

**Debre Berhan University College of Business and  
Economics MBA Program**



***Effect of Project Management Practices in Case Of Haile Manas  
Boarding School in Debre Berhan Town***

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## APPROVAL SHEET

### DEBRE BREHAN UNIVERSITY COLLEGE OF BUSINESS AND ECONOMICS DEPARTMENT OF MANAGEMENT

As members of board of examiners of the final open defence examination of the master of art thesis, we certify that we have read and evaluated the thesis prepared by Wasihun Birhanu **entitled** *Effect of project management practices in case of Haile Manas Boarding School In Debre Berhan Tawon.* and have examined the candidate. We recommended that the thesis be accepted as fulfilling the thesis requirements of the degree of Masters in Business Administration.

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## DECLARATION

I, Wasihun Birhanu the under signed, declare that this thesis entitled: “*Effect of project management practice in case of Haile Manas Boarding School in Deber Berhan Tawon*” is my original work. I have undertaken the research work independently with the guidance and support of the research advisor. This study has not been submitted for any degree or diploma program in this or any other institutions and that all sources of materials used for the thesis has been duly acknowledged.

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As Thesis Research Advisor,I hereby certify that I have read and evaluated this thesis prepared,under my guidance,by Endalkachew Abebe/PhD/ entitled '*Effect of Project Management practices in case of Haile Manas Boarding School in Deber Berhan Town*'.I recommended that it can be submitted as fulfilling the thesis requirement for the degree of masters of business administration.

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## ABBREVIATIONS AND ACRONYMS

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EEI	Ethiopia Education Institute
HMA	Haile Manas Academy
MOE	Ministry of Education
PM	Project management
PMBOK	Project management body of Knowledge
PMO	Project management office
PMP	Project management practice

## ABSTRACT

*The main objective of this study was identifying the factors related to project management practice in selected organization at Debre Birhan town. In this study, Haile Manas boarding school project was selected purposively. In this organization, 78 employees were involved in different activities and all these employees were respondents of the questionnaire with census data sampling method. Among these respondents, the project coordinator was also an informant to the interview guideline question. The study was followed a mixed approach both quantitatively and qualitatively. The study was employed both explanatory and descriptive research design as a method of data analysis. The major findings of this study were competent team works in the project. Next, project communication and the necessary information were available in the project. Third, the monitoring and evaluation was also somehow implemented in the project and respondents were affirmed it at the third phase among the described study variables. Fourth, clear goals and mission were clearly articulated and the boarding school has broad aim to achieve the national goal of the country by creating competent and effective citizen with quality education. Finally, stakeholders' participation was not effective in the organization. Recommendations were forwarded to stakeholders and project team members in this study area based on the major findings of this study.*

**Key words:** *Implementation; Management; Project,Control*

# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the Study

A project can be defined as the achievement of a specific objective, which comprises a sequence of activities that consume resources. It has to be finished within a set of adherence specification, having definite start and end dates. Thus, project is concerned with defining and selecting a task which will be an advantage to the company. This advantage can be monetary, advertising or technical, that will tend to be of a long-term, oriented towards the anticipated end of life of the project (Munns and Bjeirmi, 1996). Project management involves five process groups named as: project initiation, project planning, project execution, monitoring and control and project closure. Projects are varied in size, implementation approach and target population including stakeholders involved, and projects success factors will also be different accordingly. Successful project management can be defined as having achieved the project objectives: within time, within cost, at the desired performance/technology level, while utilizing the assigned resources effectively and efficiently and accepted by the customer (Kerzener, 2009). Success of project has often been associated with number of factors in the project implementation process.

The value of project management is related to the implementation of it in an organization. Therefore, to a further step, the reasonable introduction and implementation of project management and the critical factors related to project success are quite important in terms of creating value to an organization. The clarity, goal/objective tangibility, success measures, project permeability, numbers of solution options, degree of participation and practitioner role, as well as stakeholder expectations. They also provided a framework for project categorization and an aid to the transfer of lessons learned. From the organizational project management point of view, however, there is still a lack of literatures about how to find the best path of implementing project management based on the coordination of soft system and hard system in order to create the largest value to an organization with the least investment (Shi, 2010).

The practice of project management (PM) has rapidly evolved over the years since it was formally introduced in 1957 (Kerzner, 2018). The theory of PM derives from different practices

over years of managing projects. As such, this evolution goes across the method, guides, and standard documents for PM since it was first introduced in 1987 (Project Management Institute). Subsequently, the arrangement of the structure of the theory and practices of PM is derived from different organizations worldwide. The study of PM in terms of best practices has reinforced the idea that project management offices (PMOs) have a great value in the success of projects and PM (Archibald and Archibald, 2016).

The emergence of the Federalist Government replacing the post-revolutionary state has even brought the significance of education for development to its new height. Ethiopia's national development strategy under the Federal Government, known as Agricultural-Development- Led-Industrialization or ADLI (MOE, 2011), stressed that the essence of national development is to transform Ethiopia into a middle income country by extricating it from poverty by 2025. In this process, the use of science and technology and modern innovations are considered as vital instruments of change (MOE, 2010). Following these directive, Ethiopia's Ministry of Education geared its sector wide implementation strategies known as ESDPs to improving the overall level of general education of the population on the one hand and to Science and Technology Education on the other.

To achieving the vision of transforming Ethiopia into a middle-income country in 2025 demands transformation of the economy through application of science and technology as instruments to create wealth. In line with the key priorities of the current Growth and Transformation Plan, a large demand is expected for middle and high level human resources. It is therefore critically important to emphasize science and technology so as to produce capable citizens who can contribute to make the country competitive in the increasingly knowledge-based global economy. It has become mandatory for the education system to manifest overall improvement in sciences, mathematics, engineering and technology. This calls for a continued expansion and equitable access to high-quality general education with promising foundations in science and mathematics and special efforts to improve the science literacy level of the population (Teshome, 2017).

In this study, the researcher was assessed the private school organization management practice specifically in Haile Mina's boarding school at Debre Birhan town.

## **1.2. Statement of the Problem**

Project management and its practices are category of the broader framework of the project. Project management has a big role in achieving project success but that role is disregarded by many other factors which are not under the authority of the project manager. Thus, deviation from the original plan is expected; to stay within the objective of the project a proper management technique is required and to align the missed objective revert action is needed (Munns and Bjeirmi, 1996). Effective or proper project management makes available a robust, in providing service to the scope of its quality, and it avoids additional cost (Kerzner, 2017). In public sector project management is more complex than private sector method of project management and specifically among ten project management knowledge areas defined by PMBOK (2013) the stakeholder management, procurement management, and communication management take large stake on the complexity during execution cycle of the project for the public sector (Stanisław Gasik, 2016).

Today most developing countries give high priority on developmental projects success that have the objective to enhance social and economic development where the social and economic environment differ completely from those developed countries (Hayes, 1966). According to (Teshome, 2017), the variation of public and private schools has been discussed in various studies (Walberg and Burst, 2003; Arakelyan, 2005; OECD, 2012). Commonly, these studies agree that public schools are state or government schools mandated for or offered to all children by the government. State education is inclusive and it is organized and operated by government agencies. Private education, on the other hand, refers to any type of formal school which is outside the public education system (Kitaev, 1999). The reasons for privatization are different in different countries, but dissatisfaction with the services provided by government institutions, access and coverage, quest for good quality, profit-making and the need to reduce pressures upon existing schools are some of the major rationales. Different forms of privatization are discussed in Arakelyan (2005), Bray (1996), and Walberg and Burst (2003), but Kitaev (1999) identifies five types of private education in Sub-Saharan Africa: community, religious, spontaneous (bush), profit-making and expatriate private schools.

Many of the studies conducted in Ethiopia for project management practice can be categorized as either to public sector project management or private firm project management practice. Like for (Medhen, 2019), (Misgana, 2019), (Merima, 2019) try to see practice and challenges of public organization project management. Moreover,(Meskerem, 2019), (Betsega, 2018) and (Abinet, 2018) studied project management practice of private organizations related to the project's success. However, different studies are conducted from the perspective of project management practice in general and some others focusing on Ethiopian private projects. There are no studies conducted on assessment of project management practices in private schools particularly in boarding schools. So, this study was different in a sense that it tries to assess the project management practice of Haile Manas boarding school at Debre Birhan town.

### **1.3. Research Questions**

In order to assess the study problems, the following basic research questions are designed as follows:

- Are there a clear project management goals and objectives for the successful implementation of private project in Haile Manas boarding school?
- Are there competent project team and stakeholders involvement on the implementation of private project in Haile Manas boarding School?
- Is project communication a success factor for the successful implementation of the private project at Haile Manas boarding School?
- What are monitoring practices that contributed to the successful implemenion of private project at Haile Manas boarding school?
- What are evaluation practices that contributed to the successful implemenion of private project at Haile Manas boarding school?

