write and were generally able to provide constructive feedbacks. It of no wonder that the response rate was 88.5%.

4.3 Correlation Analysis

The study used Pearson correlation coefficient to establish the relationship between the study variables. This relationship was analyzed in terms of strength and direction. The results are as follows:

4.4.1 The relationship between project leadership and stakeholder participation

The results in table 4.4 above indicate that there is a positive and significant relationship between project leadership and stakeholder participation ($r = .423$, $p \leq 0.01$). This means that the more there is effective leadership of the education project, the more the stakeholders participate in it. This further means that when the leadership of the education project, helps subordinates to find meaning in their work, the more members of the education project, get involved in the consultative meetings for this project.

4.4.2. The relationship between Project leadership and Perceived success of the education project

Results in table 4.4 above indicate that that there is a significant positive relationship between project leadership and perceived project success ($r = .445$, $p \leq 0.01$). This means that the more there is effective project leadership, the more the concerned people, perceive that the education project is successful. This further means that when the leadership of the education project, express with a few simple words what subordinates could and should do, the education project activities are finished on time.

4.4.3 The relationship between stakeholder participation and Perceived project success

Results in table 4.4 above further indicate that there is a positive and significant relationship between stakeholder participation and perceived project success ($r = .501$, $p \leq 0.01$). This means that the more there is effective stakeholder participation in the education project, the more the participants perceive it to be successful. This further means that when beneficiaries of the education project get involved in the design of this project, project products are used by clients effectively because, they match their needs.

Table 4. 4: Relationships between the study variables.

Variable	Means	SD	1	2	3
Project Leadership (1)	4.00	0.72	1		
Stakeholder participation (2)	4.11	0.65	.423**	1	
Perceived project success (3)	4.13	0.73	.445**	.501**	1
**. Correlation is significant at the 0.01 level (2-tailed); N=200					

4.4 Regression Analysis

Regression analysis was conducted to establish the combined effect of the independent variables (Project leadership and stakeholder participation) on the Dependent variable (Perceived project success). This represented the third objective of the study.

Table 4. 5: Regression Model

	<i>Unstandardized</i>		<i>Standardized</i>	<i>t</i>	<i>Sig.</i>
	B	Std. Error	Beta		
(Constant)	.340	.680		.500	.618
Project Leadership	.108	.136	.061	3.432	.283
Stakeholder participation	.566	.126	.306	.933	.000
Dependent Variable: Perceived project success					
R	.506				
R Square	.296				
Adjusted R Square	.260				
Std. Error of the Estimate	.638				
F Statistic	15.617				
Sig.	.000				

The results in the table above revealed that both; project leadership and stakeholder participation, account for a variance of 26.0% in perceived project success among stakeholders in the Lutheran education project in Iganga district (Adjusted R Square =.26). The model. However, project leadership alone was not a significant predictor of perceived project success. (Beta = .061, sig. >.01). This means that the stakeholders in the Lutheran church education project, should ensure that the leadership that they constitute for the education project, is bolstered alongside effective stakeholder participation so that project success is brought about. This is because the result reveals that high levels of stakeholder participation, lead to improved perceptions of project success.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS, RECOMMENDATIONS AND AREAS FOR FURTHER RESEARCH

5.1. Introduction

This is the last chapter in which the researcher, presents a discussion of the findings, conclusions based on the findings, recommendations and areas for further study. Below, is a presentation of the discussion of the findings based on the study objectives:

5.2. Discussion of the study findings

The study had three objectives whose findings are discussed in relation to existing literature as follows:

5.2.1. Transformational leadership and Project success

The study established a positive and significant relationship between project leadership and project success. This means that, dependable project leadership can lead to the success of a project whatever the size. This finding is supported by Muredeni et al, (2015) who argue that; good leadership makes business organizations to be successful. This is because, the leadership of certain state and business organizations in South Africa, led to their success. However, a critical examination of this observed relationship indicated that it has some weaknesses. For instance, while the relationship was stated, this was particularly between state and business organizations and the case could be different between leadership of a project and its subsequent success. Therefore, considering that the leadership of a project under an NGO could be different from that of a state or business organization. This study demonstrates that there is a relationship between project leadership and success in a purely NGO setting.

