UNIVERSITY OF CAPE COAST

PROJECT EXECUTION AND PROJECT SUCCESS AT UNIVERSITY OF CAPE COAST: THE MEDIATING ROLE OF COMMUNICATION AND ORGANISATIONAL STRUCTURE

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BY

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Thesis submitted to the Department of Marketing and Supply Chain Management, School of Business, College of Humanities and Legal Studies, University of Cape Coast in partial fulfillment of the requirements for the award Master of Commerce in Project Management

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DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my original research and that no part of it has been presented for another degree in this University or elsewhere.

Candidate's Signature …… Date ……

Name: Vera Kudjoe

Supervisor's Declaration

I hereby declare that the preparation of the dissertation was supervised by the guidelines on supervision of thesis laid down by the UCC.

Supervisor's Signature ……Date……

Name: Dr. Dominic Owusu

ABSTRACT

For projects to be successful and to be carried out, organizational structure and communication remain crucial. The majority of studies, however, have concentrated on delineating these responsibilities separately from one another rather than offering a comprehensive picture of how they affect the execution and success of projects. This study seeks to provide a comprehensive understanding of the effects of project communication and organizational structure on project execution and success using the University of Cape Coast as a study unit. The study used the quantitative technique and an explanatory research design. The study's target population comprised employees in the five colleges of the University of Cape Coast who had been involved in projects over the years. In all, data were collected from all the 353 participants involved in one project or the other using census. A structured questionnaire was the primary data collection instrument used for the study. The study found that project execution strongly contributes to improvements in organisational structure and communication. The study also discovered that effective communication and organisational structure are key to successful project execution. The study therefore concludes that effective project execution, organisational structure, and communication are crucial to project success. The study recommends the University pay attention to the various project organisational structures and communication strategies used in managing projects to ensure successful project execution.

KEYWORDS

Communication

Organisational Structure

Project Execution

Project management

Project Success

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DEDICATION

To my husband, Kwaku Atobrah Dankwah (R.I.P)

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LIST OF ACRONYMS

SPSS	Statistical Package for the Social Sciences
PE	Project Execution
OS	Organisational Structure
PS	Project Success
UCC	University of Cape Coast

CHAPTER ONE

INTRODUCTION

Most rich and emerging countries are quickly increasing their spending on project execution. Moreover, several studies show that most projects fail to reach time and budget targets or fail to meet customer and corporate expectations, and are not sustainable (Olembo, 2014). Thus, execution is critical for such projects. Because projects are dynamic, they require careful planning, structuring, and execution (Nyamasege, 2015). Also, communication is critical to any project's success. Communication skills are the key to any effective project management. Communication is also critical in medium complexity, maintenance, and innovation projects. The primary purpose of this study is to examine how the project execution, communication and organisational structure influence project success at the University of Cape Coast (UCC).

The link between project success and execution is a crucial topic that needs careful investigation in the changing world of project management in higher education institutions. With a special emphasis on the UCC, the goal of this research is to determine how organisational structure and communication channels moderate the impact of project execution on project success. UCC is known for its commitment to quality in research influence, education, and community development. Like other universities, UCC deals with many projects and tasks that help the various colleges grow and develop. These activities range from academic initiatives to infrastructure improvement.

Background to the Study

The world is rapidly changing, and organizations now face more social demands than ever. Increasing social awareness raises demand for quality and sustainability. This is why project execution has received so much attention in organizations worldwide. Projects, according to Pinto (2013), are one of the primary ways we have transformed our world recently. Apparently, a company's competitiveness is influenced by how well it completes projects. Many private and public organizations now carry out projects (Wells, 2012). Project management is rapidly gaining importance within many organizations. The project management life cycle includes four phases: initiation, planning, execution, and closure. The project execution phase is a critical stage in every project's life cycle. When working on a small or large project with a specific goal, the execution phase is critical to ensure that everything runs smoothly.

Studies (Jugend et al., 2016; Rodriguez-Segura et al., 2016; Ranawat Bhadoriya & Trivedi 2018) have highlighted critical factors like communication and organisational structure to consider during project execution. Communication is widely regarded as a critical factor in project success. Communication is critical throughout a project's life cycle, as El-Saboni et al. (2009) point out. According to Hsu et al. (2012), effective communication among project teams reduces risk and uncertainty in project execution and success. They also discovered that effective communication improved project execution and success (Alias et al., 2014). Furthermore, Shakeri and Khalilzadeh (2020) found that communications management is a key factor in project success. For this reason, scholars have

differing views on the effectiveness of communication in achieving project success (Serrador & Turner, 2015).

Others have focused on organizational aspects in project execution and success (Bredin & Söderlund, 2011; Brem & Wolfram, 2017; Ekrot et al., 2016; Martinsuo & Hoverfält, 2018). Communication is a multifaceted and imprecise topic that impacts people in different ways and has varying meaning and context for different people in different settings (Moser, 2010). According to Zimmerman (2013), communication is a technique that delivers information from one person to another while adapting to challenges. Berry (2011) defines communication as the exchange of information and understanding between individuals. It necessitates the usage of symbols that are universally understood. Burke (2010) agrees, stating that communication is the exchange of information. This process of transmitting information allows people to understand the other party's intended meaning.

Communication is a two-way process where individuals negotiate meaning (encode-decode) by exchanging information, news, ideas and sentiments. Communication is one of the ten knowledge areas for good project execution, and it requires information to be delivered to the correct people, in the proper format, and on time. In the instance of Peppard, Galliers, and Thorogood (2014), communication is defined as the exchange of information, knowledge, skills, and technology between organizations. Berko (2010) believes that communication includes non-verbal, spoken, and written forms of information exchange. Thus, communication is the action of communicating meaning from one person to another

using known signals and conventions. Humans are sociable animals who constantly communicate and form associations and organisations.

They define effective communication as the purposeful or unintentional conveyance of information that results in a desired response. For a project to be successful, construction companies must communicate effectively. Lack of communication leads to construction project failure, hence defining communication abilities and applications is critical (Thomsett, 2010). Communication is an important ability that a project manager needs to have, according to Robles (2012). Akinyele (2012) contends that humans are wired to constantly exchange ideas and news. Gondal and Shahbaz (2012) stated that communication is important in organizing activities and intents in businesses with formal and informal communication. Organizational structure separates the organization into distinct components, functions, and teams.

The organization structure documents who is responsible for what roles and who reports to whom. The organizational structure establishes command and control. Organizational structure is defined by Hao, Kasper, and Muehlbacher (2012) as formal reporting relationships, duty allocation framework, and processes used by organizational members and components to achieve strategic goals. The ongoing arranging of organizational tasks and activities within a system with clear aims (Mahmoudsalehi & Safari, 2012). To govern and integrate work activities inside an organization, they defined organizational structure as the formal assignment of work duty. The structure of an organization is designed to highlight the resources and mechanisms needed to support project success within the

organization. To meet the organization's goals, the structure should promote proper coordination of organizational processes (Mansoor, Aslam, Barbu, & Carpusneanu, 2012).

Karlsson (2012), contends that in decision-making procedures in global manufacturing companies that an organization's structure always promotes a distinct and common goal for management and staff alike. Karlsson (2012), went on to say that the vision must be communicated clearly, continuously, and consistently throughout the business. In this study, clarity refers to communicating firm goals to all stakeholders, while consistency refers to applying and replicating strategic decisions throughout all business units. Maduenyi, Oluremi, and Fadeyi (2015) determined that organizational structure has a direct impact on project success inside a company. According to Hao, Kasper, and Muehlbacher (2012), organizational structure influences project success both directly and indirectly. They also suggested that many businesses should constantly change their organizational structures to achieve project success.

Many businesses want their projects to succeed, and good project execution and communication are crucial factors that must fit with the organization's structure (Tavitiyaman et al., 2012; Biloslavo et al., 2013). Currently, UCC project steering committee and project teams as their current organisational structure for projects. These organisational structures help for projects at a university can offer several benefits, contributing to effective project management, decision-making, and successful project outcomes. Mansoor et al. (2012) concluded that to achieve the desired level of project success compared to peers in an industry, adequate attention

is required to keep the structure aligned to the prevailing project execution strategies. Due to the nature of nature of individual projects at UCC, project planning and scheduling, stakeholder engagement, and resource allocation have been adopted as project execution strategies. These strategies aim to ensure the successful implementation of projects across diverse areas within the university.

Jens, Khalid, and Hassan (2014) suggested that an organization that can mix several structures at the same time will always outperform its counterparts in terms of aggregate project success outcomes. They also claimed that an organization's organizational structure should enable it to continuously respond to the highly dynamic and complicated business settings it operates in. According to Damanpour (1991), organizational structure can also be used to describe the degree of formalization, hierarchy, horizontal integration, authority centralization, and communication patterns inside an organization. These work methods have a direct impact on an organization's project success. Communication and organisational structure are mentioned as an important aspect of the success of projects (Rocha-Lona, Garza-Reyes & Kumar, 2013).

Using project management strategies like risk and value management, along with quality, cost, time, communication, and change control (Fewings, 2005), creates an integrated approach to project success. A project's success is generally judged by time, budget, and requirements. Despite considerable criticism, this method of quantifying project performance is still employed in publications on project success (Royal Academy of Engineering, 2004). The criticism is founded on three assumptions: that the project's success is the same for all project

stakeholders, and that the project's success can be judged after the project has generated its deliverables. In the early stages of a project, when uncertainty is high, it is difficult to set realistic time and budget restrictions and needs. According to Chandra (2002), a project is successful if it meets the three criteria of schedule, budget, and specification.

Project success criteria include thorough feasibility studies, adherence to project methodology, planning, monitoring, and assessment. The main project success indicators include time and expense overruns, as well as project sickness (unwillingness or inability to provide anticipated results) (Block & Davidson 2001). A project is considered successful when it is completed on schedule, within budget, and to the satisfaction of all stakeholders. Takim and Akintoye (2002) state that project success is measured by functionality, contractor profitability, absence of claims and judicial actions, and fitness for purpose. Time, budget, and quality are the three transaction parameters (Khakina, 2006). Completion within time, budget, and quality constraints will be success. Most projects confront obstacles such as completion delays, cost reassessment, poor workmanship, and premature cancellation.

Alter and Ginzberg (1978) claim that identifying significant uncertainties at each step of the development process and developing strategies for dealing with the range of possible outcomes increases the likelihood of project success. UCC undertake several projects. Some of these projects include BET Ghana Project, training and retraining component of the National Unemployment Insurance Scheme and Artisanal Fishing and COVID-19 in Ghana etc. In addition, some of

the projects were successful and others were not successful. Projects like the Artisanal Fishing and COVID-19 in Ghana project which was conducted between May 1, 2020 to April 30, 2021, BET Ghana Project and training and retraining component of the National Unemployment Insurance Scheme were all successful.

Physical observation of projects at the University of Cape Coast indicates that several projects that were initiated some years back are yet to be completed. An example is the School of Business building complex which was initiated in 2007 as a getfund project. The project is yet to be completed after 17 years. The central administration of the University of Cape also took over 10 years to complete. The science annex also took over 20 years to get to the stage of completion. All these suggest that several projects remain uncompleted. Those that have been completed were overly delayed as indicated above. Completion of projects remains problematic leading to budget overruns and other related problems. Hence a need for a study to highlight how the project setup structure and communication is impacting project execution and success. Therefore, it is against this backdrop, the study sought to assess project success, communication and organisational structure influence project success at UCC.

Statement of the Problem

The University of Cape Coast currently grapples with notable challenges in project communication that warrant attention and investigation. These issues form a crucial aspect of the research background, emphasizing the need to understand and address communication dynamics for improved project success (Ampofo, 2018). One prominent issue is the existence of fragmented communication channels

across various departments and project teams. Communication often occurs in silos, hindering the seamless flow of information between different stakeholders involved in projects (Swe, 2018). Most universities like UCC face challenges in engaging and involving key stakeholders in project communication processes (Crawford, Katz & McKay, 2017). This lack of effective stakeholder engagement can lead to misunderstandings, delayed decision-making, and a diminished sense of ownership among those crucial to project success (Platt, 2022).

The existing communication processes within the university may pose barriers to effective project execution. Gaps, misalignments, or breakdowns in communication channels could hinder the flow of vital information, impacting decision-making, coordination, and ultimately, the success of projects (Wu, Liu, Zhao & Zuo, 2017; Martinsuo & Hoverfält, 2018). The current organizational structure at UCC may not be optimally aligned with the demands of successful project execution. Issues such as ambiguity in roles, lack of coordination mechanisms, or inadequate integration of project-related functions within the organizational framework could impede the seamless implementation of projects (Platt, 2022). The specific ways in which communication mediates the relationship between project execution and project success remain unclear (Idemudia & Kpakol, 2016). Understanding how effective communication acts as a mediator is essential for devising strategies that enhance project outcomes and align them with the broader goals of the university.

A review of the literature suggests the following: most research on project execution have focused on specific aspects of project execution, ignoring a

comprehensive and holistic approach aimed at identifying project failure, its probability, and its impact on project objectives or success (Abu-Mousa, 2005). Project failures can be explained by the lack of proper information flow and the inability to establish and implement efficient and effective organisational structures required to help in the project execution process. Hence, to minimise project failure and unravel project complexity, methodical project execution methodologies, proper information flow, and efficient and effective organisational structure are required (Al-Bahar, 1990).

Studies have looked at how organizational variables like structure affect performance (Chen & Huang, 2007; Hunter, 2002; Nahm, Vonderembse, & Koufteros, 2003; Pearce, Robbins, & Robinson Jr, 1987). Structures have been studied mostly from the perspective of permanent organizations, and their influence on temporary project organizations is unknown. Some research examined formalization and centralization as organizational structure aspects (Liu, Chen, Chan, & Lie, 2008; Milosevic & Patanakul, 2005). However, most of these studies either overlook or isolate the effects of these elements on project success. The direction of effects/association between the two aspects is also unknown (Crowston & Howison, 2006; Idemudia & Kpakol, 2016; Liu et al., 2008; Martin, Lewis, & Fifi, 2014; Milosevic & Patanakul, 2005; Teller, Unger, Kock, & Gemünden, 2012).

Execution of projects has been studied in terms of its impact on financial performance (Mirza & Ehsan, 2017; Bardhan, Krishnan & Lin, 2007), organizational performance (Sin, Zailani, Iranmanesh & Ramayah, 2015; Rauniar

& Rawski, 2012) and performance (Arumugam, Antony & Linderman, 2016; Mishra & Shah, 2009; González, Alarcón & Mundaca, 2008). Many research has been done on the impact of communication on organizational and financial performance (Abubakar, 2014; Johnston, Reed, Lawrence & Onken, 2007; Dodd & Supa, 2014), communication on organizational performance (Ritah, Osuagwu & Oniwide, 2012; Kibe, 2014; Gondal & Shahbaz, 2012; Ahmed, Shields, White & Wilbert, 2010).

However, no research has been done on how communication and organizational structure influence the relationship between project execution and project success (Bhatti, Kiyani, Dust & Zakariya, 2021; Malik, Taqi, Martins, Mata, Pereira & Abreu, 2021; Raziq, Ahmad, Iqbal, Ikramullah & David, 2020; Rezvani, Chang, Wiewiora, Ashkanasy, Jordan & Zolin, 2016; Wu, Liu, Zhao & Zuo, 2017). To understand how other characteristics like communication and organizational structure affect the link between project execution and success, Martinsuo and Hoverfält (2018) suggests conducting more research on these variables. Using the UCC as a case study, this study intended to determine how communication and organizational structure influence the relationship between project execution and project success.

Purpose of the Study

The primary purpose of this study is to examine the mediating role of communication and organisational structure on the relationship between project execution and project success at the UCC.

Research Objectives

The following specific research objectives were pursued to achieve the overall purpose of the study:

1. To examine how project execution affects project success at UCC.
2. To analyse how project communication influences project success at UCC.
3. To analyse how organisational structure affects project success at UCC.
4. To assess the mediating role of project communication on the relationship between project execution and project success.
5. To assess the mediating role of organisational structure on the relationship between project execution and project success

Research Hypotheses

The following hypotheses have been formulated:

H_1: Project execution significantly influences project success.

H_2: Project communication significantly influences project success.

H_3: Organisational structure significantly influences project success.

H_4: Project communication significantly mediates the relationship between project execution and project success.

H_5: Organisational structure significantly mediates the relationship between project execution and project success.

Significance of the Study

The significance of the study is three folds: firstly, the findings of the "study contribute to the debate on the" role of project communication and organisational structure on project success and execution. It contributes to literature on project management in Ghana as there are scanty of studies on the phenomenon. The findings of the study explain the relationship between project execution, project communication and organisational structure and project success. The results would provide enough empirical evidence to show how it affects project success and how project execution, communication and organisational structure affects project success.

Scope of the Study

Though several factors contribute to the communication, organisational structure, project execution and project success at UCC, this study considers only communication and organisational structure as a predictor of project execution and project success. An analysis of this nature should have involved all categories of a tertiary institutions in the country. However, the study was restricted to only UCC, which is large enough to identify communication, organisational structure, project execution and project success. The study sought to assess examine how project execution, project communication and organisational structure influence project success at the UCC.

Limitations of the Study

The study was a cross sectional study as the time limit within which the study was to be completed was limited. The findings could therefore be affected depending on the happenings around the time data was collected. Further, the study focused only on the UCC and that the findings are limited to only the UCC and cannot be generalized to represent all project related in the country.