### **1.4. Objective of the Study**

#### **1.4.1. General objective**

The general objective of the study is to assess the Effect of project management practice in case of Haile Manas Boarding School in Debre Berhan Town.



### **1.4.2. Specific objectives**

- To identify clear project management practice with relating to the goal and objectives of Haile Manas boarding school at Debre Birhan town.
- To assess the project team involvement on the success of Haile Manas boarding School at Debre Birhan town
- To assess the project stakeholders involvement on the success of Haile Manas boarding school at Debre Birhan town.
- To identify the communication factor that contributes more to the project success in Haile Manas boarding school at Debre Birhan town.
- To assess the project monitoring and evaluation system as a project success to Haile Manas boarding School at Debre Birhan town.

### **1.5. Significance of the Study**

This study would have different benefits to stakeholders of the private projects particularly in Haile Manas boarding school stakeholders, team leaders, the societies as in general and relating to the quality and success of the project management. As it was understood, the school was not initiated to the aim of profit sacking. So, this private project should supported in many ways like government bodies starting from zonal administration up to federal level. So, the findings of this study also have benefits to the government bodies based on their contribution the success of the school project.

### **1.6. Scope of the Study**

The study was delaminated on Haile Manas boarding school at Debre Birhan town. The study was focused on the assessment of project management practice relating to the achievement of the organizations. So, in this study, the management practice based on the objective and goal of the organization, the participation of team management and stakeholders the achievement of the

organization, the communication factors to the success of the project, the way of monitoring and evaluation system to the success of the project was examined and assessed in this study.

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### **1.7. Limitation of the Study**

This study may have some drawbacks, among some of the constraints lack of time to incorporate all users or stakeholders of the project, lack of available information based on the management practice, all the documents that have found in the boarding school are in Amharic version and may take more time to accomplish in time. But, this all issues may handle by the researcher and will have no negative influence on the finding of the study.

### **1.8. Organization of the Chapter**

In the first chapter, the introduction part presents a brief overview of the research gap and introduces the research question and objectives, as well as, the scope and significance of the research study. Next, the literature review provides the reader with theoretical and empirical background for the research subject. The third chapter presents research design and methodology that will apply in the study. It includes the population and sampling design, data sources, instrument for data collection and data analysis method. The Finding and Discussion chapter presents the analysis and discussion of findings generate from data collection techniques will be present in the fourth chapter. The final or the fifth chapter summarizes achieved results, limitations, and proposes areas for further study.

# **CHAPTER TWO**

## **REVIEW OF RELATED LITERATURE**

This Chapter presents a critical examination of current project management theories. It includes the understanding what constitutes a project, and provides evidence from literature on project management, including its characteristics, processes, knowledge areas and activities. Attention is paid to the attributes, skills and competencies of an effective project manager.

### **2.1. Meaning and concept**

#### **2.1.1 Project**

a project is: A temporary endeavor undertaken following specific cycle of initiation, definition, planning, execution and close to create a unique product, service, or result through novel organization and coordination of human, material and financial resources (PMBOK, 2004). A project has a defined scope, is constrained by limited resource (time, budget), involves many people with different skill and, usually progressively elaborated throughout its life cycle (Cleland & Ireland, 2002). It is a sequence of unique, complex, and connected activities that have one goal or purpose and that must be completed by a specific time, within budget, and according to specification. In general, a project is a unique, well-defined effort to produce specified results within a set timeframe, at a given cost, in a multifunctional environment and under special management (Berry and Duhig, 1987). The PMI has defined a project as “A temporary endeavor undertaken to create a unique product or service” (Project Management Institute, 2004).

#### **2.1.2 Project Management**

Project management as: The application and integration of modern management and project management knowledge, skills, tools and techniques to the overall planning, directing, coordinating, monitoring and control of all dimensions of a project from its inception to completion, and the motivation of all those involved to produce the product, service or result of the project on time, within authorized cost, and to the required quality and requirement, and to the satisfaction of participants (Atkinson, 1999; Kerzner, 2003). According to project management institute stated that a Project management deals mainly with coordinating resources

and managing people and change. Generally “Managing a project includes: Identifying requirements, Establishing clear and achievable objectives, Balancing the competing demands for quality, scope, time and cost; Adapting specifications, plans, and approach to the different concerns and expectations of the various stakeholders”.

According to the PMBOK guide for project management, a project can create a product that can be either a component of another item or an end item in itself, a capability to perform service and a result such as an outcome or document. Project management is the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements. Project management is accomplished through processes comprising five process groups. Which are initiating, planning, executing, monitoring and controlling and closing (PMBOK, 2008).

### **2.1.3 Project Success**

The definition of project success is ambiguous PMBOK (2008) stated that a project is successful if it achieves the triple objective outcome of within time, scope, and quality. This is the traditional view of project management as used by Munns and Bjeirm (1996). It implies the successful achievement of time, cost and quality objectives, as well as the quality of the project process, Erling et al (2006). Turner (2004) identifies on time, within budget and to specification especially for information technology projects as the standard for judging success.

Erling *et al* (2006) stated that overall project success deals with the wider and longer term impact of the project, which means both project management success and project product success. They noted that project management can be determined at the end of the project, which means in many cases, success criteria will be determine months or years after finishing the project, especially public projects. Hence, determining if a project is successful is difficult if viewed from the above two success criteria, Erling et al (2006). Baccarini (1999) use the concept project success in a different approach, viewing it as product success, which implies the quality and impact of the end product to the end user (in terms of satisfaction of user(s) needs, meeting strategic organizational objectives, satisfaction of stakeholders“ need) when a project execution is finished. Ashley et al (1987) defined project success as the “results much better than expected or normally observed in terms of cost, schedule, quality, safety and participant satisfaction”. In their work, Baker et al (1988) defined project success to include technical performance and

satisfaction among various key people on the project to clients, project team and users. However, Lim and Mohamed (1999) cautioned that project managers should not only look at project success as the achievement of some predetermined project goals, like time, cost, performance, quality and safety, but also consider the users who do not have similar predetermined goals regarding the project at all. Hence, the expectation on the outcome of the project and the perception of project success or failure will be different for everyone, Lim and Mohamed (1999). The above literatures points to Steinfort (2011, p.3) conclusion that “success needs to be investigated from the perspective of active project team stakeholders as well as from that of their client/benefit recipients and in the theoretical and empirical/practical review of critical success criteria and factors on any project”.

#### **2.1.4 Successful Project Implementation**

In addition to defining the concept of organizational projects, it is important, before attempting any discussion of the steps leading to a successful project, to describe just exactly what a "successful project" is. Project implementation success has been defined many ways to include a large variety of criteria. However, in its simplest terms, project success can be to include a large variety of criteria. However, in its simplest terms, project success can be thought of as incorporating four basic facets. Project is generally considered to be successfully implemented if it fulfills the following criteria:

- Comes in on-schedule (time criterion).
- Comes in on-budget (monetary criterion).
- Achieves basically all the goals originally set for it (effectiveness criterion).
- Is accepted and used by the clients for whom the project is intended (client satisfaction criterion).

By its basic definition, a project comprises a defined time frame to completion, a limited budget, and a specified set of performance characteristics. Further, the project is usually targeted for use by some client, either internal or external to the organization and its project team. It seems reasonable; therefore, that any assessment of project implementation success should include these four measures (Pinto and Slevin, 1987).

Turner (2004) encompassed the importance of owner involvement to create four success conditions:

1. “Success criteria should be agreed on with the stakeholders before the start of the project, and repeatedly at configuration review points throughout the project.
2. A collaborative working relationship should be maintained between the project owner (sponsor) and project manager, with both viewing the project as a partnership.
3. The project manager should be empowered with flexibility to deal with unforeseen circumstances as they see best, and with the owner giving guidance as to how they think the project should be best achieved.
4. The owner should take an interest in the performance of the project”.

Based on many authors suggested, Kerzner (2006), and Pinto and Slevin (1988), one theme within project management that is frequently discussed but rarely agreed upon issue.

### **2.1.5 Criteria of Project Success**

Success criteria based on the definition by Lim and Mohamed (1999) are the ‘set of principles or standards by which project success can be judged’’. Early researcher on project success criteria focuses on Iron Triangle of ‘time, budget and quality as the set of principles to evaluate the success of a project.