Further, in support of this relationship, Aga et al., (2016) indicated that there is a relationship between transformational leadership style and project success. However, while this observation could be less disputable, these scholars specifically observed a relationship between transformational leadership and project success. It is important to recall that there are alternative forms of leadership styles other than transformational such as; transactional, autocratic and others. However, the current study examined the relationship between project leadership, in terms of its seven dimension and these are; Idealized influence, Inspirational motivation, Intellectual stimulation, Individual consideration, Contingent reward, Management-by-exception and Laissez-faire leadership and project success.

Relatedly, Maqbool, et al (2017) support the fact that project leadership and project success are related. These scholars argue that; Emotional Intelligence, Project Managers' Competencies, Transformational Leadership and Project Success are related. To this extent, through the lens of transformational leadership style, among other forms of leadership styles, is related to project success. However, this could have been the result of transformational leadership style, having interacted with other variables specified as; Emotional Intelligence, Project Managers' Competencies. This study established that there is a direct relationship between project leadership and project success.

Relatedly, Gębczyńska (2019), supports this finding because, it is argued that; a leadership style helps the project to be successful in different ways, including: collaboration in teamwork, management of source and communication with subordinates and clients. Interestingly however, this relationship was ascertained in a project based organization (PBO), which are organizations that are business oriented only that because they need and expect fast innovation, they choose to organize their work by dividing it into various projects. The current study

examined the relationship between project leadership and project success in a purely NGO setting, that is distinct from a business one.

5.2.2. Stakeholder participation and Project success

The study established that there is a positive and significant relationship between stakeholder participation and project success. This means that when stakeholders in a particular project are involved in what goes on, there is bound to be success of that project because, this will be manifested in the form of achievement of the goals and objectives of each stakeholder. This finding is supported by the followings scholarly works:

Kamassi et al. (2020) argue that a project's participants signify all those with any curiosity in the project's accomplishment or results. This is to the extent that such stakeholders display interest as well as apprehension in a business so that yield can be increased which points to project success. Unfortunately, Kamassi and colleagues examined this relationship in the medical tourism industry. This study examined the relationship between stakeholder participation and project success in an NGO setting whose operational environment is distinct from that of medical tourism.

Relatedly, Rajeev and Pradeep (2021), equally support this relationship when they observe that stakeholders' active participation in the project ensures the sustainability, success, and performance of the project. However, while their finding supports the current study finding, their observed relationship is based on a purely theoretical analysis and not empirical study. The current study finding is empirical in nature.

Equally, Lohrey, (2020) supports this relationship since the scholar argues that, project stakeholder participation plays a role in achieving a successful project outcome. This is because, participation expectations of the stakeholders drive a project's successful completion.

However, while the foregoing argument by Lohrey, (2020) advances a possible relationship, this finding was observed in passing since it examined the Importance of Identifying Stakeholders in a Project, Small. The current study examined the direct relationship between stakeholder participation and project success in an NGO environment.

5.3.3. Project leadership, stakeholder participation and project success

The study established a positive and significant relationship between project leadership, stakeholder participation and project success. This means that; the success of any project is associated with the nature of its leadership and the participation of the stakeholders in it. This finding is supported by the following scholars.

Magassouba et al., (2019) argue that stakeholders need to be at the forefront of having their expectations understood and managed through appropriate open communication line. In this way, they are able to ensure that the stakeholders understand and provide support to the project so that it can succeed. Against this background, it is possible to observe that there is a relationship between project leadership, stakeholder participation and project success. This is because, by stakeholders being at the forefront of any initiative, means their ability to offer leadership of that particular initiative and this in turn, induces their full participation and the resultant success.

