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# The effect of project team skills on school project success: the case of Woreta City Administration School

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## Abstract

This study examined the effect of project team skills on school project success, focusing on schools in the Woreta City Administration. Using a pragmatic research paradigm, the study employed a mixed-methods approach, combining qualitative and quantitative research with a descriptive and explanatory design to meet its objectives. The study's population included teachers, administrative staff, and project office employees, with data collected from primary sources through questionnaires and semi-structured interviews. A blend of probability and non-probability sampling techniques was used, involving 243 respondents and 7 key informants. The study used descriptive and inferential analyses (correlation and multiple linear regression) to analyze the data. The findings revealed that all five project team skills were positively correlated with school project success, with leadership and communication skills showing the strongest correlations. Regression analysis identified leadership as the most significant predictor, followed by communication and collaboration skills. Although technical and problem-solving skills also contributed, their influence was comparatively smaller. Based on these findings, the study recommends focusing leadership training on decision-making, motivation, and conflict resolution. Communication can be improved through regular meetings and digital platforms, while team-building and conflict resolution protocols can enhance collaboration. Furthermore, specialized training and problem-solving workshops are suggested to increase adaptability and innovation.

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# Introduction

## Background of the study

Project success can be broadly defined as the accomplishment of project goals within predetermined constraints, such as time, budget, and scope (Zid et al., 2020). While early perspectives focused primarily on achieving these three constraints, the modern understanding of project success has evolved to include the satisfaction of stakeholders, the quality of deliverables, and the overall value generated by the project (Bryde et al., 2019). In the educational sector, school projects, which range from infrastructure development to curriculum enhancement, are pivotal for creating conducive learning environments. However, ensuring the success of these projects often depends on various factors, one of which is the competence of the project team Umar et al. (2023).

A project team comprises individuals with diverse roles such as management, technical, and operational experts collaborating to achieve specific goals within time, budget, and scope constraints (Belbin & Brown, 2022). Project success relies on the team's ability to work cohesively, manage resources, and address emerging challenges (Maduka et al., 2018).

Project team skills encompass technical, interpersonal and leadership abilities essential for project success, including communication, problem-solving, time management, and collaboration (Belbin & Brown, 2022). These skills help teams manage complexities, meet stakeholder expectations, and ensure quality outcomes within constraints (Thornhill-Miller et al., 2023; Graesser et al., 2017).

Effective communication skills are fundamental to project success, as they enable clear idea exchange, negotiation, and stakeholder engagement, thereby enhancing coordination and goal alignment (Zuo et al., 2018; Wheeler et al., 2018; Murugi & Mugwe, 2023). Projects managed by teams with strong communication experience fewer misunderstandings and smoother task execution (Ngoc, 2019; Carmeli et al., 2021), and research indicates that success rates increase significantly when team members excel in both formal and informal communication (Shakeri & Khalilzadeh, 2020). Additionally, technical proficiency is crucial because it encompasses the specialized knowledge required to execute project tasks effectively, with relevant skills in school projects including construction management or instructional design, which enable teams to manage risks and deliver high-quality results (Hernandez-De-Menendez et al., 2020; Pillay & Ship Alana, 2023; Zuo et al., 2018). Furthermore, leadership skills significantly impact project outcomes, as teams led by transformational leaders tend to achieve greater success due to increased motivation and collaboration among members (Ali et al., 2021; Fareed et al., 2023), with leadership style being identified as a strong predictor of project

success, particularly in complex educational settings. Moreover, problem-solving skills are vital for addressing unforeseen challenges, such as budget constraints and stakeholder disagreements (De Rezende et al., 2022; Nguyen et al., 2020), and effective problem-solving enhances risk mitigation and decision-making, leading to improved project outcomes (Maruping et al., 2019). Lastly, collaboration skills are essential for sharing knowledge and distributing tasks effectively, especially in interdisciplinary school projects, and teams that excel in collaboration tend to achieve higher productivity and better overall performance (Bond-Barnard et al., 2018; Nyström et al., 2018; Meyers et al., 2023).

In the educational sector of Ethiopia, particularly in Amhara, project teams play a vital role in driving the success of school projects, including infrastructure development and curriculum enhancements (Tamrat, 2022). These teams bring together individuals with diverse skills across management, technical, and operational fields, enabling them to tackle complex project requirements within budget, time, and scope constraints (Tebeje, 2022). Skilled teams are more adept at coordinating with stakeholders such as local authorities, teachers, and community members ensuring that school projects meet both immediate technical needs and broader educational objectives (Tebeje, 2022). Studies on project success in developing regions show that skill gaps within project teams often hinder progress, emphasizing the need for enhanced training and capacity-building initiatives (Rikala et al., 2024). This research will explore how enhancing team skills can improve project success rates, supporting educational advancement in these regions.

