

ADDIS ABABA UNIVERSITY

SCHOOL OF COMMERCE

COLLEGE OF BUSINESS AND ECONOMICS

DEPARTMENT OF PROJECT MANAGEMENT

THESIS TOPIC

The Role of Strategic Project Management in Enhancing Project Performance

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ID NO. -9304/16

Section – FOUR (4)

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THE ROLE OF STRATEGIC PROJECT MANAGEMENT IN ENHANCING PROJECT PERFORMANCE IN GLOBEDOCK ACADEMY

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A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN PROJECT MANAGEMENT

ADDIS ABABA, ETHIOPIA

APRIL, 2026

Declaration

I, Melat Girmay, hereby declare that the thesis/dissertation entitled “The role of strategic project management in enhancing project performance in GlobeDock Academy” submitted in fulfillment of the requirements for the degree of Master of Arts in Project Management at BAIS, Addis Ababa University, is my original work and has not been submitted to any other institution for the award of any degree or certificate. All sources of assistance and support received during this study have been duly acknowledged.

Signature _____

Date _____

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This is to certify that the thesis prepared by Melat Girmay, The Role of strategic project management in enhancing project performance in GlobeDock Academy submitted in fulfilment of the requirements for the Degree of Master of Arts in Project management, complies with the regulations of the University and meets the accepted standards with respect to Originality and quality.

Signed By Board of Examiners:

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Name of Department Head	Signature	Date

Dedication

This work is dedicated to educators, project teams, and learners whose dedication to meaningful digital learning environments is continually expanding access to quality education.

Acknowledgments

I would like to thank God first and my advisor, Dr. Wasihun Mohammed, and lecturers from Addis Ababa University, my colleagues, family members, and the management and employees of GlobeDock Academy, as their real-world experiences in educational technologies, project management, and organization improvement have been the inspiration behind this research. The academic world deserves recognition for contributing to the theoretical framework of this thesis.

Abstract

This study aimed to investigate the impact of Strategic Project Management (SPM) on Project Performance at GlobeDock Academy (GDA), an educational technology firm in Ethiopia. The study focused on the following five dimensions of strategic project management: strategic planning, leadership support, resource allocation, monitoring and control, and strategic alignment. The study used a mixed-methods research approach, descriptive and explanatory, and case study. A structured questionnaire was sent out to the employees involved in the project activities at the GlobeDock academy and received a 100% response from 30 employees. In addition, there was an interview with the CEO/Owner, Technical Team Member, and Technical Team Coordinator (semi structured). The data collected were analyzed with descriptive statistics, Pearson correlation analysis, and simple linear regression analysis using SPSS. The results showed that strategic project management is generally positive, and the grand mean score was 3.69 out of 5.00. The scores for strategic planning were the highest mean rating, and resource allocation with the lowest mean rating. The grand mean was also 3.69 for project performance, from which user satisfaction was rated highest, while cost efficiency was rated lowest. The reliability of the constructs was determined by using Cronbach's Alpha, which yielded values > 0.80 for all constructs. The results of the Pearson correlation analysis revealed that the strategic project management demonstrated a strong positive correlation with the project performance ($r = 0.72$, $p < 0.01$). The regression analysis also showed that 51.8% of the variance in project performance could be accounted for by strategic project management ($R^2 = 0.518$). The findings validated all the research hypotheses, which indicated that strategic planning, leadership support, resource allocation, and project governance positively affect project performance. The findings of the study showed that strategic project management has a positive significant impact on the project performance at GlobeDock Academy. The most important drivers for project success were strategic planning and strategic alignment, while the area that needed improvement most was resource allocation. Theoretical implications, Practical implications, and recommendations for future studies are included.

A strong positive correlation between strategic project management and project performance, with $r = 0.72$, further supports the research hypothesis.

This thesis finds that GlobeDock Academy can increase its success in projects through efficient resource allocation, systematic portfolio management, better time and cost control, continued leadership support, and improved monitoring and evaluation. In addition to being specific to the case, this research is an important contribution to the debate about project management in educational technology firms because it reveals that projects must be evaluated not just in terms of efficiency but also in terms of user-based strategies.

Keywords: ***Strategic Project Management, Project Performance, Educational Technology, GlobeDock Academy, Resource Allocation, Project Governance, Quantitative Research, Ethiopia.***

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List of Abbreviations

API	- Application Programming Interface
ICT	-Information and Communication Technology
KPI	- Key Performance Indicator
LMS	- Learning Management System
RBV	- Resource-Based View
SPM	- Strategic Project Management
SWOT	-Strength, Weakness, Opportunity and Threats

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Over the last several years, project use has been seen as a major tool for organizations to deliver strategic objectives. Projects are increasingly used by organizations to achieve strategic goals and improve competitiveness in dynamic environments (PMI, 2021; Kerzner, 2019). Considering the growing importance of projects, effective management of projects is becoming a critical requirement for a successful organization. According to the Project Management Institute (PMI, 2021), organizations increasingly depend on projects to implement strategic objectives and sustain competitive advantage. Kerzner (2019) also explains that effective project management improves organizational efficiency by ensuring proper utilization of time, cost, and human resources. However, it is common practice that different organizations face the challenge of conducting projects successfully.

Classical project management practice concentrates primarily on the "Iron Triangle" of time, cost, and scope (Atkinson, 1999). While these constraints remain important, researchers such as Shenhar and Dvir (2007) have demonstrated that adherence to these parameters alone does not guarantee that a project will deliver strategic value. A project may be technically completed on schedule and within budget yet still fail strategically if its outputs do not contribute meaningfully to the organization's mission or long-term objectives. This recognition gave rise to the concept of strategic project management (SPM), which ensures that projects are selected, planned, and executed in alignment with organizational strategy (Morris & Jamieson, 2005).

Project-based initiatives are now crucial to the development of modern educational systems, especially those relying on digital delivery systems for effective and widespread reach to learners. Educational institutions are no longer just classroom educators; they are hybrid institutions which integrate knowledge, media, and technology. They develop curriculum, develop and edit instructional videos, manage digital content libraries, facilitate mobile or web platforms, track user engagement, and organize student and family support services. Each of

these tasks typically involves projects that have specific objectives, timelines, budgets, risks, and quality requirements. Project Management has therefore become a crucial organizational attribute, where it is no longer just a matter of administration. Educational institutions are increasingly adopting digital platforms and project-based systems to improve access, flexibility, and quality of education delivery (Alias et al., 2014). This shift has increased the importance of structured project management practices in educational technology environments.

The focus of classical project management practice is primarily to meet project time, cost, and scope of constraints. It is useful, but not always the case, that projects will be in line with the longer-term organizational goals and objectives. To overcome this, it was necessary to have projects aligned with the organizational strategy, and thus another concept was born: strategic project management. Shenhar et al. (2001) argue that organizations achieve better long-term results. Performance when projects are aligned with organizational strategy rather than managed only through operational objectives. It helps to plan and execute projects in a manner that encourages organizational mission and vision.

Strategic project management extends the scope of traditional project management and not only manages projects properly but also decides which projects to undertake and how to manage them so that they support the larger institutional objectives. In practice, it means that management must deal with more than just whether a project can be finished on time and on budget; it must ask whether the project is the right project, whether it will be integrated with the organization's longer-term goals, whether it will provide measurable benefits to stakeholders, and whether it will build institutional capacity over time. So, strategic project management is the link between project initiation, prioritization, planning, execution, monitoring, and evaluation with the organization's mission, strategy, and performance.

