

Socio-Economic Factors and Project Implementation in Government Aided Secondary Schools in Kabale District

¹Turyasingura John Bosco, ²Dr. Agaba Moses,

¹Department of Management Science, Kabale University, Uganda

²Department of Management Science, Kabale University, Kabale, Uganda

Correspondence: Dr. Agaba Moses.

ABSTRACT : This study was set to establish the effect of social-economic factors on project implementation in Government aided secondary schools in Uganda a case study of Kabale District. The elements of social-economic factors were: good Leadership, Team motivation and Planning. This study adopted 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 cause and effect 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, ($r = .962$, $P \leq .01$). The study recommends that the social-economic 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: Project Implementation, Government-Aided Schools

I. INTRODUCTION

The study reports the findings of the research carried out This study was set to establish the effect of social-economic factors on project implementation in Government aided secondary schools in Uganda a case study of Kabale District.

Perhaps the most distinguishing characteristic of those firms excelling in project management is their belief and commitment that project management should be treated as a strategic competency, necessary for the survival of the firm (Martin (2012). With this intent, companies today appear committed to strategic planning for project management excellence using best practices (Pfeffer, & Salancik, 2018). Project planning is part of project management, which relates to the use of schedules such as Gantt charts to plan and subsequently report progress within the project environment. Initially, the project scope is defined and the appropriate methods for completing the project are determined. Following this step, the durations for the various tasks necessary to complete the work are listed and grouped into a work breakdown structure (Nokes, Sebastian (2017). Commenting on the importance of planning in form of a schedule, Sergiovanni, (2019). maintain that before a project schedule can be created, a project manager should typically have a Work Breakdown Structure (WBS), an effort estimate for each task, and a resource list with availability for each resource. If these are not yet available, it may be possible to create something that looks like a schedule, but it will essentially be a work of fiction. Simon (2019). asserts that *the success of a project will depend critically upon the effort, care and skill you apply in its initial planning*. With planning, projects can run on time and interact effectively with both customers and suppliers. Everyone involved understands what is wanted and emerging problems are seen (and dealt with) long before they cause damage. The authors however do not clearly show how planning based on effort, care and skill determine effective project implementation (Syncrude, 2020))

II. THEORETICAL 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, Mintzberg. 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 it 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.

2.1. Good Leadership in Government aided schools

For administrators to move beyond operational management to true leadership, which can lead to project implementation in government-aided schools (Bjarne Kousholt (2017)). They need to understand the capacity of their staff, promote open communication, and provide useful feedback on project implementation. David & Roland (2016) explains that for effective project implementation good leadership must be in existing leadership structures in government-aided schools, administrators should focus on respect rather than popularity. While it can be tempting to make a decision your staff might want, David & Roland says to centre your decision-making process about project implementation good leadership should be the priority. Chandan, (2019) lamented that "I've found that if project implementation is to achieve in government-aided schools, the administrators should keep all stakeholders involved in decision-making and should be consistent as the enhance good leadership skills. Good leadership in government-aided schools is vital for improving the project implementation outcomes of students. Learn how to boost your school leadership capabilities. Bjarne (2017) desires that good leadership in schools is the practice of encouraging and enabling school-wide projects management. Albert Hamilton (2019) adds that good leadership can be driven by principals and executive staff in traditional leadership roles, as well as by school leaders and teachers without defined leadership roles.

Effective school leaders apply their educational expertise and management skills to focus their efforts, and those of their teaching staff, on improving the quality of project management outcomes (Chandan, 2019). Part of this involves keeping up-to-date on how far the project implementation has reached as well as monitoring and supervising school projects altogether. It also requires excellent interpersonal skills – as leaders work with both government, staff, parents and external communities to gain constant feedback on the project implementation in government-aided schools. School leaders need to have a solid grasp of operational best practices and an aptitude for enabling continuous project implementation. Dennis, (2017) adds that good leadership in government-aided schools helps the government to achieve its objectives of supporting school development.