By focusing on the relationship between project team skills and school project success, this study addressed an important gap in the literature and highlights the critical role of human capital in project management. Given the complexities involved in school projects and the diverse range of stakeholders, enhancing team skills is not just a desirable outcome but a necessary strategy for ensuring the long-term success of educational initiatives.

## Statement of the Problem

Projects in schools are vital for enhancing educational infrastructure, improving learning environments, and fostering student achievement (Maruping et al., 2019). They provide essential facilities, such as classrooms, libraries, and laboratories, which support effective learning and teaching (Fareed et al., 2023). Moreover, well-executed school projects contribute to the overall economic development of communities by creating jobs during construction, boosting local economies, and attracting families to the area (Ali et al., 2021).

The persistent issue of project failure in the educational sector, particularly in school infrastructure and curriculum enhancement projects, has reached a critical juncture in many regions, including Ethiopia (Tena & Motuma, 2024). Reports from international organizations such as UNESCO (2022) and the World Bank (2021) emphasize the urgency of addressing project failure in the education sector, as numerous projects fail to meet their objectives, undermining the overall quality of education (Darling-Hammond et al., 2019). According to a 2021 World Bank report, over 50% of school projects in Sub-Saharan Africa failed to meet their intended outcomes due to a combination of poor planning, lack of expertise, and mismanagement, which not only waste valuable resources but also deprive communities of essential educational facilities, severely impacting student learning outcomes (Munje, 2018).

In Ethiopia, particularly in rural regions such as Woreta City administration, the failure of school projects has been observed as a significant impediment to the government's educational development goals. Observational evidence from Woreta City Administration illustrates that project failure rates remain alarmingly high, with meetings held by the Woreta City Administration Project Office in 2024 revealing that nearly 70% of on-going school projects had missed critical milestones. A detailed review of project timelines and budgets indicated that over 30% of the projects were running more than one year behind schedule, while cost overruns had exceeded 30%. Management meetings highlighted numerous instances where projects were abandoned mid-way due to miscommunication, inadequate technical capacity, and coordination challenges among project teams. These failures extend to curriculum enhancement projects, where delays in project execution have left schools without updated learning materials, proper classroom setups, and essential training for teachers (Paci-Green et al., 2019).

Local reports provide further evidence of the urgency of addressing these failures, with a 2022 report from the Woreta City Administration Education Office noting that over 70% of schools in the district were operating with inadequate infrastructure, directly tied to the failure of on-going projects. School principals have expressed concerns in multiple meetings that these delays and failures have left them with no choice but to continue using deteriorating facilities, which affects both student attendance and performance. For example, a report submitted by the City Administration Project Office in late 2024 indicated that several key projects aimed at building new classrooms and upgrading school facilities remained incomplete two years after their intended completion date, forcing schools to accommodate more students than their facilities can support, resulting in overcrowded classrooms and strained resources, which negatively affect the learning environment (Hennessy et al., 2022).

The on-going failure of school projects in Woreta City Administration is not just a logistical or financial issue, but a direct threat to the educational prospects of the region, as these failures deprive students of the infrastructure they need to learn effectively, limit the ability of teachers to deliver quality education, and ultimately impede the government's broader educational goals (Arendse, 2019). Despite repeated attempts to address these failures through additional funding and resources, the root cause insufficient project management skills remain unresolved, which is evident not only in local reports but also in the day-to-day realities observed in schools across the district (Shabir, 2023). The office report confirmed that overcrowded classrooms, out-dated learning materials, and incomplete school buildings are the visible symptoms of a deeper issue: project teams that lack the skills to successfully lead, manage, and deliver on the objectives of these critical initiatives.

The urgent need for skilled project teams is underlined by the fact that even well-funded projects fail when the team responsible for execution lacks the necessary leadership, communication, and problem-solving abilities (Schein & Schein, 2018). Reports from international bodies, local education offices, and management meetings all converge on the same conclusion: without a concerted effort to improve project management skills in the Woreta City Administration, school projects will continue to fail, and the educational development of the region will remain stunted.

Empirical research supports the severity of these issues, with Gadisa and Zhou (2020) finding that insufficient project management skills, particularly in leadership and communication, were the primary reasons for project failures in rural Ethiopia (Hussein, 2021). Their study demonstrated that gaps in leadership skills led to poor decision-making, while inadequate communication between project stakeholders often resulted in unclear project objectives and poor resource allocation. These findings resonate with observations in Woreta City Administration, where project failures have repeatedly been traced back to the inability of project teams to effectively collaborate, manage resources, and adhere to timelines. Further studies, such as Ofori (2013), emphasize that across Sub-Saharan Africa, a lack of technical expertise and project management skills significantly contributes to the failure of school projects, particularly in rural areas where the challenges of resource constraints are more pronounced (Spitzer & Twikirize, 2021).