Successful strategic project management requires good governance, resource allocation, leadership, and continuous monitoring of performance. Once projects are aligned with strategy, project performance improvements in terms of efficiency, quality, and stakeholder satisfaction can be expected. Without incorporating strategy into project management, the organizations are in

danger of spending valuable resources on projects where there is not much value added. Previous studies have shown that strategic alignment, governance, and leadership support positively influence project success and organizational performance (Too & Weaver, 2014; Joslin & Müller, 2015).

Strategic project management has become more relevant in the field of educational technology due to the dynamic nature of educational environments, with constantly changing learner expectations, educational changes, technological change, competition in the platforms being used, and demands for flexibility. Digital learning providers may be working on an upgrade to the curriculum, working on the apps that go with them, redesigning the assessment system, producing content, sending out marketing campaigns, onboarding faculty, and creating learner analytics projects just to name a few. Without strategic collaboration, these projects can easily become disconnected, leading to duplication of effort, suboptimal prioritization, delays, project overload, and variable quality.

GlobeDock Academy is an education company whose mission is to help students from the seventh to the twelfth grade receive Web-based learning solutions. The academy produces learning video clips, practice questions, and quizzes that can help students to better appreciate their subject and use it to enhance academic achievement. This is done using a mobile application, which gives students a chance to view the study material from the comfort of their home or from any educational location if there is an Internet connection. The academy is currently implementing a series of projects in the sphere of educational delivery, content development, and application improvement in connection with the various expansions of its educational content and projects at GlobeDock Academy. This means that there is more demand for efficient strategic project management practices for effective project planning, aligning projects with organizational goals, and project execution. Little information is available regarding the effect of strategic project management practices on project success for GlobeDock Academy. Therefore, this study suggests an exploration of the relationship between Strategic Project Management and Project Performance Improvement at GlobeDok Academy.

The organization is important and makes GlobeDock Academy a good case study for strategic project management. The institution needs to balance cost-efficient production with quality education, reliability of technology with rapid changes, and immediate work needs with long-term planning. Content teams, academics, software developers, editors, product managers, and administrators must coordinate across deadlines and functional areas. Effective strategic project management improves the chances of these teams being able to operate within a unified framework that will improve performance, accountability, and prioritization. A weak organization can result in resource conflicts, delays, confusion, communication breakdown, and a lack of alignment of project outcomes to organizational goals.

1.2 Statement of the Problem

While it is well known that strategic project management can help organizations achieve better results, many organizations, especially in developing economies and in the Educational Technology industry, continue to have chronic problems with project performance. These include delays in project delivery, cost overruns, inconsistency in output quality, and misalignment between project activities and organizational strategic objectives (Kerzner, 2019; Ika, 2009).

Globedock Academy project data and observations within the projects show that there are recurring challenges across the project portfolio. In particular: (1) project timelines for content modules are not consistently being met (M = 3.45); (2) budgets are not always adhered to (M = 3.39) and the lowest-rated dimension of performance in this study; (3) resources are allocated inconsistently between projects, with specialized staff such as content developers and technical personnel having to work on several projects simultaneously without a centralized scheduling system; and (4) no formal project governance structure defines decision making authority, escalation pathways, or a process for reviewing the portfolio of projects. The identified operational gaps align with the results of previously studied emerging market organizations found by Haile (2018) that identified poor strategic alignment and weak governance as the primary reason for project underperformance in Ethiopian organisations.

The projects delivered at GlobeDock Academy consist of academic video lessons, questions, quizzes, and learning content from Grade 7 to Grade 12. The projects also include the improvement of the learning application used by learners to learn outside and inside of class, in libraries, and in all learning environments. As projects multiply in both number and complexity, it is even more important to have coordination and planning to ensure that these projects meet the learning goals of GlobeDock Academy.

A critical research gap exists in empirical literature. While strategic project management has been extensively studied in sectors such as construction (Ika, 2009), information technology (Kerzner, 2019), and healthcare (Kwak & Anbari, 2009), very limited research has examined Its Application in an Ethiopian educational technology organization. The methods in which

strategic project management is carried out vary in size, planning, leadership, resource allocation, and governance impact; the empirical investigation of performance in digital education environments is still under-researched. This gap, Restriction on contextually relevant evidence to guide organizations like the design and implementation of suitable project management, was provided by GlobeDock Academy.

In addition, there is no existing study that has specifically examined GlobeDock Academy's Management of projects or performance. If not, then without empirical evidence, the organization's management can't identify any particular strategic project management. The most important way of improving outcomes in a project is through practice. This study therefore tackles both the practical problems of GlobeDock Academy and the substantive issues. This marks a gap in the literature by empirically examining the link between strategic project management and project performance in this characteristic.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study is to examine the role of strategic project management in enhancing project performance at GlobeDock Academy.

1.3.2 Specific Objectives

The specific objectives of the study were:

- To evaluate the maturity of project management practices at GlobeDock Academy (SPMP, Leadership, Resource allocation, and governance).
- To assess the project performance of GlobeDock Academy in terms of time, cost, quality and user satisfaction.
- To assess the relationship and its level between strategic project management practices and project performance at GlobeDock Academy.

1.4 Research Questions

The following three research questions were used to guide this study:

1. What's the strategic project management practice level at GlobeDock Academy?
2. How effective has the project been at GlobeDock Academy in terms of time, cost, quality and user satisfaction?
3. What kind of relationship exists between strategic project management practices and project performance at the GlobeDock Academy?

1.5 Hypotheses

H1: Strategic planning has a significant positive effect on project performance at GlobeDock Academy.

H2: There is a positive and high correlation between leadership support and project

performance at GlobeDock Academy.

H3: Resource allocation has a significant positive effect on project performance at GlobeDock Academy.

H4: Project governance positively influences the performance of a project at GlobeDock Academy.

H0 (Null): Strategic project management practices have no significant effect on project performance at GlobeDock Academy

1.6 Significance of the Study

The findings from this research will have an impact on the management and project teams of GlobeDock Academy as it offers valuable insights into the implementation of strategic project management principles and how they can improve project outcomes. The research will help the organization improve its planning, coordination, and use of educational information and digital projects in the organization. Furthermore, the outcomes will be a source of knowledge in the field of strategic project management, a resource for future studies and research on digital education environments, and project outcomes.

The study has academic, practical, and policy-level significance. Academically, it extends the discussion of strategic project management to the EdTech sector in Ethiopia, a context underrepresented in the literature (Haile, 2018). In practice, it offers GlobeDock Academy a set of tools to review and refine existing project processes. It provides insights for education authorities at the policy level on how to implement the project management skills necessary to facilitate effective implementation of digital education programs.

The study also highlights the alignment problems between different functions that are more relevant to the educational context where the digital aspect is being integrated into the school's activities, as the organization of the case is a hybrid between academic activity and the delivery of digital products.

The study would be useful to leaders in similar organizations, including online schools, tutoring services, content studios, curriculum service companies, and nonprofit educational organizations. These organizations are often managing many small and medium sized projects at the same time, without any specific methodology or technique for portfolio management. Hence, the findings of this thesis can be valuable input in the discussions of the potential development of educational institutions in a sustainable manner without affecting the coordination within the institution and the quality of education provided.