2.2. Team motivation in Government aided schools

Brooks (2019), emphasizes the teamwork factor as a determinant to project implementation. He comments that assigning more programme implementers to a project running behind schedule will make it even later, because of the time required for the new implementers to learn about the project, as well as the increased communication overhead. Henry Fayol noted that, when people have to communicate among themselves (without a hierarchy), as the number of programmers/implementers increases, their output decreases and can even become negative, *i.e.*, the total work remaining at the end of a day is greater than the total work that had been remaining at the beginning of that day, such as when many bugs are created. A motivated team will go that extra mile to deliver a project on time and to budget. (Kurt et al, 2019). Keep your team motivated by involving them throughout the project and by planning frequent milestones to help them feel they are making progress. Communication is key here, so let your team know when they are performing well, not just when they are performing badly. The above information indicates not only the need to have teamwork but also having a motivated team (<http://www.projectsart.co.uk/docs/eight-key-factors.doc>). What is not clear however is how they should be motivated as a team to deliver as required hence the need for the study to address this gap.

Despite good project planning and scheduling, poor or absent communication with team members and stakeholders can bring a project undone. Project managers need excellent communication skills and a comprehensive scheme that encourages formal and informal discussion of expectations, innovation, progress and results (Gantt, Henry L., (2019)). If project staff do not know what their tasks are, or how to accomplish them, then the entire project will grind to a halt. If you do not know what the project staff are (not) doing then you will be unable to monitor project progress. And if you are uncertain of what the customer expects of you,

then the project will not even get off the ground. Maintaining open, regular and accurate channels of communication with all levels of project staff and stakeholders is vital to ensuring the smooth flow of instructions from the customer to the factory floor and sufficient warning of risks and changes to enable early assessment and preparation (Hage&Finsterbusch,2019). In support of the above, Joseph Phillips (2019). reveals that Typical project people spend a lot of time planning, organizing, doing and fixing but often pay little heed to communication. As a result, the communication, such as it is, maybe inadequate, of poor quality, or unidirectional. In project work, there are two essential ingredients: people and the effective exchange of ideas. Without people, nothing gets done and without communication, nobody knows what to do. After all, the very nature of a project is that it has not been done before.

2.3 Planning in Government aided schools

With planning, projects can run on time and interact effectively with both customers and suppliers. Everyone involved understands what is wanted and emerging problems are seen (and dealt with) long before they cause damage. The authors however do not clearly show how planning based on effort, care and skill determine effective project implementation (Louis et al, 2021).Time spent planning is time well spent (Maddock, 2019).All projects must have a plan with sufficient detail so that everyone involved knows where the project is going. A good plan provides the following benefits: - Documented project milestones and deliverables, A valid and realistic time-scale, Allows accurate cost estimates to be produced, Details resource requirements, Acts as an early warning system, provides visibility of task slippage and Keeps the project team focused and aware of project progress (Michael & Young,2019).). To skimp on this area is likely to lead to problems. There is a need to ensure that contingency is built to any estimate <http://www.projectsart.co.uk/docs/eight-key-factors.doc>. The above assertions highlight the importance of planning as one of the factors affecting project implementation.

III. MATERIALS AND METHODS

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 cause and effect relationships between the study variables, (Amin, 2005) while the qualitative approach helps to gain insight, 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 is sought to quantify and establish the relationships while the qualitative approach helped the researcher gain in-depth explanations on factors affecting project implementation in government-aided secondary schools in Kabale District.

The study population comprised 162 respondents. The study comprised of 44 Representatives of 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	

4.0. Data Quality Control (Validity and Reliability)

4.1. 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.

4.2. Validity of Data Collection Instruments

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 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).

4.4 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

SD²_i = Variance of total instruments

SD²_t = 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, 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 Demension of the Independent Variables

Variable	Reliability statistics
Good leadership	0.854
Team motivation	0.807
Planning	0.967
Social economic	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.

4.2. 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).

Social Economic factors and project implementation in government-aided secondary schools in Kabale District

The data to achieve this was obtained from the primary sources (staff) secondary data (Documented work). This was done using a five-scale questionnaire of strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D) and Strongly Disagree (SD). A summary of the responses is presented in Table 7 below.

Table 7: Analysis of the ten statements that were subjected to the respondents.