Definition of Terms

Project Communication

Project communication refers to how organisations as a whole communicate with people (clients, customers, vendors, suppliers, stakeholders, media, general public, etc.) outside of its environment. It can also refer to how businesses, enterprises, companies, firms, institutions, or groups communicate within their own environment about their project activities to their own members or employees.

Organisational Structure

The interaction between work, systems, operating procedures, people, and teams in an organisation is referred to as its organisational structure. An organization's structure is a collection of procedures for allocating roles and dividing up activities.

Project Execution

Project execution, “in the context of the research, refers to the” procedures required to finish the tasks outlined in the management plan. These procedures

include coordinating the use of resources and personnel as well as incorporating project success activities in accordance with specifications. Additionally, this entails putting into action the strategies developed during the project planning phase and engaging in a number of management procedures to track and manage the deliverables being produced by the project.

Project Success

Success in a project is measured by its effectiveness, influence on clients, employees, businesses, the environment, and future planning. Quality, cost, timeliness, health and safety, environmental control, participant and user pleasure, and commercial goals all contribute to a project's success.

Organisation of the Study

The structure of this research is divided into five chapters. Chapter One consists of an introduction that includes the background, problem statement, purpose of the study, research objectives, research questions, significance of the study, scope of the study, limitations and organization of the study. Chapter Two covers a review of related literature of the study with emphases on a theoretical framework, conceptual perspective, empirical analysis, and conceptual framework of the study. Chapter Three which deals with the research methods, outlines the study's methodology, including population, research design, sampling and sampling procedures, sources of data, data collection, and procedures for data presentation and analyses.

Chapter Four analyses and discusses the results of data given cognizance to managerial implications and previous empirical claims. In contrast, Chapter Five's

which is the final chapter summarizes and offers recommendations and a conclusion for the study.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter reviews related research on how communication and organisational structure play a mediating role in the relationship between UCC project execution and project success. The chapter is divided into five (5) main sections: introduction, which gives a general overview of the chapter; discussion of theoretical literature, which covers theories; conceptual review analysis, which covers concepts; discussion of empirical review, which covers what other scholars have done in relation to this topic; and presentation of conceptual framework, which illustrates the visual relationship between these variables. To comprehend current research and discussions that are pertinent to the study and to provide that knowledge in a written report are the main goals of conducting a literature review (Van Lange Paul, Liebrand & AM, 2015). A literature review also synthesises and summarises the theories and arguments of prior research in an area without making any original additions (Fuertes, Alfaro, Vargas, Gutierrez, Ternero, & Sabattin, 2020).

Theoretical Review

The theoretical analysis of the study is presented in this portion of the literature review. According to McIntyre, Francis, Gould, and Lorencatto (2020), a theoretical review is a review that focuses on theories that elaborate on the subject of the study and which, in turn, aid in a better comprehension of the study in

question while also putting forth a rationale for the current study. It is necessary to support the study with relevant theoretical reviews of theories that can support the formation of hypotheses and guide conclusion to that effect at the end of the data analysis in respect of the research objectives and hypothesis due to the nature of this study, which is explanatory by design and quantitative in approach.

The resource base view, which is the study's main theory, and stakeholder theory, which supports the main theory, are the major theories that are fully and legitimately relevant in the current study, according to a close review of the many theories. These theories are examined and then related to the setting of the investigation.

Resource-Based View Theory

The resource-based view (RBV) (Grant, Review, & Berkeley, 1991; Penrose, 1959; Prahalad & Hamel, 1990; Priem & Swink, 2012) suggests that businesses can gain a lasting advantage in the market by strategically deploying and combining their tangible and intangible assets (also known as "capabilities"). Unlike Penrose's (1959) early work, which viewed firms as a collection of unique resources, advancements on the RBV have centred on the type and placement of resources that could create barriers and financial rents for competitors (Rumelt, 1984; Wernerfelt, 1984). According to Barney (1991), resources' value, scarcity, imitability, and substitutability all play important roles in establishing entry barriers and fostering competitive advantage.

According to Lavie (2006), traditional RBV presumed that only the organisation has the legal authority to own and control its resources. In contrast,

the principles of outsourcing, purchasing, or supply management emphasise the need of relying on partners who can help make up for internal capability gaps so that the business can focus on its core capabilities. Because of this 'private resource' premise, it may be challenging to adapt the standard RBV to cooperative circumstances in which both shared and non-shared resources are controlled for competitive advantage (Lavie, 2006). To further utilise its explanatory potential in supply chain situations, however, RBV has been reformed to take into account the concept of a network resource (see, for example, Lavie, 2006).

Structure analysis (de Oliveira Wilk & Fensterseifer, 2003; Miller & Ross, 2003) and supply chain competitive advantage antecedent identification (Barratt & Oke, 2007; Lewis, 2000; Pandza, Horsburgh, Gorton, & Polajnar, 2003; Pandza, Polajnar, Buchmeister, & Thorpe, 2003; Pearson, Masson, & Swain, 2010) are two common RBV applications. The majority of project decisions, as stated by Halldórsson et al. (2007), are supposedly implicitly based on RBV. When faced with uncertainty and change, businesses often form inter-organizational structures to better respond by pooling resources and coordinating activities. This is especially true when businesses realise that, due to resource constraints or intense rivalry, they cannot rely entirely on internal resources to ensure competitive advantage (Jap, 2001).

Stakeholder Theory

Stakeholders, as defined by Freeman (2005), include anybody who has a vested interest in the outcome of an organization's efforts to achieve its mission. Stakeholder theory (Maignan & Mcalister, 2003) posits that companies generate

externalities that affect various internal and external parties (stakeholders). Freeman's (1984) idea was an attempt to shed light on the dynamics between businesses and their external surroundings. The author illustrated his model using a diagram, placing the company at the centre and including all of the relevant stakeholders around it. Under this model, the relationship between the firm and its stakeholders is bilateral and autonomous for both parties (Frooman, 1999).

According to Savage et al. (2004), the basic tenants of stakeholder theory are as follows: According to Freeman, an organization's "stakeholders" are the various groups that have some degree of control over the company or its operations. Stakeholder theory examines the dynamics of these relationships in terms of the processes and outcomes for the company and its stakeholders. The idea describes how individuals and groups within an organisation try to shape decision-making to better suit their needs and interests. The emphasis is on managerial judgment.

Organisations need to make an effort to learn about and consider the needs of everyone involved. Friedman (2006) argues that a company's primary focus should be on managing the preferences, expectations, and concerns of its many constituencies. The organisation as a whole should be considered a stakeholder group. There is an obvious connection between the definition of stakeholders and the identification of the stakeholders' identities. Stakeholders include customers, employees, communities, suppliers, and distributors (Friedman, 2006). The fact that in today's business world, internal procurement departments compete on equal footing with external firms as independent entities lends credence to this theory (Drucker, 1998).

This quality makes it more challenging to isolate and classify critical participants in business operations. Stakeholder theory is one of the most often used frameworks for identifying key constituents in an organisation (Tate, Ellramand, & Brown, 2009). Our theory is relevant to this research because it highlights the significance of managing supplier and employee relationships and how those links affect project success. The idea guides project execution and communication as it flows from the organisation to key stakeholders, such as suppliers and end users.

Conceptual Review

Conceptual review is an approach for conducting research that involves examining and evaluating information that is already available on a particular issue (Atherton, 2018). The conceptual review is presented in this section of the literature review. Project execution, communication, organisational structure, and project success are in particular the primary constructs utilised in this study.

Project Execution

A project is a brief effort to create a new good or service. The existence of a short-lived project does not imply that the project's results will be equally transient. The majority of projects are carried out in order to produce a long-term result. Projects are temporary, whereas operations continue for an unlimited amount of time, according to Kim-Heldman (2001). Projects have clearly defined beginning and ending dates. The project is deemed complete after all of its aims and objectives have been achieved. A project is terminated when its goals and objectives cannot be achieved (Bredin & Söderlund, 2011; Brem & Wolfram, 2017). As part of an operation, it is typical for the same process to be performed endlessly. Projects are

the driving force behind numerous organisations in a variety of industries (Ekrot et al., 2016; Martinsuo & Hoverfält, 2018). Projects can be viewed as a tool for change in the context of society.

Because of this, businesses must manage change activities effectively and efficiently if they want to succeed in the world that is changing so quickly right now (Jugend et al., 2016; Pinto, 2013). The majority of projects, according to Paul and Jeannette (2006), are broken down into separate phases, each of which presents unique challenges for the project manager. If we consider the project from a higher vantage point, we can also pinpoint these fundamental project phases as significant factors in the project's success (Rodriguez-Segura et al., 2016; Wells, 2012). If one of these phases is poorly designed or executed, the project will either succeed or fail (Ranawat Bhadoriya & Trivedi 2018). According to the Project Management Body of Knowledge and the Project Management Institute (PMBOK), a project includes four distinct phases. Planning and execution refer to putting the plan into practise, while closing refers to concluding the project's evaluation and terminating it (Shakeri & Khalilzadeh, 2020). Initiation refers to evaluating the present circumstances and establishing the project's goal (Alias et al., 2014; El-Saboni et al., 2009).

The implementation of a project starts after a solid planning baseline has been created. The project team and vendors are able to go forward and complete the tasks outlined in the planning process through this approach (Phillips, 2004). Implementing the project plan is also a part of project execution. This is a crucial step that requires a significant time and resource commitment. To put it another

way, a key sign of success is making sure that those who participated in the planning process are also in charge of carrying it out (PMI, 2004). At this point, it is also crucial to execute the tasks as planned and successfully manage relationships with stakeholders in order to ensure that the project stays on course (Khang & Moe, 2008). A team typically completes the job for a large or medium-sized project (Shendurkar, Jain, & Sudarsan, 2022).

A significant amount of work is assigned to the team manager to do over the course of three to six months (Xie, Hong, & Brilakis, 2022). The effort may be concentrated on a single project or a group of projects (Srivastava, Srivastava, & Canning, 2021). The labour is divided up into smaller, easier to handle jobs and activities. Then, activity schedules are created. The schedule is developed using priority relationships and time estimates (Shiri, Aniambossou, Ba & Leguit, 2021). The team manager is in charge of delegating responsibilities to team members (officers/supervisors) and independent contractors (Iermolenko & Mo, 2021). A team manager chooses the actions that should be taken for a specific period of time (Oraka, Ikwor, & Afodigbueokwu, 2021).

He establishes what he has to achieve in the following period by comparing this to the timetable at the end of each period (Zhang, Xie, & Li, 2019). Due to the limited time and resources, he has, he prioritises vital operations over less important ones (Hoseini, Van-Veen, Bosch-Rekveldt & Hertogh, 2020). Before starting any work, the activity agents make sure that all required inputs and resources are available (Ayub, Thaheem, & Ullah, 2019). Resources, inputs, and other requirements for performing some operations might not be available during the

period (or are not likely to become available), so an effort is made to address these issues in order to resume carrying out these operations in the subsequent period (Abdi, Taghipour, & Khamooshi, 2018).

Any delays that take place within a specific timeframe must be planned for in the future period's planning (Jaafar & Yusof, 2019). The activities that were carried over from the prior period are used to replan the work schedule for the current period (Lin, Chang, Fu, Yeh, Hsu & Tsai, 2018). The activity agents are required to complete the activities in a specific amount of time and money under some form of contract or duty (Steb, Selvik, Naegeli, & Ciliberti, 2018). Agents need help in order to perform their duties. Resources and facilities are needed to complete these procedures. The lower-level actions assigned to the higher-level activity-agents are also their responsibility (Messner et al., 2019). This implies that they are also in charge of resolving any issues or difficulties that may emerge as they perform their duties.

As a result, the choice to accept the project plan is critical since it means that a lot of work will be done to see it through (Pea et al., 2019). Execution must be in full flow in order to produce, distribute, and deploy the project's deliverables. To do this, internal resources must be allocated, and external resources must frequently be purchased (Evans, 2019). As none of the activity done directly contributes to the project's stated aims, project commencement and planning are totally above the line (Shendurkar, Jain & Sudarsan, 2022). The outputs of the project are developed, provided, and implemented here, even though the majority of execution work is done above-the-line (Xie, Hong, & Brilakis, 2022).

Additionally, a three-step iterative process cycle is required for the management of execution.

Project execution often takes centre stage in terms of work, time spent, and cost (Srivastava, Srivastava, & Canning, 2021). Despite strict adherence to the project plan's script, evolving conditions lead to the initial script's assumptions being less accurate and workable over time (Shiri, Aniambossou, Ba & Leguit, 2021). As a result, project implementation frequently deviates from the starting point decided upon at the end of planning. The project's primary goal is also related to the success of the investment because it is being undertaken as an investment (Iermolenko & Mo, 2021). A control cycle is employed during project execution to guarantee that the project and its baseline documents are always in sync (Oraka, Ikwor, & Afodigbueokwu, 2021). Based on stylized status reports that are debated in regular forums among key players, it is possible to take action (Zhang, Xie, & Li, 2019).

Three distinct stages can be usefully used to separate the sub-processes for project setup, output production, and execution wind-up (Hoseini, Van-Veen, Bosch-Rekveldt & Hertogh, 2020).

Project Communication

The term "project communication" describes how a company as a whole interacts with individuals (clients, consumers, vendors, suppliers, stakeholders, media, general public, etc.) outside of its immediate surroundings. It can also refer to how organisations, corporations, firms, institutions, or groups interact with their own members or workers regarding project-related activities within their own

environment. An important component of any endeavour is efficient communication. Poor communication can lead to a project's eventual failure (Pinto & Pinto, 1990). The activity of communication is defined as the act of communicating information among members of a project team and the process of fostering mutual understanding through which that information is communicated (Wu, Liu, Zhao, & Zua, 2017). What we mean when we talk about "communicating" is the sharing of information as well as our ideas and emotions.

The effectiveness of team performance and collaboration was highlighted by an effective project communication channel between the teams of team members (O'Danie & Rosenstein, 2008). This communication may take place vocally, nonverbally, or both. Information exchange suggests that the recipient is aware of what was sent. Another type of communication is symbolic exchange. According to Richmond et al. (2005), communication is the process through which people convey meaning to another by sending verbal or nonverbal cues. When working on a project, a group of people needs to be able to communicate effectively with one another in order to achieve a common goal. To put it another way, that's a smart move. Project teams must effectively communicate in order to accomplish their objectives and lower the risk and uncertainty of projects (Hsu et al., 2012). Project communication is essential to the overall organisational climate in this situation (Drenth et al., 1998).

The sender must be able to understand and clearly receive the meaning of the communication from the recipient (Ivancevich & Matteson, 2002). An organisation must be able to facilitate four different types of communication,

including communication that travels up and down. Project activities are communicated downward from top management to the rest of the organisation. This type of communication is a hallmark of an authoritative management style. Employees connect with their superiors from the bottom up. The main objective of this communication is to inform the company's management about the present situation at the lowest levels. It is the best method for senior management to evaluate the success of communication throughout the organisation (Miljkovi & Rijavec, 2008). Departments and employees at the same level of the organisation can communicate horizontally.

A system must be in place in order to make it easier to coordinate and integrate the operations of numerous departments that are involved in largely independent tasks. Diagonal communication happens when two or more individuals who are not directly related to one another in the organisational structure of the company speak with one another. Except in situations where it enhances other types of communication, this style of communication is rarely used. Labour unions use diagonal communication to set up one-on-one meetings between staff members and the top management, getting around first- and second-line managers. Studies have demonstrated that improving team member communication will improve the performance and success of the project, which emphasises the importance of communication in project success (Pinto & Pinto, 1991).

The project failed for a number of reasons, including poor collaboration, unclear direction, and a lack of support. The quality of the information being communicated is equally as important as the quantity of information being done so

(Oetzel, 2017). When people speak with one another, mistakes are less likely to happen. Excellent communication is necessary from the outset of a project in order to improve decision-making, foster information exchange, and close knowledge gaps (Russ et al., 2013). For a major project to be effective, a lot of information must be shared (Butt, Naaranoja, & Savolainen, 2016). Through communication, roles are made clear, which boosts trust (Henderson, Stackman, & Lindekilde, 2016).

The likelihood of uncertainty and misunderstanding can be reduced in a project team through communication, which can improve the project's outcome (Henderson, Stackman, & Lindekilde, 2018). Effective communication is crucial for a project's success, according to studies. Project teams are able to learn from and trust one another more frequently as a result of efficient communication (Yap, Abdul-Rahman, & Chen, 2017).

Organisational Structure

In addition, the structure of an organisation, as depicted in an organisational chart, explains how its components interact with one another. Organisational structure, as defined by March and Simon (2008), is the methodical structuring and coordination of tasks. It represents the formal organisational structure of the business. Task allocation, coordination, and management are all aspects of an organization's structure. All of these contribute to the organization's success (Pugh, 1990). It's the organization's method of distributing authority and fostering open lines of communication among employees. Goldhaber et al. (2004) further describe organisational structure as the system of responsibilities and relationships inside an

organisation. Organisational structure, as defined by Warren and Dennis (2005), is the deliberate arrangement of roles and responsibilities inside an organisation to achieve its goals.

Instead, it can be thought of as the filter through which workers perceive the external world of their company (Jacobides, 2007). Assignment of duties, authority, and responsibility is determined by the organisational structure, which outlines the flow of information between different tiers of management. Communication, decision-making, and action coordination can all benefit from a well-structured organisation. Tasks, reporting, and connections between different levels of authority are all part of a company's organisational structure. This means that the shape and flow of a business's many processes are determined by its organisational structure. The purpose of an organization's structure is to coordinate worker efforts so that business goals can be met. When people work together in an organised fashion, they are able to get more done than they could on their own.

