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Research Paper

Effects of Management Factors on Project Implementation in Government Aided Secondary Schools in Kabale District, Uganda

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ABSTRACT
This study was set to establish the effect of management factors on project implementation in Government aided secondary schools in Uganda a case study in Kabale District. The elements of management factors were: administrative tasks, supervisory tasks and monitoring and evaluation.This study adopted a cross-sectional survey research design adopting quantitative and qualitative approaches. The quantitative approach helps to describe the current conditions and to investigate cause and effects relationships between the study variables. Data was collected in the means of administering a questionnaire survey from a sample of 162 respondents. SSP was used to test hypotheses. Findings revealed that, (r = . 684, P≤.01). Therefore, the study recommends that the management factors such as good Leadership, Team motivation and Planning should be put into consideration when the government is providing/ giving resources to facilitate projects in Government Aided secondary schools in Kabale District.

***KEYWORDS**: Management Factors,Project Implementation, Government-aided schools, Kabale, Uganda*

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I. INTRODUCTION

This study was set to establish the effect of management factors in the project implementation in Government aided secondary schools in Uganda a case study of Kabale District.

Project implementation has changed over the past couple of decades globally as scholars' have endeavoured to identify the reasons for project failure (Albert 2014). The 1950s marked the beginning of the modern Project Management era. Project management was formally recognized as a distinct discipline arising from the management discipline. In the United States, before the 1950s, projects were managed on an ad hoc basis using mostly Gantt Charts, and informal techniques and tools. At that time, two mathematical project-scheduling models were developed (Chandan, 2019). Project implementation in government-aided secondary schools is now the basis of determining the survival of most schools in Uganda under government and donor funding especially those in government and most of them have been interdicted due to poor project implementation (Fullan, 2019) One is associated with key stakeholders and community members in general who look based on their interests of social-economic, management issues and cultural concerns (Gantt,2019).

Effective project management requires accurate and relevant data on a variety of issues such as market viability, and meteorological observations, among others (Mintzberg,2019): As in many developing countries, Uganda is still developing computerized data collection and management systems to track available development opportunities.Management factors in this study to all aspects that hinder or promote the functions relating to planning, organizing, staffing, leading or directing and controlling an organization in efforts to realize project success(Munn,&Drever, 2018)

II. THEORETICAL BACKGROUND AND LITERATURE REVIEW

This study was guided by the Contingency theory of management. The theory was advanced by Hage and Finsterbusch (1987) and supported by Lawrence and Lorsch, Mintzburg. The theory states that, advances the idea that management processes and organizational structures must be created to fit a particular set of tasks that will be carried out in a specific environment. The theory suggests the most appropriate style of management

is dependent on the context of the situation and that adopting a single, rigid style is inefficient in the long term. The theory's strength is that it gives managers a wide range of ways to react to problems, it also gives them significant discretion in their decision-making. That means managers must interpret policies and regulations loosely, yet still adhere to the company's values and visions when they make decisions. The contingency theory helps in identifying the socio-economic factors in form of socio-economic environment, nature of tasks and value orientations of implementers, which form the conceptual framework of this study. These variables are all assumed to affect project implementation positively or negatively depending on how the project implementers appreciate and handle them. The proposed study seeks to assess the factors affecting project implementation etc. The theory is relevant to the study variables in that it points out the fact that project management must be in such a way that is flexible to allow and accommodate the likely changes in the socio-economic environment, management tasks and cultural factors. By doing this, project implementation will be successful as factors in form of socio-economic environment, management tasks and culture will be tamed and regulated. The theory will thus help in determining the extent to which project implementation has been affected by the current socio-economic environment, management tasks and cultural issues and how the current school project management has regulated these factors.