However, this relationship is based on a study that did not examine the relationship between these three variables. This implies that it is simply implied. The current study empirically established an inherent relationship between these variables. In addition, it established that, stakeholder participation greatly predicts project success than project leadership.

Relatedly, Balyuk (2020), supports this finding when he argued that; if stakeholders are kept informed and ask for their opinion, let them ask questions freely and do your best to adhere to

transparency, it will be easier for you to influence and change their opinions if you need it. This means that once well influenced (leadership), stakeholders get on board (stakeholder participation), they can bring about, project delivery (project success). However, even when this relationship is an inference as well because it was not based on a study that examined the relationship between the stated variables, the current study empirically established that project leadership, stakeholder participation and project success are related. In addition, stakeholder participation is a major predictor of project success than project leadership.

Conclusions of the study

As already indicated, the study had three objectives about whose findings, the following conclusions are derived.

5.4.1. Project leadership and project success

The study established a positive and significant relationship between project leadership and project success. Therefore, leadership is critical in any concerted effort to deliver the success of any project.

5.4.2. Stakeholder participation and project success

The study established that there is a positive and significant relationship between stakeholder participation and project success. This implies that, stakeholder participation has a role it plays in bringing about project success since it considers the need to obtain their views with regard to whatever happens in the project which could frustrate its success.

5.4.3. Project leadership, stakeholder participation and project success

The study equally established a positive and significant relationship between project leadership, stakeholder participation and project success. In addition, stakeholder participation is a major predictor of project success than project leadership.

5.5. Recommendations of the study

The following recommendations are suggested for possible adoption by the relevant authorities:

There is need for project starters to ensure that they do not underestimate the relevance of leadership of the projects they start. This is because, the current study has demonstrated that project leadership is critical to the success of any project whatever the size.

For those that start and run projects, it is vital to ensure that they are thorough at identifying who the stakeholders are so that they can be able to make it possible for them to participate in the ongoing project activities and in all the phases of the project. This is because, the study established that stakeholder participation has a direct influence on project success.

1. To those that begin and run projects, it is important that if they need their projects to succeed, they do not underestimate the role of project leadership and stakeholder participation. Most importantly, they have to ensure that stakeholder participation is given sufficient attention because, the current study established that stakeholder participation is more of a predictor of project success than project leadership.

5.5. Study limitations and Areas for further research

1. This study only examined the relationship between; project leadership, stakeholder participation and project success, above all in an NGO setting. However, there are many

factors that the investigation ascertained and could explain the success of a project such as; financial viability, teamwork, employee loyalty, employee brand among others. These could be explored by future investigators on explanations of project success.

2. In addition, this study only examined quantitatively, the relationship between project leadership, stakeholder participation and project success. A mixed study could equally be conducted so that more meaning of the relationship could be attached by the additional application of the qualitative approach to the investigation.

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QUESTIONNAIRE

MAKERERE UNIVERSITY, DIRECTORATE OF GRADUATE TRAINING AND RESEARCH

Section A: Introduction: This questionnaire is designed to facilitate this study that is about: **The Relationship between Project Leadership, Stakeholder Participation & Success of the Education Project under the Lutheran World Federation in Iganga District.** It is restricted to you as a selected respondent in this organization. Therefore, you are kindly requested to fill it truthfully and objectively. Each question requires your response that should be indicated by circling one of the alternatives provided. I promise to treat your responses as strictly confidential and shall only be used for this academic purpose.

SECTION A: GENERAL INFORMATION ABOUT THE RESPONDENT

- i. What is your sex? (1) Female (2) Male
- ii. What is your age group? (1) 20-30 years (2) 31-40 years (3) 41-50 years (4) 51- above
- iii. How long have you been in this position? (1) Less than a year (2) 2-5 years (3) 6- 10 years (4) 11-15 years (5) 15- 20 years.
- iv. What is your level of education? (1) Certificate (2) Diploma (3) Degree (4) Postgraduate

SECTION B: QUESTIONS RELATED TO THE STUDY OBJECTIVES

Instruction: The following items measure **Project success** (Kloppenborg, et al., 2012). You are requested to determine the degree to which you Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA) with the options provided below by ticking the appropriate box of your choice.