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

Response	Agree		Undecided		Disagree		MEAN	SD
	F	%	F	%	F	%		
• Availability of funds is a key aspect in project implementation	135	83.3	5	3.1	22	13.6	4.5071	61745
There are reliable sources for project funds to ensure continuous implementation	94	58	-	-	68	42	4.3643	62572
There is a challenge in the proper handling of project funds during implementation	68	42	36	22.2	58	35.8	4.5286	49665
change in government's economic policies has increased costs in project implementation in secondary schools	121	74.7	30	18.5	11	6.8	4.4286	49665
Change in economic policies affects planning and budgeting for project activities	141	92.4	-	-	21	13.0	4.4286	49665
The project can run despite changes in economic policies	135	83.3	-	-	27	16.7	4.4286	49665
Leadership structure in the school is vital in project implementation	161	99.3	-	-	1	.6	4.4286	49665
Project implementation is usually based on the available leadership structure	145	89.5	-	-	17	10.5	4.4286	49665
The leadership structure is well streamlined to ensure effective implementation of each stakeholder/staff's roles	137	84.5	-	-	25	15.4	4.4286	49665
The project implementers have the necessary leadership skills needed for effective project implementation	132	81.5	-	-	30	18.5	1.2654	88320

Source: Field data 2021

Table 4.5 above, indicates analyses on the ten statements that were subjected to the respondents and intended to measure social-economic factors on 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 availability of funds is a key aspect in project implementation, 83.3% of the respondents agreed with the statement with a mean of 4.5071 and standard deviation of 61745. Once again respondents were asked whether, there are reliable sources for project funds to ensure continuous implementation, 58% of the respondents agreed with the statement, with a mean of 4.3643 and standard deviation of 62572. Respondents were further asked if there is a challenge in the proper handling of project funds during implementation, 74.7% of the respondents agreed with the statement 42% of the respondents, 22.2% of the respondents were undecided leaving 35% of the respondents in disagreement. Once again respondents were further asked whether a change in the government's economic policies has increased costs in project implementation in secondary schools, 74.7% of the respondents agreed with the statement with a mean of 4.4286 and a standard deviation of 49665. Respondents were asked whether Change in economic policies affects planning and budgeting for project activities, 92.4% of the respondents agreed with the statement with a mean of 4.4286 and standard deviation of 49665. Respondents were asked whether the project can run despite changes in economic policies agreed with the statement with 83.3% of the respondents a mean of 4.4286 and standard deviation of 49665. Respondents were asked whether leadership structure in the school is vital in project implementation, 99.3% of the respondents agreed with the statement with a mean of 4.4286 and standard deviation of 49665. Respondents were further asked whether project implementation is usually based on the available leadership structure, 89.5% of the respondents agreed with the statement with a mean of 4.4286 and

standard deviation of 49665. Respondents once again were asked whether the leadership structure is well streamlined to ensure effective implementation of each stakeholder/staff’s roles, 84.5% of the respondents agreed with the statement with a mean of 4.4286 and standard deviation of 49665 and lastly, respondents were asked whether the project implementers have the necessary leadership skills needed for effective project implementation, 81.5% of the respondents agreed with mean of 1.2654 standard deviations of 88320

The study was subjected to ten statements to the respondents on social-economic factors to discover if social-economic factors affect project implementation in government-aided secondary schools in Kabale District. From the descriptive statistics shown above, the nature of responses and descriptive statistics indicate that there is social-economic factors fact that all respondents agreed to the statements that had been set to measure social-economic factors. After conducting quantitative data analysis, qualitative analyses were performed on qualitative data that had been generated through key informant interviews. On social-economic factors, the qualitative findings are presented hereunder.

key informants noted that; Perhaps the most distinguishing characteristic of those firms excelling in project management is their belief and commitment that project management should be treated as a strategic competency, necessary for the survival of the firm. With this intent, companies today appear committed to strategic planning for project management excellence using best practices added that project planning is part of project management, which relates to the use of schedules such as Gantt charts to plan and subsequently report progress within the project environment. Initially, the project scope is defined and the appropriate methods for completing the project are determined. Following this step, the durations for the various tasks necessary to complete the work are listed and grouped into a work breakdown structure.

Largely for all the paradigms of social-economic factors (Availability of funds, change in economic policies, Leadership structure, Team motivation and planning) indicates that social-economic 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.

5.5. Hypothesis testing

The study tested the stated hypotheses to be able to generalize the findings from the samples of the population. This was done by the use of inferential statistics. Correlation and regression analyses were conducted to establish whether there was any relationship between the independent and dependent variables, the magnitude and direction of the relationships and to establish the relationship model and test the two hypotheses.