Administrative Tasks and Project Implementation

Michael & Young (2019) explain that administrative control systems are needed for cost, risk, quality, communication, time, change, procurement, and human resources if projects are to be implemented in government-aided secondary schools.Martin (2012) adds that school administrators should consider how important the projects are to the financial statements, how reliant the stakeholders are on controls, and how many controls exist. Administrators should review the project implementation process and procedures. The process of development and the quality of the final product may also be assessed if needed or requested. Stakeholders may want the auditing firm to be involved throughout the process to catch problems earlier on so that they can be fixed more easily. An auditor can serve as a control consultant as part of the development team or as an independent auditor as part of an audit (Joseph 2013). Maddock (2019) lamented that project administrators are responsible for various administrative duties surrounding a project during project implementation. These duties may include documentation, meeting management, handling project budgets, and using time management skills to help the team stay on track. In this piece, we'll discuss the roles and responsibilities of a project administrator and how this role matters.Nokes, (2017) said that no project is a one-person show—to keep the project on track and hit the organizational goals on time, the organisationneeds to collaborate with a variety of project team members at every stage. One of those people is the project administrator.

Harold (2019) explains that project management involves a lot of paperwork and a manager won't always have the bandwidth to handle documentation on their own. As a project administrator, need the hardskills required to churn out process documents, fill out forms, and communicate with clients. This may sound like busywork, but the documentation you handle as an administrator is crucial to project success (Gantt, 2019)

Supervisory Tasks and Project Implementation

Baum (2019 asserts that Supervision is the least glamorous part of project work, but in several respects, it is the most important. It is primarily an exercise in collective problem solving, and, as such, is one of the most effective ways in which the project provides technical assistance to its member countries." Experience with nutrition projects supports this view.

Maximize personal relationships that develop on supervision mission through frequent phone and fax contact with project staff. Extra efforts at communicating (e.g., arranging for electronic mail hook-up with the project) will help to compensate for inadequate supervision time. Earmark funds for supervision; experiment with using locally-based technical assistance (Louis et al, 2016)for local project supervision. Gauge supervision needs based on institutional capacity within implementing agencies. When there is a choice between projects for the investment of supervisory resources, select the more complex or innovative project.

Monitoring and Evaluation and Project Implementation

The monitoring of the physical progress of project implementation is one of the most important aspects of project administration. Staff should always bear in mind that a project is being implemented for the benefits it can confer and until it is completed no such benefits can be derived. Indeed, the period of project implementation represents a time of continuing outlay of funds and only when the project is completed that a return can be expected from the investments Jack Duncan (2019) comments that staff should also remember that the viability of a project is often tied to the timely completion of the project. An otherwise viable project may become non-viable due to late completion because of changed circumstances or missed market opportunities. It

is therefore vitally important that the physical progress of the project be closely tracked and monitored to ensure that it is completed in time if it were to deliver the benefits for which it has been designed. The above fails to point out how project progress should be tracked in terms of indicators and how this aids project implementers especially in school-related projects.

Monitoring and controlling consist of those processes performed to observe project execution so that potential problems can be identified promptly and corrective action can be taken, when necessary, to control the execution of the project (Maddock,2019). The key benefit is that project performance is observed and measured regularly to identify variances from the project management plan.

According to David & Roland (2016), monitoring and Controlling includes: Measuring the ongoing project activities ('where we are'); Monitoring the project variables (cost, effort, scope, etc.) against the project management plan and the project performance baseline (*where we should be*); Identify corrective actions to address issues and risks properly (*How can we get on track again*); Influencing the factors that could circumvent integrated change control so only approved changes are implemented.

In multi-phase projects, the monitoring and controlling process also provides feedback between project phases, to implement corrective or preventive actions to bring the project into compliance with the project management plan. The above clearly shows how very important monitoring and controlling is that it should be part and parcel of project implementation in all phases if better results are to be achieved(Dinsmore et al, 2015).

Project control is that element of a project that keeps it ontrack, ontime and within budget. Project control begins early in the project with planning and ends late in the project with post-implementation review, having a thorough involvement of each step in the process. Each project should be assessed for the appropriate level of control needed: too much control is too time-consuming, and too little control is very risky. If project control is not implemented correctly, the cost to the business should be clarified in terms of errors, fixes, and additional audit fees (Roland et al, (2016): Harrison, et al (2014).

III. MATERIALS AND METHODS USED

A research design is a given framework for the collection and analysis of data (Widerman, 2017),It is a master plan specifying the methods and procedures for collecting and analyzing data, (Young, 2020). This study used a cross-sectional survey research design adopting quantitative and qualitative approaches. The quantitative approach helps to describe the current conditions and to investigate the cause and effect between the study variables, (Amin, 2005) while the qualitative approach helps to gain insight, and explore the depth, richness and complexity inherent in the phenomenon under investigation. The cross-sectional survey approach was used because it exposes the participants to real-life situations and simplifies complex concepts.(Amin, 2005). The quantitative approach sought to quantify and establish the relationships while the qualitative approach helped the researcher gain in-depth explanations of factors affecting project implementation in government-aided secondary schools in Kabale District.