Item	Option	Strongly Disagree(1)	Disagree(2)	Neutral (4)	Agree(5)	Strongly Agree (6)
	Project success (Kloppenborg, et al., 2012).					
	Agreements					
AG1	The education project activities meet schedule expectations	1	2	3	4	5
AG2	The education project meet the budget	1	2	3	4	5
AG3	The education project activities are finished on time	1	2	3	4	5
AG4	The education project activities meet technical specifications	1	2	3	4	5

	Customer Success					
CS1	The education project activities provide customer satisfaction	1	2	3	4	5
CS2	The education project products are used by clients	1	2	3	4	5
CS3	The education project products addresses clients' needs	1	2	3	4	5
	Firm's Future					

FF1	The education project has increased its market share	1	2	3	4	5
FF2	The education project has opened new lines of products	1	2	3	4	5
FF3	The education project has opened new markets	1	2	3	4	5
FF4	The education project has generated a large market share	1	2	3	4	5
FF5	The education project has developed a new technology	1	2	3	4	5
FF6	The education project has achieved significant commercial success	1	2	3	4	5
	Project Teams					
PT1	The education project team members experience personal growth	1	2	3	4	5
PT2	The education project has a highly satisfied and motivated team	1	2	3	4	5
PT3	The education project team is highly loyal to project	1	2	3	4	5
PT4	The education project team members want to stay in organization	1	2	3	4	5
Instruction: The following items measure the Project leadership (Multifactor Leadership Questionnaire) Form 6S . You are requested to determine the degree to which you Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and or Strongly Agree (SA) with the options provided below by ticking the appropriate box of your choice.						
	Project leadership (MLQ) Form 6S					
	Idealized influence					
IF1	As part of the leadership of the education project, I make others feel good to be around me	1	2	3	4	5
IF2	As part of the leadership of the education project, others have complete faith in me	1	2	3	4	5

IF3	As part of the leadership of the education project, others are proud to be associated with me	1	2	3	4	5
	Inspirational motivation					
IM1	As part of the leadership of the education project, I express with a few simple words what we could and should do	1	2	3	4	5
IM2	As part of the leadership of the education project, I provide appealing images about what we can do	1	2	3	4	5
IM3	As part of the leadership of the education project, I help others find meaning in their work	1	2	3	4	5
	Intellectual stimulation	1	2	3	4	5
IS1	As part of the leadership of the education project, I enable others to think about old problems in new ways	1	2	3	4	5

IS2	As part of the leadership of the education project, I provide others with new ways of looking at puzzling things	1	2	3	4	5
IS3	As part of the leadership of the education project, I get others to rethink ideas that they had never questioned before	1	2	3	4	5
	Individual consideration					
IC1	As part of the leadership of the education project, I help others develop themselves	1	2	3	4	5
IC2	As part of the leadership of the education project, I let others know how I think they are doing	1	2	3	4	5
IC3	As part of the leadership of the education project, I give personal attention to others who seem rejected	1	2	3	4	5
	Contingent reward					
CR1	As part of the leadership of the education project, I tell others what to do if they want to be rewarded for their work	1	2	3	4	5
CR2	As part of the leadership of the education project, I provide recognition/rewards when others reach their goals	1	2	3	4	5
CR3	As part of the leadership of the education project, I call attention to what others can get for what they accomplish	1	2	3	4	5

	Management-by-exception					
MBE1	As part of the leadership of the education project, I am satisfied when others meet agreed-upon standards	1	2	3	4	5
MBE2	As part of the leadership of the education project, as long as things are working, I do not try to change anything	1	2	3	4	5
MBE3	As part of the leadership of the education project, I tell others the standards they have to know to carry out their work	1	2	3	4	5
	Laissez-faire leadership					
LFL1	As part of the leadership of the education project, I am content to let others continue working in the same ways always	1	2	3	4	5
LFL2	As part of the leadership of the education project, Whatever others want to do is OK with me	1	2	3	4	5
LFL3	As part of the leadership of the education project, I ask no more of others than what is absolutely essential	1	2	3	4	5
Instruction: The following items measure the Stakeholder participation (Nagoli, et al., 2016) You are requested to determine the degree to which you Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA) with the options provided below by ticking the appropriate box of your choice.						