An organisational structure is "a method or way by which an organization's operations are separated, organised, and coordinated" (Aarabi, 2006), however coordination is necessary to reap the benefits of teamwork. Organisational structure has three distinguishing characteristics: formality, complexity, and centralization, as identified by Stephen Robbins (1998). Centralization, formalisation, and integration are the three most typical characteristics of an organization's structure (Germain, 1996; Chen & Huang, 2007). The level of integration is the extent to which individuals from different departments work together on a common goal (Germain, 1996).

The term "vertical integration" describes the extent to which one employee's duties intersect with those of their superiors. When employees from different departments or levels within an organisation work together on a project, they are said to be "horizontally integrated" (Chen & Huang, 2007). Research (Chen & Huang, 2007; Valio-Gonzalez & Martins, 2014) shows that an organization's level of integration affects the flow of information and knowledge inside it. The degree of formalisation of an organization's rules, laws, and procedures has an effect on employee conduct. When working in a highly regulated industry, it is imperative that employees adhere to all policies. Research shows that when working conditions are routine and predictable, people are less likely to come up with creative solutions (Robbins et al., 2002).

Formalisation has been shown to increase an organization's ability for innovation (Daugherty et al., 2011), contrary to popular belief. Employees' rights are protected by written policies that detail their duties and responsibilities (Walsh & Dewar, 2007). Centralization, as defined by Thompson (2007), refers to the tiers in a hierarchy where decisions are made. Decision-making processes within an organisation are referred to as "centralization" (Robbins et al., 2002). Workers in a less centralised organisation have more leeway to make decisions on the job, while in a more centralised one, decision-making power is concentrated in the hands of a select few.

Workers in highly centralised firms may experience a lack of autonomy due to the fact that they must take direction from above and operate in accordance with company policy. Damanpour (1991) found that in highly centralised settings,

people were less likely to participate and interact. Therefore, in highly centralised firms, social contacts and knowledge transfer are reduced to a minimum (Chen & Huang, 2007). According to Louadi (2008), an organization's activities can be better managed and coordinated thanks to its structure, which facilitates communication and interaction among employees. Specialisation, formalisation, and centralization all play roles in its implementation.

Specification refers to the number of occupational specialisations and the amount of training required for each (Hage, 2005; Reimann, 2004) or the degree to which highly specialist requirements are mentioned in official job descriptions for certain positions. Work procedures and the distribution of responsibilities and authority within an organisation are examples of organisational structure, as defined by Germain (2006). Management is another lens through which to examine an organization's structure. Management's theoretical underpinnings, in other words. An organization's structure can be described in a number of ways, including its hierarchies, degrees of authority, and the links between its many departments (ISMN Study Pack, 2012).

An organisation, as defined by Daft (2008), is a type of entity that is formed to meet the needs of a certain population while also coordinating its activities with the environment. By utilising their connections and organisational structure, organisations aid their members in making the most of their available resources to advance the organization's mission and strategy (Araghi, 2008). According to Peter Drucker (Robbins, 2000), an organization's structure is the most important factor in determining its long-term and short-term project success.

Project Success

When a project is completed on time, within budget, and to the satisfaction of all parties involved, it is considered a success. Functional criteria of project success have also included contractor profitability, the absence of claims and legal actions, and resident satisfaction with the project's intended use (Takim & Akintoye, 2002). Time, money, and requirements are the usual yardsticks for evaluating a project's success. This metric for measuring project performance has been widely criticised, yet it is still widely used (Royal Academy of Engineering, 2004). In the beginning of a project, it is challenging to set attainable time and budget constraints due to the high degree of uncertainty. Because of this, getting started on it as soon as possible is crucial for the project.

Project management is defined in a number of ways, both operationally and conceptually (de Carvalho & Rabechini, 2017; Pinto & Pinto, 1991; Wu, Liu, Zhao, & Zuo, 2017). Pinto & Pinto (1991) state that client happiness, time, money, and quality are all crucial to a project's success. However, Carvalho and Rabechini (2017) define project success in terms of its effect on the organisation, its customers, and its staff; the project's efficiency; and its readiness for the future. Wu et al. (2017), for instance, argued that in addition to considering quality, cost, and time, a comprehensive statement should also consider health and safety, environmental management, participant satisfaction, and value for commercial objectives. The degree of contractual flexibility may be affected by a number of variables, including the success of the project (Wu et al., 2018).

Creasy and Carnes (2017); Dakhil (2013); Irfan and Hassan (2017); Martens et al. (2018); Naeem et al. (2018); Rezvani et al. (2016); Yang et al. (2015) are just a few of the studies that have looked at the factors that affect the success of a project. Bullying in the workplace, the company's reputation for innovation, and HR practises are all the subjects of these analyses. Project success is defined by Chandra (2002) as fitting within the constraints of time, cost, and requirements. Sufficient feasibility studies, in addition to project methodology, planning, and good monitoring/evaluation, are essential to a project's successful completion. Time and cost overruns, as well as "project illness," are two key indicators of whether or not a project will succeed in delivering on its goals (Block & Davidson, 2001).

It seems sense that no one can say for sure whether a project will succeed or fail. The first two are considered crucial by Belassi and Tukel (1996). There is no universal technique for evaluating the success of a project, as stated by de Wit (1988) and Pinto and Slevin (1989). However, studies have widely varying lists of what factors contribute to a project's success or failure. Ten of the most common causes of project failure were identified in a study conducted by Muto Performance Corp. in 2010; these included: insufficient resources (other than funding), insufficient time to complete the project, critical requirements that are not specified or missing, insufficient testing, and late delivery of crucial project tasks.

Another issue is that there is not enough money or critical people on the team to complete the project. Thirdly, it might be difficult to manage projects successfully since the goals and priorities of each stakeholder are established

differently at different points in the project's life cycle and in the management hierarchy. It is important to differentiate between the success of a project and the success of its management, as well as the success of a project and its performance. Success in a project is not the same as success in project management, and neither is the performance of a single project the same as the performance of the project as a whole. Previous research suggests that project success is decided by the project's overall objectives, while project management success is determined by the project's expenses, timeliness, and quality.

According to Cooke-Davies (2002), there is a critical distinction to be made between project performance, which can be tracked continuously, and project success, which cannot be assessed until the project is complete. According to Baccarini (1999), evaluating a project's success requires looking at not only the end result (including facilities), but also how well the project was managed. Budget, time, and quality are the three pillars upon which the success of a building project rests. While the general goals of a project are what define its success, Chandra (1995) argues that the success of a project's management is measured in terms of cost, time, and quality/performance. Time, cost, and quality are the three transaction variables used to evaluate success (Khakina, 2006). The key to success will not just be completing the project on time, within budget, and to a high standard, but also doing so as rapidly as possible.

It was also noted by Chen and Chen (2007) that different measures of success were associated with distinct project objectives. Each of these, he said, is crucial to ensuring the success of a project. Some of these characteristics are the

time and effort put into the project's design and construction, the team's commitment to the project's goals, the team's technical proficiency, and the project's overall scope. All of these factors contribute to a project's viability. Historically, projects have been evaluated based on the "Iron Triangle" of scope, budget, and schedule completion. The iron triangle's three pillars may not be the only variables at play, either. It is difficult to predict if a project will be successful because each one is unique and faces its own set of challenges.

For example, Müller and Turner (2007) argue that in the case of complex projects with a fixed contract, client satisfaction is the most important aspect in determining the project's success. Success criteria for projects require more consideration of stakeholder demands when they are very high-performing or involve a large number of parties with a stake in the outcome. Contractor performance, project management performance, and organisational functional performance have all been linked to project success in the past by researchers like Morris, Morris, and Hough (1986). The net product operation value and the net project execution cost are two metrics used by academics to evaluate the success of a project (Yu, Flett, & Bowers, 2005).

Several studies have shown that the quality of communication between project managers and key stakeholders is directly related to the project's success (Wang & Huang, 2006). According to Serrador and Turner (2015), a project's effectiveness (i.e., meeting the predetermined budget, time, and scope) is highly correlated with the project's overall success (including stakeholder requirements

and consumer acceptability, among other things). For a project to be considered a success, it must satisfy all of the people who had a hand in creating it.

Empirical Review

The term "empirical review" simply refers to discussing the numerous studies conducted by other researchers on your subject or studies that are similar to your own (Nakano, 2018). Each researcher's findings or assertion must be accompanied by their names. Under this section, a review of the empirical studies is taken into account. The goals of the study served as the foundation for the review.

Project Execution and Project Success

In a review of Indian construction projects, Viswanathan, Tripathi, and Jha (2021) looked at the impact of risk mitigation measures on international project success criteria. The purpose of this research is to determine whether or not risk management practises have an effect on various measures of project success. Nine risk mitigation methods and three project success criteria were selected through literature study and will help accomplish this goal. After conducting preliminary research to validate the risk mitigation strategies and project success criteria, a questionnaire was distributed to specialists in international building projects with the requisite knowledge. Factor analysis and structural equation modelling (SEM) were used to assess, categorise, and model the 105 questionnaires collected.

Pre-project planning, local participation, and contract selection were identified as the three pillars of risk management through factor analysis. In addition, SEM is used to hypothesise and assess the effect of risk-mitigation factors on project success measures. Local involvement, careful contract selection, and

thorough pre-project planning are the three most effective risk mitigation strategies now in use. Construction enterprises in India and other developing nations may use the created model to centre their efforts on the risk mitigation measures proposed to improve project success criteria and project management success. Evidence from construction businesses in Pakistan and the United Kingdom allowed Urbaski, Haque, and Oino (2019) to investigate the moderating effect of risk management on project planning and project success.

Planning and completing building projects in Pakistan and the United Kingdom are the focus of this study. A total of 152 project managers (76 from each economy) participated in the survey. The project managers were selected using a RAND algorithm and a purposeful sampling strategy to ensure a statistically significant cross-section of the profession. Partial least squares structural equation modelling was used for the quantitative study. The outcome of the project was found to have a substantial effect on the quality of its planning. Risk management considerably reduced the link between project planning and project success, even if construction firms from two different economies were involved.

Academics and multinational corporations can use this study to learn more about how risk management can improve project success and planning efficiency in today's competitive business environment. It provides a new theoretical framework for expanding project management-related enterprises, with the goal of assessing the connection between project planning and project performance through reducing the influence of risk management. It is recommended that the governments and construction companies of the United Kingdom and Pakistan

utilise an empirical methodology to validate their findings across cultures. It helps the construction industry evaluate risk throughout the design and execution of projects. Sin, Zailani, Iranmanesh, and Rama-yah (2018) looked into how structural equation modelling impacted the creativity of the six sigma DMAIC Project.

The purpose of this research is to demonstrate how incorporating organisational knowledge generating processes within a Six Sigma framework improves organisational performance. An empirical research model is developed with the help of the existing literature. Using structural equation modelling, we examine the relationships between the socialisation, externalisation, combination, and internalisation processes, knowledge, Six Sigma project success, and organisational performance. The survey's findings indicate widespread approval of the theoretical research model. Knowledge is found to benefit from the adoption of knowledge-creation practises within an enterprise. The effectiveness of Six Sigma projects is closely correlated with improved organisational performance as a result of increased knowledge.

Furthermore, Mirza and Ehsan (2017) looked into the relationship between the difficulty of a project and its outcome. The primary goal of the research was to determine the effects that IT has on the cost, quality, and timeliness of project performance. To be more explicit, we hope to formulate a hypothesis regarding the effect that IT compatibility has on the efficiency of the project's essential parts. The study used a significant cross-sectional sample of project data to experimentally test research hypotheses. The study's most significant contribution was the creation

and validation of a research model exploring the dynamics between IT-project alignment, project skills, and project success.

The study highlights the significance of information technology in project management and provides solutions for integrating IT into operational tasks that need a high degree of creativity in order to improve project execution competence and productivity. Hence the hypothesis:

H_1: Project execution has no significant effect on project success.

Project Communication and Project Success

The impact of project communication on project success was investigated by Majeed (2020), who also looked at the moderating effect of genuine leadership and the mediating role of trust. The research aimed to understand how trust and authentic leadership mediated the relationship between effective project communication and positive outcomes. Data was collected from the construction industry in Pakistan's twin cities through a series of surveys. There was a total of 350 surveys sent out, with 245 usable responses. The results show a robust relationship between good communication and successful project outcomes. This connection is mediated through trust. The findings indicate that genuine leadership acts as a moderator between project communication and trust. The findings' ramifications and potential future directions are also emphasised.

Wu, Liu, Zhao, and Zuo examined the relationship between communication-conflict interaction and project success on construction sites in a study published in 2017. The purpose of the research was to examine the relationship between conflict and communication as it pertains to the effectiveness

of construction projects. The conceptual model was tested with real-world data using structural equation modelling. The results showed a favourable relationship between task conflict and project success, with the positive benefits of task conflict being amplified by increased team communication. Relational and process-based conflicts mutually reinforced each other's detrimental effects on project success and communication within the team.

Furthermore, openness in communication and using formal channels were both associated with successful projects, while informal channels had the reverse effect. According to the results, more people need to be willing to talk to each other in formal settings throughout the execution of construction projects for formal communication to improve. To reap the benefits of task conflict while mitigating the drawbacks of process and interpersonal conflict, it is necessary to establish a formal line of communication. Hence the hypothesis:

H_2: Project communication has no significant impact on project success.

Organisational Structure and Project Success

The first study to investigate the relationship between organisational structure and project effectiveness explored the mediating role of information sharing (Raziq, Ahmad, Iqbal, Ikramullah, & David, 2020). This research investigates the links between information sharing and organisational structure aspects (formalisation, centralization, and integration) and project success. This is because very little is known about how various aspects of organisational structure relate to the successful conclusion of a project. According to the resource-based view of the firm and a contingency approach to the logic behind the study, certain

features of the organisational structure have beneficial implications for the management of the project.

The study was compiled with data collected via a survey sent to 220 different telecom companies in Pakistan, both public and commercial. The research found that while formalisation and integration benefited projects, centralization had the opposite effect. If regulations are put in place, private corporations won't have access to the mediation service. The integration and completion of a project are both facilitated by the free flow of information. Hence the hypothesis:

H_3: Organisational structure has no significant effect on project success.

Mediating Role of Communication on the Relationship Between Project Execution and Project Success.

Ali (2021), conducted research to assess the direct and indirect (through effective communication) effect of transformational leadership on project success. This study is undertaken to address this issue and put forward the mediating role of effective communication as a possible explanation of the relationship between transformational leadership and project success. Data were collected from 130 construction project managers in Islamabad, Rawalpindi, and Gilgit, Pakistan. The findings of this study show that effective communication partially mediates between transformational leadership and project success.

Malik et al., (2021) researched to examine the impact of communication on project success with the mediating role of conflict. By using SPSS, demographics, descriptive statistics, and correlation were determined. Smart PLS version 3.0 was used for confirmatory factor analysis (CFA), internal accuracy and validity

estimates, hypothesis checking, and mediation testing. The results showed that formal communication hurts the success of a construction project, resulting in conflicts among project team members, whereas informal communication and communication willingness have a positive impact on project success because people tend to know each other, and trust is developed. Task, process, and relationship conflicts were used as mediating variables. It was found that task conflict affects the relations positively because project team members suggest different ways to do a certain task, and, hence, project success is achieved.

In a study conducted by Smith et al. (2022), the researchers sought to evaluate the ways in which good communication within project teams affected the link between successful project execution and successful project completion. They gathered data from a variety of different businesses and then analysed the answers obtained via the use of statistical methods such as structural equation modelling. Based on the findings of the research conducted by Zulch (2014), it was discovered that communication had a key role in mediating the connection between successful project execution and successful project completion. Hence the hypothesis:

H_4: Communication has no significant influence on the relationship between project execution and project success.

Mediating Role of Organisational Culture on the Relationship Between Project Execution and Project Success

In their study of Indian construction projects, Viswanathan et al. (2021) investigated the impact of organisational structure measures on international project success. The research identified pre-project planning, local participation,

and contract selection as key pillars of organisational structure. By employing structural equation modeling (SEM), the study not only established the relationship between organisational structure and project success but also indirectly highlighted the influence of organizational structure on effective risk mitigation. This suggests that the effectiveness of organisational structure may be contingent on the organizational structure in place.

Urbaski et al. (2019) examined the moderating effect of organisational structure on the relationship between project planning and project success in construction projects in Pakistan and the United Kingdom. The study found that organisational structures significantly reduced the link between project planning and project success. This implies that the organizational structure, which influences the implementation of organisational structures, plays a mediating role in shaping the outcomes of project planning.

Sin et al. (2018) explored how structural equation modeling impacted the creativity of Six Sigma DMAIC projects. The study focused on the relationship between knowledge generation processes, Six Sigma project success, and organizational performance. The findings indicated that knowledge creation practices within the organizational structure positively influenced Six Sigma project success and, subsequently, organizational performance. This suggests that the organizational structure acts as a mediator between knowledge-creation processes and project success.

Mirza and Ehsan (2017) investigated the relationship between information technology (IT) compatibility and project performance. The study emphasized the

importance of IT in project management and its impact on project efficiency. The research model explored the dynamics between IT-project alignment, project skills, and project success. The empirical findings highlighted the significance of IT within the organizational structure, indicating that the organizational setup influences how IT compatibility contributes to project success.