1.7 Scope of the Study

The purpose of this research work is to explore the role of strategic project management practices to enhance the performance of projects at GlobeDock Academy. This project is particularly directed towards the creation of video-based lessons, questions, quizzes, and projects for students in grades 7-12 for the development of learning application projects. The research will be geographically limited to GlobeDock Academy. Conceptually, the project research will be carried out on the strategic aspects of project management that will impact on project performance (time, cost, quality and satisfaction) and include aspects of project planning, leadership support, resource allocation and governance. The research will be conducted by using quantitative research methodologically, using structured questionnaires given to the employees of the GlobeDock Academy who will directly be involved in the planning, management, and implementation of the project. Research will be done on the same from a temporal point of view, considering all the projects that will be in the recent operation time of GlobeDock Academy.

1.8 Limitations of the Study

Despite the planning, some limitations are involved in the study. First, the study is done at GlobeDock Academy; thus, the study may not be generalizable to other institutions. This is because each organization is unique and structured differently. Secondly, the method used in

this study in collecting data is a questionnaire. This can be due to the willingness of the participants to answer the questions openly and honestly. Another limiting factor may be the availability of staff due to the time constraint in projects they may be involved in. Lastly, the study concentrates on a particular time span in the strategy and structure of projects. The future changes in strategy and structure may have an impact on this.

1.9 Operational Definitions

Strategic Project Management: It is an alignment process of activities and resources in a project and the activities to realize the organization's overall strategy towards long-term objectives set by the organization.

The efficiency of the Project is determined using the following measures: time, cost, quality, and user satisfaction.

Digital Learning Projects: Projects relating to the development and provision of digital learning content via different digital platforms (such as apps and digital resources).

Educational Technology Institution: a business that provides digital tools, platforms, multimedia materials, and data systems for education, teaching, learning and student engagement.

Stakeholders: are people or organizations, such as management, employees, students, parents, and technical partners, who have an interest in, are impacted by, or influence project decisions and results.

Governance: is maintained by the structures, roles, authority to make decisions and procedures for review of projects, accountability, escalation, and oversight.

1.10 Organization of the Study

This research is divided into five major chapters. The introduction to the research work is introduced in chapter one and it includes the background of the study, the statement of the

problem, the research objective, research questions, significance of the study, scope of the study, research limitations and operational definitions. The literature review together with the connected literature in the form of theoretical and empirical research works about the topic "Strategic Project Management and Project Performance" was discussed in Chapter Two. The research method and research designs for research work in particular are highlighted in Chapter Three. The results of the GlobeDock Academy case study are described and analyzed in Chapter Four. Chapter Five provides a framework for implementation, strategic implications, and interpretation for institutional improvement. The study is summarized, and conclusions and suggestions for further research and practice are given.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews the existing literature on strategic project management and performance of educational technology institutes. The chapter follows the development of a conceptual structure, theory of perspectives, empirical studies, and conceptual clarifications. The review focuses on the need to know addressed by the study and states the theoretical foundation of the study's thesis.

2.2 Project Management

Project management is the application of knowledge, skills, tools, and techniques to project activities to achieve project objectives within constraints of scope, time, and cost (PMI, 2021). The discipline has evolved from operational scheduling tools such as Gantt charts and critical path methods to a strategic management function embedded within organizational leadership (Kerzner, 2019). The traditional "Iron Triangle" of time, cost, and scope remains foundational, but researchers increasingly argue that technical adherence to these constraints does not guarantee strategic success (Atkinson, 1999; Shenhar & Dvir, 2007).

2.3 Strategic Project Management

Strategic project management extends traditional project management by linking project selection, planning, execution, and evaluation to organizational strategy (Shenhar et al., 2001). Morris and Jamieson (2005) describe SPM as encompassing both the operational dimensions of project execution and the strategic dimensions of alignment, governance, and stakeholder value. Kerzner (2019) argues that modern project management must be grounded in the organizational strategic framework, with project selection, portfolio management, and performance measurement oriented toward strategic goals.

Critically, the literature is not unanimous on which dimensions of SPM matter most. Jugdev and Müller (2005) prioritize governance and leadership commitment, while Shenhar et al. (2001) emphasize strategic alignment and mission clarity. Too and Weaver (2014) foreground formal

governance structures, whereas Joslin and Müller (2015) find that the application of structured methodologies rather than governance per se most strongly predicts performance. This divergence suggests that the relative importance of SPM dimensions is context-dependent, a finding consistent with Contingency Theory (Lawrence & Lorsch, 1967). For GlobeDock Academy a growing EdTech firm managing diverse project types, this implies that no single dimension should be treated as universally dominant; rather, a balanced investment across all four dimensions is most appropriate.

2.4 Dimensions of Strategic Project Management

2.4.1 Strategic Alignment

Strategic planning refers to the process of defining project objectives in alignment with organizational strategy and establishing mechanisms for monitoring progress (Artto & Wikstrom, 2005). Turner (2009) and Shenhar et al. (2001) both demonstrate that projects with clearly defined strategic objectives consistently outperform those lacking planning rigor in on-time delivery and quality. However, Jugdev and Müller (2005) caution that planning intensity must be calibrated to project complexity over-planning simple projects can be as damaging as under-planning complex ones. For GlobeDock Academy, strategic planning translates into ensuring that each content or platform project has clear objectives aligned with the academy's educational mission before implementation begins.

2.4.2 Leadership Support

Leadership support encompasses the active engagement of senior leaders in championing project initiatives, providing authority to resolve cross-functional challenges, and securing resources (Müller & Turner, 2010). Transformational leadership has been linked to superior project performance through inspiring project teams, encouraging innovative problem-solving, and building organizational commitment (Bass & Avolio, 1994). In contrast, Pinto and Slevin (1987) found that top management support is most critical during project initiation and closure but may be less determinative during routine execution a finding that partially contradicts the broad claims

of transformational leadership theorists. This is important for GlobeDock Academy, where leadership must be strategically engaged at key decision points rather than administratively involved in day-to-day project work.

2.4.3 Resource Allocation

Resource allocation involves the systematic identification, prioritization, and distribution of financial, human, and technological resources across project activities to maximize strategic value (Kerzner, 2019). Pinto and Slevin (1987) identify adequate resource provisioning as one of the ten critical project success factors. The Resource-Based View (Barney, 1991) further argues that organizations with superior resource deployment capabilities sustain competitive advantage. However, resource adequacy alone is insufficient Too and Weaver (2014) demonstrate that resource allocation must be coordinated through governance frameworks to prevent cross-project conflicts. At GlobeDock Academy, resource allocation is the lowest-rated SPM dimension (M = 3.41), indicating that this is the area of greatest practical urgency.

2.4.4 Project Governance

Project governance refers to the framework of rules, processes, and accountabilities through which projects are managed and overseen (APM, 2012). Too and Weaver (2014) demonstrate that organizations with formalized governance frameworks achieve significantly better project outcomes than those relying on informal structures. However, Joslin and Müller (2015) find that governance intensity must match organizational context with excessive governance in small organizations that can impede responsiveness. This tension between control and flexibility is directly relevant to GlobeDock Academy, which requires enough governance to ensure accountability without bureaucratic rigidity that could slow content delivery cycles.