This study was aimed to address the gap in project management skills by investigating the impact of these skills on school project success in Woreta City Administration, focusing on leadership, communication, and technical proficiency, and providing concrete recommendations on how to equip project teams with the competencies they need to deliver successful school projects. The

findings were contributed to the broader understanding of how project team skills influence project outcomes and provide actionable solutions to address the on-going crisis of project failure in the educational sector of Woreta City Administration.

## General Objective

The general objective of the study is to investigate the effect of project team skills on school project Success: In the case of Woreta City Administration Schools.

### Specific Objectives

The specific objective of the study is the following

- To assess the current level of school project success within Woreta City Administration schools.
- To examine the significant relationship between leadership skills and the success of school projects in Woreta City Administration.
- To analyze how communication skill contributes to the success of school projects in Woreta City Administration.
- To investigate the relationship between collaboration skills and the success of school projects in Woreta City Administration.
- To determine the relationship of technical proficiency on the success of school projects in Woreta City Administration.
- To evaluate the extent to which problem-solving ability affects the success of school projects in Woreta City Administration.

## Hypothesis of the study

The study has the following hypothesises

- **H1:** Leadership skill has significant effect on school project success in Woreta city administration.
- **H2:** Communication skill has significant effect on school project success in Woreta city administration.
- **H3:** Collaboration skill has significant effect on school project success in Woreta city administration.
- **H4:** Technical skill has significant effect on school project success in Woreta city administration.
- **H5:** Problem-solving skill has significant effect on school project success in Woreta city administration.

## Scope of the Study

The scope of this study encompassed multiple dimensions, including variables, methodology, geography, and time, with a primary focus on investigating the effect of project team skills on school project success. To begin with, the variable scope of the study examined specific project team skills such as leadership skills, communication skills, collaboration, technical skills, and problem-solving skills. Each of these skills played a crucial role in determining the overall success of school projects, highlighting their importance in effective project management.

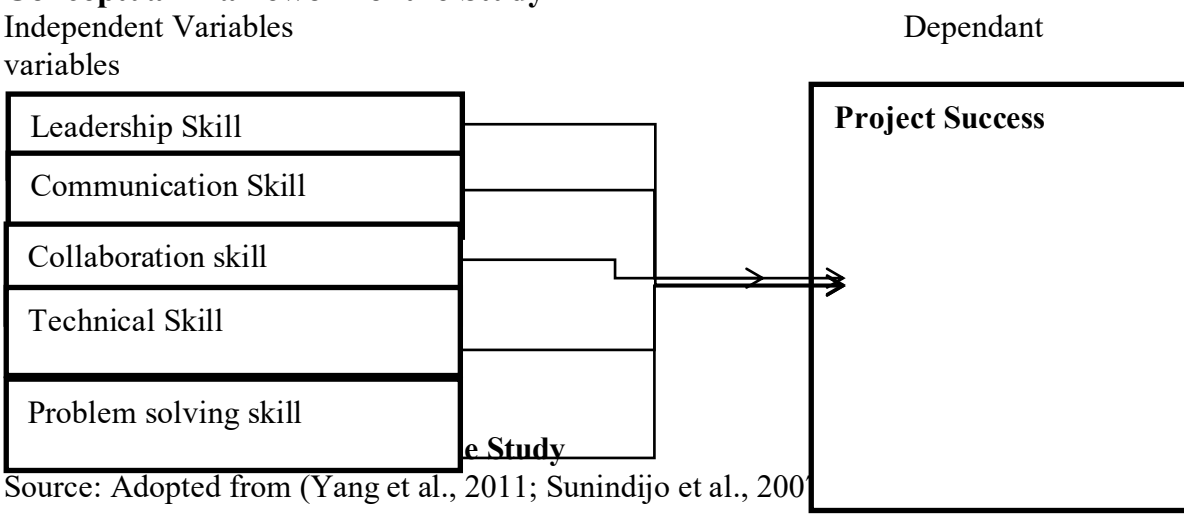
Transitioning to the geographical aspect, the research was conducted in the Amhara Region, specifically targeting the South Gonder Zone. Within this region, the focus was exclusively on projects in schools located in Woreta City Administration. This targeted geographical approach enabled a detailed understanding of local contexts and challenges, which significantly influenced project outcomes.