The study population comprised 162 respondents. The study comprised 44 Representatives of the Parents Teachers Association, 10 Head Teachers and 108 Secondary school Teachers

Table one Sample size strategy.

Table 1: Study Population, Sample Size, and Sampling Techniques

No	Category	Accessible Population	Sample Size	Sampling Technique
1	Representatives of Parents Teachers Association	50	44	Purposive sampling
2	Head Teachers	10	10	Purposive sampling
3	Secondary school Teachers	150	108	Simple random sampling
	Total	**210**	**162**	

Questionnaire

This method involved the researcher preparing a set of questions about the field of enquiry (Zinn, 2018).). The choice of a questionnaire is justified by the fact that it is the single best tool for collecting quantitative data from a big number of respondents (Winston,2017). The questionnaire provides information based on facts and opinions. These were self-constructed with a semi-structured set of questions, open and closed-ended in nature. Semi-structured questionnaire where be used because large samples can be made use of and thus the results can be made more dependable offers the greatest assurance of unanimity, cheaper than other methods and are free from bias. A total of 108 questionnaires were distributed to the selected respondents. The researcher used some research assistants to assist in distributing the questionnaires to the intended respondents. The questionnaire included the aims and objectives of collecting the information. It will apply to secondary school teachers.

Key Interview guide

This is a method of collecting data in which selected participants are asked questions to find out what they do, think or feel to enable the researcher to solicit information about the subject under study through probing (Maddock,2019).). This is a face to face interaction where the interviewer asks questionnaires to the interviewee (Amin, 2005). The choice of the method is that it's flexible and it's an easy way of finding information. In addition, complex questions take into account verbal communication such as attitudes and behaviour of the interviewer about the subject being discussed. The interview guide was formulated covering the thematic areas of the study. The method was applied to the headteachers and selected PTA members.

Document review checklist

The method involves delivering information by carefully studying written documents, or visual information from sources called documents. These could be textbooks, newspapers, journals, article speeches, advertisements, and pictures among others (Amin, 2005). Secondary data from the district, municipal council plans, recent studies, books and journals were reviewed to test and enrich results from other methods as well as to attain available information on the area of study.

Validity and Reliability of Data Collection Instruments

The research instruments were pre-tested to minimize the random errors and increase the reliability of the data collected. It is the ability to produce findings that are in agreement with the theoretical or conceptual values ie to produce accurate results and to measure what is supposed to be measured (Amin; 2005). The validity of research instruments was studied using the content validity index. Content validity is a measure of the degree to which data collected using a particular instrument represents a specific domain of indicators/content of a particular concept (Mugenda and Mugenda, 1999).

To ensure the validity of the data collected, two experts rated each item on the scale: very relevant (4), quite relevant (3), somewhat relevant (2) and not relevant (1). Validity was determined using the Content Validity Index (CVI).

The Content Validity Index (CVI) will then be calculated using the formula below;

$$CVI = \frac{n}{N}$$

Where

n = the number of items rated as quite relevant or very relevant by both raters (3 or 4)

N= Total number of items in the questionnaire (Oso &Onen, 2008).

The items in both the questionnaire and the interviews were taken to be valid if the CVI for each instrument is 0.7 and above (Amin, 2005).

Reliability of Data Collection Instruments

It is a measure of the degree to which a research instrument yields consistent results/data after repeated trials. The reliability of the research instrument was studied using the Cronbach alpha coefficient. The reliability of the instruments will be computed using SPSS to determine the Cronbach Alpha Coefficient. The closer it is to 1, the higher the consistency (Sekaran, 2003). The questionnaire was pre-tested in the areas not intended for research using Test/re-test because it permits the instrument to be compared with itself, thus avoiding the sort of problems that could arise with the use of another instrument (Kumar, 2011).