Certainly many scholars accepted this set of success criteria but also they consider other criteria (Turner, 1993; Pinto and Slevin, 1988). Recently, the above mentioned criteria become insufficient for assessing the project success comprehensively (Jugdev and Müller, 2005). According to Jugdev and Müller (2005), assessing project results only with respect to time, cost and, quality is to consider only operational level project management as opposed to anything of strategic value. They focused on evaluating project success based on the organizational characteristics that are internal to the project, leaving out external ones as being too complicated. Nonetheless, researchers, such as Pinto and Mantel (1990), include internal and external aspects of a project organization, as well as, complex criteria in assessing project success such as, stakeholder satisfaction, stakeholder community benefits, organization benefits, etc. (Atkinson, 1999). Pinto and Mantel (1990) suggested two additional success criteria, that is, „the quality of the project’ as it is perceived by the project team and „an external performance indicator’ of together project and its team performance (e.g. client satisfaction) in addition to the „efficiency

of implementation phase' criterion that assesses the project success in relation to internal performance indicators, and the Iron Triangle. Correspondingly, in a subsequent study, Andersen and Jessen (2000), assess project success from the task- and people-oriented angle, defined project success criteria into 10 elements. These elements, likewise the traditional Iron Triangle of time, budget, and quality, include the degree of importance of the products to the base organization, the results as perceived by all stakeholders, the learning experience, motivation for future work, knowledge acquisition, the final report preparation method, and the way of project termination (Andersen and Jessen, 2000). Andersen and Jessen (2000) thus provided a more all-rounded image for assessing the success of a project.

### **2.1.6 Critical Success Factors**

Many studies have been conducted over the years to determine which project management success factors influences success. Fortune and White (2006) stated that there is a clear lack of consensus between researchers and authors regarding what factors affect project success. For the period of 1970s-1980s, critical success factor requirements had been addressed rather as a response to the indicators of project success at the implementation phase, focusing on time, cost, and quality, as well as, stakeholder satisfaction (Jugdev and , 2005). It was Pinto and Slevin (1987), who first attempted to develop a comprehensive set of CSFs related to project implementation success. In their work, they propose a project implementation profile (PIP) model, which consists of 10 CSFs, specifically, project mission, top management support, project schedule/plan, client consultation, personnel, communication, technical tasks, client acceptance, monitoring and feedback, troubleshooting, determining project success. Additionally, the PIP model of 10 CSFs is requested to be suitable as an instrument for project managers to measure those factors (Pinto and Slevin, 1987).

The first factor that was developed was related to the underlying purpose for the implementation and was classified *Project Mission*. Project Mission has been found to refer to the condition where the goals of the project are clear and understood, not only by the project team involved, but by the other departments in the organization. Underlying themes of responses classified into this factor include statements concerning clarification of goal as well as belief in the likelihood of project success. The second factor discerned was that of *Top Management Support*. Top management support for projects, or indeed for any implementation, has long been considered of

great importance in distinguishing between their ultimate success or failure. Project management as not only dependent on top management for authority, direction, and support, but as ultimately the conduit for implementing top management's plans, or goals, for the organization. The classification, the factor Top Management Support refers to both the nature and amount of support the project manager can expect from management both for him-self as leader and for the project. Management's support of the project may involve aspects such as allocation of sufficient resources (financial, manpower, time, etc.) as well as the project manager's confidence in their support in the event of crises. The third factor to be classified was that of *Project Schedule and Plans*. Project schedule refers to the importance of developing a detailed plan of the required stages of the implementation process. Project Schedule/ Plans refer to the degree to which time schedules, milestones, manpower, and equipment requirements are specified. Further, the schedule should include a satisfactory measurement system as a way of judging actual performance against budget and time allowances. The fourth factor that was determined is labeled *Client Consultation*. The "client" is referred to here as anyone who will ultimately be making use of the result of the project, as either a customer outside the company or a department within the organization. The need for client consultation has been found to be increasingly important in attempting to successfully implement a project. Client Consultation expresses the necessity of taking into account the needs of the future clients, or users, of the project. It is, therefore, important to determine whether clients for the project have been identified. Once the project manager is aware of the major clients, he is better able to accurately determine if their needs are being met. The fifth factor was concerned with *Personnel* issues, including recruitment, selection, and training. An important, but often overlooked, aspect of the implementation process concerns the nature of the personnel involved. In many situations, personnel for the project team are chosen with less-than-full regard for the skills necessary to actively contribute to implementation success. Personnel, as a factor, are concerned with developing a project team with the requisite skills to perform their function. Further, it is important to determine whether project management has built sufficient commitment toward project success on the part of team members.

The sixth factor is Technical Tasks. It is important that the implementation be well managed by people who understand the project. In addition, there must exist adequate technology to support the project. Technical Tasks refers to the necessity of not only having the necessary personnel for



the implementation team, but ensuring that they possess the necessary technical skills and have adequate technology to perform their tasks.

*Client Acceptance* refers to the final stage in the implementation process, at which time the ultimate efficacy of the project is to be determined. Too often project managers make the mistake of believing that if they handle the other stages of the implementation process well, the client (either internal or external to the organization) will accept the resulting project. The eighth factor to be considered is that of *Monitoring and Feedback*. Monitoring and Feedback refer to the project control processes by which at each stage of the project implementation, key personnel receive feedback on how the project is comparing to initial projections. Making allowances for adequate monitoring and feedback mechanisms gives the project manager the ability to anticipate problems, to oversee corrective measures, and to ensure that no deficiencies are overlooked. For the model, Monitoring and Feedback refers not only to project schedule and budget, but to monitoring performance of members of the project team. The ninth factor is *Communication*, the need for an adequate communication channel is extremely important in creating an atmosphere for successful project implementation. Communication is not only essential within the project team itself, but between the team and the rest of the organization as well as with the client. As the factor Communication has been developed for the model, it refers not only to feedback mechanisms, but the necessity of exchanging information with both clients and the rest of the organization concerning project goals, changes in policies and procedures, status reports, etc.

## **2.2. Success Factors on Stakeholders and Competent Project Team Mentioned in the Study**

### **2.2.1. Stakeholders**

PMBOK (2013) defined project stakeholders as an individual, group, or organization who may affect, be affected by, or perceive itself to be affected by a decision, activity, or outcome of a project. The project management literature recognizes that project stakeholders are important for project success for at least four reasons. First, the project needs contributions (financial and nonfinancial resources) from stakeholders; second, stakeholders often establish the criteria for

assessing the success of the project; third, stakeholders' (potential) resistance may cause various risks and negatively affect the success of the project; and fourth, the project may affect stakeholders in both negative and positive ways.

### **2.2.2. Project Team**

There is nothing more important to the success of a project than the people who make up the project team. Without good people who possess the knowledge, experience, and motivation to get the job done all of your other planning will be quickly wasted. Putting together a project team is one of the very first steps of setting up a new project. Without the people to compose a quality team, you won't be able to make very much progress at all in to the work that needs to be done. Assembling a good team is important in any phase of business, but it is especially important when managing a project to make sure that the work can get done on time and budget. Acquiring the project team is often complicated by the fact that the project management team will not usually have direct control over every one they would like to have involved in the project. They may need to negotiate with others who are in a position to provide the right number of individuals with appropriate level of knowledge, skills and experience ([www.free-management-ebook.com](http://www.free-management-ebook.com)).

### **2.2.3 Empirical Review**

This part of literature review will discuss related articles and journals to the topic under study. In 2013 Daniel F.Ofori identifies and assesses the quality of project management practices as well as the critical success factors for projects in Ghana. The study adopted an exploratory approach and utilized a survey method to collect data on project management practices of Ghanaian organizations. Purposive sampling was used in selecting the sample which comprised 200 managers from different economic sectors. Results from the study indicated that the critical factors that contribute to the success of a project include top management support, effective communication, clarity of project purpose and goals, and stakeholder involvement. Documentation and dissemination of critical success factors and best practices in project management will improve the quality of project management in Ghana. In 2010, Kazhibevova and Jusufovic have discussed about critical success factors in the implementation of international development projects (IDP) in Kazakhstan. These projects, which are named as international development projects (IDPs), are financed mainly by multilateral and bilateral development

agencies. However, management of these projects, which have less tangible objectives and deliverables, differ drastically from traditional industrial-commercial project types, that have more tangible objectives and deliverables. Moreover, the intensive investments on IDPs have not yielded the expected progress yet. Therefore, ensuring a successful IDP management through the satisfaction of factors that are critical for project success becomes crucial for both sponsoring bodies and receiving countries. Nevertheless, the current literature provides only a limited number of studies, such as studies conducted by Diallo and Thuiller (2004; 2005), Do and Tun (2008), on this subject area. Then, this study following previous studies by Diallo and Thuiller (2004; 2005), Do and Tun (2008), aims to contribute to this gap in the literature through investigating critical success factors (CSFs) for implementation phase of international development projects (IDPs) in Kazakhstan. Not only the applicability of Do and Tun's (2008) CSFs for IDP implementation phase to IDPs being implemented in Kazakhstan are tested but also a new set of CSFs is generated for the implementation phase of IDPs being implemented in Kazakhstan.