H_5: Organisational structure has no significant influence on the relationship between project execution and project success.

Conceptual Framework

The researcher's synthesis of the literature on how to explain a phenomenon is represented by a conceptual framework, an analytical instrument with numerous modifications and settings (Hulland, 2020). By highlighting the tendencies of the elements and how they relate to key research principles, the conceptual framework provides a picture of the study sample (Fisher et al., 2010). Project execution, project success, communication, and organisational structure are proposed to be scientifically operationalized in the study's competition. Project execution, project success, communication, and organisational structure are the main factors in this analysis. It is proposed that project execution has no significant effect on project success (H_1), project communication has no significant impact on project success (H_2) as well as organisational structure has no significant influence on project success (H_3).

In addition, it is proposed that communication is not a significant mediator on the relationship between project execution and project success (H_4) as well as organisational structure is not a significant mediator influence on the relationship

between project execution and project success (H_5). These propositions are presented in Figure 1:

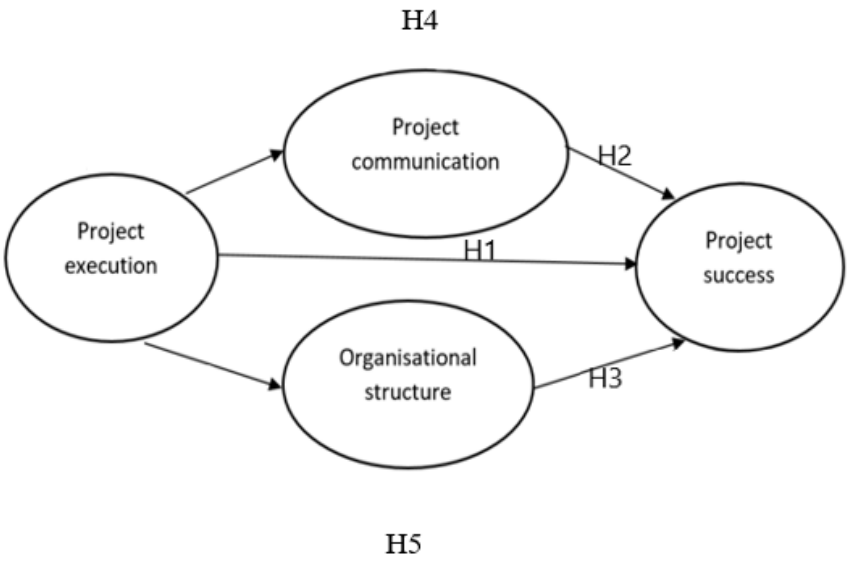

Figure 1: Conceptual Framework

Source: Author's Construct (2023)

The relationship between project execution and project success is shown in Figure 2, as well as how communication and organisational structure mediate this relationship. According to the study, project execution affects project success, which explains the direction of the arrow in Figure 1 relating project execution to project success. This implies that a project's likelihood of success will largely depend on how well it is carried out. Project execution is important if a company wants the project to succeed.

Chapter Summary

In light of the study's main theme, this chapter has offered information about the literature review. Theoretical perspective, conceptual concerns, empirical review, and conceptual framework all received special attention. The main purpose of this chapter is to give literature support that can serve as a foundation for verifying the study's specific objectives experimentally, to compare the results to prior empirical claims, and to provide enough information for comprehending the study's important concepts.

CHAPTER THREE

RESEARCH METHODS

Introduction

According to Babbie (2007), it is crucial to plan and decide what the study will observe and assess, why it will do so, and how it will be carried out before beginning any scientific investigation. The section covers the methodical process for gathering, analysing, and presenting primary data. The overall method the researcher uses to conduct the research endeavour is known as the methodology of the study (Williams, 2007). It describes and examines methods, illuminates their flaws and available resources, and clarifies their conclusions and outcomes while contrasting their capabilities with the knowledge-border twilight zone (Igwenagu, 2016). The research methods and designs utilised to carry out the study are covered in this chapter. Also highlighted is the philosophical approach that guides the study strategy. Methods used to create the survey instrument and associated topics are also covered.

Important topics including the study population, sample size and sampling methods, data sources, pre-testing, fieldwork, ethical considerations, equipment, data collection procedure, and the analytical tools used are also covered in this chapter.

Research Philosophy

The research paradigm, according to Lincon and Guba (1985), consists of four distinct elements: epistemology, ontology, methodology, and axiology. Basic

presumptions, beliefs, norms, and values are included in each of these paradigms (Kivunja & Kuyini, 2017). According to Kamal (2018) and Kivunja & Kuyini (2017), the epistemological paradigm outlines how we come to know something, how we know the truth or reality. There are two epistemic stances, positivism and interpretivism, say Buchanan and Bryman (2009). Dancy, Sosa, and Steup (2009) claim that positivism examines the relationships between variables, generates hypotheses about those relationships, and comes to conclusions based on how these variables are changed. According to the interpretivism paradigm, meanings are contested and the world is continually changing.

It also contends that meanings are produced rather than real and that there is no objective, pre-existing truth out there waiting to be revealed (Thomas, 2009). The ontological worldview, on the other hand, is concerned with the existence of objects on the planet, what they are, and how we organise them (Buchanan & Bryman, 2009). Objectivism and constructivism are two recognised ontological stances. According to objectivism (Kivunja & Kuyini, 2017), social phenomena and their effects have an independent existence for social actors. Contrarily, constructivism holds that social actors continuously work towards achieving social events and their meanings. This indicates that social phenomena and categories are always being revised in addition to being formed through social interaction.

The methodology utilised for this study has a conceptual foundation in the positivist paradigm. According to Morgan and Smircich (1980), the positivist paradigm is predicated on the idea that social reality has an objective ontological framework and that people react to it. The positivist theory is based on the idea that

the universe actually has an empirical reality that can be analysed and clarified with objectivity.

Research Approach

Because of the scope of the study's aims, the specificity of its objectives and hypotheses, and the quantity and nature of the primary data to be collected and evaluated, the researchers opted for a quantitative research methodology. Project success, project communication, project management, and other constructs could all be quantified and manipulated statistically. Creswell (2014) explains that in the quantitative approach, researchers collect numerical data to describe events, which is then analysed with statistical, statistically based approaches.

Both Rahman and Hakim (2016) and Ben-Shlomo, Brookes, and Hickman (2013) state that quantitative methods use inductive reasoning, seek regularities in human lives by breaking down the social world into empirical components known as variables, and gain access to these components through stimuli implemented by the researcher and systematic measurement. The quantitative method relies on data collecting that is grounded in a hypothesis or theory (Tashakkori & Teddlie, 2003), and this method often makes use of descriptive or inferential statistics. Many people use the term "deductive" to describe quantitative methods since they allow for broad inferences to be made about characteristics of populations based on statistical hypothesis testing.

A typical definition of quantitative approaches is the belief that there is a single reality that is untouched by human experience, as stated by Lincoln & Guba (1985). Quantitative analysis focuses on predicting causes and effects with

precision, honesty, and generalizability (Cassell & Symon, 1994; King, Cassell, & Symon, 1994). Information amenable to numerical estimation is essential for any quantitative method. It prioritises questions that have numeric answers, such as "how many" and "how often." In most cases, the review's intended outcome will dictate the method that should be employed. Such investigations become feasible once statistics are converted into data. As examples of tools used in the quantitative approach, Burell and Morgan (1979) point to questionnaires, surveys, personality tests, and structured analysis approaches.

The quantitative method can be used quickly and easily in a number of different study contexts (Amaratunga, Baldry, Sarshar, & Newton, 2002). Quantitative results are more likely to be generalizable to a whole population or subpopulation if they come from a larger sample that is selected at random (Carr, 1994). Data analysis via statistical methods is facilitated by the quantitative strategy as it allows for simpler generalisation of findings. The use of quantitative data rather than interpretations in drawing conclusions also adds a degree of adaptability that could be useful for future advancements and connections with the work. This approach, however, is generally rigid, unreliable, and ineffective at uncovering the significance that people ascribe to actions, and it makes no theoretical advancements whatsoever (Crotty, 1998).

In addition, Matveev (2002) argued that quantitative methods don't inform researchers about the contexts in which the phenomena they're studying actually occur. Again, the researcher in a quantitative study has no say over where the respondents complete the survey or what conditions they are under when doing so

(Matveev, 2002). According to Edwards and Talbot (2014), in order to ensure continued agreement with the initial hypothesis, the time-consuming quantitative technique requires continuous model performance monitoring. These methods are limited in their potential for discovery since they employ closed-ended inquiries and a systematic approach (Matveev, 2002). Last but not least, quantitative research methods only offer a superficial view of a phenomenon because they don't take into account the test-takers' and testers' perspectives on the results or how they were arrived at (Rahman & Hakim, 2016).

Research Design

The study goals can be more effectively met by assessing the relevance of this existing material. Research that takes a theory-testing approach often use quantitative methods like surveys, as stated by Petocz and Newbery (2010). Because of its flexibility in data collection and hypothesis testing, previous research suggests that a quantitative approach is appropriate for this study. There is a prescribed procedure that must be followed in order to handle the study topic (Leedy & Omrod, 2010). Research designs, as defined by Zikmund (2000), outline the specific data techniques and methods that will be employed to achieve the study's objectives.

Appropriate and feasible practical research is the overarching notion for linking the conceptual research challenges. Methods for collecting data for use in planning and executing marketing research are discussed here. This study made use of a rationale-driven explanatory research design. Considering the logic of the cause-and-effect relationship between the constructions of interest, such as the

project's execution (independent variables), communication (mediating variables), and organisational structure (dependent variable), as the driving force. Explanatory research, as opposed to descriptive research, seeks to shed light on the phenomenon being studied. Zikmund, Babin, Carr, and Gryphon (2012) state that in order to identify the range and nature of interactions, an explanatory design research must be conducted.

The epistemological school of thinking underpins the selection of the explanatory study design in quantitative research. Explanatory studies focus on an analysis of a specific situation or problem (Creswell, 2014) in order to comprehend the patterns of interactions between variables. Explanatory study aims to determine the origins of events and provide predictions about the frequency with which those origins will occur in the future, as stated by Maxwell and Mittapalli (2012). One reason for opting for a quantitative methodology is the claim that the data are quantitative and almost always require the application of a statistical test to show the validity of the connections. This design is considered reliable for exploring the mediating roles of communication and organisational structure in the link between project execution and project success at UCC because neither the dependent variable nor the independent variables could be changed.

In addition, data was collected through self-reported questionnaires and analysed within a cause-and-effect framework, as would be done in an explanatory design. This meant that the study's design impacted both the questionnaire used to gather data and the tool used to analyse it.

Study Organisation

In response to a critical shortage of appropriately trained educators in Ghana, the University of Cape Coast (UCC) was founded in 1962 as a constituent institution of the University of Ghana. The two existing universities were unable to meet the need for graduate-level teacher preparation for second-cycle schools like teacher-training colleges and technical institutes, therefore this new institution was founded to fill that void. There are currently six colleges at UCC: the College of Agriculture and Natural Sciences; the College of Education Studies; the College of Humanities and Legal Studies; the College of Health and Allied Sciences; and the School of Graduate Studies and Research. There are a number of projects currently been run by the University of Cape. Records indicates that every college currently have a number of projects being run. Some these projects being run by the colleges includes the distance education by the College of Distance Education, BET Ghana Project by the College of Humanities and Legal Studies, Artisanal Fishing and COVID-19 in Ghana by the College of Agriculture and Natural Sciences and training and retraining component of the National Unemployment Insurance Scheme by the College of Education Studies.

Population

The population is the target group that the researcher is interested in, wants to learn more about, and wants to make conclusions about, according to Leedy and Ormrod (2010). Asiamah et al. (2017) defines a population as an all-inclusive group from which information must be acquired. According to Robson (2002), the

population does not always equate to persons, and it can also apply to scenarios in which someone could be questioned, as well as the dates and locations of such interviews. The study targeted all the colleges on the UCC. The university have five colleges and where all included in the study. As a result, employees who are involved in project activities at the various colleges in the University were included in the research. Not all employees were included in the study. The number of people that were allegedly targeted was estimated to be approximately three hundred and fifty-three (353).

Table 1: Population of the Study

Colleges	Number of Employees	No of Employees on a Project
Agriculture and Natural Sciences	530	28
Distance Education	216	120
Education Studies	349	65
Health and Allied Sciences	364	40
Humanities and Legal Studies	558	100
Total	2017	353

Source: Directorate of University of Cape Coast (2021)

Sample and Sampling Procedures

When conducting a research study, a sample is a group of people from a larger population who are chosen for their comparable qualities to those of the population as a whole (Slavin, 2007). Prior to choosing and contacting respondents for the study, it was important to identify an adequate representative sample size from the survey frame. All project employee of the UCC were included in the study

because of the large sample size, indicating that the research encompassed the complete intended audience. As a result of meeting the sample criteria [n> 50 + 8 (Number of independent variables)] for regression analysis in social science research, this sampling was selected.

A census sampling approach was employed to gather data for this study. To ensure the study's conclusions were as accurate and reliable as possible, the researchers used the census method (Cresswell, 2014). As a result, the research included all members of the intended demographic. Census sampling refers to the practice of sampling from the total population of interest. Instead of selecting a sample, Harding (2006) describes a census as a procedure that collects data from every unit of a population being studied. The use of the entire population enumeration for research is referred to as a census study. In order to have a realistic representation of a tiny population, it is necessary to pick the complete population for the study, since the population is so small.

Data Sources

Malhotra (2015) claims that primary data are gathered especially for the intended use. It is regarded as the authentic first-hand source of the information. On the other hand, secondary data are those that have recently been obtained for reasons unrelated to the current problem. Four issues required primary data in order to complete the study satisfactorily. First, information on the demographic traits of the UCC officials and staff who took part in the study was needed. To fully describe the respondents who took part in the study, information on their age, sex, job title, and education level was needed. The information on the literature review was

gathered from a variety of sources, including the internet, journals, handbooks, reports, and textbooks, as well as relevant published and unpublished resources.

Data Collection Instrument

Causal investigations are typically structured in a way that calls for organised procedures for gathering primary data (Maxwell, 2012). Structured questionnaires were employed as the study tool for data collecting. Considering the study's research approach and study design, this was thought to be appropriate. A formalised series of questions known as a questionnaire is used to gather data from respondents (Malhotra & Birks, 2007). According to Young and Javalgi (2007), questionnaire-based surveys may be the most popular method for acquiring data in scientific studies. In order to measure the key components of the scale, the questionnaire used closed-ended asking techniques. The answers to the closed-ended questions must be chosen from a predetermined list, and the respondents must consider each potential response independently of the other choices.

The checklist of behaviours, traits, or other factors that the researcher is examining was created using close-ended items, and it also included a Likert scale, which is progressively useful for assessing conduct, attitude, or another miracle of fascination along a continuum (Leedy & Ormrod, 2010). McColl, 2005 believes that employing questionnaires rather than interview methodology has some specific advantages in most cases. The questionnaire had five sections: A, B, C, D, and E. Each section contained a set of items. The purpose of Section A was to learn more about the respondents' backgrounds. Information about the project's execution at

the UCC was gathered in Section B. Information about communication at the UCC was supplied in Section C.

Information on the UCC's organisational structure is gathered in Section D. Information about the project's success at the UCC was gathered in Section E. The Likert-scale, which was utilised in this study, is a scale for measuring people's attitudes by adding their ratings on various questions into one index. Scaling is achieved by ensuring that respondents with high and low scores differ in their responses to each of the items carefully picked for inclusion in the index, with the distance between categories being assumed to be equal (Likert, 1932). According to Shaw and Wright's (1967) theory, the Likert scale is currently the way of scaling that is most widely employed in the social sciences. Perhaps this is because to the fact that they are easier to build and will generally be more reliable than scales with a similar number of elements.

The respondents' opinions of the items used to test the constructs taken into consideration in this study were gauged using a 5-point Likert scale. The instrument was described in great depth in Appendix A.

Pre-test

A pre-test was conducted to look for errors in the language of the questions, the clarity of the instructions, and to modify the questionnaire so that responders would have no trouble answering the questions. According to Dugard and Todman (1995), questionnaires must be developed, updated, or shaped after going through multiple testing, and the literature should be used as guidance. Saunders, Lewis, and Thornhill (2009) and de Vaus (2001) both claim that the pre-test makes a

number of contributions to the study. These include delivering a sign of the plausible cost and length of the main survey, providing a sign of the plausible response rate to be expected of the final study, testing questions with a very low response rate, testing the proficiency of directions inside the questionnaire, and so on.

Pre-testing enables evaluation of how well respondents understood the questions as well as the number of responses to each, the effectiveness of filter questions, the coding of questions, particularly open-ended ones and additional responses to closed ones, and the evaluation of similar questions. In January 2022, the instrument's pre-testing period began. However, Saunders, Lewis, and Thornhill (2009) argue that a pre-test just needs a minimum of 10 participants. For the pre-test, a sample of 20 respondents was used. Each respondent understood that this was a pre-test and was invited to report any difficulties they had completing the questionnaire, as advised by Baxter and Babbie (2003).

Twenty of the pre-test questionnaires were ultimately located. Project success, communication, organisational structure, and execution-related queries were all satisfactorily addressed. To confirm that the items used to gauge the study's variables (project execution, communication, organisational structure, and project success) were internally consistent, a reliability test was carried out. Project execution had a high level of internal consistency, with a Cronbach alpha coefficient of 0.808, and communication, organisational structure, and project success all having high levels of internal consistency. A good indicator of internal consistency was communication's Cronbach alpha coefficient, which was 0.900.