Furthermore, the methodological scope of the study adopted a pragmatic research paradigm, utilizing a mixed approach that combined both qualitative and quantitative data collection and analysis. This approach enhanced the depth of the investigation and provided a comprehensive view of the relationship between project team skills and project success. The research design included descriptive and explanatory components, allowing for a thorough exploration of the factors at play.

Finally, the time scope of the study encompassed the year 2024/2025, ensuring that the findings were relevant and reflective of the current educational environment and project dynamics. By clearly defining these various scopes, this study aimed to provide a focused investigation into the factors influencing school project success within the specified context, contributing valuable insights to the field of education and project management.

# Review Of Related Literature

## Conceptual Framework of the Study




Source: Adopted from (Yang et al., 2011; Sunindijo et al., 200

# Research Methodology

## Research Approach

By integrating both quantitative and qualitative data, the study aimed to provide a well-rounded view of the relationship between project team skills and project success. Quantitative analysis uncovered general patterns, while qualitative data offered detailed insights into specific project experiences.

Thus, the mixed-methods approach was selected for this study because it allowed for a thorough investigation of project team skills from multiple perspectives, leading to actionable recommendations for improving project success in Woreta City Administration Schools.

## Research Design

The research design, integrating descriptive and explanatory approaches, offered a comprehensive understanding of project team skills by documenting current practices and analysing their impact on project success. The descriptive component established a baseline for skills, informing the explanatory analysis and supporting targeted interventions. This design revealed causal relationships between specific skills and project success metrics, leading to actionable recommendations. Furthermore, the integration of both designs enhanced the study's validity, as findings from one approach reinforced insights from the

other, resulting in robust conclusions about the relationship between skills and success.

## Population, Sample Size and Sampling Techniques

### Population of the study

The study focused on 618 teachers and employees from four schools in the Woreta City Administration, South Gonder Zone, Amhara Region, Ethiopia. This population was purposefully selected due to their direct involvement in school projects, where they played a crucial role in determining the success or failure of these initiatives.

### Sample size of the study

The researcher determined the sample size using Yamane's formula (1967), which was perfect for large populations when the total number was known..

$$n= \frac{N}{1+N(e)^2} = n= \frac{618}{1+618(0.05)^2} \approx 243$$

Where:n------- is the sample size

N -----is population size

e-------is sampling error/level of precision (0.05)

**Table 3.1**

*Number of study participants in the study*

| No | Selected Schools | Number of teachers and Admin Staff | Proportion | Sample selected from each institution |
|---|---|---|---|---|
| 1 | Woreta Secondary and Preparatory School | 213 | 84*100/243=**34.57** | 243*213/618=**84** |
| 2 | Fogera secondary an d Preparatory School | 165 | 65*100/243=**26.75** | 243*165/618=**65** |
| 3 | Dudmegn Primary School | 132 | 51*100/243=**20.99** | 243*132/618=**51** |
| 4 | Woreta Primary School | 108 | 43*100/243=**17.69** | 243*108/618=**43** |
| Tota l | | **618** | **100** | **243** |

Source: Woreta Education Office Report (2024)

**Sampling Techniques of the study**

The study employed both random and non-random sampling techniques to achieve comprehensive and representative data collection. Random sampling methods, including stratified and systematic sampling, enhanced the validity of the results. Stratified sampling divided the population into distinct groups based on the organizations, ensuring proportional representation, which improved the accuracy and generalizability of the findings (Creswell, 2012). Following this, systematic sampling selected every nth individual from registered participants in the chosen schools, utilizing school registration records. This approach ensured fairness and randomness in respondent selection, minimizing bias and enhancing the reliability of the data collected. By combining these techniques, the study aimed to capture a diverse and representative sample that reflected the broader population.

In addition to random sampling, purposive sampling, a non-random method, was used to select key informants for interviews. This technique focused on individuals with specific expertise or characteristics, providing

deeper insights into the research topic. The researcher interviewed one project manager and six project experts to gather detailed and informed data.

## Data Type and Source

### Types of data

In the study examining the effect of project team skills on the success of school projects in Woreta City Administration Schools, both quantitative and qualitative data were used for analysis. Quantitative data included numerical information collected through structured surveys designed to evaluate different project team skills. Qualitative data were gathered through interviews and open-ended survey questions to gain deeper insights into how team skills impacted project success, based on the perceptions and experiences of those involved.

### Source of data

In the study examining the effect of project team skills on school project success in the case of Woreta City Administration Schools, both primary and secondary data sources were used to ensure a comprehensive investigation. Primary data were collected from within the schools' employees and teachers through surveys and interviews. The surveys offered quantitative insights into how project team skills influenced success, while interviews provided qualitative insights, giving a deeper understanding of the team members' experiences and opinions.