According to Cook-Davies (2002), A comprehensive answer to the question of which factors are critical to project success depends on answering three separate questions: What factors lead to project management success? What factors lead to a successful project? and What factors lead to consistently successful projects? This paper draws on new empirical research from more than 70 large multi-national or national organizations to answer each of these three questions, and to identify 12 factors that are, in one way or another, critical to project success. The other one is Kate Davis in 2013 provides background to the development of project success since the 1970s. Then, an inductive thematic analysis investigates which factors stakeholders, involved in projects, perceived as key to project success. It provides a better understanding of project success and identifies perceptions by senior management, project core team and project recipient stakeholder groups. The main issue highlighted by the research was that, for some groups, there were no common success factors. This suggests a lack of agreement in perception of project success factors between these three groups, highlighting discontinuity between them and provides a case for empirical research into multiple stakeholder groups' perception of project success. A survey was conducted by the Project Management Association Finland in 2002 to evaluate the critical success/failure factors in project management and to examine the relationships between critical success factors and organizational background variables. This

study also aims to gain an understanding of how project clients, owners, and sponsors present their needs and expectations to ensure project success. On the basis of the survey responses received, it is possible to identify critical success factors in project management that are significantly related to company/organization size, project size, organization type, and project managers work experience. The project implementation profile is also analyzed on average and by phases. The results indicate the importance of project communication that is related to company size, however. In contrast to some prior studies, communication was ranked highest in most project phases.

### 2.2.4 Conceptual framework

Based on theoretical and empirical literatures, a conceptual framework is designed to this study and shows the relationship of variables as follows:

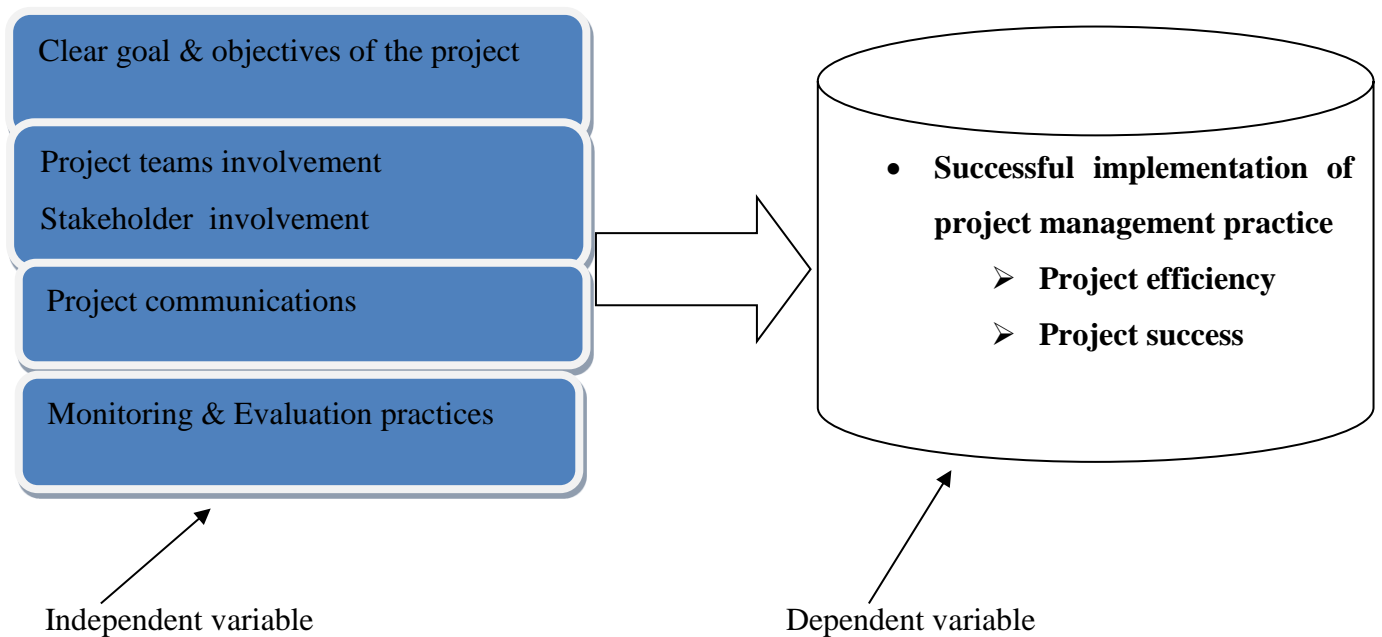


Figure 1. Conceptual framework

**Source:** Researcher (2024) own modification model based on literatures

# **CHAPTER THREE**

## **RESEARCH METHODOLOGY**

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### **3.1 Research design and approach**

According to Saunders (2009) the most commonly used research designs are explanatory, exploratory, and descriptive which are selected based on the purpose of the study. From this research designs the researcher used both explanatory and descriptive research design. Descriptive design used to describe an intervention or phenomena in the real life context in which it occurs. Therefore, the study was assessed the management practice of Haile Manas Academy by using descriptive design. According to (Creswell, 2011) mixed method is the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than either approach alone. To gain more in sight regarding this study the researcher will use mixed method approach.

### **3.2. Description of the Study Area**

The study area HMA is found at Debre Birhan Rjio Politian town which is found North East of Addis Ababa. The Haile-Manas Academy is named after author and philanthropist Rebecca Haile and her husband Jean Manas, who together launched the EEI to invest in the education of children in Ethiopia, the country that Rebecca Haile left as a child. Back in 2017, Rebecca and Jean Manas engaged Boston-based architectural planning and design firm Flansburgh Architects to develop a campus master plan for the EEI's new school. The successfully completed Master Plan then became the basis on which renowned Ethiopian architect Fasil Giorghis designed the new buildings that will one day house the Haile-Manas Academy (EEI, 2019).

HMA's brand-new campus is set on 8 hectares in Debre Birhan town, just 120 kilometers from the capital of Addis Ababa. The location in the center of the country aligns with our commitment to recruiting a national student body, and the proximity to the capital allows for day trips for students, visiting speakers and other opportunities. The project is the Haile-Manas Academy (HMA). HMA is a ground-breaking first-of-its-kind, co-ed secondary boarding school for students of promise recruited from across Ethiopia, admitted without regard to financial

circumstances to the extent possible. Through depth of inquiry, hands-on problem solving, and the sustained shared experiences that a residential setting allows, HMA provides an education that allows students to reach their highest potential as critical thinkers, enterprising young problem solvers, and purposeful, community-minded individuals.

HMA is a model school, and as such serves as a laboratory for innovative, data-driven systems that intend to share and leverage to advance improvements in education more broadly. HMA opened its doors to its pioneering class of ninth graders in January 2021, and this past September 2022 they enrolled their third class. At full enrollment, HMA will accommodate 100 students across each of the four grades, for a total of 400 students.

The Haile-Manas Academy will model innovative, student-centered approaches to teaching and learning. EFI's approach to education will stand in contrast to more traditional "chalk and talk" teaching methods that focus on the rote memorization of material, ultimately limiting opportunities for students to develop the skills and enterprising mindset needed to thrive in the 21st century and to engage in active citizenship and leadership. EEI is designing a program that will be self-reflective and data driven, so that we can systematically share the school's results with others.

### **3.3. Sources of Data**

In this research both primary and secondary data was used. According to Kothari (2004) the primary data are those data which are collected for the first time whereas the secondary data have already been collected for some other purpose than the one at hand. The researcher was collected primary data through questioner and interview from the select respondents. On the other hand secondary data was collected from related published works, journals, internet and project documents which were contributed for the findings. The secondary source was analyzed with descriptive narration qualitatively.

### **3.4. Data Collection Methods**

To get primary data for the data analysis the researcher used both questionnaire and interview as a data collection method. Since the purpose of this study was to assess the project management practice implementation in private project of Haile Manas Academy, the questioner was

distributed for project team members, top management, administrative staff, key stakeholders like donors and functional managers whereas the interview was conducted for program manager and project coordinator.

### **3.5. Target Population**

The overall administrative staff members of Haile Manas Academy were taken as a target population of this study. The administrative staff members and teacher are 78 and then can be total population of the study.

### **3.6. Sample Size**

According to (Kothari, 2004), census is a complete enumeration of all items in the population is obtained. For this reason and as the number is manageable the researcher used census for these study 78 target project participants were taken as a sample size to the study.

### **3.7. Data Analysis**

Data that was collected from questioner analyze by using descriptive statistical measurements like percentage, frequency, mean, and standard deviations. In order to analyze quantitative data the researcher used SPSS version 26. The data that was collected from interview was analyzed by creating theme and summarizing the data to obtain meaningful information.

### **3.8. Validity and Reliability**

Kothari (2004) define validity as the extent to which a test to measure what we actually with the accuracy and precision of a measurement procedure. The validity of the instrument was refined by discussing with advisor and other consultants based on the questionnaire.

