
**STAKEHOLDER ENGAGEMENT, MANAGERIAL ACCOUNTABILITY,
AND PROJECT SUCCESS. A CASE OF LOCAL GOVERNMENT
EDUCATION INFRASTRUCTURE PROJECTS IN BUDAKA DISTRICT**

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DECLARATION:

With the exception of a few places where proper credit has been given, I, the undersigned, declare that this dissertation is my work. I certify that this work has never been submitted for financing or partial fulfillment of the Master of Business Administration degree to this university or any other institution.

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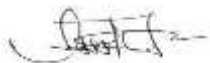
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DEDICATION

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LIST OF ACRONYMS / ABBREVIATIONS USED.

BDLG: Budaka District Local Government

BMAU: Budget Monitoring and Accountability Unit.

CEO: Chief Executive Officer

CSF: Critical Success Factors.

DRC: Democratic Republic of Congo.

FOCAC: Forum for China-Africa Cooperation.

ICAT: Initiative for Climate Action Transparency

KPIs: Key Performance Indicators.

LDCs: Least Developed Countries

LMICs: Lower Middle-Income Countries

MOES: Ministry of Education and Sports.

NUSAF: Northern Uganda Social Action Fund

OAG: Office of the Auditor General

PAC- COSASE: Public Accounts Committee-Commissions, Statutory Authorities and State Enterprises.

PMBOK: Project Management Body of Knowledge

ReSPA: Regional School of Public Administration.

UIS: UNESCO Institute for Statistics.

UNDP: United Nations Development Programme

UNESCO: United Nations Educational, Scientific and Cultural Organization.

UPE: Universal Primary Education.

US: United States

USAID: United States Agency for International Development.

DEFINITIONS AND KEY TERMS

Stakeholder Engagement:

Range of procedures and tactics that businesses and organizations use for active participation, commitment and sustaining relationships with key groups, individuals, or corporations that are affected by the project results. (Arrizalabaga et al., 2018.p.7; ICAT, 2020.p.9).

Managerial Accountability:

The term "managerial accountability" describes a manager's answerability for the activities and outcomes of their business. It includes management of all management-related activities, including planning, reporting, delegating, and controlling. It has both a definite focus on results and compliance with rules and procedures. (performance) (Hill, 2018.p.9-12).

Project Success:

A project is deemed successful if implemented on cost/ budget, meets quality, in schedule, satisfied clients/users as well as facilitates business performance. (Sastoque-Pinilla et al., 2022. p.9; Lamprou et al., 2018. p.279; Frefer, et al., 2018. p.3; Santos et al., 2019. p.42). The research specifically defines it as being on cost, quality and satisfying clients/users

Education Infrastructure

Includes: Buildings, classrooms, laboratories, libraries, play fields, dormitories, sanitation facilities, staff quarters and equipment (Adede, 2012; Teizeira, et al., 2017)

Local Government: The power to decide on and carry out policies inside a confined region that is less than a state (Britanica, n.d).

Budaka District Local Government:

Formally a county in Pallisa, Budaka District Local Government was formed due to decentralization policy. The district with an estimated population of 207,579 as per the 2014 National census. The district comprises of two counties namely, Budaka and Iki-Iki counties. Has fifteen sub counties, five town councils and three town boards. The district constitutes of 76 parishes and 323 village councils, distributed (Budaka District, n.d).

ABSTRACT

This study was undertaken to investigate the relationship between stakeholder engagement, managerial accountability, and project success within education infrastructure projects in Budaka district local administration. The goals of the research were; to examine the relationship between informing stakeholders and project success in education infrastructure projects in the local government of Budaka district, to examine the relationship between consulting stakeholders and project success in education infrastructure projects in the local government of Budaka district, to examine the relationship between involving stakeholders and project success in education infrastructure projects in the local government of Budaka district and to examine the mediating function of managerial accountability in the relationship between stakeholder engagement and project success in the case of education infrastructure projects in Budaka district. The research used a cross-sectional survey methodology using numerical approaches whereby 187 questionnaires were fully filled and returned for data analysis. Results show that both informing stakeholders and project success are favorably co-related, there is a noteworthy relationship between consulting stakeholders and project success, and there is a strong co-relation between involving stakeholders and project success in the case of education infrastructure projects in Budaka district. Similarly, the study indicated that managerial accountability partially mediates the relationship between stakeholder engagement and project success in education infrastructural projects. Therefore, stakeholder engagement has an impact on the project success of education projects in Budaka District Local Government. Managerial accountability affects project success in regards to these projects. Among the recommendations, stakeholders ought to be engaged at all stages of these projects and supervisors of projects should be responsible, while exercising the necessary autonomy and authority to ensure successful project implementation.

Keywords: informing, consulting, involving, managerial accountability, stakeholder engagement, and project success.

CHAPTER ONE

BACKGROUND OF THE STUDY

1.1 Introduction

The research provides a study on stakeholder engagement, managerial accountability, and project success in education infrastructure projects in Budaka District Local Government. This section entails the study background information and the problem statement, goals, research hypothesis, scope, justification, importance of the research as well as conceptual structure.

1.2 Research Background.

One of the most effective means of combating poverty and promoting health, gender equality, peace, and stability is education, which is also a human right and a major force behind development (The World Bank, 2022). It is acknowledged as a legal right of every child by the United Nations Convention on the Rights of the Child (Article 28) and the Sustainable Development Goals (Save the Children, n.d) (goal 4) of Agenda 2030 stresses that greater investment in quality education is key to alleviating poverty and countries should construct and renovate educational facilities that are considerate of children, people with disabilities, and gender, and that offer a secure, peaceful, welcoming, and productive learning environment for everyone (The World Bank, 2019).

Around the world, governments and societies work to enhance their educational programs and guarantee that all kids and young adults can attend school and receive the education and training necessary to lead healthy and productive lives (Barrett et al., 2019). Developing nations have made great strides at enrolling children in school, and more kids globally are enrolled in education today yet the 2018 World Development Report (WDR) emphasized that learning is not guaranteed (The World Bank, 2022). Education system structures persistently fail to satisfy, or even make significant progress toward, the large-scale improvements that are demanded of them globally (Tarrago & Wilson, n.d). According to recently released data from the UNESCO Institute for Statistics (UIS), 263 million children and young people worldwide do not attend school, with the majority of them living in least developed countries (LDCs) and countries with lower middle-

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