Secondary data were also employed, drawn from project reports, meeting minutes, and planning documents. These sources offered additional context and information to complement the primary data, helping to analyze how project team skills contributed to the success of school projects.

## Data Collection Instruments

### Questionnaires

The study on the effect of project team skills on school project success in Woreta City Administration Schools used structured questionnaires as the primary tool for collecting quantitative data. The key instruments, including the project team skills survey and project success survey, gathered quantitative data from participants. These questionnaires featured closed-ended questions to assess various project team skills and indicators of project success. Using Likert scale items, the surveys quantified participants' perceptions of team skills and their impact on project outcomes.

The questionnaires were designed with a strong emphasis on reliability and validity, and pre-testing was conducted to ensure clarity and effectiveness. The collected data were analyzed using statistical methods to derive insights and conclusions aligned with the study’s objectives.

### Semi-structured Interviews

In the study examining the effect of project team skills on school project success in Woreta City Administration Schools, semi-structured interviews were conducted with two project managers or coordinators and six project experts to gain in-depth qualitative insights. For managers, the interviews focused on understanding how project team skills impacted success, exploring key areas such as the role of team skills in project outcomes and strategies for enhancing team performance. For project employees, the interviews explored how team skills contributed to project success and achieving organizational goals.

Both types of interviews used open-ended questions, allowing participants to express their views in detail and provide rich, contextual information that complemented the quantitative data collected through the questionnaires. The data from these interviews were analyzed thematically to identify patterns and insights related to each specific objective of the study.

## Data Analysis Techniques

In the study examining the effect of project team skills on school project success in Woreta City Administration Schools, both quantitative and qualitative analysis techniques were used. Quantitative analysis included descriptive methods, such as calculating means and standard deviations, and inferential methods to make generalizations about the broader population. Qualitative analysis used thematic analysis to identify and interpret patterns within the qualitative data. Each analysis method was applied in detail to achieve the study's objectives. The detailed approach to each analysis method is outlined as follows:

## Model Specification

. The data were analysed using multiple linear regressions with the model:

$$\mathbf{Y = \beta 0+\beta 1X1 +\beta 2X2 +\beta 3X3+ \beta 4X4+ \beta 5X5+\varepsilon}$$

Where: β0 = Constant β1, β2, β3, β4 = Coefficient of predictors Y = Refers to dependent variable (Project success) **X1 = Leadership skill, X2= Communication Skil ls, X3= Collaboration Skills, X4= Technical Skills, X5 Problem Solving Skills** and **ε = error term.**

# Data Presentation, Analysis, And Discussion

## Demographic Characteristics of the Respondents

**Table 1**

*Demographic characteristics of the respondents*

| **Gender** | | |
|---|---|---|
| Sex | Frequency | Precent |
| Male | 166 | 72.2 |
| Female | 64 | 27.8 |
| Total | 230 | 100.0 |
| **Age** | | |
| | Frequency | Precent |
| 25-34 | 92 | 40.0 |
| 35-44 | 114 | 49.6 |
| 45-55 | 22 | 9.6 |
| Above 55 years | 2 | 0.9 |
| Total | 230 | 100.0 |
| **Marital status** | | |
| Marital status | Frequency | Percent |
| Single | 24 | 10.4 |
| Married | 195 | 84.8 |
| Divorced | 5 | 2.2 |
| Widowed | 6 | 2.6 |
| Total | 230 | 100.0 |
| **Educational back ground** | | |
| Educational level | Frequency | Percent |
| Diploma | 22 | 9.6 |
| Degree | 203 | 88.3 |
| Masters | 5 | 2.2 |
| Total | 230 | 100.0 |
| **Experience** | | |
| Experience | Frequency | Percent |
| Less than 2 years | 4 | 1.7 |
| 2-5 years | 31 | 13.5 |
| 6-10 years | 91 | 39.6 |
| More than 10 years | 104 | 45.2 |
| Total | 230 | 100.0 |
| **Position** | | |

| Position | Frequency | Percent |
|---|---|---|
| Teacher | 150 | 65.2 |
| Admin Staff | 62 | 27.0 |
| Project Staff | 18 | 7.8 |
| Total | 230 | 100.0 |

Source; own survey, 2024

The demographic analysis of the survey respondents, as summarized in Table 4. above, offers a comprehensive overview of their profiles across various key attributes, including gender, age, marital status, educational background, work experience, and occupational roles. These characteristics provide essential context for understanding the insights gathered through the survey and form a robust basis for subsequent analysis.