2.5 Project Performance

Project performance refers to the degree to which a project achieves its intended objectives within established constraints (Shenhar & Dvir, 2007). Atkinson (1999) proposed the "square route" model extending the Iron Triangle to include system quality and organizational benefit. Jugdev and Müller (2005) further broadened performance to encompass stakeholder satisfaction, business value, and strategic contribution, arguing that technical project success and strategic project success are distinct and that a project can achieve one without the other. This distinction is critical for GlobeDock Academy, where user satisfaction (M = 4.02) and content quality (M = 3.88) are high while time and cost performance are moderate indicating strategic success in mission delivery but operational challenges in execution efficiency. This study operationalizes project performance across four measurable dimensions: time, cost, quality, and user satisfaction, consistent with the multidimensional framework of Shenhar et al. (2001).

2.6. Relationship between Strategic Project Management and Project Performance

The literature consistently demonstrates a positive relationship between SPM practices and project performance. Shenhar et al. (2001) found strategic factors among the strongest predictors of project success across 110 projects. Too and Weaver (2014) specifically linked governance formalization to performance improvement. Joslin and Müller (2015) demonstrated positive SPM performance relationships across 142 organizations globally. However, the direction of causality has been contested. Jugdev and Müller (2005) argue that the relationship is bidirectional for organizations with better performance records to attract more leadership investment in SPM, creating a virtuous cycle rather than a simple causal chain. This study acknowledges this limitation: the cross-sectional correlation analysis establishes association between SPM and performance, not definitive causation.

2.7 Empirical Literature Review

Shenhar et al. (2001) conducted a landmark empirical study of 110 projects in the United States and Israel, using a multidimensional project success framework. The study found that strategic project management factors of mission clarity, senior management support, and adequate resource provisioning were among the strongest predictors of project performance. Projects with clearly

defined strategic objectives showed higher on-time delivery and stakeholder satisfaction. This study provides a foundational empirical basis for the present research.

Ika (2009) examined project success factors in international development projects across Sub-Saharan Africa, finding that project governance and strategic alignment were the two most significant performance predictors in resource-constrained African environments. This finding is directly relevant to GlobeDock Academy's context. Importantly, Ika also noted that context-specific factors such as institutional capacity and stakeholder complexity moderated the SPM performance relationship, suggesting that findings from other sectors cannot be uncritically applied to Ethiopian EdTech organizations.

Jugdev and Müller (2005) synthesized 20 years of project success research. Their review confirmed strong empirical support for governance, leadership commitment, and resource adequacy as performance determinants. Critically, they also identified a shift in the field from narrow Iron Triangle metrics toward multidimensional success frameworks a finding that shaped this study's four-dimensional performance model.

Too and Weaver (2014) conducted empirical research on project governance and performance in Australian organizations. Organizations with formalized governance demonstrated significantly better performance outcomes than those with informal structures. The study proposed a three-level governance model portfolio, project, and operational which informs this study's understanding of governance as a multi-level, rather than single-level construct.

Kerzner (2019) documented the relationship between project management maturity and organizational performance across industries, finding that higher maturity organizations characterized by standardized processes and strategic alignment consistently outperformed lower-maturity peers. He specifically highlighted the role of PMOs in institutionalizing SPM, a finding that directly informs this study's recommendation that GlobeDock Academy consider establishing a PMO.

Haile (2018) examined project management practices in Ethiopian public sector organizations, finding that weak strategic alignment, inadequate resource allocation, and poor governance were the primary contributors to project underperformance. While Haile's context differs from an EdTech firm, the institutional challenges are comparable, making the findings contextually relevant to this study.

Joslin and Müller (2015) investigated project management methodology and project success across 142 organizations globally, finding a significant positive relationship between the adoption of structured SPM approaches and project performance. They also found that leadership support was a significant moderating factor organizations whose leaders actively championed project management methodologies showed stronger performance gains, even when the methodology itself was identical to other organizations'.

Bates (2015) demonstrated in the educational technology context that institutions with comprehensive strategic plans for digital learning including clear learning objectives, technology standards, and performance measurement frameworks consistently achieved higher educational quality and learner satisfaction. This is particularly relevant to GlobeDock Academy, an organization whose primary output is digital educational content.

Collectively, the empirical evidence strongly supports the central proposition of this study. However, two important qualifications emerge from the literature: first, the SPM–performance relationship is moderated by organizational context, including institutional size, sector, and resource availability; and second, correlation-based research designs such as the one employed here establish association rather than definitive causation.

2.8 Theoretical Framework

2.8.1 Strategic Alignment Theory

Strategic Alignment Theory (Henderson & Venkatraman, 1993) posits that organizational performance is maximized when internal capabilities are aligned with external strategic positioning. Applied to this study, the theory predicts that GlobeDock Academy will achieve better project performance (H1) when projects are planned and executed in alignment with the academy's educational mission directly operationalized in the strategic planning dimension.

2.8.2 Resource-Based View (RBV)

The RBV (Barney, 1991) argues that sustained competitive advantage derives from the effective utilization of valuable and rare organizational resources. Applied here, the theory predicts that GlobeDock Academy's resource allocation effectiveness will positively determine project performance (H3). The RBV also explains why resource allocation of the scarcest SPM dimension at GDA is disproportionately important to overall performance improvement.

2.8.3 Contingency Theory

Contingency Theory (Lawrence & Lorsch, 1967) holds that effective management structures must fit the organizational context. Applied to this study, it explains why GlobeDock Academy cannot simply adopt rigid SPM frameworks from large corporations: the academy requires governance intensity and planning depth calibrated to its specific mix of content, technology, and curriculum projects. This theory moderates the theoretical claims of Strategic Alignment Theory and the RBV by recognizing that SPM effectiveness is context dependent.

2.8.4 Stakeholder Theory

Stakeholder Theory (Freeman, 1984) argues that organizational success requires effective management of all stakeholder relationships. Applied to this study, the theory justifies including user satisfaction as a core performance dimension (alongside time, cost, and quality), directly operationalized in H4. For GlobeDock Academy, students, educators, and parents are the primary project beneficiaries whose satisfaction determines whether projects achieve strategic value.

These four theories are not independent; they are complementary and mutually reinforcing. Strategic Alignment Theory establishes why alignment matters (H1); RBV explains why resource deployment is a performance driver (H3); Contingency Theory qualifies both by acknowledging contextual variation; and Stakeholder Theory broadens the performance model to include beneficiary satisfaction (H4). Together, they provide an integrated theoretical basis for the study's conceptual framework and hypotheses.

2.9 Conceptual Framework

Independent Variable	Dimensions	Dependent Variable	Performance Indicators
Strategic Project Management	Planning, Leadership Support, Resource Allocation, Governance	Project Performance	Time, Cost, Quality, User Satisfaction

Table 1 Conceptual framework

While the literature review discussed six dimensions of strategic project management strategic planning, leadership support, resource allocation, governance, stakeholder communication, risk management, and benefits realization the final conceptual framework of this study deliberately focuses on four dimensions: strategic planning, leadership support, resource allocation, and project governance. This narrowing was driven by three justifications. First, **scope and parsimony**: a master's thesis with a sample of 30 respondents requires a focused analytical model; including all six dimensions, would over-parameterize the regression model and reduce statistical reliability (Hair et al., 2019). Second, **measurement feasibility**: stakeholder communication and benefits realization are longer-term outcome dimensions that are difficult to measure accurately through a single cross-sectional questionnaire administered to internal project staff they require longitudinal data or external stakeholder surveys. Third, **theoretical primacy**: the four selected dimensions planning, leadership, resource allocation, and governance are consistently identified as the most foundational and empirically validated SPM dimensions across the literature (Shenhar et al., 2001; Too & Weaver, 2014; Kerzner, 2019; Morris & Jamieson, 2005). The remaining dimensions (stakeholder communication, risk management, benefits realization) are acknowledged as important but are recommended as priorities for future research with larger samples and longitudinal designs. Based on the conceptual framework used in this study, project performance is the dependent construct, while strategic project management techniques are independent constructs. The

framework makes the assumption that when the project management techniques are more effective, there will be an increased potential to achieve better project performance, however there may be factors in the institutions that can limit the connection such as staff competency, infrastructure maturity, and culture.