The researcher was discussed on the instruments (questionnaires) with consultants, supervisors, and colleagues from the school of business graduates. Since the determination of content validity is judgmental, all these people help to refine the contents, the items to be scaled and the scales to be used.

The researcher was used pilot testing where responses of the subjects were checked against the research objectives. Piloting involves using 10 potential respondents from team leaders and employee from the project.

Reliability, on the other hand refers to the extent to which the data collection techniques or analysis procedures were yield consistent findings. Therefore, in order to estimate the reliability of the research instrument for this study (questionnaire) a test/ retest reliability method was adopted. The researcher was used the Cronbach's Alpha coefficient to measure reliability of the variables (Cronbach, 1951). Alpha coefficient of above 0.7 for individual test variables was accepted meaning that the instrument is valid.

Therefore, the questionnaires reliability was checked by the Cronbach's Alpha test. The value of Alpha coefficient test was analyzed by using SPSS software version 26 and the result of alpha coefficient was 0.916 or 91.6% as shown below in table 1.

TABLE 1. RELIABILITY TEST RESULT

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
0.916	36



# CHAPTER FOUR

## DATA PRESENTATION, ANALYSIS AND INTERPRETATION

### 4.1. INTRODUCTION

In this section the collected data was coded in to SPSS software version 26 and analyzed systematically based on the study objectives and interpreted in words with descriptive narrations.

### 4.2. Response Rate

The primary data was collected through questionnaire that consisted 40 items. Among 78 questionnaires, all 78 respondents were properly completed and returned. So, the response rate of this study was 100%. The data that was collected from interview and questionnaire with its analysis and interpretation is presented as follows.

### 4.3. General Profile of the Respondents

On the general questions about gender, level of education, work experience and position of respondents in the implementation of the project are presented here under the following.

#### 4.3.1. Gender of the respondents

In the below table 2, the number of male who was involved in this project was 34% and the numbers of females were 44%.

TABLE 2. GENDER OF THE RESPONDENTS

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	34	43.6	43.6	43.6
	Female	44	56.4	56.4	100.0
	Total	78	100.0	100.0	

Source: Questionnaire survey, 2024

### 4.3.2. Level of education

As shown from the above table 3 from the total of 78 respondents 32.1% (25) were diploma; 56.4% (44) were degree; and 11.5% (9) were master’s holders

TABLE 3. RESPONDENTS EDUCATION LEVEL

Education					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	25	32.1	32.1	32.1
	Degree	44	56.4	56.4	88.5
	Masters	9	11.5	11.5	100.0
	Total	78	100.0	100.0	

Source: Questionnaire survey, 2024

### 4.3.3. Working experience in the organization (project)

TABLE 4. SERVICE LEVEL OF THE RESPONDENTS

Service					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than one year	9	11.5	11.5	11.5
	1-3 years	41	52.6	52.6	64.1
	4-6 years	28	35.9	35.9	100.0
	Total	78	100.0	100.0	

Source: Questionnaire survey, 2024

As revealed on the above table 4 , among 78 respondents 11.5%(9) were below one years working experience in the project; 52.6%(41) were between 1 to 3 years of work experience; 35.9%(28) of them were between 4 to 6 years of work experience. This shows that the majority of the respondents had 1 to 3 years of work experience in the project.

#### 4.3.4. Position of employee

TABLE 5. EMPLOYEE POSITION

		<b>Position</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Director	1	1.3	1.3	1.3
	program manager	1	1.3	1.3	2.6
	Instructor	13	16.7	16.7	19.2
	Administrative employee	22	28.2	28.2	47.4
	Technical experts	41	52.6	52.6	100.0
	Total	78	100.0	100.0	

**Source:** Questionnaire survey, 2024

As shown above in table 5 indicated regarding the role of respondents in the implementation of the project from the total of 78 respondents, a project manager, a project coordinator, a project manager and responsible for communication and reporting each was 1.3 %(1) role in the project director and 1.3% (1) was program manager, 16.7% (13) were responsible for instructors, 28.2% (22) of them were responsible for administrative workers and 52.6%(41) of them were involved as project technical experts.

#### 4.4. Descriptive Analysis of the Study Variable

In this analysis respondents were required to confirmed their level of agreement based on Likert five point scale and their responses was analyzed as follows respective to each given statements.

TABLE 6. CLEAR ORGANIZATIONAL GOALS AND OBJECTIVES

Statements	Strongly disagreed	Disagree	Neutral	Agree	Strongly Agree
The organization has clearly articulated mission/goals/ and objectives	0	21(26.9%)	31(39.7%)	23(29.5%)	3(3.8%)
All the stakeholders understand the organization’s mission	0	14(17.9%)	30(38.5%)	30(38.9%)	4(5.1%)
The development of the mission, goals and objectives are based on research and analysis of the external and internal environment	0	12(15.4%)	27(34.6%)	36(46.2%)	3(3.8%)
The organization has performance indicators to measure progress towards the achievement of the goals and objectives.	0	15(19.2%)	39(50%)	19(24.4%)	5(6.4%)
The organization has a written strategic plan with a clear timeframe	1(1.3%)	19(24.4%)	27(34.6%)	28(35.9%)	3(3.8%)
Implementation plans are jointly developed by all the appropriate stakeholders	0	38(48.7%)	16(20.5%)	24(30.8%)	0

**Source:** Questionnaire survey, 2024

As shown above in table 6, from 78 respondents 26.9% (21) disagree on the existence of clearly articulated mission/goal. 39.7% (31) was neutral and the remaining 29.5% (23) and 3.8% (3) agree and strongly agree respectively. This indicates that majority of respondents were not sure that the organization has clearly articulated mission/goal.

As revealed in the above table whether all the stakeholders understand the organization's mission, goals and objectives, 17.9% (14) disagree, 38.9% (30) were neutral, 38.9% (30) were agreed, 5.1% (4) strongly agree on given statement.

In order to find out if the development of the mission, goals and objectives are based on research and analysis of the external and internal environment 15.4% (12) disagree, 34.6%(27) were neutral and the remaining 46.2%(36) and 3.8%(3) agree and strongly agree respectively. This implies that the development of mission, goals and objectives are based on the research and analysis of the external and internal environment. The interviewee result also supported this statement by elaborating that the development of mission, goals and objectives are highly depend on external and internal environment analysis.

In relation to the organization performance indicators to measure progress towards the achievement of the goals and objectives respondents were replied as 19.2% (15) disagree, 50% (39) neutral, 24.4% (19) agree and the remaining 6.4% (5) strongly agree. This implies that the greater parts of the respondents were neutral and whether the project has performance indicators to measure the progress.

Based on the organization written strategic plan with a clear timeframe, respondents affirmed that, 1.3% (1) strongly disagree, 24.4% (19) disagree and 34.6% (27) neutral and 35.9% (28) agreed, 3.8% (3) strongly agree that the organization has written strategic plan. From this result it can be seen that majority of the respondents agree that the organization has written strategic plan.

As illustrated on the above table 4.5 whether implementation plans are jointly developed by all the appropriate stakeholders 48.8% (38) disagree, 20.5%(16) neutral, 30.8%(24) agree. Therefore, the majority of the respondents disagree that implementation plans are not developed with all the appropriate stakeholders in project area of Haile Manas boarding school.

TABLE 7. PARTICIPATION OF STAKEHOLDERS IN THE PROJECT

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
The organization is able to identify key stakeholders.	1(1.3%)	22(28.2%)	38(48.7%)	17(21.8%)	0
The results of stakeholder needs assessments are integrated into the planning process.	0	20(25.6%)	30(38.5%)	28(35.9%)	0
Stakeholders are involved in the review of the organization's mission and strategies.	0	31(39.7%)	33(42.3%)	14(17.9%)	0
Project priorities are based on the actual needs of target groups.	0	21(26.9%)	31(39.7%)	23(29.5%)	3(38%)
Project priorities and services are defined in collaboration with stakeholders.	0	14(17.9%)	30(38.5%)	30(38.5%)	4(5.1%)
The Project is seen as a valuable resource by the stakeholders	0	12(15.4%)	27(34.6%)	36(46.2%)	3(3.8%)
The project regards its stakeholders as full partners.	0	15(19.2%)	39(50%)	19(24.4%)	5(6.4%)
Stakeholders were appropriately monitored and engaged.	1(1.3%)	19(24.4%)	27(34.6%)	28(35.9%)	3(3.8%)
Stakeholder expectations were appropriately managed.	0	38(48.7%)	16(20.5%)	24(30.8%)	0

**Source:** Questionnaire survey, 2024

As shown on table 7 in response to the question that was intended if the organization is able to identify key stakeholders, 1.3% (1) of the respondents strongly disagree and 28.2% (22) disagree 48.7% (38) were neutral to this response and 21.8% (17) agree. This indicates that most of the respondents are neutral or they are neither nor agreed.