Additionally, organisational structure demonstrated strong internal consistency with a Cronbach alpha rating of 0.893. The Cronbach alpha coefficient for project success was 0.829, which also showed a good level of internal consistency. Given the chosen sample size, the scale can be regarded as being reliable because all of the Cronbach's Alpha values are over 0.7. This indicated that there was excellent internal consistency among the metrics used. The pre-test findings will aid me in achieving my goals by providing me with a more comprehensive understanding of my subject.

Validity

The reliability of an instrument in testing the fundamental definition it was designed to assess is known as its validity (Saunders et al., 2009). They contend that in order for an instrument to be legitimate, it must be accurate, which means that it must be consistently reproducible. Once this has been accomplished, the instrument may be examined to see if it is what it is meant to be. On the other hand, an instrument's validity refers to how well it assesses the specific notion that it is intended to measure (Saunders et al., 2009). They go on to say that an instrument must be trustworthy before it can be considered legitimate, which implies that it needs to be repeatedly replicable. Once this has been accomplished, the tool can be examined to determine if it is what it claims to be.

The researcher researched additional pertinent literature and backed up the design of the instrument to confirm the validity of surveys. Scientific validation was used for several of the scales' items. Before being given to the respondents, the

prepared questionnaire was also given to the project manager for review, approval, and modification.

Data Collection Procedures

The primary data for the study was gathered through the use of standardised questionnaires administered to the participants who were selected at random. From March to April of 2022, data were collected for the study. The cover letter from the Department of Marketing and Supply Chain Management explained the purpose of the research and reassured participants that their information would be kept private. Prior to administering the instrument to the respondents, the respondents' consent was asked, and their anonymity and secrecy were ensured. Then, respondents were told that their answers were only being used for academic purposes. Each participant received a questionnaire along with a synopsis of the study.

Overall, some respondents were able to complete the questionnaire immediately, while others asked for between one day and one week to do so. The researcher gave instructions to those that filled out the questionnaires right away to make sure they did it correctly. The respondents were given a total of 353 questionnaires.

Response Rate

A response rate, according to Mugenda and Mugenda (2003), indicates how many respondents took part in a certain study. According to the authors, a response rate of 70% or higher is great and appropriate for analysis, followed by 60% that is very good, 50% that is good, and anything less than 50% that is not suitable for

quantitative research analysis. Out of the three hundred and fifty-three (353) questionnaires that were distributed to the participants of the study, only three hundred and thirty-four (334) respondents representing 95.0% response rate, fully completed and returned the questionnaire. The remaining nineteen (19) questionnaires were a result of complete non-response or incompleteness of the questionnaire from the participants. Based on the criterion of the aforesaid researchers, the obtained response rate was appropriate and applicable to the study.

Preliminary Results

The preliminary data review covers the descriptive statistics of the data obtained. It analysed the common method bias, the test of validity, normality test, descriptive statistics of the data, and the constructs.

Test of Reliability

A reliability test was conducted to ensure the internal consistency of the items used in measuring the variables of the study (project execution, communication, organisational structure and project success).

Table 2: Reliability Results

Name	Cronbach Alpha	Number of Items
Project Execution	.852	14
Project Communication	.782	17
Organisational Structure	.823	11
Project Success	.893	15

Source: Field Survey (2023)

Project execution, communication, organisational structure, and project success all had composite Cronbach alpha values of: The internal consistency of the 14-item project execution measure was good, with a Cronbach alpha coefficient of 0.852. A Cronbach alpha coefficient of 0.782, suggesting strong internal consistency, was also found on the 17-item scale used to gauge communication. Additionally, a Cronbach alpha coefficient of 0.823, suggesting a satisfactory internal consistency, was found for the 11-item scale that examined organisational structure. The Cronbach alpha coefficient for the 15-item project success scale was 0.893, which also represented a good indication of internal consistency.

Given the chosen sample size, the scale can be regarded as being reliable because all of the Cronbach's Alpha values are over 0.7. This indicated that there was excellent internal consistency among the metrics used.

Test of Validity

The validity of an instrument is based on how well the instrument tests the fundamental definition it was supposed to test (Saunders et al., 2009). An instrument must be accurate, which means that it is repeatable and that when this has been done to ensure its validity, the instrument may be inspected to see if it is in line with its stated purpose. To provide the validity of the questionnaires, the researcher looked at other relevant literature and approved the instrument's creation in those works. There were no scientifically proven items on the scales. The researcher required a final check and approval before distributing it to the survey participants. In addition, the results of Kaiser-Meyer-sampling Olkin's adequacy

and Bartlett's test of sphericity must be checked and validated before the principal component factor analysis results may be considered acceptable.

A sample adequacy score of at least 0.50 (Kaiser-Meyer-Olkin) and a test of sphericity (Bartlett's p=0.000; p0.05) must be met. According to Harris, (1962) KMO results are classified as follows:

In the 0.90s=Marvelous

In the 0.80s=Meritorious

In the 0.70s=Middling

In the 0.60s=Mediocre

In the 0.50s=Miserable

Below 0.50=Unacceptable

This study's findings (see Table 3) show that these conditions have been satisfied. Thus, the results of the factor analysis may now be interpreted appropriately.

Table 3: KMO and Bartlett's Test

		Project Execution	Project Communication	Organisational Structure	Project Success
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.898	.849	0.878	.917
Bartlett's Test of Sphericity	Approx. Chi-Square	1484.554	1469.196	1164.802	2317.660
	Df	91	136	55	105

.	0.000	0.000	0.000	0.000

Source: Field Survey (2023)

The results of the KMO and Bartlett's sphericity tests (Table 3) demonstrate that it is acceptable to interpret the principal component factor analysis findings in place of assessing the validity of the scales used to measure the constructs of interest. According to the KMO and Bartlett's test findings, the KMO's for project execution, communication and organisational structure are meritorious and that of project success is marvelous. Based on these, the confirmatory factor analysis results can be considered to check the validity of the scales employed in measuring constructs considered in the study.

Common Method Bias

Table 4: Total Variance Explained

	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
PE	5.041	36.004	36.004	5.041	36.004	36.004
PC	4.651	27.361	27.361	4.651	27.361	27.361
OS	4.289	38.987	38.987	4.289	38.987	38.987
PS	6.537	43.583	43.583	6.537	43.583	43.583

Source: Field Survey (2023)

The common method bias results proved a threat of common method bias (% of variance >50%) for the respective constructs under investigation. The EFA

results shows the first extracted factors explicated 36.004%, 27.361% 38.987% and 43.583% of the variance which is lower than the 50% threshold, hence the conclusion that common method bias is not found in the context of this study in respect of project execution, communication, organisational structure and project success. However, preliminary measures were implemented to avoid this problem (Anim, Awotwe, Nyarku & Kusi, 2020). Harman's single factor technique is employed for the common method of bias measurement.

Test of Normality

Table 5: Test of Normality for Project Execution

			Statistic	Std. Error
Project Execution	Mean		3.3325	.03526
	95% Confidence Interval for Mean	Lower Bound	3.2630	
		Upper Bound	3.4020	
	5% Trimmed Mean		3.3307	
	Median		3.3333	
	Variance		.262	
	Std. Deviation		.51215	
	Minimum		2.08	
	Maximum		4.58	
	Range		2.50	

Interquartile Range	.67	
Skewness	.027	.167
Kurtosis	-.294	.333

Source: Field Survey (2023)

The normality results found in Table 5 proved that the data distribution regarding project execution was approximately normally distributed because "the Skewness and Kurtosis scores were closer to zero" (Pallant, 2005). Besides the z-scores (Statistics/Std. Error) of skewness (.1617) and Kurtosis (-0.8829) for the construct, project execution was between the threshold of -1.96 and 1.96.

Table 6: Kolmogorov-Smirnov and Shapiro-Wilk Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Project Execution	.060	211	.064	.992	211	.340

a. Lilliefors Significance Correction

Source: Field Survey (2023)

Kolmogorov-Smirnov and Shapiro-Wilk tests operate on the null hypothesis that a variable data is not statistically normally distributed if p>.05. From the Table 8, all tests show a p>.05, which implies we fail to reject the null hypothesis and reject the alternative hypothesis of test normality which states that the variable data is identical from a normal distribution.

Table 7: Test of Normality for Communication

	Statistic	Std. Error
Mean	3.0892	.04168

Project Communication	95% Confidence Interval for Mean	Lower Bound	3.0072	
		Upper Bound	3.1712	
	5% Trimmed Mean		3.0968	
	Median		3.0714	
	Variance		.580	
	Std. Deviation		.76177	
	Minimum		1.00	
	Maximum		5.00	
	Range		4.00	
	Interquartile Range		1.07	
	Skewness		-.056	.133
	Kurtosis		-.379	.266

Source: Field Survey (2023)

The normality results found in Table 7 proved that the data distribution regarding communication was approximately normally distributed because "the Skewness and Kurtosis scores were closer to zero" (Pallant, 2005). Besides the z-scores (Statistics/Std. Error) of skewness (-.4211) and Kurtosis (-1.4238) for the construct, communication was between the threshold of -1.96 and 1.96.

Table 8: Kolmogorov-Smirnov and Shapiro-Wilk Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.

Communication	.045	334	.097	.993	334	.104

a. Lilliefors Significance Correction

Source: Field Survey (2023)

Kolmogorov-Smirnov and Shapiro-Wilk tests operate on the null hypothesis that a variable data is not statistically normally distributed if p>.05. From the Table 8, all tests show a p>.05, which implies we fail to reject the null hypothesis and reject the alternative hypothesis of test normality which states that the variable data is identical from a normal distribution.

Table 9: Test of Normality for Organisational Structure

			Statistic	Std. Error
Organisational Structure	Mean		3.1680	.04452
	95% Confidence Interval for Mean	Lower Bound	3.0803	
		Upper Bound	3.2557	
	5% Trimmed Mean		3.1730	
	Median		3.1875	
	Variance		.499	
	Std. Deviation		.70668	
	Minimum		1.17	
	Maximum		5.00	
	Range		3.83	
	Interquartile Range		.92	
	Skewness		-.135	.153
	Kurtosis		.071	.306

Source: Field Survey (2023)

One of the assumptions underlying inferential statistics is the test of normality of the distribution of the data about each variable (Pallant, 2005). The results concerning the z-scores [Statistic/ Std. Error] show the data is approximately

normally distributed (Skewness: z-score=-.8824; Kurtosis: z-score=0.2320) because the z-scores are between "-1.96 and +1.96 (Kim, 2013; Loperfido, 2020)". The test of normality results shows the data distribution in respect of the mediating variable (transformed variable) is approximately normally distributed because the skewness score and the kurtosis scores are closer to zero.

Table 10: Kolmogorov-Smirnov and Shapiro-Wilk Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Organisational Structure	.049	252	.200*	.995	252	.639

Source: Field Survey (2023)

Kolmogorov-Smirnov and Shapiro-Wilk tests operate on the null hypothesis that a variable data is not statistically normally distributed if p>.05. From the Table 10, all tests show a p>.05, which implies we fail to reject the null hypothesis and reject the alternative hypothesis of test normality which states that the variable data is identical from a normal distribution.

Table 11: Test of Normality for Project Success

			Statistic	Std. Error
Project Success	Mean		3.2632	.03991
	95% Confidence Interval for Mean	Lower Bound	3.1846	

		Upper Bound	3.3419
	5% Trimmed Mean		3.2655
	Median		3.2083
	Variance		.336
	Std. Deviation		.57972
	Minimum		1.88
	Maximum		4.54
	Range		2.67
	Interquartile Range		.75
	Skewness		.054 .167
	Kurtosis		-.399 .333

Source: Field Survey (2023)

One of the assumptions underlying inferential statistics is the test of normality of the distribution of the data about each variable (Pallant, 2005). The results concerning the z-scores [Statistic/ Std. Error] show the data is approximately normally distributed (Skewness: z-score=.3234; Kurtosis: z-score=-1.1982) because the z-scores are between "-1.96 and +1.96 (Kim, 2013; Loperfido, 2020)". The test of normality results shows the data distribution in respect of the dependent variable (transformed variable) is approximately normally distributed because the skewness score and the kurtosis scores are closer to zero.

Table 12: Kolmogorov-Smirnov and Shapiro-Wilk Tests of Normality

	Kolmogorov-Smirnova	Shapiro-Wilk

	Statistic	df	Sig.	Statistic	df	Sig.
Project Success	.054	211	.200*	.990	211	.131

Source: Field Survey (2023)

Kolmogorov-Smirnov and Shapiro-Wilk tests operate on the null hypothesis that a variable data is not statistically normally distributed if p>.05. From the Table 12, all tests show a p>.05, which implies we fail to reject the null hypothesis and reject the alternative hypothesis of test normality which states that the variable data is identical from a normal distribution.

Ethical Consideration

No research can be taken seriously if it is marred by an unethical issue. According to Saunders, Lewis, and Thornhill (2007), ethics are the behavioural norms or standards that direct moral decisions about our conduct and interactions with others. First, formal approval from the institution was requested. This was made possible by a letter that was received from the Graduate School of the UCC, essentially asking for permission to conduct a survey among the officials and staff of one of the university's initiatives. The respondents received a thorough explanation of the study's goal. Again, the potential advantages for the school were also explained to the involved parties. The responders were then given an explanation of the process for gathering the study's data. The sample procedure was explicitly explained to the respondents, and those who qualified for participation were neither required nor discouraged from doing so.

The questionnaire was also created in a way that would make it simpler to complete. Second, after explaining the goal of the study to the respondents, their

agreement was requested. The study was described by the researcher as academic work. The questionnaire was written with the participants' anonymity and privacy in mind, and a statement to that effect was included in the questionnaire. Once more, the responders' information was handled with the strictest confidentiality. The researcher also mentioned any discomfort and danger that volunteers might experience. The respondents were given the assurance that any personal information they provided, including their age, rank, and other details, would only be used for the study and that no other uses of the information would be made of it without their knowledge and consent.

Additionally, the researcher told the participants that they wouldn't receive any financial reward for taking part in the study. The information was processed just as it had been collected. No subsequent data alteration was done as a result. In a similar vein, the findings of the data analysis were reported in the results.

Data Processing and Analysis

There were two stages to the data preparation. First, the raw data obtained from the survey was edited, coded, and transformed into the relevant variables. Each questionnaire was carefully examined for errors and inconsistencies after being received. After screening, all completed surveys were deemed valid for data processing. In order to make entering data into computers easier, all the variables were given codes. To reduce data entry mistakes, the data were thoroughly checked before being entered into the datasheets of the Statistical Package for Social Sciences (SPSS version 25.0) for Windows. To identify the out-of-range values, frequency distributions for each variable were examined. Three objectives are associated to a

research study in data analysis, according to Cavana, Delahaye, and Sekaran (2001): to acquire a sense of the data, to assess the data's accuracy, and to test the research's hypotheses.

How effectively the scales worked and how efficiently the data were coded and entered could only be inferred from how the data felt. Then, the Statistical Package for Social Sciences (SPSS) version 25 was used to analyse the prepared data. For each construct, composite variables were created, increasing the data analysis as a whole. To determine how much of the variance in the dependent variable (project success) is explained by the independent variables (project execution) and the mediation variable (communication and organisational structure), inferential statistics, such as regression analysis using ANOVA, were conducted.

According to one or more predictors, we can predict an outcome using linear regression (Kellar & Kelvin, 2013; Polit, 2010). The results were presented in Tables and Figures in a chronological order, which simplified understanding and discussion of the results.

Table 13: Summary of Statistical Tools

No	Objectives	Statistical Tools
1	Examine how project execution affects project success	Regression
2	To analyse how project communication influences project success	Regression
3	To analyse how organisational structure affects project success	Regression
4	To assess the mediating role of project communication on the relationship between project execution and project success	Bivariate regression
5	To assess the mediating role of organisational structure on the relationship between project execution and project success	Bivariate regression

Source: Author's Construct (2023)

Chapter Summary

This section encompasses the methodological techniques employed for primary data collection, their processing and analysis, taking into account the statistical tools and specific research objectives. Additionally, it addresses the compilation and presentation of the study's results for ease of interpretation and comprehension.

CHAPTER FOUR

RESULT AND DISCUSSIONS

Introduction

The study's conclusions, which were based on the predetermined study objectives, are presented in this chapter. Given consideration to management implications and prior empirical findings, the findings are chronologically presented and thoroughly analysed (Anand, Hu, Liden & Vidyarrhi 2011). Regression analysis was used to measure the findings. These metrics were suitable for this analysis. On the following Tables, the results were displayed.

Demographic Information

Table 1: Demographic Information

Variable	Options	Frequency	Percentage (%)
Sex	Male	250	74.4%
	Female	86	25.6%
Age range	18-27 years	92	27.4%
	28-37 years	75	22.3%
	38-47 years	89	26.5%
	48 years and above	80	23.8%
Working experience	1-2 years	15	20.24%
	3-4 years	87	27.98%
	5-6 years	109	41.07%

	7-8 years	95	10.71%
Rank	Junior staff	86	25.6%
	Senior staff	250	74.4%

Source: Field Survey, (2023)

The demographic information shown in Table 1 summarises the demographic make-up of the population that was polled based on a number of important factors. In terms of gender, the majority of respondents were male, accounting for 74.4% (250 persons), while females made up the remaining 25.6%, which amounted to 86 individuals in total.