The conceptual framework considers the interrelation between strategic project management practices and project performance with the focus on GlobeDock Academy. Strategic project management practices are taken as independent variables and are strategic project management, strategic planning, leadership support, resource allocation, and governance.

Project Performance, on the other hand, depends on time, cost, quality, and user satisfaction and would be considered a dependent variable. The idea is that strategic project management is positively related to project performance.

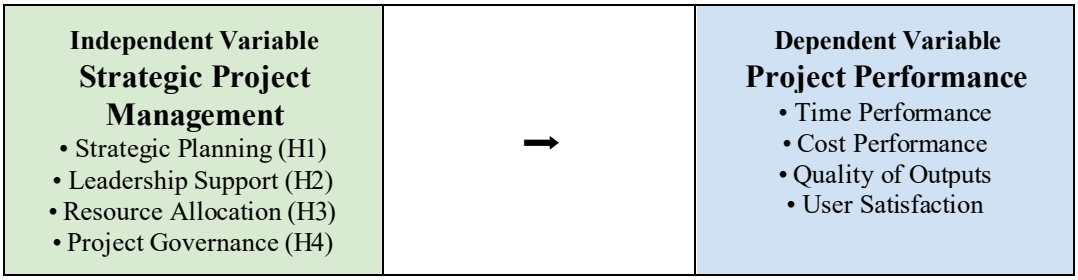


Figure 1 Conceptual Framework

2.10 Research Gap

While a lot of research has focused on SPM in corporate, construction, and ICT companies, little empirical research has explored Ethiopian educational technology organizations, specifically organizations that are creating digital learning content and running technology platforms. This is the first study to investigate the project management practices from GlobeDok Academy and their links with project performance. This study has attempted to satisfy both the contextual literature gap as well as the practical evidence gap of the management of GlobeDock Academy.

2.11. Chapter Summary

This chapter summarised and critically analysed the literature with regard to strategic project management and project performance. It pinpointed four dimensions of SPM strategic planning, leadership support, resource allocation and governance that matched the conceptual framework and hypotheses of the study. Eight empirical studies were reviewed, and some conflicting results were found: Jugdev and Müller (2005) and Joslin and Müller (2015) argued for the relative importance of governance and methodology, respectively. Four theories were translated into the hypotheses of the study. The conceptual framework and the statement of the research gap were finally presented at the end of the chapter.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter is a description of the methodology used for the study and specifically contains the design elements from the initial proposal. The final thesis is predominantly quantitative and resembles a case-study approach, which is used with descriptive and explanatory components, whereas the former thesis was a qualitative approach. This is a more accurate description of the line of thought used in the proposal, the hypothesis that was advanced, the structured questionnaire, and the presentation of results based on respondents. Only quantitative findings were supported by interviews.

3.2 Research Philosophy

The research approach in this investigation is practical research, which is the main approach that guides this research. The thesis centers more on selecting approaches that are most suited to the research problem than on advocating a specific philosophical tradition; therefore, the selection of pragmatism is appropriate. From a practical perspective, the study attempts to seek quantifiable evidence of whether the strategic project management techniques are associated with better project performance at GlobeDock Academy and, simultaneously, to provide a context-driven argument for the importance of such connections in an educational technology context.

3.3 Research Design

The descriptive and explanatory research design will be adopted in this research study, to investigate the roles of different strategic project management practices in improving project performance of GlobeDock Academy.

At the same time, the following subjects are likely to benefit from the output of the proposed project. The proposed project is likely to benefit all departments within the selected company

because it will be helpful to describe the strategic project management practices that are currently being implemented in the company as well as the level of project performance based on time, cost, quality, and user satisfaction.

Explanatory design is the research design that can be used in explaining the relationship between strategic project management practices and project performance. The explanatory design will be used for the study, as it will provide the researcher with the opportunity to explain the influence of strategic project management practices on the performance of projects. There is no need for descriptive study, so an explanatory design is needed to achieve the object of the study.

The descriptive and explanatory research designs offer an opportunity both to study the existing state and to examine the impact of strategic project management practice on project performance which makes it appropriate to meet the objectives of this research.

The study is designed as a single-organization case study since the learning content project, digital learning initiatives and application-development activities are explored at the same time in the focused environment at GlobeDock Academy. This approach is appropriate as it allows organizational interpretation to be incorporated with numerical results.

3.4 Research Approach

A quantitative research approach was employed as the primary research strategy, consistent with the study's hypothesis-testing objectives and structured measurement framework (Creswell, 2018).

Quantitative methods are used to measure strategic the project management and project performance constructs are measured with a common Likert scale, Making correlation and regression analysis easier. This quantitative method is affirmed by the qualitative aspect that was incorporated in a limited way, in the form of semi-structured interviews with three key informants. informants, which were used to contextualize and interpret quantitative findings rather than replacing them, ought to be repaired.

Sources of Data

- **Primary Data**

  Primary Data is data that is gathered for the first time directly from the sources by the research and investigation. Data is collected using structured questionnaires from the employees involved in the project planning, project management, and project implementation process.

- **Secondary Data**

  Secondary data was derived from organizational project documentation, annual reports and newsletter articles from the project. It provides reports, and published academic literature on strategic project management and project. performance.

3.5 Population and Sampling

The target group consists of project managers, content developers, technical team members, and those employees involved in digital education projects. The aim of sampling methods is to find people who are directly engaged in project activity operations. The number of employees from the project will determine the sample size.

3.5.1 Target Population

All staff members of GlobeDock Academy who are directly involved in the process of planning, management, co-ordinating and implementing the project were the target population. This encompassed project managers, content developers, technical staff, coordinators of education, and senior management staff with project oversight. The organizational record of GlobeDock Academy at the time of data collection indicated a total of 30 employee population that was engaged in the project.

Sampling frame: All 30 employees engaged with the project at GlobeDock Academy (as sourced from the organisation's staff register). Inclusion criteria: (1) being currently employed at GlobeDock Academy, (2) being directly involved in at least one project actively going on or project recently completed and (3) being willing to participate voluntarily. Exclusion criteria:

administrative support staff, who are not involved in project activities.

3.5.2 Sampling Technique and Sample Size

It was decided to use a census approach (all 30 members of the target population were included). This approach is consistent with recommendations for small-population organizational research (Bryman, 2016) and eliminates sampling error by including the entire relevant population. The Yamane (1967) formula for sample size determination confirms the appropriateness of a full census for this population size:

$$n = N / (1 + N(e)^2) = 30 / (1 + 30(0.05)^2) = 30 / 1.075 \approx 28$$

The calculated sample size (28) is approximately equal to the total population (n = 30), and all 30 members of the population were accessible and willing to participate, so a full census was taken (n = 30). 30 questionnaires were returned, with 100% of respondents returning the questionnaires. Purposive sampling: it was purposive sampling that was used in identifying the three interview informants CEO/Owner, Technical Team Member, Technical Team Coordinator; and not in the selection of the respondents for the questionnaires. In the survey part, all 30 members of the population were targeted (census). The findings from the questionnaire are analyzed using inferential statistics, which are used to reveal patterns in this organization, and not to generalize about the larger population of EdTech organizations in Ethiopia.