In table 7 also shows that 25.6% (20) disagree, 38.5% (30) neutral, 35.9% (28) neutral. This shows that majority of the respondents are neutral about the result of stakeholders need assessments integrated into the planning process. Based on the above table 7 involvement of the stakeholders in the review of the organization's mission and strategies respondents confirmed that 39.7% (31) disagree, 42.3% (33) neutral whereas 7.9% (14) agreed. This result implies stakeholders didn't engage in reviewing the organization's mission and strategies.

In order to find out if project priorities are based on the actual needs of target groups 26.9% (21) disagree, 39.7% (31) neutral, 29.5% (23) agree, 3.9% (3) strongly agree. As can be seen from this result majority of the respondents believe that project priorities are not based on the actual needs of target groups. As presented in table 4.6, among 78 respondents 17.9% (14) disagree, 38.5% (30) neutral, 38.5% (30) agreed, and 5.1% (4) strongly agree whether project priorities and services are defined in collaboration with stakeholders. From this it can be noticed that the majority of the respondents disagree to this question which implies there is no project priorities and services which defined in collaboration with stakeholders.

As revealed on the above table 7 regarding the project are seen as a valuable resource by the stakeholders 15.4% (12) disagree, 34.6% (27) neutral, 46.2% (36) agree, 3.8% (3) strongly agree. This result indicates that the project is perceived as a valuable resource by the stakeholders. Based on the question of the project regards to its stakeholders as full partners in table 7 illustrates that 19.2% (15) disagree, 50% (39) neutral, 24.4% (19) agree, 6.4% (5) strongly agree. Based on this result majority of the respondents are not sure whether the project regards its stakeholders as full partners.

Stakeholders were appropriately monitored and engaged that respondents confirmed in this regards as 1.3% (1) strongly disagree, 24.4% (19) disagree, 34.6% (27) neutral, 35.9% (28) agreed, 3.8% (3) strongly agree. This result indicates that most of the respondents agreed on stakeholders were appropriately monitored and engaged. Table 7 shows that stakeholders expectations were appropriately managed 48.7% (38) disagree, 20.5% (16) neutral, the remaining 30.8% (24). As it can be seen from this result majority of the respondents disagree about stakeholders expectations were appropriately managed. According to Khang and Moe (2008) effective consultation with stakeholders is necessary success factor. But this result shows that stakeholders were not

appropriately identified monitored and engaged. The result of the interview with the project coordinator and program managers also revealed that there is lack of stakeholders' involvement. In addition the community didn't facilitate the expected participation to this boarding school project.

TABLE 8. MONITORING AND EVALUATION SYSTEM

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
A clearly documented monitoring and evaluation system exists that guide project implementation.	1(1.3%)	22(28.2%)	38(48.7%)	17(21.8%)	0
There is defined/clear project monitoring and evaluation staff roles and responsibilities.	20(25.6%)	30(38.5%)	28(35.9%)	0	0
Baseline and impact data are collected and analyzed regularly.	31(39.7%)	33(42.3%)	14(17.9%)	0	0
The organization reports the project monitoring and evaluation activities timely for decision makers.	4(5.1%)	4(5.1%)	13(16.7%)	23(29.5%)	34(43.6%)
Results of evaluation are used to make adjustments to the project	0	11(14.1%)	13(16.7%)	41(52.6%)	13(16.7%)

**Source:** Questionnaire survey, 2024

As presented in the table 8, among 78 respondents 1.3% (1) strongly disagree, 28.2% (22) disagree, 48.7% (38) neutral to the existence of clearly documented monitoring and evaluation system exists that guide project implementation and the remaining 21.8% (17) were agree. This indicated that the majority of respondents are not confirmed their level of agreements or disagreements. But, 23 members of the respondents were dis agreed and only 17 were agreed.



Hence this shows that there were no documented monitoring and evaluation system in the organization.

For the question if there is defined/clear project monitoring and evaluation staff roles and responsibilities 25.6% (20) disagree, 38.5% (30) neutral, 35.9% (28) agreed. This result indicates that majority of the respondents are not sure whether there is clear project monitoring and evaluation staff roles and responsibilities. As can be seen above, for the question baseline and impact data are collected and analyzed regularly 39.7% (31) are disagreed, 42.3% (33) neutral, and 17.9% (14) agreed. This result shows that majority of the respondents believe that impact data are not collected and analyzed regularly.

As shown on table 8, the organization reports the project monitoring and evaluation activities timely for decision makers 5.1% (4) strongly disagree, 5.1% (4) agree, 16.7% (13) neutral, 29.5%(23)agree, 43.6%(34) strongly agree. This result indicates that most of the respondents strongly agree M&E activities timely reports for decision makers. In response to the question whether results of evaluation are used to make adjustments to the project 14.1% (11) disagree, 16.7% (13) neutral, 52.6(41) agree and the remaining 16.7% (13) strongly agreed that the result of evaluation are used to make adjustment to the project of Haile Manas boarding school at Debre Birhan town.

TABLE 9. COMPETENT AND COLLABORATIVE TEAM IN THE PROJECT

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
The right number and quality of team members are available to the project.	0	7(9%)	12(15.4%)	41(52.6%)	18(23.1%)
The project team members are able to allocate sufficient time to the project.	0	0	19(24.4%)	43(55.1%)	16(20.5%)
The moral of the project team was good.	0	15(19.2%)	11(14.1%)	40(51.3%)	12(15.4)
The project team was working together towards a common goal.	0	17(21.8%)	14(17.9%)	25(32.1%)	22(28.2%)
Project team has trouble shooting (solving unexpected problems) capacity.	0	10(12.8%)	15(19.2%)	29(37.2%)	24(30.8%)

**Source:** Questionnaire survey, 2024

The above table 9 shows that 9 % (7) disagree, 15.4 % (12) neutral, 52.6% (41) agree,23.1%(18) that the right number and quality of team members are available to the project. Based on the result majority of the respondents are agree to the right number and quality of team members are available in this particular project at Haile Manas boarding school.

For the questions the project team members are allocate sufficient time to the project 24.4% (19) of the respondent stated neutral, 55.1% (43) agree, 20.5% (16) responded they were strongly agreed. This result indicates that sufficient time allocate for the project by the team member. As the result reveals in the above table 4.8 on the moral of the project team 19.2% (15) disagree and 14.1% (11) neutral and the rest51.3% (40) and 15.4% (12) agree and strongly agree. As can be seen from this result most of the respondents agree that the moral of the project team was good. In order to find out if project team was working together towards a common goal 21.8% (17) disagree, 17.9% (14) neutral and the remaining 32.1% (25) and 28.2% (22) agree and strongly agree respectively. From this it can be noticed majority of the respondents working together

towards a common goal. The result on the above table 4.8 shows that the capacity of project team on solving unexpected problems 12.8% (10) disagree, 19.2% (15) neutral and 37.2% (29) agree, 30.8% (24) respond as strongly agree. From this it is realized that majority of the respondents agree on the capacity of the project team on trouble shooting capacity.

Based on this result most of work was completed without concerns of burn out or overworks for the remaining tasks. On competency of project team members Pinto and Slevin, (1987) said that project team are ultimately responsible for the success and quality of projects. But this result is not in line with this since the result indicates the availability of project team members during the implementation of the project was not satisfactory. According to the interview result about the availability of competent project team both project and program managers didn't believe that appropriate number and quality of team members are available to the project.

TABLE 10. COMMUNICATION RELATED FACTORS

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
The project has written procedures/practices for each work scopes.	0	12(15.4%)	19(24.4%)	26(33.3%)	21(26.9%)
Roles and responsibilities are clearly understood in the project.	0	8(10.3%)	14(17.9%)	37(47.4%)	19(24.4%)
I get timely access to the necessary information.	0	21(26.9%)	31(39.7%)	23(29.5%)	3(3.8)
Access to people with necessary information to perform my job is easy.	0	14(17.9%)	30(38.5%)	30(38.5%)	4(5.1%)
The necessary information can be obtained accurately.	0	12(15.4%)	27(34.6%)	36(46.2%)	3(3.8%)

**Source:** Questionnaire survey, 2024

As table 10 shows, 15.4% (12) of the respondents were disagree, 24.4% (19) were neutral and 33.3% (26) were agree, 26.9% (21) strongly agree based on the given question on the variable that the project has written procedures/practices for each work scopes. Based on the majority of the respondents' response strongly agree for that the project has written practices/procedures for

each work scope. Table 4.9 illustrates that 10.3% (8) was disagree; 17.9% (14) were neutral; 47.4% (37) were agree while 24.4% (19) of the respondents' were strongly agree for the variable of roles and responsibilities are clearly understood in the project. Based on this result majority of the respondents' strongly agree for the roles and responsibilities are clearly understood in the project. In addition, it is also shown that from the total respondents' 26.9% (21) of a respondent disagree; 39.7% (37) was neutral; 29.5% (23) agree and 3.8% (3) were strongly agree for the variable that in getting timely access to the necessary information. From this result it is possible to say that most of the respondents' had a positive answer for getting timely access to the necessary information from the project.