Starting with gender distribution, the data reveals a notable predominance of male respondents. Out of the 230 participants, 166 (72.2%) are male, while 64 (27.8%) are female. This imbalance highlights the gender composition within the workforce, potentially mirroring broader patterns in the educational and administrative sectors of the surveyed organizations.

Transitioning to age demographics, the largest proportion of respondents, 114 individuals (49.6%), fall within the 35–44 age group, followed closely by 92 participants (40.0%) in the 25–34 age range. Notably, only 22 respondents (9.6%) are aged 45–55, and an even smaller group of 2 individuals (0.9%) are above 55 years old. These figures collectively indicate a relatively young workforce, with most participants in their early to mid-career stages, likely contributing to the energy and adaptability of the teams.

In terms of marital status, a significant majority of the respondents 195 individuals (84.8%) are married, suggesting a demographic characterized by stability and potentially family-oriented commitments. In contrast, single participants account for 10.4% (24 individuals), while smaller proportions are divorced (2.2%) or widowed (2.6%). This distribution reflects a socially stable respondent pool, which could influence team dynamics and collaboration.

Regarding educational qualifications, the survey data highlights a highly educated group. A dominant majority of 203 respondents (88.3%) hold a degree, showcasing the academic strength of the workforce. A smaller number, 22 individuals (9.6%), possess diplomas, while 5 respondents (2.2%) have achieved master's degrees. These educational levels underline the intellectual resources available within the project teams and align with the high standards typically expected in educational and administrative roles.

The analysis of work experience reveals a diverse range of professional exposure. The largest group, comprising 104 individuals (45.2%), has more than

10 years of experience, representing seasoned professionals who bring depth and expertise to their roles. Another significant segment includes respondents with 6–10 years of experience (91 individuals, 39.6%), while those with 2–5 years account for 13.5% (31 participants). Only 4 individuals (1.7%) have less than 2 years of experience, indicating a workforce that is predominantly experienced and well-versed in their respective domains.

Finally, examining the respondents' roles, it becomes clear that the majority are teachers, with 150 individuals (65.2%) serving in this capacity. Administrative staff account for 62 participants (27.0%), and project-specific staff constitute a smaller group of 18 individuals (7.8%). This distribution underscores the survey's primary focus on educational teams while also including perspectives from administrative and project support roles.

Together, these demographic characteristics offer valuable insights into the composition and dynamics of the surveyed groups. By capturing a wide range of perspectives and experiences, the data enriches the overall reliability and depth of the survey findings, ensuring a nuanced understanding of the educational project teams' structure and attributes.

## Descriptive statistics analysis

**Table 4.2**

*Comparison of all Dimensions of Project Teams Skills*

| No | Dimensions | Grand Mean | Grand Standard Deviation | Rank |
|---|---|---|---|---|
| 1 | Leadership Skills | 4.2791 | .59708 | 3rd |
| 2 | Communication Skills | 3.9630 | .83375 | 5th |
| 3 | Collaboration Skills | 4.7522 | .56266 | 1st |
| 4 | Problem Solving Skills | 4.7261 | .39783 | 2nd |
| 5 | Technical Skills | 4.2609 | .75734 | 4th |

Source: Researcher owns survey, 2024

Table 2. presents a comparison of the various dimensions of project team skills, ranked according to their grand means. Starting with the highest-ranked

dimension, collaboration skills scored the highest with a grand mean of 4.7522 and a standard deviation of 0.56266, indicating strong overall performance and consistency among team members. Following closely, problem-solving skills ranked second with a grand mean of 4.7261 and a lower standard deviation of 0.39783, suggesting both high capability and less variability in responses. Leadership skills came in third with a grand mean of 4.2791 and a standard deviation of 0.59708, reflecting a moderate level of proficiency in leadership across the teams. Technical skills ranked fourth with a mean of 4.2609, accompanied by a higher standard deviation of 0.75734, indicating greater variation in technical proficiency. Finally, communication skills ranked fifth with a mean of 3.9630 and a standard deviation of 0.83375, suggesting that communication within teams might be an area for improvement. Therefore, while collaboration and problem-solving emerged as the strongest areas, technical and communication skills present opportunities for further development.