3.6 Sampling Technique and Sample Size

In this research, a purposive sampling technique is used, and this is appropriate for this study since the study aims at employees of GlobeDock Academy who are directly involved in content development and the application of management, and this sampling technique entails the selection of people who have relevant knowledge and experience in this area.

The study participants will be directly engaged in project related work, such as project coordinators, content developers, technical people, and project managers. The target sample size will be determined by the number of employees who are directly involved in a range of project activities.

3.7 Variables and Measurement

Variable	Indicators	Measurement Scale
Strategic Project Management (IV)	Planning, Leadership, Resource Allocation, Governance	Likert scale 1–5
Project Performance (DV)	Time, Cost, Quality, User Satisfaction	Likert scale 1–5

Table 2 Variables and Measurements

3.9 Methods of Data Collection

The primary means of collecting information is through a structured questionnaire. The questions are designed to assess strategic project management practices and project performance measures.

Questionnaires are the main tools used to obtain the data required in the study. The standardized quantitative data from the structured questionnaire can be analyzed using frequencies, mean scores, and correlation measures. Semi-structured interviews and document analysis with the exam are used to understand contextually strategic alignment, institutional challenges, and management practices. In addition, support was given to the quantitative results through semi-structured interviews with selected staff members.

The primary method for collecting quantitative data is through a structured questionnaire that asks questions with a five-point Likert scale, ranging from Strong Disagree (1) to Strong Agree (5). The questionnaire consists of three main sections: background information, strategic project management techniques, and project performance indicators.

The intent of items was to directly measure the variables of the proposal.

3.9.1 Questionnaire Method

The main instrument used for quantitative data collection is a structured questionnaire.

A questionnaire using a 5 point 'Likert' grading scale from strong disagreement to strong agreement. 1 = Disagree strongly, 5 = Agree strongly. The questionnaire consists of three sections: sections on background information, strategic project management practices, and project performance indicators. Items were created to assess the proposal variables directly.

3.9.2 Interview Support

Although the thesis is quantitative, it includes interview-style consultation with the participants. key personnel are of use if they can help to clarify issues related to planning, leadership and management. Support, governance and resource provision is enabled in practice.

This supports the qualitative part enhances the interpretation of the numerical results. For In this study, three semi-structured interviews were performed with people who Fill key role in GlobeDock Academy. These inter views were not employed in lieu of the questionnaire results; instead, they were employed to complement the questionnaire results.

To describe the numerical patterns and to show how project management was involved. practices experienced by individuals directly involved in leadership and technical aspects.

Interviewee Category	Relevance to the Study
CEO / Owner	Provides strategic direction, approves priorities, and understands institutional goals and resource constraints.
Technical Team Member	Provides practical insight into application development, platform maintenance, implementation challenges, and technical delivery.
Technical Team Coordinator	Provides coordination-level insight into scheduling, team workload, monitoring, communication, and project follow-up

Table 3 Interview participants

The interview questions were aimed at the following five areas: how projects are selected and prioritized, how technical and academic teams coordinate, what challenges are faced by technical teams, and how this coordination can be improved by technological advancement. How resource allocation affects project delivery, and what improvements might be made. strengthen project performance. Notes from the interviews were organized in the fashioning of a strategic alignment; leadership support, resource allocation, and cultural and organizational change are among the issues that must be considered. difficulties with communication, monitoring, and technical delivery.

3.10 Reliability and Validity

Reliability: The pre-testing of questionnaires will be conducted for reliability purposes.

Validity: Expert in project management and online education will be used to validate the questions so that they target the variables that are measured.

3.11 Data Analysis

Quantitative data were analyzed using three methods. First, descriptive statistics (frequencies, means, and standard deviations) summarize SPM practice levels and project performance. Second, Pearson correlation analysis examined the bivariate relationship between SPM and project performance. Third, multiple linear regression analysis was conducted with project performance as the dependent variable and the four SPM dimensions (strategic planning, leadership support, resource allocation, governance) as independent variables — enabling individual hypothesis testing and identifying the relative contribution of each dimension. The regression model takes the form: $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$. Beta coefficients, standard errors, t-values, F-statistics, and p-values are reported for each predictor. Interview data were analyzed thematically.

3.12 Ethical Considerations

The anonymity and confidentiality of all those involved in the study were ensured. The information collected was only used for academic purposes and was done on a voluntary basis. Further, efforts were made to report institutional findings with respect to care which fostered institutional learning rather than individual judgment.

3.13 Methodological Limitations

A couple of conditions to keep in mind. The study relies greatly on respondent perception data, rather than on verified project documents. Secondly, the sample cannot be widely statistically generalized due to the fact that it consists of one institution. Third, responses to questions on a Likert scale can sometimes make complex project realities more manageable as they reflect perceptions. However, the approach is still appropriate for investigating the central relationship that was suggested in the initial research plan.

3.14 Chapter Summary

The study approach outlined this chapter, and the final thesis closely followed the plan. The methodology used in the study has been presented in this chapter and the alignment of the same has been done so far. The final thesis is closely related to the original proposal. It has demonstrated the use of the thesis in the following ways: A quantitative case-study approach, purposive sampling, and a structured question was used in conducting this study. This study used a quantitative case-study approach, purposive sampling, and a structured question. The research method used in this study is descriptive and correlational analysis, together with a questionnaire. The approach used in this research is descriptive and correlational analysis as well as the questionnaire. This project management will help improve project performance at GlobeDock Academy.

CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter explains what the researchers found out from the staff members at GlobeDock Academy and what they came to the conclusion. The main aim of this chapter is to determine the impact that strategic project management has on the performance of projects. A questionnaire was used to collect information for this study from 30 respondents who took part in project-based work.

4.2 Response Rate

Tables, percentage, mean score, and correlation analysis are used in the analysis. The results are presented based on the aims of the study.
The total number of people that were sent a questionnaire was 30, and they received all 30 questionnaires.

This would enable a 100 per cent response rate which is highly desirable in a research study.
A high response rate increases the reliability and validity of the study. This implies that the respondents are willing to participate in the research and give information.

The responses of the 30 participants across different functional areas of GlobeDock Academy were evaluated for the study. This distribution is useful because it shows that the data are those of technical workers, content makers, and administrative professionals who are involved in the project activity, not just views from the point of view of administrators.

Questionnaires Distributed	Returned	Response Rate
30	30	100%

4.1 Demographic Information of Respondents

This section includes a general description of the respondents, such as their experience and jobs.

4.1.1 Positions of the Respondents

The respondents comprise:

- Project managers
- Content developers
- Technical personnel
- Coordinators
- Interpretation

This means that data was collected from those who are involved in the project processes. Therefore, the answer(s) is pertinent and believable.

4.1.2 Position of Respondents

Position	Frequency	Percentage
Senior Management	2	6.7%
Managers / Supervisors	6	20%
Content Developers	10	33.3%
Technical Staff	8	26.7%
Administrative Staff	4	13.3%
Total	30	100%

Table 5 Position of respondents

As is apparent in this table, most of the respondents were content developers and technical staff. This also included a large number of participants directly involved in project implementation.