As shown in table 10 implied that 17.9% (14) were disagree; 38.5% (30) were neutral and 38.5% (30) were agree, 5.1%(4) strongly agree for access to people with necessary information to perform job is easy. From this finding most of the respondents' agree and strongly agree for access to people with necessary information to perform job is easy. On communication related in table 4.9 it also shown that 15.4% (12) respondents' were disagreed, while 34.6% (27) respondents are neutral, 46.2% (36) of them agreed, 3.8% (3) were strongly agree for the necessary information can be obtained accurately. Based on this result majority of the respondents' agree on obtaining necessary information accurately. Belassi and Tukel (1996), Anderson (2000), identified communication as one of the project success factors. This result also in line with the result that project communication as success factor. Because project participants communicate without travel and access to people with necessary information to perform the job is easy in the project area.

#### **4.5. Summary on the Management Practice of the Project**

In this study, the mean and standard deviation were used to compare the respondents' level of agreement on each factor to the success project management practice at Haile Manas project implementation. So, it was presented in the following table following table 11.

TABLE 11. COMPARISON OF EACH FACTOR

<b>Descriptive Statistics</b>			
	N	Mean	Std. Deviation
Goal and mission	78	3.12	0.49
Stakeholders participation	78	3.01	0.4
Monitoring and evaluation system	78	3.3	0.63
Competent project team	78	3.8	0.89
Communication	78	3.48	0.64
PMP(project management practice)	78	2.99	0.44

**Source:** Questionnaire survey, 2024

As shown above in table 11, majority of the respondents were confirmed that there were competent team works in the project. Next, project communication and the necessary information were available in the project. Third, the monitoring and evaluation was also somehow implemented in the project and respondents were affirmed it at the third phase among the described study variables. Fourth, clear goals and mission were clearly articulated and the boarding school has broad aim to achieve the national goal of the country by creating competent and effective citizen with quality education. Finally, the mean values of stakeholders' participation came to the last rank and the mean was 3.08. Therefore, 61.6% of the respondents were agreed in this regards. But, 38.4% were not believed that the stakeholders' participation was not efficient.

## 4.6. Inferential Data Analysis

The purpose of this analysis was to know the relationship of the study variables and identifying the significant factors that affects for the implementation of monitoring and evaluation practice to the PMP of Haile Manas boarding school project. So, Pearson’s product moment correlation coefficient and Regression analysis were applied. Finally, the results of these statistical techniques were interpreted and conclusions are presented.

TABLE 12. ANALYSIS OF VARIANCE

ANOVA <sup>a</sup>						
Model		Sum of squares	Df	Mean square	F	Sig.
1	Regression	14.45	5	2.89	704.94	.000 <sup>b</sup>
	Residual	0.3	72	0.004		
	Total	14.75	77			

a. Dependent Variable: PMP

b. Predictors: (Constant), Communication, Monitoring, Stakeholders, Team, Goal

The ANOVA table tells us whether the model, overall, results in a significantly good degree of prediction of the outcome variable (Field, 2005). Since the significance result on the ANOVA table is 0.000 which is  $p < 0.05$ , the regression analysis proved the presence of a good degree of prediction implied as shown above in the ANOVA table.

### 4.5.1. Pearson’s correlation

In this study Pearson’s correlation coefficient was used to determine whether there is significant relationship between the dependent variable and each of the independent variables. The dependent variable for the study implementation of monitoring and evaluation and the independent variables were planning process, technical expertise, stakeholders involvement and management participation which is a statistical technique employed in this study to show the strength of pairs of variable is used to examine the association between the independent variables above with the dependent variable. The correlation test was conducted at the 5% level of significance with a 2-tailed test.

Pearson’s Correlation of a two-tailed test confirm the presence of statistically significant difference at probability level  $p < 0.05$  i.e. assuming 95% confidence interval on statistical analysis.

TABLE 13. CORRELATION COEFFICIENTS

		Correlations					
		Goal	Stakeholders	Monitoring	Team	Communication	PMP
Goal	Pearson Correlation	1	.863**	.086	.215	.688**	.495**
	Sig. (2-tailed)		.000	.453	.058	.000	.000
	N	78	78	78	78	78	78
Stakeholders	Pearson Correlation	.863**	1	.486**	.334**	.686**	.778**
	Sig. (2-tailed)	.000		.000	.003	.000	.000
	N	78	78	78	78	78	78
Monitoring	Pearson Correlation	.086	.486**	1	.766**	.512**	.598**
	Sig. (2-tailed)	.453	.000		.000	.000	.000
	N	78	78	78	78	78	78
Team	Pearson Correlation	.215	.334**	.766**	1	.725**	.279*
	Sig. (2-tailed)	.058	.003	.000		.000	.013
	N	78	78	78	78	78	78
Communication	Pearson Correlation	.688**	.686**	.512**	.725**	1	.237*
	Sig. (2-tailed)	.000	.000	.000	.000		.036
	N	78	78	78	78	78	78
PMP	Pearson Correlation	.495**	.778**	.598**	.279*	.237*	1
	Sig. (2-tailed)	.000	.000	.000	.013	.036	
	N	78	78	78	78	78	78

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

\* . Correlation is significant at the 0.05 level (2-tailed).

Source, Questionnaire survey, 2024

Dancey and Reidy (2004) state that a correlation result which is 0 indicates no relationship, result which is between 0.1 and 0.3 indicates a weak correlation among variables, a result which is between 0.4 and 0.6 shows a moderate correlation, a result between 0.7 and 0.9 indicates a strong correlation among variables, while a result which is equal to 1 indicates perfect correlation.

According to the data analysis table result shows above in table 13, clear project goals and objectives correlation coefficient result has .495, stakeholders' involvement in the project has .778, monitoring and evaluation system has .598 and competent project team has .279. Communication related factors have coefficients of .237. Therefore, stakeholders' involvement has strong relationship with project success while competent project team and communication have weak relationship with project success in this project area. In addition, monitoring and

evaluation system has moderate relationship to the project management practice implementation of Haile Manas boarding school project.

#### 4.5.2. Regression analysis

TABLE 14. REGRESSION ANALYSIS

coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.093	.060		-1.553	.125
	Goal	.073	.101	.082	.721	.473
	Stakeholders	1.378	.137	1.260	10.038	.000
	Monitoring	.081	.065	.118	1.240	.000
	Team	.302	.032	.611	9.547	.000
	Communication	-.809	.027	-1.187	-29.999	.000

a. Dependent Variable: PMP

Source: Questionnaire survey, 2024

As shown above in table 14, as the sig. value less than 5% ( $p < .05$ ) and hence it is significant. Therefore, the stakeholders' participation, monitoring and evaluation system, competent project team and communication related factors have significant effect to the successful implementation of the project at Haile Mans boarding school at Debre Birhan town. But, the clear goals and objectives of the school have insignificantly effect to the project implementation at this study area.

TABLE 15. MODEL SUMMARY

Model Summary				
Model	r	r square	Adjusted r square	Std. Error of the Estimate
1	.990 <sup>a</sup>	.980	.979	.06403

a. Predictors: (Constant), Communication, Monitoring, Stakeholders, Team, Goal

Source: Questionnaire survey, 2024



As shown above in the model summary table 15, the value of  $r$  is .990, the value of  $r^2$  is 0.980 and adjusted  $r^2$  is 0.979. The adjusted  $r^2$  is called the coefficient of determination and tells us how the project implementation was affected by clear goals and objectives, competent project teams, stakeholders' participation, monitoring and evaluation systems, communication related factors on the success of the project. From the table above 15, the value of  $r^2$  is .979 or 97.9%. The model's explanatory power is high and it implies that the dependent variable is affected by the independent variables by 97.9%. The remaining 2.1% implied that there were other factors which are not included in this study that affects the project success of Haile Manas boarding school project at Debre Birhan town.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. Summary of the Major Findings

Based on the respondents' level of agreement on the development of the mission, goals and objectives are based on research and analysis of the external and internal environment was done in the boarding school at Haile Mans. But, implementation plans are not jointly developed by all appropriate stakeholders in the project.