With regard to the age distribution of the respondents, certain ranges were used for categorization. For the population that was surveyed, the age range of 18 to 27 years comprised 27.4% of the total population, and there were 92 people that fell into this category. Those who were between the ages of 28 and 37 made up 22.3% of the total responses (75 persons), while those who were between the ages of 38 and 47 made up 26.5% of the total, with 89 individuals. The remaining 23.8% consisted of people who were 48 years old or older, which brought the total number of people to 80. The working experience of the respondents was broken down into separate groups, which revealed that 20.24 percent of the respondents (15 persons) had 1-2 years of experience, 27.98 percent of the respondents (87 individuals) had 3-4 years of experience, and the bulk of the respondents (41.07%) had 5-6 years of history. The last group, which consisted of persons with 7-8 years of experience, included 10.71% of the total replies, which amounted to 95 people.

Moreover, respondents were categorised according to the rank they held within their respective organisations. Junior staff made up 25.6% of the population that was questioned, with 86 persons holding such jobs. Senior staff, on the other hand, made up the bulk of the population, accounting for 74.4% of the total, which included 250 individuals. This demographic breakdown offers a comprehensive knowledge of the distribution of respondents across gender, age groups, working experience categories, and organisational levels. It also serves as a platform for further research and interpretation of the data.

Descriptive Statistics of Constructs

The means (M) and standard deviation (SD) were used to measure the constructs descriptively. The responses were descriptively measured with mean (M) and standard deviation (SD) to evaluate the constructs' descriptors. The standard deviation revealed the variety in replies to each item, but the mean showed the average responses to each item. For this reason, the mean was utilised. Additionally, the responses to the questions were scored on a five-point numeric scale, where one (1) stands for not at all and five (5) for a lot. Any mean score below 3.0 is seen as not at all agreeable, and any mean score above 3.0 is viewed as to a very large extent agreeable on a scale from one (1) to five (5). The acceptable midpoint is 3.0.

Every time measures of central tendencies are computed, the measure of variation must also be computed, according to Wan, Wang, Liu, and Tong (2014). Although each variation can be compared to the variations of other things belonging

to the same construct, there is no set limit for permissible variance. The descriptive statistics method was used, and the results are shown in Table 14-17.

Table 14: Project Execution

Items	Mean	Std. Deviation
My university is able to execute projects on time	3.3862	1.23898
My university always spend less when executing projects	2.9341	1.28581
My university does not always apply acceptable quality standards in executing projects	2.9970	1.29795
My university execute projects to satisfy all stakeholder's satisfaction	2.8473	1.23416
My university provides updates at every stage of the project	3.2695	1.21520
My university undertakes post project reviews after execution to learn lessons for future	2.8772	1.27339
My university undertakes post project reviews after execution to assess delivery of benefit	3.3922	1.21751
My university signs off the project deliverables after execution as a sign of successful closure	3.6737	1.25852
My university ensures that all parties involved in the execution of projects	2.8922	1.44791
My university ensures that all parties remain committed to the execution of the project	3.2904	1.30928
My university clearly recognise and deal with lack of project team commitment	2.6766	1.39398
My university project leadership has the skills and resource to inspire commitment of team members throughout the execution stages	3.0329	1.35637
My university provides all the necessary resources to execute projects	3.0479	1.36805

My university provides all the information needed to execute the project	2.9311	1.31681
Average mean and standard deviation	*3.0892*	*.76177*

Source: Field Survey (2023)

Regarding the extent of respondents' agreement regarding the items measuring project execution, it was discovered that in these instances, the respondents to a moderate extent agreed that their university can execute projects on time (M=3.3862; SD=1.23898), provides updates at every stage of the project (M=3.2695; SD=1.21520). "Furthermore, it was discovered that the respondents to a moderate extent agreed that" their university undertakes post project reviews after execution to assess the delivery of benefit (M=3.3922; SD=1.21751) and signs off the project deliverables after execution as a sign of successful closure (M=3.6737; SD=1.25852). In addition, the respondents to a moderate extent agreed that their university ensures that all parties remain committed to the execution of the project (M=3.2904; SD=1.30928), project leadership has the skills and resources to inspire commitment of team members throughout the execution stages (M=3.0329; SD=1.35637) and provides all the necessary resources to execute projects (M=3.0479; SD=1.36805).

However, it was found that the respondents not at all agreed that their university always spend less when executing projects (M=2.9341: SD=1.28581) and does not always apply acceptable quality standards in executing projects (M=2.9970: SD=1.29795). In addition, respondents not at all agreed that their university execute projects to satisfy all stakeholder's satisfaction (M=2.8473: SD=1.23416), undertakes post project reviews after execution to learn lessons for

future (M=2.8772: SD=1.27339) and ensures that all parties involved in the execution of projects (M=2.8922: SD=1.44791). Finally, respondents not at all agreed that their university clearly recognise and deal with lack of project team commitment (M=2.6766: SD=1.39398) and provides "all the information needed to" execute the project (M=2.9311: SD=1.31681).

Table 15: Project Communication

Items	Mean	Std. Deviation
My university provides all the information needed	3.0719	1.20842
My university adequately inform us about significant company issues	3.4311	1.27569
My department receives all necessary information to perform its function well	3.0479	1.07557
My university s communication is effective	3.1228	1.19051
My university takes effective methods in communication	3.0000	1.28750
Information-sharing between teams is very accurate	3.3952	1.20787
The project team members pay attention to cultural differences in the process of communication	3.1018	1.28346
The project teams get enough information to make decisions at the right time	3.3563	1.24553
The project team members adopt simple and feasible evaluation in the process of communication	3.2425	1.16937
My university uses face-to-face communication	3.3024	1.20367
My university has information platform that provides project team members with the required knowledge	3.4641	1.25558
The frequency of communication with other team members is very high, and the effects is also very good	3.4341	1.35129

The team is willing to inform other teams events and change that may affect other teams	3.0719	1.29943
My university make sure that every team member participates in the communication process	3.1437	1.33457
My university gives everyone the chance to express their opinion	3.0210	1.32979
My university listens to each individual's input	2.9611	1.35400
My university allows members to feel free to make positive and negative comments	3.0659	1.35184
Average mean and standard deviation	*3.1902*	*.67543*

Source: Field Survey (2023)

From Table 15, it was found that in these cases, the respondents largely agreed that their university offers all the information required (M=3.0719; SD=1.20842), adequately inform us about significant company issues (M=3.4311; SD=1.27569). Additionally, it was found that most of the respondents agreed that their university obtains all the information required to carry out its duty effectively (M=3.0479; SD=1.07557) and communication is effective (M=3.1228; SD=1.19051). In addition, the respondents to a moderate extent agreed that their university takes effective methods in communication (M=3.0000; SD=1.28750), information-sharing between teams is very accurate (M=3.3952; SD=1.20787) and project team members pay attention to cultural differences in the process of communication (M=3.1018; SD=1.28346).

Moreover, it was found that the respondents largely concurred that their university project teams have sufficient information to make judgements at the appropriate time (M=3.3563; SD=1.24553), project team members adopt simple

and feasible evaluation in the process of communication (M=3.2425; SD=1.16937), uses face-to-face communication (M=3.3024; SD=1.20367) and has information platform that provides project team members with the required knowledge (M=3.4641; SD=1.25558). Also, respondents to a moderate agreed that their university frequency of communication with other team members is very high, and the effects are also very good (M=3.4341; SD=1.35129), team is willing to inform other teams events and change that may affect other teams (M=3.0719; SD=1.29943), and make sure that every team member participates in the communication process (M=3.1437; SD=1.33457).

Finally, respondents to a moderate extent agreed that their university gives everyone the chance to express their opinion (M=3.0210; SD=1.32979) and allows members to feel free to make positive and negative comments (M=3.0659; SD=1.35184). However, it was shown that the respondents were not at all in agreement that their university takes each person's viewpoint into account (M=2.9611: SD=1.35400).

Table 16: Organisational Structure

Items	Mean	Std. Deviation
My university has tight formal control of most projects	3.6078	1.32839
My university places emphasis on getting line and staff personnel to adhere closely to formal project descriptions	3.5629	1.18573
My university places emphasis on always getting personnel to follow the formally laid-down procedures	3.7485	1.18153
My university places emphasis on holding fast to tried and true management principles despite any changes in business conditions	3.6946	1.15320

My university has the tendency to let the expert in a given situation have the most say in decision making, even if this means temporary bypassing of formal line of authority	3.3084	1.31432
My university insists on uniform managerial style throughout the firm	3.3623	1.28419
My university supports top management to environmental initiatives	3.2575	1.30125
My university ensures existence of a management area dedicated to handling environmental issues	2.9940	1.33107
My university has a structured channel of communication	2.7844	1.38034
My university restricts access to important financial and operating information	2.9042	1.28392
My university organisational structure is complex	2.9072	1.27121
Average mean and standard deviation	*3.2847*	*.76610*

Source: Field Survey (2023)

It was shown that in these situations, the respondents overwhelmingly concurred that most initiatives at their university are subject to strict formal management (M=3.6078; SD=1.32839), places emphasis on getting line and staff personnel to adhere closely to formal project descriptions (M=3.5629; SD=1.18573). Furthermore, it was discovered that the respondents to a moderate extent agreed that their university places emphasis on always getting personnel to follow the formally laid-down procedures (M=3.7485; SD=1.18153) and places emphasis on holding fast to tried and true management principles despite any changes in business conditions (M=3.6946; SD=1.15320).

In addition, the respondents to a moderate extent agreed that their university has the tendency to let the expert in a given situation have the most say in decision

making, even if this means temporary bypassing of formal line of authority (M=3.3084; SD=1.31432), insists on uniform managerial style throughout the firm (M=3.3623; SD=1.28419) and supports top management to environmental initiatives (M=3.2575; SD=1.30125). However, it was found that the respondents not at all agreed that their university ensures existence of a management area dedicated to handling environmental issues (M=2.9940: SD=1.33107) and has a structured channel of communication (M=2.7844: SD=1.38034). In addition, respondents not at all agreed that their university restricts access to important financial and operating information (M=2.9042: SD=1.28392) and organisational structure is complex (M=2.9072: SD=1.27121).

Table 17: Project Success

Items	Mean	Std. Deviation
Our university always meet time budget for all construction-based project undertaken	3.2455	2.11236
Our university always demand extra financial resource to completing construction-based projects from its clients	3.3293	1.18774
Our university always have no quality issues affecting the successful completion of our projects	3.2186	1.21927
Our university takes into consideration all issues regarding legal actions such as litigations or fines that hampers the successful completion of all construction-based projects by its clients	3.2186	1.26045
Our university takes into consideration all issues regarding the health and safety of all interested stakeholders	3.3174	1.31103
The customers come back for future works	3.0988	1.35538

The customers use the project	3.1946	1.34717
Our university project meets the customers requirement	3.2844	1.24960
Customers are satisfied with our university projects	3.1796	1.38982
Our university project improves customers performance	3.2066	1.31832
The projects have only minor changes	3.2844	1.30370
Our university completes the project on time or earlier	3.2485	1.28794
Our university completes project within or below budget	3.1796	1.34368
Our university projects are economic business success	3.3234	1.17158
The project increases our university profitability	3.0808	1.33875
Average mean and standard deviation	*3.2273*	*.86274*

Source: Field Survey (2023)

Regarding the extent of respondents' agreement regarding the items measuring project success, it was discovered that in these instances, the respondents to a moderate extent agreed that their university always meet time budget for all construction-based project undertaken (M=3.2455; SD=2.11236), always demand extra financial resource to completing construction-based projects from its clients (M=3.3293; SD=1.18774). Furthermore, it was discovered that the respondents to a moderate extent agreed that their university always have no quality issues affecting the successful completion of our projects (M=3.2186; SD=1.21927) and takes into consideration all issues regarding legal actions such as litigations or fines that hampers the successful completion of all construction-based projects by its clients (M=3.2186; SD=1.26045).

In addition, the respondents to a moderate extent agreed that their university takes into consideration all issues regarding the health and safety of all interested

stakeholders (M=3.3174; SD=1.31103), customers come back for future works (M=3.0988; SD=1.35538) and customers use the project (M=3.1946; SD=1.34717). Moreover, it was also discovered that the respondents to a moderate extent agreed that their university project meets the customers requirement (M=3.2844; SD=1.24960), customers are satisfied with our university projects (M=3.1796; SD=1.38982), project improves customers performance (M=3.2066; SD=1.31832) and projects have only minor changes (M=3.2844; SD=1.30370).

Also, respondents to a moderate extent agreed that their university completes the project on time or earlier (M=3.2485; SD=1.28794), completes project within or below budget (M=3.1796; SD=1.34368), projects are economic business success (M=3.3234; SD=1.17158) and project increases our university profitability (M=3.0808; SD=1.33875).

Objective One: Analyse the Influence of Project Execution on Project Success

The study aimed to evaluate how project execution affected project success at UCC, Ghana. The study used a regression analysis to examine the impact of project execution on project success. Regression analysis is used, following Pallant (2016), to establish the relationship between two variables' causes and effects. Project success was the dependent variable in this situation, with project execution acting as the independent variable. Simple regression was used to analyse the effect, and the resulting Tables 18, 19, and 20 present the results.

Table 18: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.688[a]	.473	.471	.55390

Source: Field Survey (2023)

To begin, Table 18 shows how much of the variance in the dependent variable can be attributed to the independent variable, as well as the correlation between the two. The R column, also known as the correlation coefficient, and the Adjusted R-squared column, also known as the coefficient of determination, both show the strength and direction of the relationship between the dependent and independent variables (Tabachnick & Fidell, 2012). According to Table 24's findings, found that, according to Cohen's (1992) criteria (±0.1 ≤ R ≤ ±0.29= weak relationship; ±0.3≤ R≤ ±0.49 = moderate relationship; and ±0.5≤ R≤ ±1 = strong relationship), there is a strong relationship (R=.688) between project execution and project success.

The findings showed that project execution carried out at the UCC accounted for 47.3% (Adjusted R Square) variation in project success. The finding is similar to those of some previous empirical studies which collectively found project execution as a significant predictor of project success. Iermolenko and Åmo (2021) found that project execution had a significant relationship with project success. Oraka, Ikwor and Afodigbueokwu (2021) also found that having a short-lived project does not guarantee that the project's outcomes will be short-lived as well. To achieve a long-term outcome, most projects are conducted. Zhang, Xie

and Li (2019) were of the view that projects are transient, whereas operations last for an indefinite period of time. Projects have start and end dates that are clearly defined.

When all of the project's goals and objectives have been met, the project is considered finished. Also, Xie, Hong and Brilakis (2022) believed that it is imperative for firms to manage change activities effectively and efficiently in order to thrive in today's rapidly changing world. According to Shiri, Aniambossou, Ba and Leguit (2021), most projects are divided into distinct phases, each of which has its own set of difficulties for the project manager. They also identify these basic project phases as key contributors in the project's success if projects are looked from a higher perspective. They were of the view that, these phases are critical to the project's success or failure if it is not properly planned or implemented. Table 19 was created to explain the statistical implications of the data in order to determine the statistical significance of the results in Table 18.

Table 19: ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	91.377	1	91.377	297.831	.000[b]
	Residual	101.860	332	.307		
	Total	193.237	333			

Source: Field Survey (2023)

Table 19 shows that the regression model is statistically significant, with a 95% confidence interval, 2-tailed (F (1, 333) =297.831, P 0.05) significant value

identified well below the significance threshold. According to other research (Pallant, 2016; Tabachnick & Fidell, 2012), the significance of a regression model can be satisfied with a probability threshold of less than or equal to 0.05, therefore the correlation between project execution and project success is strong. ANOVA results (Table 19) show therefore that project execution accounts for a statistically significant positive change in project success at UCC ($p=0.0001$; $p<0.05$).

The study therefore shows that project execution causes massive significant improvement in the project success at UCC. The finding is similar to those of some previous empirical studies which collectively found target setting as a significant predictor of stress management. Hoseini, Van-Veen, Bosch-Rekveldt and Hertogh (2020) found that project execution had a significant relationship with project success. According to (Ayub, Thaheem & Ullah, 2019) project's implementation begins when a thorough planning baseline has been established and it is through this procedure that the project team and vendors are able to go forward and fulfil the tasks stated in the planning process (Abdi, Taghipour & Khamooshi, 2018). The positive and significant relationship between leadership and project success supports some empirical studies (Mirza & Ehsan, 2017; Sin, Zailani, Iranmanesh & Rama-yah, 2018; Urbaski, Haque & Oino, 2019; Viswanathan, Tripathi & Jha, 2021).

Table 20: Coefficients[a]

	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	T	Sig.

1	(Constant)	1.130	.118		9.612	.000
	Project Execution	.607	.035	.688	17.258	.000

Source: Field Survey (2023)

At UCC, project execution had a significant and favourable impact on project success according to the findings above (t = 17.258, P< 0.05). This result suggests that project execution at UCC, Ghana, has a statistically significant beneficial impact on project success. Inferentially, project execution is a good indicator of project success at the institution. The researcher can present the following regression equation, which predicts project success based on the available project execution, based on these findings. Y (Project success) = 1.130 + .607*(Project execution).

The researcher can claim the following by using the values for the slope and the intercept in the resulting regression equation: from the intercept, when there is no project execution, and as a result when project execution procedures are non-existent, project success across the university will be 1.130. However, from the same slope, when any additional project execution will lead to an improvement in the project success among the university by 60.7%.