To verify the alternative hypothesis that social-economic factors positively affect project implementation in government-aided secondary schools in Kabale District. The Pearson’s product-moment correlation coefficient was thus, used to determine the magnitude of the relationship as shown in Table 8 below:

Table 8: Correlation analysis for social-economic factors

	project implementation	Social-economic factors
Project implementation	1	.962**
Pearson Correlation		
Sig. (2-tailed)		
N		.000
Social Economic factors	.962**	82
Pearson Correlation	82	
Sig. (2-tailed)		
N	.000	82

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

Source: Primary Data 2021

Table 4.9 above, shows a correlation coefficient of 0.962 shows that social-economic factors have a positive correlation with factors affecting project implementation in government-aided secondary schools in Kabale District. A regression analysis was hence, run to determine the strength of the relationship between social-economic factors rates on project implementation that is, how much of the variance in the independent variable would affect the dependent variable.

Table 9: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.962 ^a	.925	.924	.15216

a. Predictors: (Constant), social-economic factors

The coefficient of determination .962 implies that social-economic factors have an influence on project implementation in government-aided secondary schools in Kabale District. Thus, a significant positive relationship. This means that the more, social-economic factors, the stronger the project implementation in government-aided secondary schools in Kabale District. Hence, social-economic factors contribute 96.2% to project implementation in government-aided secondary schools in Kabale District.

Table 10: Regression output summary on, social economic factors Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
(Constant)	.385	.134		2.882	.005
1 Social economic factor	.921	.030	.962	30.953	.000

a. Dependent Variable: Project Implementation.

Source. Field data 2021.

The result again revealed a regression coefficient of .962 at 0.01 significance level hence a positive significance. Results further confirm that social-economic factors have a positive influence on project implementation in government-aided secondary schools in Kabale District with a Beta value of 0.962 at a 95% level of confidence. Therefore, the hypothesis which stated that "social-economic factors has a significant effect on project implementation in government-aided secondary schools in Kabale District is upheld.

5.6: FINDINGS

Largely for all the paradigms of social-economic (good leadership, teamwork motivation and planning) indicates that government-aided schools have got challenges in project implement

5.7: CONCLUSION

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.

<

REFERENCES

- [1]. Albert Hamilton (2019). *Handbook of Project Management Procedures*. TTL Publishing, Ltd. ISBN 07277-3258-7.
- [2]. Bjarne Kousholt (2017). *Project Management – Theory and practice*. NytTekniskForlag. ISBN 8757126038. p.59.
- [3]. Chandan, J. S. (2019). *Management Theory and Practice*. New Delhi: Vikas Publishing House.
- [4]. Chang, G. C. & Radi, M. (2011). *Educational Planning Through Computer Simulation Education policies and strategies*, ED-2001/WS/36., Paris: UNESCO.
- [5]. David I. Cleland & Roland Gareis (2016). *Global Project Management Handbook*. McGraw-Hill Professional.
- [6]. Dennis Lock (2017). *Project management*; Gower Publishing, Ltd. ISBN 0566087723.
- [7]. Denscombe, M. (2016). *The good research guide: for small scale research projects*. 4th ed. Maidenhead: McGraw-Hill Open University Press.
- [8]. [F. W. Taylor, \(2015\). Expert in Efficiency, Dies". New York Times](#). Retrieved August, 20th 2014. "Frederick Winslow Taylor, originator of the modern scientific management movement..."
- [9]. Fullan, M. (2019). *The new meaning of Educational Change*. New York: Teachers College Press.