## Inferential Analysis

### Correlation of Project Team Skills and School Project Success

**Table 4.3**

*Correlation Result*

| Correlations | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | LS | CS | COS | TS | PSS | SPS |
| LS | Pearson Correlation | 1 | .162* | .057 | .087 | .105 | .729** |
| | Sig. (2-tailed) | | .014 | .387 | .186 | .114 | .000 |
| CS | Pearson Correlation | .162* | 1 | .274** | .342** | .095 | .554** |
| | Sig. (2-tailed) | .014 | | .000 | .000 | .150 | .000 |
| COS | Pearson Correlation | .057 | .274** | 1 | .174** | .079 | .362** |
| | Sig. (2-tailed) | .387 | .000 | | .008 | .230 | .000 |
| TS | Pearson Correlation | .087 | .342** | .174** | 1 | .111 | .327** |
| | Sig. (2-tailed) | .186 | .000 | .008 | | .092 | .000 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| PSS | Pearson Correlation | .105 | .095 | .079 | .111 | 1 | .230** |
| | Sig. (2-tailed) | .114 | .150 | .230 | .092 | | .000 |
| SPS | Pearson Correlation | .729** | .554** | .362** | .327** | .230** | 1 |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | |
| | N | 230 | 230 | 230 | 230 | 230 | 230 |
| *. Correlation is significant at the 0.05 level (2-tailed). | | | | | | | |
| **. Correlation is significant at the 0.01 level (2-tailed). | | | | | | | |

Source: Researcher owns survey, 2024

The correlation analysis examines the relationships between leadership skills, communication skills, collaboration skills, technical skills, and problem-solving skills (independent variables) and school project success (dependent variable). The analysis reveals varying strengths of relationships across the different dimensions of project team skills. According to Papageorgiou (2022), the benchmarks for interpreting correlation coefficients are based on the value of *r*. Correlations less than 0.20 are considered very weak, those between 0.20 and 0.29 are weak, correlations between 0.30 and 0.59 are moderate, correlations between 0.60 and 0.79 are strong, and correlations greater than 0.80 are classified as very strong.

Strong positive correlations were found between leadership skills and project success (r = 0.729), communication skills and project success (r = 0.554), and collaboration skills and project success (r = 0.362). Medium correlations include communication skills with technical skills (r = 0.342), technical skills with project success (r = 0.327), and collaboration skills with problem-solving skills (r = 0.174). Weak correlations were observed between leadership skills and communication skills (r = 0.162), leadership skills and technical skills (r = 0.087), problem-solving skills and technical skills (r = 0.111), and collaboration skills and leadership skills (r = 0.057). Overall, leadership and communication skills have the strongest impact on project success, while technical skills show weaker correlations. The strength and significance of these relationships are examined below.

## Regression Analysis

**Model Summary** [b]

| Model | R | R Square | AdjustedR Square | Std. Error of the Estimate | Durbin-Watson |
|---|---|---|---|---|---|
| 1 | .890[a] | .792 | .787 | .24720 | 1.731 |

a. Predictors: (Constant), Problem Solving Skills, Collaboration Skills, Leadership Skills, Technical Skills, Communication Skills

b. Dependent Variable: School Project Success

Source: Researcher owns survey, 2024

The Model Summary table presents important statistics for interpreting the overall regression model. The R value of 0.890 indicates a strong positive correlation between the predictor's leadership skills, communication skills, collaboration skills, technical skills, and problem-solving skills and the dependent variable, school project success. This suggests that the model explains a significant portion of the variance in school project success.

The R Square value of 0.792 means that approximately 79.2% of the variation in school project success can be explained by the five predictors included in the model. This represents a substantial portion of the variation, indicating that the model is highly effective in capturing the relationship between the predictors and the dependent variable. The Adjusted R Square value of 0.787 is slightly lower than the R Square, which accounts for the number of predictors used in the model. The small difference suggests that the model is not over fitted, and the predictors are meaningful contributors to explaining school project success. The high R Square value, combined with the adjusted R Square and other diagnostic measures like Durbin-Watson, supports the model's robustness and validity. Therefore, the regression model can be considered a reliable tool for predicting school project success based on the included predictors.

**Multiple linear Regression Result**

**Table 4.5**

*multiple Linear Regression Analysis Coefficients*

| Coefficients[a] | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
| | | B | Std. Error | Beta | | | Tolerance | VIF |
| 1 | (Constant) | -.954 | .252 | | -3.788 | .000 | | |
| | Leadership Skills | .576 | .028 | .641 | 20.673 | .000 | .965 | 1.036 |
| | Communication Skills | .224 | .022 | .348 | 10.345 | .000 | .820 | 1.220 |
| | Collaboration Skills | .194 | .030 | .203 | 6.381 | .000 | .916 | 1.092 |
| | Technical Skills | .075 | .023 | .106 | 3.235 | .001 | .870 | 1.149 |
| | Problem Solving Skills | .137 | .042 | .102 | 3.303 | .001 | .974 | 1.027 |

a. Dependent Variable: School Project Success

Source: Researcher owns survey, 2024

The regression table provides valuable insights into the impact of five key project team skills leadership skills, communication skills, collaboration skills, technical skills, and problem-solving skills on school project success. Each skill is represented by the unstandardized coefficient (B), which shows the actual change in school project success for each unit change in the predictor variable. The standardized coefficient (Beta) indicates the relative strength of each predictor's effect on the dependent variable, allowing for comparison between the skills. The t-value and significance value (Sig.) help assess whether the effect of each skill is statistically significant. For all five predictors, the

significance values are well below the 0.05 threshold, indicating that each skill significantly influences school project success.