Objective Two: Assess the Effect of Project Communication on Project Success

The second goal of the research, which was to ascertain how communication impacts project success at UCC, was the focus of this hypothesis. The regression analysis was used to examine the impact of communication on

project success. Regression analysis is used, in accordance with Pallant (2016), to establish the relationship between two variables' causes and effects. The success of the project was the dependent variable in this case, with communication acting as the independent variable. Simple regression was used to analyse the effect, and the resulting Tables 21, 22, and 23 present the results.

Table 21: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.483[a]	.234	.231	.59213

Source: Field Survey (2023)

The relationship between the independent and dependent variables, as well as the degree to which the independent variable accounted for variance in the dependent variable, are shown to the researchers in Table 21. The Adjusted R-squared, or coefficient of determination, describes how well changes in one variable account for changes in the other. The R column, also known as the correlation coefficient, indicates the direction and strength of the relationship between the dependent and independent variables (Tabachnick & Fidell, 2012). Cohen's (1992) criteria ($\pm 0.1 \leq R \leq \pm 0.29$ = weak relationship; $\pm 0.3 \leq R \leq \pm 0.49$ = moderate relationship; and $\pm 0.5 \leq R \leq \pm 1$= strong relationship) was used. According to Table 21 results there is a moderate relationship (R=.483) between communication and project success.

Again, the findings showed that communication was responsible for 23.4% (Adjusted R Square) of the variation in project success. This result aligns with

previous studies that affirmed that communication significantly influenced project success. Majeed (2020) found that project communication is positively associated with project success, and that trust mediates the relationship between project communication and project success. Authentic leadership was found to moderate this association.

In addition, Wu, Liu, Zhao, and Zuo (2017) conducted research into the connection between communication and conflict in the context of construction project teams, and they discovered that task conflict was positively associated with project success, and that increased communication among teams bolstered the positive effect of task conflict. Further, they discovered that both process and relational conflicts had a detrimental impact on project success and communication among teams. The connection between good communication and a successful project was discovered by Henderson, Stackman, and Lindekilde (2016). Table 22 was prepared to explain the statistical implications of the data in order to establish the statistical significance of the results in Table 21.

Table 22: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	35.509	1	35.509	101.275	.000[b]
	Residual	116.407	332	.351		
	Total	151.916	333			

Source: Field Survey (2023)

Table 22 shows that the significance level for the regression model is significantly lower than the level needed for a 95% confidence interval with two tails (F (1, 333) =101.275, P< 0.05). Other research (Pallant, 2016; Tabachnick & Fidell, 2012) finds that a significance level of 0.05 or less is sufficient for a regression model. As a result, the relationship between communication and project success is statistically significant. ANOVA results (Table 22) show therefore that communication accounts for a statistically significant positive change in project success at UCC ($p=0.0001$; $p<0.05$). The study therefore shows that communication causes massive significant improvement in the project success at UCC.

This confirms the findings of prior research that found that effective communication was a key factor in the completion of a project. Majeed (2020) found that project communication is positively associated with project success, and that trust mediates the relationship between project communication and project success. Authentic leadership was found to moderate this association. Task conflict was found to be positively associated with project success by Wu, Liu, Zhao, and Zuo (2017), who also studied the relationship between communication and conflict in construction project teams and found that improved communication among teams boosted the positive effect of task conflict.

Poor team communication was also shown to be a result of process conflict and relational conflict, both of which were proven to have a detrimental impact on project success. Henderson, Stackman and Lindekilde (2016) found that link between communication and project success.

Table 23: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.969	.126		15.670	.000
	Communication	.379	.038	.483	10.064	.000

Source: Field Survey (2023)

It was also discovered that, communication had a significant and favourable impact on project success, according to Table 23 findings (t = 10.064, P 0.05). This result suggests that communication at UCC, has a statistically significant positive impact on project success. By implication, effective communication contributes to project success across the university. Based on these findings, the researcher can present the following regression equation, which forecasts project success based on the project communication that is now available, Y (Project success) = 1.969+ .379*(Project Communication).

The researcher can claim the following by using the values for the slope and the intercept in the resulting regression equation: from the intercept, when there is no communication, therefore when communication is non-existent, project success across the university will be 1.969. However, from the same slope, when any additional communication will lead to an improvement in the project success among construction firms by 37.9%.

Objective Three: To Analyse How Organisational Structure Affects Project Success

The third objective of the study, to ascertain how organisational structure influences project success was the focus of this phase of the study. The regression analysis was done to examine the impact of organisational structure on project success. Regression analysis is used, by Pallant (2016), to establish the relationship between two variables' causes and effects. Project success was the dependent variable in this situation, whereas organisational structure was the independent variable. Simple regression was used to analyse the effect, and the results are presented in the model summary.

Table 24: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.570[a]	.325	.323	.63022

Source: Field Survey (2023)

According to Tabachnick and Fidell (2012), the strength of the relationship between the dependent and independent variables can be inferred from the value of R, while the effect of changes in one variable on the other can be described using Adjusted R-squared. The results demonstrate a good correlation between the two variables (organisational structure and project success) (R=0.570). According to the findings, using Cohen's (1992) criteria of ("±0.1 ≤ R ≤ ±0.29= weak relationship; ±0.3≤ R≤ ±0.49 = moderate relationship; and ±0.5≤ R≤ ±1 = strong relationship"),

there is a strong correlation between organisational structure and project success at UCC.

Organisational structure also contributed to the understanding of 32.3% of the variability in project success (Adj R= 0.323). The findings showed that the organisational structure put in place at UCC was responsible for 32.3 percent (Adjusted R Square) of the variation in project success. Organisational structure and project success: the mediating role of information sharing was studied by Raziq, Ahmad, Iqbal, Ikramullah, and David (2020), who discovered a statistically significant relationship between the two. In their study, Henderson, Stackman, and Lindekilde (2018) discovered that a well-structured organisation can increase communication, decision-making, and action coordination, which boosts project performance.

According Yap, Abdul-Rahman and Chen (2017) people can do more when they work together than they can alone, which is the concept of organized effort. However, to ascertain the statistical implication of the results, Table 25 was generated.

Table 25: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	63.578	1	63.578	160.076	.000[b]
	Residual	131.862	332	.397		
	Total	195.440	333			

Source: Field Survey (2023)

The regression model in Table 24 was statistically significant since the p-value was much lower than the required level of a 95 percent confidence interval

with two tails (F (1, 333) =160.076, P<0.05). According to other studies (Pallant, 2016; Tabachnick & Fidell, 2012), a probability level of less than or equal to 0.05 satisfies the need for a regression model's significance, and as a result, the relationship between organisational structure and project success is statistically significant. ANOVA results (Table 25) show that changes in organisational structure account for a statistically significant positive change in project success at UCC (p=0.0001).

The study, therefore, shows that organisational structure causes significant improvements in project success. The study conducted by Raziq, Ahmad, Iqbal, Ikramullah, and David (2020) on organisational structure and project success: the mediating role of information exchange, found a statistically significant link between organisational structure and project success. Henderson, Stackman and Lindekilde (2018) in their study found that communication, decision-making, and action coordination can be improved by a well-structured organisation which enhances project success. According Yap, Abdul-Rahman and Chen (2017) people can do more when they work together than they can alone, which is the concept of organized effort. Table 25 was generated to ascertain organisational structure and project success coefficient.

Table 25: Coefficients

	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.

1	(Constant)	1.650	.134		12.341	.000
	Organisational Structure	.506	.040	.570	12.652	.000

Source: Field Survey (2023)

Table 25 showed that there was a significant and positive effect of organisational structure on project success at UCC (B= .570, t = 12.652, P=0.0001). The study conducted by Raziq, Ahmad, Iqbal, Ikramullah, and David (2020) on organisational structure and project success: the mediating role of information exchange, found a statistically significant link between organisational structure and project success. Henderson, Stackman and Lindekilde (2018) in their study found that communication, decision-making, and action coordination can be improved by a well-structured organisation which enhances project success.

Objective Four: To Examine the Mediating Role of Project Communication on the Relationship Between Project Execution and Project Success

In statistics, a mediation model is used to find and explain the mechanism or process that supports an observed correlation between an independent variable and a dependent variable by introducing a third hypothetical variable, known as a mediator variable. A mediating, intermediate, or interacting variable is another name for a mediator. Instead of a direct causal relationship between the independent and dependent variables, a mediation model implies that the independent variable affects the (non-observable) mediator variable, which then affects the dependent variable. As a consequence, the mediator variable assists in determining the nature

of the relationship between the independent and dependent variables. The study employed four fundamental procedures to analyse the mediating function of project communication on the link between project execution and project success.

Step 1: The researcher sought to measure the total effect between project execution and project success, ie. the independent variable against the dependent variable. To compare this total effect with the direct effect of interest is going to be estimated in the mediation model. This is not the mediation model but the total effect has been estimated and this can be done by using the Bivariate Regression.

Step 2: The researcher estimated the direct effect between project execution on project communication (mediator). This can also be analysed using the Bivariate Regression. This is the independent variable as a predictor of the mediator.

Step 3: The researcher found a direct association between project execution and project success which is the primary direct effect of interest here (the independent variable's impact on the dependent variable). This can be done by using multiple regression where we include project execution and the mediator (project communication) as predictors of the dependent variable (project success) to get the unstandardized Beta weight. At the same time, the direct effect of project communication and project success was also analysed by using multiple regression with project execution and project communication as predictors of the dependent variable (project success).

Step 4: Finally, the researcher estimated and tested the effect for statistical significance using the Sobel test or bootstrapping. Tables 26, 27 and 28 show the mediation results.

Table 26: Coefficients

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	T	Sig.
1	(Constant)	9.206	1.547		5.952	.000
	Project Execution	.476	.091	.435	5.248	.000

a. Dependent Variable: Project Success

Source: Field Survey (2023)

The results from the Coefficients table shows an unstandardized Beta weight of 0.476 and it is statistically significant with a standard coefficient beta of weight of 0.435. So, that is step one computed by estimating the total effect and it is statistically significant hence the researcher continued with the other steps as listed above.

Table 27: Coefficients

Model	Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	T	Sig.

1	(Constant)	4.245	.680		6.240	.000
	Project Execution	.385	.040	.665	9.661	.000

a. Dependent Variable: Project Success

Source: Field Survey (2023)

Table 27 above shows the direct effect of Project execution (Independent variable) on the project communication scale (mediator). This is a key coefficient requirement for the estimation of the indirect effect and was done easily by Bivariate regression. The unstandardized Beta weight was found to be 0.385 with a standard error value of 0.040 and it is also statistically significant with 0.665 and its Standardized Beta value.

Table 28: Coefficients

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	4.490	1.563		2.872	.005
	Project Execution	.048	.106	.044	.450	.654
	Project Communication	1.111	.183	.589	6.058	.000

a. Dependent Variable: Project Success

Source: Field Survey (2023)

The last information from the coefficient table above provides information that the researcher needs to estimate the statistical significance of the indirect effect. Now the researcher has all the terms to estimate the indirect effect as well as to test the indirect effect for statistical significance. But before that, the researcher needs to say that project execution to project success with an unstandardized Beta weight of 0.048 is not statistically significant. Therefore, there is no statistically direct effect between project execution and project success. As a result of this, the researcher can presume that the indirect relationship through project communication will be statistically significant.

But then the researcher tested this first and confirmed using step 4. Using a Sobel test, by the application of a web calculator. This was done using the unstandardized coefficient Beta values and their respective standardized coefficient Beta values. Information on the Sobel test in presented on figure 2.

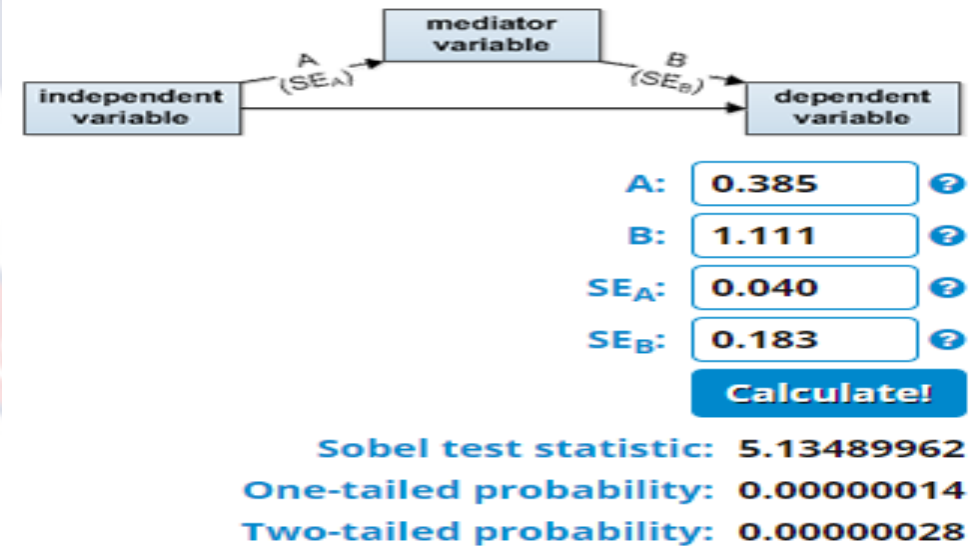

Figure 2: Sobel test

Source: Field Survey (2023)

The Sobel test above here associated with a z score of 5.135 (3 d.p) and a p value which was less than 0.05. Therefore, the researcher can now conclude that the indirect effect between project execution and project success via the intermediary variable "project communication" is statistically significant. The researcher hasn't estimated the exact indirect point of the indirect effect but it's simply the product of 0.385 and 1.111 which is 0.427735(0.428 3d.p). Hence 0.428 is the estimate of the indirect effect between project execution to project success through project communication and the Sobel test suggests that, the point of estimate of 0.428 is statistically significant.

The observed overall impact of project execution on project success serves as a basis for the ensuing mediation analysis. The strong correlation between project execution and project communication highlights the crucial role of good communication in projects (Henderson et al., 2018). Notably, the lack of a substantial direct relationship between project execution and project success suggests that the influence of project execution on success is mediated by project communication (Raziq et al., 2020). The presence of a statistically significant indirect impact via project communication suggests that the efficacy of project communication channels is vital in converting project execution efforts into successful project results.

These results underscore the complex nature of project success dynamics, emphasising the crucial role of communication as a mediator. Organisations and project managers should acknowledge the need of cultivating strong communication methods to improve the overall effectiveness of project

implementation (Yep 2017). This empirical information enhances comprehension of the factors that underlie project success and offers practical insights for project management methods. These findings emphasise the crucial importance of efficient project communication in converting project execution efforts into successful project results. To optimise project performance, project managers and organisations should prioritise and improve communication techniques to amplify the influence of project execution (Butt et al., 2016). The presence of a statistically significant indirect impact suggests that enhancing project communication may result in considerable enhancements in project success, providing practical insights for project management strategies.

Objective Five: To Examine the Mediating Role of Organisational Structure on the Relationship Between Project Execution and Project Success

In statistics, a mediation model is used to find and explain the mechanism or process that supports an observed correlation between an independent variable and a dependent variable by introducing a third hypothetical variable, known as a mediator variable. A mediating, intermediate, or interacting variable is another name for a mediator. Instead of a direct causal relationship between the independent and dependent variables, a mediation model implies that the independent variable affects the (non-observable) mediator variable, which then affects the dependent variable. As a consequence, the mediator variable assists in determining the nature of the relationship between the independent and dependent variables, says the researcher. The study employed four fundamental procedures to analyse the

mediating function of organisational structure on the link between project execution and project success.

Step 1: The researcher sought to measure the total effect between project execution and project success, ie. the independent variable against the dependent variable. To compare this total effect with the direct effect of interest is going to be estimated in the mediation model. This is not the mediation model but the total effect has been estimated and this can be done by using the Bivariate Regression.

Step 2: The researcher estimated the direct effect between project execution on organisational structure (mediator). This can also be analysed using the Bivariate Regression. This is the independent variable as a predictor of the mediator.

Step 3: The researcher found a direct association between project execution and project success which is the primary direct effect of interest here (the independent variable's impact on the dependent variable). This can be done by using multiple regression where we include project execution and the mediator (project communication) as predictors of the dependent variable (project success) to get the unstandardized Beta weight. At the same time, the direct effect of organisational structure and project success was also analysed by using multiple regression with project execution and organisational structure as predictors of the dependent variable (project success).

Step 4: Finally, the researcher estimated and tested the effect for statistical significance using the Sobel test or bootstrapping. Tables 29, 30 and 31 show the mediation results.

Table 29: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	9.456	1.856		5.896	.001
	Project Execution	.568	.089	.543	5.456	.001

a. Dependent Variable: Project Success

Source: Field Survey (2023)

The constant, which represents the value of the intercept when project execution is zero, is 9.456. It has a standard error of 1.856. The project execution variable has a coefficient of 0.568, which signifies the impact of a one-unit change in project execution on project success. The standard error for this coefficient is 0.089. The Beta coefficient for project execution is 0.543, indicating a fairly strong positive association measured in standard deviation units. The t-statistic, which quantifies the number of standard errors by which the coefficient estimates deviate from zero, is 5.456, indicating a statistically significant variation. The p-value (0.001) further supports the rejection of the null hypothesis, indicating a strong and statistically significant positive effect of project execution on project success.

Table 30: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.