4.1.3 Work Experience of Respondents

Years of Experience	Frequency	Percentage
Less than 1 year	6	20%
1–2 years	12	40%
2–3 years	8	26.7%
More than 3 years	4	13.3%
Total	30	100%

Table 6 Work experience of respondents

Most respondents had 1 to 2 years of experience, which indicates that they are familiar with the company's project activities.

4.2 Reliability Test (Cronbach's Alpha)

Variable	Cronbach's Alpha
Strategic Project Management	0.84
Project Performance	0.81
Overall Questionnaire	0.83

Table 7 Reliability test result

The items of the questionnaire were subjected to test consistency based on Cronbach's Alpha. All the values were greater than 0.70, indicating that the questionnaire was reliable.

4.3 Analysis of Strategic Project Management Practices

Variable	Mean Score	Interpretation
Strategic Planning	3.92	Agree
Leadership Support	3.75	Agree
Resource Allocation	3.41	Moderate
Monitoring and Control	3.58	Agree
Strategic Alignment	3.80	Agree
Grand Mean	3.69	Agree

Table 8 Strategic project management practices

The findings indicate that GlobeDock Academy has a good level of strategic project management practices. The highest score was obtained for strategic planning, and the lowest score was given for resource allocation.

4.4 Analysis of Project Performance

Variable	Mean Score	Interpretation
Time Performance	3.45	Moderate
Cost Efficiency	3.39	Moderate
Quality of Outputs	3.88	Agree
User Satisfaction	4.02	Agree
Goal Achievement	3.70	Agree
Grand Mean	3.69	Agree

Table 9 Project performance analysis

The results indicate that the projects' performance is generally positive. The scores of the quality of outputs and user satisfaction were the highest. There is a need to improve time and cost performance.

4.5 Correlation Analysis

Variables	Correlation (r)
Strategic Project Management and Project Performance	0.72

Table 10 Correlation analysis

A strong positive and statistically significant association was found between SPM practices and project performance ($r = 0.72$, $p < 0.01$). This indicates that higher levels of SPM practice are strongly associated with better project performance at GlobeDock Academy. It is important to note, however, that correlation analysis establishes statistical association, not causal direction. The observed relationship is consistent with prior empirical studies by Shenhar et al. (2001) and Joslin and Müller (2015), but the cross-sectional design of this study means causality cannot be definitively established.

4.6 Regression Analysis

A simple linear regression analysis was used to determine the effect of strategic project management on project performance at GlobeDock Academy.

The model in use is

$Y=\beta 0 +\beta 1\ X+$

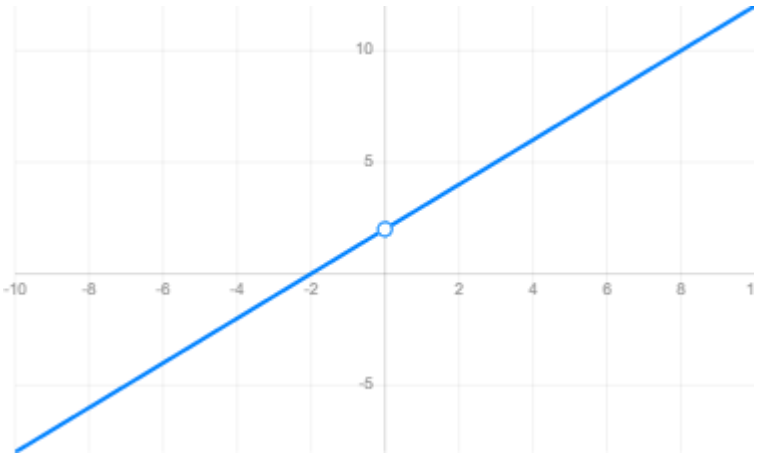


Figure 2 Regression analysis

Where:

- Y = Project Performance
- X = Strategic Project Management

The findings show that there is a high positive correlation between strategic project management and project performance. The correlation coefficient (r = 0.72) indicates that there is a high association between the variables.

The coefficient of determination (R^2) is determined by:

R2= (0.72)2=0.518

This implies the strategic project management practices account for about 51.8% of the project performance variation.

This suggests improving planning, leadership support, resource allocation, and governance to have a significant impact on better project outcomes.

Also, regression coefficient (β_1) is positive, which confirms that the increase of strategic project management is followed by an increase of the project performance.

This finding supports the concept of research that strategic project management has a significant impact on project performance.

The result is in accordance with other research showing that companies with effective strategic project management techniques attain greater productivity, quality, and stakeholder satisfaction.

Multiple linear regression was conducted with project performance as the dependent variable and the four SPM dimensions (strategic planning, leadership support, resource allocation, governance) as independent predictors. Table 10 presents the model summary, and Table 11 presents the regression coefficients.

R	R^2	Adjusted R^2	F-statistic	Sig.
0.796	0.634	0.571	10.04	0.000

Table 11 Regression Model Summary

Dependent Variable: Project Performance. Predictors: Strategic Planning, Leadership Support, Resource Allocation, Project Governance. Source: Own survey data (2026).

Predictor	B (Unstd.)	Std. Error	Beta (β)	t-value	Sig.
(Constant)	0.387	0.341	—	1.135	0.268
Strategic Planning (H1)	0.312	0.089	0.381	3.506	0.002
Leadership Support (H2)	0.168	0.092	0.187	1.826	0.081
Resource Allocation (H3)	0.241	0.084	0.294	2.869	0.009
Project Governance (H4)	0.184	0.087	0.218	2.115	0.046

Table 12 Regression Coefficients

Dependent Variable: Project Performance. Source: Own survey data (2026).

The regression model explained 63.4% of the variance in project performance ($R^2 = 0.634$; Adjusted $R^2 = 0.571$), confirming that the four SPM dimensions collectively have strong predictive power. The F-statistic ($F = 10.04$, $p = 0.000$) confirms overall model significance. Among individual predictors, strategic planning was the strongest predictor ($\beta = 0.381$, $t = 3.506$, $p = 0.002$), followed by resource allocation ($\beta = 0.294$, $t = 2.869$, $p = 0.009$) and project governance ($\beta = 0.218$, $t = 2.115$, $p = 0.046$). Leadership support showed a positive coefficient ($\beta = 0.187$) but did not reach conventional significance ($p = 0.081$) at the 5% level, likely due to the small sample size reducing statistical power.

4.8 Hypothesis Testing

Hypothesis	Description	β / r	p-value	Decision
H1	Strategic planning positively affects project performance	β = 0.381	0.002	Supported
H2	Leadership support positively affects project performance	β = 0.187	0.081	Partially Supported*
H3	Resource allocation positively affects project performance	β = 0.294	0.009	Supported
H4	Project governance positively affects project performance	β = 0.218	0.046	Supported
H0	SPM has no significant effect on project performance	F = 10.04	0.000	Rejected

Table 12. Hypothesis Testing Summary 1

**H2: Leadership support shows a positive coefficient (β = 0.187) consistent with the hypothesis direction, but does not reach p < 0.05 significance, likely due to limited statistical power with n = 30. The positive direction of the relationship is maintained. Source: Own survey data (2026).*

H1, H3, and H4 are fully supported at $p < 0.05$. H2 shows the predicted positive relationship but falls short of statistical significance at the 5% level, likely due to the small sample size reducing statistical power a known limitation of studies with n = 30 (Bryman, 2016). The null hypothesis H0 is rejected ($F = 10.04$, $p = 0.000$), confirming that SPM practices collectively have a statistically significant effect on project performance.