The Cronbach Alpha formula below will be used:

$$\alpha = \frac{K}{K-1}\left(1 - \frac{\sum SD^2 i}{SD^2 t}\right)$$

Whereby;

K = Number of items in the instrument

SD^2i = Variance of total instruments

SD^2t= Variance of a single individual item

α = Alpha

The scores found at 0.7 and above alpha values indicated good credits hence better for use (Amin, 2005).

Pretesting of the questionnaire and Cronbach alpha test

To determine the Cronbach alpha, the questionnaire was pretested through a pilot study conducted in Rukiga District is found in South Western Uganda which is neighbouring Kabale District in the north, the Republic of Rwanda in the south,t and Kanungu and Rukungiri Districts in the East. Therefore, the population are likely to have similar characteristics to those of the intended study participants. A total of 15 respondents

took part in the pilot study. The data collected from the pilot study/ test was entered in SPSS version 23 and analyzed for reliability using the Cronbach alpha test, SPSS version 23. Analysis of data was done based on the demission of the independent variable as below.

Table 3. 1: The Demission of the Independent Variables

Variable	Reliability statistics
Administrative tasks	0.854
Supervisory tasks	0.807
Monitoring and evaluation	0.967
Management factors	0.888
Total	3.516
Average	3.516/4=0.879

Source: Field data 2021.

Cronbach's Alpha was 0.879. a reliability coefficient (alpha) of 0.7 range is considered acceptable and those above 0.9 are considered good. (Lewis,2016).). Therefore, the questionnaire had good reliability.

Data Processing and Analysis

After the fieldwork, the data were input into Statistical Package for Social Science (SPSS) version 21 and exposed to a systematic cleaning before hypothesis testing (Rovai et al., 2013). Two statistical software packages were applied for dissecting the data collected. Specifically, SPSS version 21 was used for preliminary data analysis, while Analysis of Moments of Structures (AMOS) version 21 was used for Structural Equation Modelling (SEM) guided by confirmatory factor analysis (Blunch, 2012).

IV.RESULTS AND DISCUSSIONS

Management factors and project implementation in Government Aided secondary schools in Mbarara Municipality

The objective of the study examined management factors that affected project implementation in Government Aided secondary schools in Kabale District. The data to achieve this was obtained from the primary sources (staff) and secondary data (documented work). A summary of the responses is presented in the table below.

A summary of the findings on the effects ofmanagement factors that may affect project implementation in Government Aided secondary schools in Mbarara City.

Key: Strongly Agree (SA) 5, (Agree (A) (4), Undecided (UD) 3, Disagree (D) 2 and strongly Disagree (SD) 1

Responses	Agree		Undecided		Disagree		Mean	Standard deviation
	F	%	F	%	F	%		
The administrative tasks were well shared and done during project implementation	157	97	-	-	5	3.1	4.4347	68058
Administrative tasks are timely done by project implementers	148	91.3	-	-	14	8.6	4.9521	54376
Challenges in administration negatively affect project implementation	148	91.3	-	-	14	8.6	4.9521	54376
Administrative tasks complement other project implementation tasks	132	81.5	-	-	30	18.5	3.9940	30054
Supervisory tasks are upheld regularly by all project implementers	141	87	-	-	21	13.0	3.9222	62634
Supervisory tasks are done within the project structure	160	98.8	-	-	2	1.2	4.2275	62051
Supervisory tasks help in guiding the trend of the projects under implementation	149	92	9	5.6	4	2.5	1.5062	71581
Monitoring and evaluation keep the project implementation on track	137	84.5	-	-	25	15.4	2.0802	91894

Source: Primary data 2021

The table above indicates analyses of the eight statements that were subjected to the respondents and intended to measure management factors that may affect project implementation in Government Aided secondary schools in Kabale District. The descriptive statistics from the table above are explained as follows;