1	(Constant)	9.998	.780		6.246	.001
	Project Execution	6.451	.563	.678	8.561	.001

a. Dependent Variable: Project Success

Source: Field Survey (2023)

The following table illustrates the coefficients that were produced from a regression model that investigated the association between the execution of a project and the dependent variable, which was ultimately the success of the project. 9.998 is the value of the constant, which represents the intercept when the execution of the project is zero, and the standard error is 0.780 respectively. The standard error for this coefficient is 0.563, and the coefficient itself is 6.451, which indicates the change in project success that is associated with a one-unit change in project execution. In terms of project execution, the coefficient describes the change in project success.

The standardised coefficient (Beta) for project execution is now at 0.678, which indicates a positive association that is relatively strong in terms of standard deviation units. The t-statistic for project execution is 8.561, which indicates that there is a large variation from zero and emphasises the major influence that project execution has on the success of the project. There is substantial evidence that contradicts the null hypothesis, as shown by the significance level (Sig.) that is connected with the t-statistic, which is 0.001. The strong statistical significance of the association between successful project execution and successful project completion is thus highlighted by this.

Table 31: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	5.490	1.763		2.462	.005
	Project Execution	.148	.456	.044	.426	.784
	Organisational structure	1.456	.456	.589	6.758	.001

a. Dependent Variable: Project Success

Source: Field Survey (2023)

The presented table outlines coefficients from a regression model examining the influence of project execution and organizational structure on the dependent variable, project success. The constant (intercept) is 5.490, with a standard error of 1.763. This represents the estimated value of the dependent variable (project success) when both project execution and organizational structure are zero. The associated t-statistic is 2.462 with a significance level (Sig.) of 0.005, suggesting that the constant is significantly different from zero. The coefficient for project execution is 0.148, with a standard error of 0.456 and a standardized coefficient (Beta) of 0.044. However, both the t-statistic (0.426) and the significance level (Sig. = 0.784) indicate that the impact of project execution on project success is not statistically significant in this model.

Conversely, the coefficient for organizational structure is 1.456, with a standard error of 0.456 and a Beta of 0.589. The associated t-statistic is 6.758, and the significance level is 0.001, indicating a highly significant positive impact of organizational structure on project success. In summary, while project execution does not appear to significantly influence project success in this model, organizational structure has a statistically significant positive effect on project success. This suggests that, in the context of this study, the organizational structure plays a more prominent role in determining project success than the specific actions related to project execution. However, further exploration and consideration of contextual factors are warranted to fully understand the nuanced relationship between these variables.

The findings emphasize the importance of organizational structure in project success and underscore the need for project managers and organizational leaders to pay attention to structural aspects when aiming to enhance project outcomes. The lack of significance for project execution may prompt a deeper investigation into the specific dimensions of project execution being considered and whether they align with the goals and objectives of the studied projects. But then the researcher tested this first and confirmed using step 4. Using a Sobel test, by the application of a web calculator. This was done using the unstandardized coefficient Beta values and their respective standardized coefficient Beta values. Information on the Sobel test is presented on Figure 3

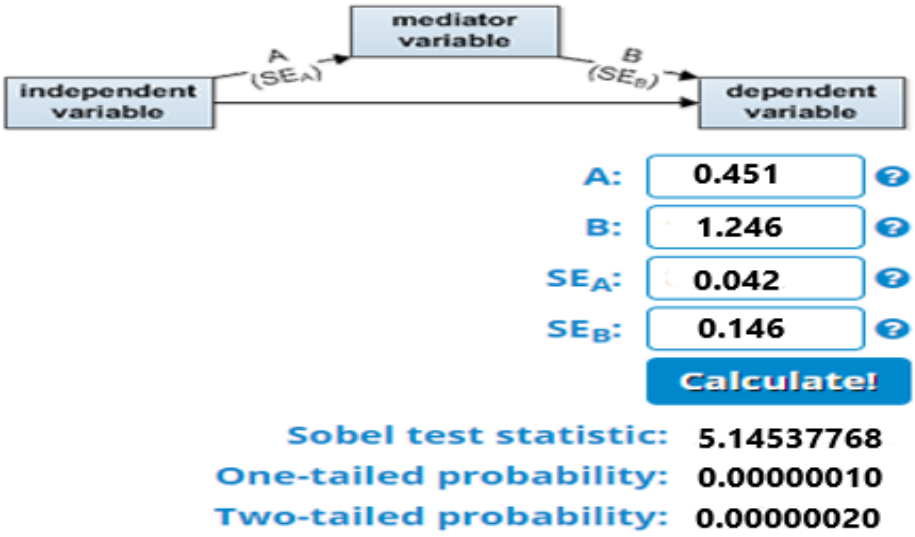

Figure 3: Sobel test

Source: Field Survey (2023)

The Sobel test above here is associated with a z score of 5.145 (3 d.p) and a p value that was less than 0.05. Therefore, the researcher can now conclude that the indirect effect between project execution and project success via the intermediary variable "organisational structure" is statistically significant. The researcher hasn't estimated the exact indirect point of the indirect effect but it's simply the product of 0.451 and 1.246 which is 0.561946(0.562d.p). Hence 0.562 is the estimate of the indirect effect between project execution to project success through organisational structure and the Sobel test suggests that the point of estimate of 0.562 is statistically significant.

The results indicate a complex connection between the implementation of a project, the structure of the organisation, and the achievement of project objectives. Project execution alone has a clear and direct beneficial effect on project success.

However, when organisational structure is included as a mediating component, it complicates the connection. The influence of project success is significantly affected by the organisational structure, which may operate as a mediator for the effect of project execution. These findings are consistent with other studies that highlight the complex and diverse aspects of project success (Viswanathan, et al., 2021; Naeem et al., 2018; Rezvani et al., 2016; Urbaski, et al., 2019). Research has emphasised the significance of elements beyond implementation, such as organisational culture and structure (Creasy & Carnes, 2017). The results align with research that highlights the need for a comprehensive approach to project management, taking into account both implementation techniques and the organisational environment (Naeem et al., 2018; Rezvani et al., 2016).

The report offers significant information for project managers and organisational leaders. While the successful implementation of a project is important, it is even more critical to focus on the organisational structure to guarantee project success. The presence of organisational structure as a mediator suggests that improving project results requires attention to both project-specific activities and the overall organisational context. Additional investigation and examination of the precise aspects of organisational structure that impact project performance might enhance the development of project management methods.

Chapter Summary

The chapter discusses the findings in connection to the specific research objectives that were taken into account over the course of the investigation. The

findings were thoroughly examined due to their practical application, managerial repercussions, and earlier empirical postulations confirmed by the literature analysis.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents a synopsis of the research done. Methods for conducting the study were already discussed. This chapter also includes a brief overview of the analytical methods employed in this inquiry, the results according to the study's aims, suggestions for further study based on the study's most important discoveries, and recommendations.

Overview

The purpose of this research was to assess how project execution, communication and organisational structure influence project success at the UCC. In line with this, the researcher developed five research objectives which were to examine how project execution affects project success at UCC, to analyse how project communication influences project success at UCC, to analyse how organisational structure affects project success at UCC, to assess the mediating role of project communication on the relationship between project execution and project success, and to assess the mediating role of organisational structure on the relationship between project execution and project success. The resource-based view and the stakeholder theory guided the research to build a good theoretical foundation.

The study used the quantitative technique and an explanatory research design. The study's target population comprised employees in the five colleges of

the University of Cape Coast who had been involved in projects over the years. In all, data were collected from all the 353 participants involved in one project or the other using census. A structured questionnaire was the primary data collection instrument used for the study. In this study, respondents' views on the items used to evaluate the constructs under investigation were measured on a 5-point Likert scale. IBM SPSS Statistic version 25 was used for the regression analysis. A summary of the most important results is provided about the purpose of the research below.

Summary of Key Findings

The findings showed that project execution carried out at the UCC accounted for 47.3% (Adjusted R Square) variation in project success. The Anova results show that the regression model is statistically significant, with a 95% confidence interval, 2-tailed (F (1, 333) =297.831, P< 0.05) significant value identified well below the significance threshold. The coefficient table shows that project execution had a significant and favourable impact on project success according to the findings above (t = 17.258, P< 0.05).

With the second research objective which was to assess how project communication influences project success, it was found that there is a moderate relationship (R=.483) between communication and project success. Again, the findings showed that communication was responsible for 23.4% (Adjusted R Square) of the variation in project success. The Anova results show that the significance level for the regression model is significantly lower than the level needed for a 95% confidence interval with two tails (F (1, 333) =101.275, P< 0.05).

From the coefficient table, it was also discovered that communication had a significant and favourable impact on project success and this was not due to chance (t = 10.064, P 0.05).

The third research objective was to analyse how organisational structure affects project success at UCC. Organisational structure also contributed to the understanding of 32.3% of the variability in project success (Adj R= 0.323). The Anova results show that the regression model is statistically significant, with a 95% confidence interval, 2-tailed (F (1, 333) =160.076, P 0.05) significant value identified well below the significance threshold. The coefficient table shows that organisational structure had a significant and favourable impact on project success according to the findings ((B= .570, t = 12.652, P=0.0001).

The fourth research objective was to assess the mediating role of project communication on the relationship between project execution and project success. The indirect relationship through project communication was found to be statistically significant and was not due to chance. This indirect path through project communication to assess the relationship between project execution and project success was found to be 0.428 by the application of the Sobel test.

The last research objective was to assess the mediating role of organisational structure on the relationship between project execution and project success. The indirect relationship through organisational structure was found to be statistically significant and was not due to external factors. This indirect path through organisational structure to assess the relationship between project

execution and project success was found to be 0.562 by the application of the Sobel test.

Conclusions

Based on the findings of the study, the following conclusion were made:

Ultimately, this research conducted at the University of Cape Coast (UCC) provides insight into crucial elements that impact the achievement of projects within the university's specific circumstances. The study highlights the crucial significance of project execution, demonstrating its significant influence on project success. This is corroborated by rigorous statistical analysis, underscoring the importance of efficient project management procedures.

Furthermore, the analysis of project communication demonstrates a significant correlation with project success. Effective communication is a crucial factor that plays a big role in obtaining great project results. These results are consistent with the wider body of research that emphasises the crucial importance of communication in achieving effective project completion.

The research also examines the impact of organisational structure on project success, uncovering fascinating conclusions. The identification of organisational structure as a major predictor highlights the complex nature of elements that contribute to project success in a university context.

Furthermore, investigating the intermediary functions of project communication and organisational structure in the correlation between project execution and success enhances our comprehension. Both communication and

organisational structure play vital roles in transforming project execution efforts into effective results, making them critical mediators.

Overall, the comprehensive results of the research provide useful insights for project management techniques, not just at academic institutions like UCC, but also for organisations dealing with intricate projects. Acknowledging these interdependencies is essential for making well-informed decisions and effectively managing projects in rapidly changing organisational settings. This research makes significant contributions to the academic and practical discussion on project success.

Recommendations

Based on the findings and conclusions, the following recommendations were made:

Considering the significant influence of project execution on project success, it is essential for UCC to give priority to the creation and implementation of strong project execution procedures. This entails allocating resources towards project management training programmes for personnel engaged in project implementation.

Given the substantial impact of communication on project outcomes, UCC should prioritise the improvement of communication methods. This entails cultivating a communication culture that promotes openness, cooperation, and prompt dissemination of information across project teams.

The research emphasises the significance of organisational structure in achieving project success. The UCC should assess its current organisational

framework to verify it is in line with the objectives of the project. It is important to take into account the need for adaptability, well-defined lines of communication, and the creation of teams focused on specific projects within the current framework.

Establishing a mechanism for ongoing surveillance and assessment of project management methodologies might provide significant observations. Periodic evaluations may assist in pinpointing areas requiring improvement, guaranteeing that project management procedures stay flexible in response to the changing demands of the institution.

Cultivate a culture inside UCC that esteems and places project success as a top priority. This entails acknowledging and compensating for proficient project management methodologies, providing motivation for creativity, and developing a conducive atmosphere for project teams.

Suggestions for Further Studies

Although this study offers insightful information, there is room for more research in this area. Some suggestions for more research include:

Perform comparative analyses across various colleges or educational establishments to investigate discrepancies in project management methodologies. Examining parallels and contrasts might provide a more comprehensive viewpoint on successful project management techniques in the field of education.

Conduct long-term research to track how project management techniques have changed and how they have affected project outcomes. Monitoring alterations

in organisational structures, project execution techniques, and communication patterns may fall under this category.

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APPENDIX

UNIVERSITY OF CAPE COAST

COLLEGE OF HUMANITIES AND LEGAL STUDIES

DEPARTMENT OF MARKETING AND SUPPLY CHAIN MANAGEMENT

QUESTIONNAIRE

Dear Sir/Madam

I am an Mcom student undertaking research on ***how project execution, communication and organisational structure influence project success at the UCC***. This is purely an academic exercise and you are assured of concealment of the information you will provide. Your candid opinion is keenly needed; therefore, you are entreated to complete this questionnaire to promote the success of this exercise. Your responses will be treated confidential. Thank you.

Section A: Demographics

1. Sex a. Male [ ] b. Female [ ]
2. Age a. 18-24 years [ ] b. 25-31 years [ ] c. 32-38 years [ ] d. 39-44 years [ ] e. 45-51 years [ ] f. 52 years and above [ ]
3. Marital status

   ☐ Single ☐ Married ☐ Divorce

4. Level of education:

None ☐ JHS ☐ SHS First Degree ☐ Masters ☐ PhD

Instructions: Kindly tick (✓) or write where appropriate

Section B: Project Execution

To what extent do you agree with the following statements? Where: *1=Not at all; 2=To a slight extent; 3=To a moderate extent; 4=To a great extent; 5=To a very great extent"*

No	**Project Execution**	1	2	3	4	5
1	My university is able to execute projects on time					
2	My university always spend less when executing projects					
3	My university does not always apply acceptable quality standards in executing projects					
4	My university execute projects to satisfy all stakeholder's satisfaction					
5	My university provides updates at every stage of the project					
6	My university undertakes post project reviews after execution to learn lessons for future					
7	My university undertakes post project reviews after execution to assess delivery of benefit					
8	My university signs off the project deliverables after execution as a sign of successful closure					
9	My university ensures that all parties involved in the execution of projects					
10	My university ensures that all parties remain committed to the execution of the project.					
11	My university clearly recognise and deal with lack of project team commitment					
12	My university project leadership has the skills and resource to inspire commitment of team members throughout the execution stages					
13	My university provides all the necessary resources to execute projects					

14	My university provides all the information needed to execute the project					

Section C: Project Communication

To what extent do you agree with the following statements? Where: *1=Not at all; 2=To a slight extent; 3=To a moderate extent; 4=To a great extent; 5=To a very great extent"*

No	**Project Communication**	1	2	3	4	5
1	My university provides all the information needed					
2	My university adequately inform us about significant company issues					
3	My department receives all necessary information to perform its function well.					
4	My university s communication is effective					
5	My university takes effective methods in communication					
6	Information-sharing between teams is very accurate					
7	The project team members pay attention to cultural differences in the process of communication					
8	The project teams get enough information to make decisions at the right time					
9	The project team members adopt simple and feasible evaluation in the process of communication					
10	My university uses face-to-face communication					
11	My university has information platform that provides project team members with the required knowledge					
12	The frequency of communication with other team members is very high, and the effects is also very good					
13	The team is willing to inform other teams events and change that may affect other teams					

14	My university make sure that every team member participates in the communication process					
15	My university gives everyone the chance to express their opinion					
16	My university listens to each individual's input					
17	My university allows members to feel free to make positive and negative comments					

Section D: Organisational Structure

To what extent do you agree with the following statements? Where: *1=Not at all; 2=To a slight extent; 3=To a moderate extent; 4=To a great extent; 5=To a very great extent"*

No	**Organisational Structure**	1	2	3	4	5
1	My university has tight formal control of most projects					
2	My university places emphasis on getting line and staff personnel to adhere closely to formal project descriptions					
3	My university places emphasis on always getting personnel to follow the formally laid-down procedures					
4	My university places emphasis on holding fast to tried and true management principles despite any changes in business conditions					
5	My university has the tendency to let the expert in a given situation have the most say in decision making, even if this means temporary bypassing of formal line of authority					
6	My university insists on uniform managerial style throughout the firm					
7	My university supports top management to environmental initiatives					
8	My university ensures existence of a management area dedicated to handling environmental issues					
9	My university has a structured channel of communication					

10	My university restricts access to important financial and operating information.					
11	My university organisational structure is complex					

Section E: Project Success

To what extent do you agree with the following statements? Where: *1=Not at all; 2=To a slight extent; 3=To a moderate extent; 4=To a great extent; 5=To a very great extent"*

No	**Project Success**	1	2	3	4	5
1	Our university always meet time budget for all construction-based project undertaken.					
2	Our university always demand extra financial resource to completing construction-based projects from its clients.					
3	Our university always have no quality issues affecting the successful completion of our projects.					
4	Our university takes into consideration all issues regarding legal actions such as litigations or fines that hampers the successful completion of all construction-based projects by its clients.					
5	Our university takes into consideration all issues regarding the health and safety of all interested stakeholders.					
6	The customers come back for future works					
7	The customers use the project					
8	Our university project meets the customers requirement					
9	Customers are satisfied with our university projects.					
10	Our university project improves customers performance					
11	The projects have only minor changes					
12	Our university completes the project on time or earlier					
13	Our university completes project within or below budget					

14	Our university projects are economic business success					
15	The project increases our university profitability					

Thank you