# Conclusions And Recommendation

## Conclusions

In conclusion, the study reveals several key insights related to the research objectives. First, the current state of school projects within Woreta City Administration highlights widespread dissatisfaction, with critical challenges such as unclear objectives, project delays, inadequate budget adherence, and poor quality and resource management. These factors contribute to low stakeholder satisfaction, underscoring the need for immediate improvements. Second, a significant relationship is found between project team skills and project success, with leadership and communication skills emerging as the most influential factors. Collaboration, technical proficiency, and problem-solving skills also play important, albeit supportive, roles in contributing to project success.

Furthermore, leadership skills are identified as the strongest predictor of project success, followed by communication and collaboration skills, with technical proficiency and problem-solving skills having a smaller but still positive impact.

Finally, the study emphasizes the importance of enhancing leadership, communication, and collaboration skills through targeted training programs to address the identified deficiencies. While technical and problem-solving skills remain essential, their impact is secondary to the core competencies of leadership and communication. Therefore, focusing on these key skills is crucial for overcoming challenges and improving the overall success of school projects in Woreta City Administration.

## Recommendations

Based on the findings and conclusions of the study, the following recommendations, along with practical strategies and mechanisms, are made to improve the success of school projects in Woreta City Administration:

- **Upgrade the Success of School Projects**

To ensure that school projects are successful, it is essential to clearly define and communicate project objectives at the outset. This can be achieved by implementing a formal process for setting SMART (Specific, Measurable, Achievable, Relevant, Time-bound) objectives. Each project should have a detailed project charter that includes specific goals, timelines, and milestones, and it should be reviewed regularly with all stakeholders to ensure alignment. Mechanisms such as project initiation meetings, project planning templates, and

periodic progress reviews can help ensure these objectives are consistently adhered to, minimizing delays and misunderstandings.

- **Leadership Skill Development**

Given the significant impact of leadership on project success, a targeted leadership development program should be implemented. This program should focus on enhancing critical leadership skills such as decision-making under pressure, providing clear direction, motivating teams, and incorporating feedback. A mentoring system could be established, where experienced leaders provide guidance to newer or less experienced team members. Additionally, leadership training workshops should be conducted regularly to help leaders improve their skills in areas such as conflict resolution, managing stress, and team dynamics. Leadership coaching should also be introduced to ensure leaders remain committed to the project's goals and are equipped to handle challenges effectively.

- **Improvement of Communication Practices**

Effective communication is a key determinant of project success. To improve communication, regular status meetings (e.g., weekly check-ins) should be scheduled to ensure that all team members are updated on the project's progress and any issues are addressed promptly. A digital project management platform (e.g., Trello, Asana, or Microsoft Teams) should be utilized for real-time communication, document sharing, and progress tracking. This will ensure transparency, provide easy access to project information, and foster collaboration. Additionally, workshops on communication skills should be conducted to train team members in active listening, clear reporting, and conflict resolution. These efforts will ensure the smooth flow of information and timely resolution of challenges.

- **Enhancement of Collaboration and Teamwork**

Strengthening collaboration among project teams should be a priority to improve overall project success. Team-building activities, such as workshops or off-site events, should be organized to foster a spirit of cooperation and mutual trust. Cross-functional collaboration can be encouraged by organizing multi-disciplinary project teams, ensuring diverse skills and perspectives are brought to the table. Additionally, implementing fair workload distribution strategies, such as task delegation based on individual strengths, will ensure that all team members are engaged and motivated. To resolve conflicts quickly and effectively, conflict resolution protocols should be put in place, supported by designated facilitators or mediators who can address issues before they escalate.

- **Strengthening Technical and Problem-Solving Skills**

While technical proficiency and problem-solving are not the primary drivers of success, they are crucial for overcoming specific project challenges. To

strengthen these skills, specialized training programs should be organized based on the technical needs of each project. These training sessions could focus on relevant software tools, technical applications, or industry best practices. Furthermore, problem-solving workshops should encourage creative thinking, adaptability, and collaborative problem-solving approaches. Teams should be provided with real-time problem-solving scenarios or simulations to improve their ability to handle challenges effectively and adapt to changes in project requirements.
owners:

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