Based on the descriptive analysis with a mean value of the respondents' level of agreements' on the described factors on the project management practice implementation at Haile Manas boarding school, majority of the respondents were confirmed that there were competent team works in the project. Next, project communication and the necessary information were available in the project. Third, the monitoring and evaluation was also somehow implemented in the project and respondents were affirmed it at the third phase among the described study variables. Fourth, clear goals and mission were clearly articulated and the boarding school has broad aim to achieve the national goal of the country by creating competent and effective citizen with quality education. Finally, the mean values of stakeholders' participation come to the last rank and the mean was 3.08. Therefore, 61.6% of the respondents were agreed in this regards. But, 38.4% were not believed that the stakeholders' participation was not efficient.

Moreover, the inferential analysis, except the organizational goal and mission all the study variables like competent project team, stakeholders' participation, communications, monitoring and evaluation systems were significantly affects the success of the project implementation at Haile Manas boarding school. The study variables' also have positive relationship with the success of the project. Among the independent variables, stakeholders' participation has strong positive relationship in correlation matrix of this study.

As the regression model summary shows, the model's explanatory power is high and it implies that the independent variable is affected the dependent variables by 97.9%. The remaining 2.1% implied that there were other factors which are not included in this study that affects the project management practice at Haile Manas boarding school project of Debre Birhan town.

## 5.2. Conclusion

The major aim of this study was to assess the project management practice implementation at Haile Manas boarding school in consequence to its successful project implementation of the project. The main finding of the study was drowning as follows based on project management practice (PMP) in Haile Manas boarding school at Debre Birhan town.

- There were competent team works in the project at Haile Manas boarding school of Debre Birhan town.
- Project communication and the necessary information were available in the project.
- The monitoring and evaluation was implemented moderately. But, the baseline and impact data are not collected and didn't analyze regularly.
- Clear goals and mission were clearly articulated and the boarding school has broad aim to achieve the national goal of the country by creating competent and effective citizen with quality education. But, the implementation plans are not developed jointly by appropriate stakeholders.
- Regarding to stakeholders involvement, the result indicates that project priorities and services were not defined in collaboration with stakeholders. According to the result it can be seen that the project didn't consider the stakeholders as full partners. Due to this, stakeholders were not appropriately engaged and their expectations were not appropriately managed as expected.
- Among the study variables (PMP); competent project team, monitoring and evaluation practice, stakeholders' participations and communications factors all have significant positive relationship to project success of Haile Manas boarding school. While, clear goals and mission of the organization has no significant effect even though it has positive relationship to the dependent variable of this study.
- Based on the study findings, the dependent variable (PMP) was affected by the independent variable of this study by 97.9% and the remaining 2.1% were affected by others that didn't state in this study.

### **5.3. Recommendations**

Based on the findings, the researcher recommends the following core points to the project manager, team leaders and other bodies who are responsible to the project.

- The project coordinators and facilitators should take into account stakeholders' involvement appropriately by managing stakeholders' expectation with need assessment. Moreover, the project should identify key stakeholders and should consider them as full partners. This will help the organization in managing achieving the objective of the project without many difficulties and available resources and infrastructures will facilitate to the boarding school. The external and internal stakeholders of the project may have significant role to the accessibility of roads, access of telecom infrastructures and others.
- The best practice of the project of this boarding school related to monitoring and evaluation, communication, clear goals and objectives, should be shared to the rest private and governmental school in Debre Birhan town as well as country wide to primary and secondary school projects.
- Even if, the monitoring and evaluation practices were implemented in this project, the study finding shown us the baseline and impact data are not collected and didn't analyze regularly. Therefore, the project coordinators should have expected to revise and study the impact analysis of their monitoring and evaluation system.
- The challenges and best practice of the project were not documented in this project area. So, the project manager/director/ should documented the best practice of this boarding school or SWOT analysis of this project should require to analyze technically.

### **5.4. Suggestions for Further Researcher**

This study was focused on in one project site at North Showa Zone. So, other researcher may assess the project management practice of other specific sites. In this study, the independent variables were affected the dependent variable which is project management practice by 97.9% and it is clear that 2.1% were affected by other contextual factors which is not included by this study variables. So, researchers may test other related factors in addition to organizational goals

and mission, stakeholders' participation, monitoring and evaluation system, competent project team, communications related factors.

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# APPENDICES

## Questionnaire

### Debrebrhan University

#### Department Of Bussnes Adiminstration

A questionnaire filed by employee of the project

My name is Wasihun Birhanu. I am a graduate student on postgraduate study program at Debrebirhan University with master of Bussne Adiminstration. This questionnaire aims to collect primary data on; **‘Implementation of project management practices on selected private organization in Debre Birhan rijio Politian town.’** The questionnaire is designed to collect data that will help achieve the objectives of this study; or help to answer the research questions of the study. I am kindly requesting you to participate in this study by responding to all the questions as candidly and precisely as possible. Your honesty and co-operation in responding to the questions will highly be appreciated. All information provided will be treated with utmost confidentiality and will be used purely for academic purposes.

#### **Instruction;**

- No need of writing your name
- Make a tick mark for your appropriate choice

#### **I. General profile of the respondents**

1. Gender of the respondent A. male ( ) Female ( )
2. What is your CURRENT level of education? Tick in the bracket. A. Diploma ( ) B. Degree ( ) C. Masters ( )
3. How long have you worked for and with Haile Manas boarding school? Tick in the bracket. A. Less than 1year ( )  
B. 1-3 years ( ) C. 4-6 years ( ) D. more than six ( )
4. The position you worked in or with Haile Manas boarding school A. Director B. Programme Manager C. Programme Officer  
D. Instructor E. Finance and Administration

#### **II. Questions Related to project implementation Success Factors**

Please select your best level of agreement based on the given scale that best describe your response and put a tick mark

Strongly disagree=1 Disagree=2 Neutral=3 Agree=4 strongly Agree=5

No	Statements	1	2	3	4	5
<b>1</b>	<b>Clear project goals and Objectives</b>					
1.1	The organization has clearly articulated mission/goals					
1.2	All the stakeholders understand the organization's mission					
1.3	The development of the mission, goals and objectives are based on research and analysis of the external and internal environment					
1.4	The organization has performance indicators to measure progress towards the achievement of the goals and objectives.					
1.5	The organization has a written strategic plan with a clear timeframe					
1.6	Implementation plans are jointly developed by all the appropriate stakeholders					
<b>2</b>	<b>Participation of stakeholders</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2.1	The organization is able to identify key stakeholders.					
2.2	The results of stakeholder needs assessments are integrated into the planning process.					
2.3	Stakeholders are involved in the review of the organization's mission and strategies.					
2.4	Project priorities are based on the actual needs of target groups.					
2.5	Project priorities and services are defined in collaboration with stakeholders.					
2.6	The Project is seen as a valuable resource by the stakeholders					
2.7	The project regards its stakeholders as full partners.					
2.8	Stakeholders were appropriately monitored and engaged.					
2.9	Stakeholder expectations were appropriately managed.					
<b>3.</b>	<b>Monitoring and evaluation systems</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
3.1	A clearly documented monitoring and evaluation system exists					

	that guide project implementation.					
3.2	There is defined/clear project monitoring and evaluation staff roles and responsibilities.					
3.3	Baseline and impact data are collected and analyzed regularly.					
3.4	The organization reports the project monitoring and evaluation activities timely for decision makers.					
3.5	Results of evaluation are used to make adjustments to the project					
4	<b>Competent Project team</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
4.1	The right number and quality of team members are available to the project.					
4.2	The project team members are able to allocate sufficient time to the project.					
4.3	The morale of the project team was good.					
4.4	The project team was working together towards a common goal.					
4.5	Project team has trouble shooting (solving unexpected problems) capacity.					
5	<b>Communication related factors</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
5.1	The project has written procedures/practices for each work scopes.					
5.2	Roles and responsibilities are clearly understood in the project.					
5.3	I get timely access to the necessary information.					
5.4	Access to people with necessary information to perform my job is easy.					
5.5	The necessary information can be obtained accurately.					
6	<b>Success of the project</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
6.1	All the project duties are accomplished on time					
6.2	The mission and goal of the project was succeeded					
6.3	The school compound was neat and performed with its plan					

6.4	The boarding school was model to other private and governmental schools					
6.5	The project management practice was appropriately implemented					
6.6	The school has good infrastructure to accomplish the project effectively.					

**Thank you for your cooperation.///**

## INTERVIEW GUIDELINE QUESTIONS

First and for most I like to thank you for your willingness to give respond to my questions. My name is Wasihun Birhanu I am a Master of Bussnes Adiminstratiot student in Debirebirhan University. For my project research work, I designed the implementation of project management practice in your organization at Haile Manas boarding school. Thus, I kindly request your response for the following questions.

1. Who are the project stakeholders and in what way the project involve these stakeholders?
2. Were the project participants clear about the mission and purpose of the project?
3. What are the practices of your organization related to in handling communication, monitoring and evaluation systems?
4. What went good in this specific project?
5. What were the challenges the project faced during the implementation and how they were solved in Haile Manas boarding school at Debre Birhan town