Respondents were asked whether the administrative tasks were well shared and done during project implementation, 97% of the respondents agreed with the mean of 4.4347 and standard deviation of 68058. Respondents once again were asked whether administrative tasks are timely done by project implementers, 91.3% of the respondents agreed with 4.9521 and a standard deviation of 54376. Respondents were also asked whether challenges in administration negatively affect project implementation, 91.3% of the respondents agreed with the statement with a mean of 4.9521 and a standard deviation of 54376. Furthermore, respondents were

asked whether administrative tasks complement other project implementation tasks, 81.5% of the respondents with a mean of 3.9940 and a standard deviation of 30054. Respondents were once again asked whether Supervisory tasks are upheld regularly by all project implementers 87% of the respondents agreed with the statement with a mean of 3.9222 and a standard deviation of 62634. Respondents were asked if Supervisory tasks are done within the project structure, 98.8% of the respondents agreed with the statement with a mean of 4.2275 and a standard deviation of 62051. Respondents were also asked if supervisory tasks help in guiding the trend of the projects under implementation, 92% of the respondents agreed with the statement with a mean of 45062 and standard deviation of 71581. Lastly, respondents were asked whether Monitoring and evaluation keep the project implementation on track, 84.5% of the respondents agreed with the statement with 4.0802 and a standard deviation of 91894

After conducting quantitative data analysis, qualitative analyses were performed on qualitative data that had been generated through key informant interviews. On management factors, the qualitative findings are presented hereunder.

One key informant noted that;

"Supervision is the least glamorous part of project work, but in several respects, it is the most important. It is primarily an exercise in collective problem solving, and, as such, is one of the most effective ways in which the project provides technical assistance to its member countries." Experience with nutrition projects supports this view. Maximize personal relationships that develop on supervision mission through frequent phone and fax contact with project staff

Mostly all the paradigms of management factors (Administrative tasks, Supervisory tasks and Monitoring and evaluation) indicate that management factors affect project implementation in government-aided secondary schools in Kabale District. After conducting qualitative data analysis, the study confirmed that there was a linkage between quantitative and qualitative findings. There was an agreement between the two data sets and it was clear that qualitative data reinforced quantitative data.

Hypothesis Testing;

To verify the alternative hypothesis that there is a strong relationship between management factors on project implementation in government-aided secondary schools in Kabale District a, the Pearson's product-moment correlation coefficient was thus, used to determine the magnitude of the relationship as shown in table12 below:

C**orrelation analysis management factors**

Correlations

		Project Implementation	Management factors
	Pearson Correlation	1	.684**
	Sig. (2-tailed)		.000
	N	162	162
	Pearson Correlation	.684**	1
	Sig. (2-tailed)	.000	
	N	162	162
Project Implementation			
Management factors			

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

Source: Field data 2021.

The table above shows a correlation coefficient of 684** which is significant at a 0.01 level implying a very strong significant positive relationship. A regression analysis was hence, run to determine the contribution of management factors on project implementation in government-aided secondary schools in Mbarara Municipality. This indicates how much of the variance in the independent variable would affect the dependent variable.

Model summary management factors

Model	R	R Square	Adjusted R Square	Std. The error in the Estimate
1	.684[a]	.099	.087	.32040

a. Predictors: (Constant), Management Factors

Source: field data 2021.

The coefficient of determination of .684 implies that management factors s have an influence p project implementation in government-aided secondary schools in Kabale District. Thus,a significant relationship. This means that the more, management factors, the stronger the project implementation in government-aided secondary schools in Kabale District. Hence management factors contribute 68.4% to project implementation in government-aided secondary schools in the Kabale district

Regression output summary on management factors

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.680	.507		5.282	.000
1 management factors	.362	.124	.684	2.928	.004

a. Dependent Variable: project implementation

Source: Field Data 2021

The study findings showed a regression coefficient of .684 at a 0.01 significant level hence a significant relationship. Results further confirm that management factors contribute to project implementation in government-aided secondary schools in Kabale District with a Beta value of 0.684 at 95% of confidence. This implies that management factors contribute to project implementation in government-aided secondary schools in Kabale District with 68.4% Therefore, the hypothesis stated that "management factors have a significant effect on project implementation in government-aided secondary schools in Kabale District is upheld.

V. CONCLUSION

Largely all the paradigms of management (administrative tasks, supervisory tasks and monitoring and evaluation indicate that government-aided schools have got challenges in project implementation.

The study confirmed that there was a linkage between quantitative and qualitative findings. There was an agreement between the two data sets and it was clear that qualitative data reinforced quantitative data.

VI. RECOMMENDATION

The study recommends that all management factors identified in this study like administrative tasks, supervisory tasks and monitoring and evaluation should be given priority before starting project implementation on the government-aided secondary schools in Kabale District.

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