	Stakeholder participation (Nagoli, et al., 2016)					
	Consultation					
CO1	As a member of the education project, I was involved in the consultative meeting for this project	1	2	3	4	5
CO2	As a beneficiary of the education project, I was involved in project design	1	2	3	4	5
CO3	As a member of the education project, I was involved in needs identification for this project	1	2	3	4	5
CO4	As a member of the education project, the Community has clearly defined roles and responsibilities in this project	1	2	3	4	5
CO5	As an end user of the education project services, I carryout leadership roles for this project	1	2	3	4	5
CO6	As a member of the education project, I participated in the Financing of the project	1	2	3	4	5
CO7	As a member of the education project, I was involved in the meeting for designing the budget for this project	1	2	3	4	5
CO8	As a member of the education project, I am aware of the goals and objectives of this project	1	2	3	4	5
CO9	As a member of the education project, the project team actively sought out the views of women, to provide a more complete picture of potential risks, impacts, and opportunities relating to an engagement process	1	2	3	4	5
CO10	As a member of the education project, the project was just brought to us by the organization without our knowledge	1	2	3	4	5
CO11	As a member of the education project, I greatly supported the project to proceed					
CO12	As a member of the education project, I was satisfied with the level of consultation and participation as far as my input is concerned towards the success of this project	1	2	3	4	5
CO13	As a member of the education project, often when not in a meeting, I would receive communication from other members about the project progress	1	2	3	4	5
	Role participation					
RP1	As a member of the education project, am willing to work overtime to accomplish unfinished tasks	1	2	3	4	5
RP2	As a member of the education project, often when I was not engaged in project work, I would find myself thinking about things that I have done or things that need to be done in the project	1	2	3	4	5
RP3	Generally, as a member of the education project I feel detached from the type of work that I do in this project	1	2	3	4	5
RP4	As a member of the education project, I am absorbed in the activities that I carry out in this project	1	2	3	4	5

RP5	As a member of the education project, I am really a perfectionist about the work that I do in this project	1	2	3	4	5
RP6	As a member of the education project, I do only what am required of, no more no less	1	2	3	4	5
RP7	As a member of the education project, I am really interested in my project work	1	2	3	4	5
RP8	As a member of the education project, I am very much involved personally in the activities I do in this project	1	2	3	4	5
RP9	As a member of the education project, In this project, I often do extra work beyond what is expected of me	1	2	3	4	5
RP10	As a member of the education project, I am very much involved personally in the activities I do in this project	1	2	3	4	5
Decision making						
DM1	As a member of the education project, i participated in selecting this project on behalf of the community	1	2	3	4	5
DM2	As a member of the education project, I decided on the community labor contribution for this project	1	2	3	4	5
DM3	As a member of the education project, I decided on the wages to be paid for community labor in this project	1	2	3	4	5
DM4	As a member of the education project, I decided on the compensation for non-labor community resources in this project	1	2	3	4	5
DM5	As a member of the education project, I participated in deciding the sanction measures for the project misuse	1	2	3	4	5
DM6	As a member of the education project, I decided on the distribution of project benefits for this project	1	2	3	4	5
DM7	As a member of the education project, I decided on the sanctions imposed for not participating in project maintenance	1	2	3	4	5
DM8	As a member of the education project, I decided on the project site	1	2	3	4	5
DM9	As a member of the education project, I decided on the project scale (Length, Capacity)	1	2	3	4	5
DM10	As a member of the education project, I decided on the time frame for this project	1	2	3	4	5

THANK YOU SO MUCH FOR YOUR VALUABLE TIME