- [10]. Gantt, Henry L., (2019). *Organizing for Work*, Harcourt, Brace, and Howe, New York. Reprinted by Hive Publishing Company, Easton, Maryland.
- [11]. Hage J, Finsterbusch K., (2019). *Organizational Change as a Development Strategy: Models and Tactics for Improving Third World Organizations*. Boulder, CO: Lynne Rienner.
- [12]. Harold Kerzner (2013). *Project Management: A Systems Approach to Planning, Scheduling, and Controlling* (8th Ed. ed.). Wiley.
- [13]. Harrison F. L. & Dennis Lock (2014). *Advanced project management: A structured approach*. Gower Publishing, Ltd., 2004. ISBN 0566078228. p.34.
- [14]. Henry Fayol (2019). "[The administrative theory in the state](#)". Translated by S. Greer. In: Gulick,
- [15]. Jallade, L., Radi M., & Cuenin S. (2018). *National Education Policies and Programmes and International Co-operation: What role for UNESCO?* (Education policies and strategies, ED-2001/WS/5.), Paris: UNESCO.
- [16]. Joseph Phillips (2019). *PMP Project Management Professional Study Guide*. McGraw-Hill Professional, 2013. ISBN 0072230622 p.354.
- [17]. Kakooza (2012). T. (2002). *An introduction to Research Methodology*. (2nd Edition) Kampala. Makerere University.
- [18]. Krejcie R. V. & Morgan D. W. (1978). *Determining sample size for research activities, Education and psychological measurement*, 30,608, Sage Publications.
- [19]. Kurt L, K., Lippit, R. & White, R. K. (2019). *Patterns of aggressive behavior in experimentally created social climates*. *Journal of Social Psychology*.
- [20]. Lewis R. Ireland (2016). *Project Management*. McGraw-Hill Professional, 2006. ISBN 007147160X. p.110.
- [21]. Louis A. Zurcher, Jr., Arnold M., & Susan L. Z. (2021). *Value Orientation, Role Conflict, and Alienation From Work: A Cross-Cultural Study* American Sociological Association.
- [22]. Maddock N. (2019). Monitoring and evaluation of rural development under decentralization; *Third World Planning Review*, 12:249-60.
- [23]. Martin Stevens (2012). *Project Management Pathways*. Association for Project Management. APM Publishing Limited, 2002 ISBN 190349401X.
- [24]. Michael L. & Young M. (2019). *6 Success Factors for Managing Project Quality* accessed at <http://www.projectsart.com>.
- [25]. Mintzberg, H., (2019): *The Structuring of Organizations*. Englewood Cliffs, New Jersey, USA: Prentice-Hall.
- [26]. Morgen Witzel (2013). *Fifty key figures in management*. Routledge, 2003. ISBN 0415369770. p. 96-101.
- [27]. Munn, P. and Drever, E. (2014) *Using Questionnaires in Small-Scale Research: A beginner's guide*. Glasgow: The SCRE Centre, University of Glasgow.
- [28]. Nokes, Sebastian (2017). *The Definitive Guide to Project Management*. 2nd Ed.. London (Financial Times / Prentice Hall).
- [29]. Paul C. & Dinsmore R. (2018). *The right projects done right!* John Wiley and Sons, 2005. ISBN 0787971138.
- [30]. Pfeffer, J. & Salancik, G.R. (2018), *the External Control of Organizations: A Resource Dependence Perspective*. New York: Harper and Row.
- [31]. Sekaran, U. (2013). *Research Methods for Business: A Skill-Building Approach*. 4th Edition. Singapore: John Wiley & Sons, Inc.
- [32]. Sergioivanni, T. J. (2019). *Adding value to leadership gets extraordinary results*. Educational Leadership.
- [33]. Simon Buehring (2019). *The Interactive Project Workout*, 2nd Ed, Prentice Hall, London.
- [34]. Stellman, Andrew; Greene, & Jennifer (2015). *Applied Software Project Management*. O'Reilly Media.
- [35]. Syncrude Canada Limited (2020). *UE-1 Project: Strategic Lessons Learned*, Rev.
- [36]. The Construction Sector Council (2016). *2006-2010 Alberta Construction Workforce Supply/Demand Forecast*. May.
- [37]. UNESCO, (2016). *National Education Sector Development Plan: A result-based Planning Handbook*, Paris: UNESCO.
- [38]. VA Office of Information and Technology (2013). [Project Management Guide](#) US Department Of Veterans Affairs.
- [39]. Widerman, M. (2017), "First Principles of Project Management", *AEW Services*, Vancouver.
- [40]. Winston W. Royce (2017). *"Managing the Development of Large Software Systems"* : In: Technical Papers of Western Electronic Show and Convention (WesCon) August 25-28, 1970, Los Angeles, USA.

- [41]. Young-Hoon Kwak (2020). "A brief history of Project Management". In: *The story of managing projects*. Elias G. Carayannis et al. (9 eds), Greenwood Publishing Group.
- [42]. Zinn, H.C., Manfredo, M.J., Vaske, J.J., & Wittmann, K. (2018). Using normative beliefs to determine the acceptability of wildlife management actions. *Society and Natural Resources*, 11, 649-662.