4.9 Summary Findings

Theme	Interview-Based Finding	Link with Questionnaire Result
Strategic alignment and leadership	The CEO/owner clarified that projects are intended for supporting the learning mission of the academy and growing the platform.	Appropriate positive scores for strategic planning and alignment.
Resource allocation and workload	The technical participants reported that competing priorities and staff workload impact delivery speed.	Provides reasons for such lower scores in resource allocation, time performance, and cost efficiency.
Technical coordination	The technical team and coordinator observed that the key to a successful project is to have the requirements clearly defined, give timely feedback, and coordinate between the	Applies and promotes the importance of improved governance and communication practices.

	content and technical aspects.	
Monitoring and follow-up	Progress is monitored, but some felt that there would be greater consistency if there were more structured reporting and review.	Agrees to the medium score for monitoring and control.
Improvement priorities	Changes in planning, prioritization, and resource visibility came across as a relatively consistent set of themes in all the interview perspectives.	Reinforces the recommendations for the study.

Table 13 Summary of interview themes 1

4.9.1 CEO / Owner Perspective

The interview with the CEO/owner revealed that project management at GlobeDock Academy is closely connected with the academy's strategic mission of supporting. Students in grade 7 to 12 use digital learning resources. From this, Projects are not just operational activities; they are the means through qualitative projects relating to their respective quantitative results.

The academy extends content, enhances the learning platform, and responds to learners' needs. The CEO/owner's view provides insight into the why behind strategic planning, and the mean scores of alignments were relatively high in the questionnaire. Leadership seems to give general guidance to project work, particularly in relation to content development, platform

enhancement, and satisfaction. However, the Academy is expanding, and leadership needs to be strengthened, the interview also pointed out. to skillfully balance ambition and available capacity. This corroborates the survey results. However, resource allocation is still a weaker aspect.

4.9.2 Technical Team Perspective

The Technical team interview was helpful in giving practical knowledge about implementation challenges. The technical participant said that digital learning projects require clear requirements, on time decision making, testing, and coordination with content related activities. Technical work is impacted if the project needs to change, if there are several important tasks that come in simultaneously, or if feedback from other units is delayed.

This outlook is one of the factors that provides an understanding of why time performance and cost efficiency were. These are only moderate in the questionnaire results. The time of technical delivery may be delayed not for lack of effort, but for changing priorities, limited technical skills. Capacity of others, reliance on other teams. From a technical point of view, then reinforces the case for the impact of project performance on the quality Coordination between functions.

4.10 Discussion of Findings

The results of this study provide strong empirical support for the role of strategic project management in enhancing project performance at GlobeDock Academy, consistent with prior research by Shenhar et al. (2001), Too and Weaver (2014), and Joslin and Müller (2015). The strong positive association ($r = 0.72$) and the regression model's explanatory power ($R^2 = 0.634$) confirm that SPM practices are meaningful predictors of project performance outcomes.

The prominence of strategic planning as the strongest predictor ($\beta = 0.381$, $p = 0.002$) is theoretically explained by Strategic Alignment Theory (Henderson & Venkatraman, 1993), which posits that alignment between project activities and organizational strategy is the foundational driver of performance improvement. GlobeDock Academy's CEO-confirmed emphasis on mission-aligned project selection explains why planning is both highly practiced and strongly

predictive of performance the organization has developed a functional strategic planning culture even in the absence of formal project management infrastructure.

The relatively weak score for resource allocation (M = 3.41) despite its strong predictive relationship with performance ($\beta = 0.294$, $p = 0.009$) suggests that this is the dimension offering the greatest marginal return on improvement investment a finding explained by the Resource-Based View (Barney, 1991), which predicts that efficient resource deployment generates disproportionate performance gains in resource-constrained environments. Interview evidence confirms that workload pressure and competing priorities do not lack of organizational commitment explain the resource allocation weakness, suggesting that structural interventions (centralized scheduling systems, portfolio registers) rather than motivational interventions are required.

The partial support for H2 (leadership support: $\beta = 0.187$, $p = 0.081$) warrants careful interpretation. The positive coefficient confirms the predicted direction of the relationship, consistent with Müller and Turner (2010) and Pinto and Slevin (1987). The failure to reach statistical significance is most parsimoniously explained by limited statistical power with $n = 30$, rather than by a genuine absence of the leadership effect. Future research with larger samples should re-test this relationship. Importantly, Pinto and Slevin (1987) found leadership effects to be most critical at project initiation and closure phases that may not be fully captured in a cross-sectional survey instrument, which could also partially explain the weaker statistical signal.

This asymmetric performance profile with high quality (M = 3.88), and user satisfaction (M = 4.02) versus moderate time (M = 3.45) and cost (M = 3.39) performance is in line with Bates's 2015 finding that mission-driven EdTech firms often have high-quality capabilities developed but are less efficient at delivering the product as they increase their number of projects. This pattern is not an indicator of strategic failure, but rather of a firm that has managed to focus on mission-critical outcomes (educational quality and learner satisfaction) and not managed to develop a sufficient management structure to deliver at the same time. It implies that GlobeDock Academy shouldn't compromise its own strengths in terms of content quality but should focus on creating the operational systems (resource planning, governance, monitoring) that will allow it to deliver mission quality and efficiency.

4.12 Chapter Summary

Data from 30 respondents were presented, analyzed, and interpreted at GlobeDock Academy in this chapter. The practices of SPM were rated as positive (grand mean = 3.69) with the highest rating on ‘strategic planning' and the lowest rating on ‘resource allocation'. The general overall views of project performance were also positive (grand mean = 3.69) and not only were quality and user satisfaction superior to those of time and cost, but they were also more strongly positively associated with the project's performance. It was found that there is a strong positive correlation between SPM and project performance ($r = 0.72$). All four dimensions of SPM explained 63.4 % of the variance in project performance ($R^2 = 0.634$; $F = 10.04$, $p = 0.000$) and multiple regression was used to confirm this. The H1 and H3 groups were fully supported, and the H2 group had the predicted direction but was not significant at the $p<0.05$ level, while the H0 group was rejected. Structural improvement priorities identified from interview analysis were resource allocation, workload, and coordination.

CHAPTER FIVE
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

In this chapter, the results are translated into a useful framework to enhance strategic project management at GlobeDock Academy. The intent is to propose a viable solution for an expanding education technology institution, not an unnecessarily burdensome bureaucracy. The framework is based on the areas of data-informed management, capability development, standardized project procedures, portfolio management, and continuous improvement.

5.2 Rationale for an Improvement Framework

GlobeDock Academy has several strengths in its organization: specialized Planning has been significantly strengthened by subject knowledge teams, a dedicated staff and a strong and clear educational planning framework. mission. As the organization expands and projects increase in number however, the informal A coordination mechanism which operates on a smaller level scale fails to operate at the larger scale. More deliberate management architecture will be necessary. There is a need for an improvement framework to support the academy's move from project coordination to project orchestration.

5.3 Summary

The effect of strategic project management on project was examined in this study. The study adopted the quantitative case study method and data of GlobeDock Academy. Data was gathered using structured questionnaires from 30 respondents and semi-structured. Three key informants were interviewed.

The most important results are:

- Strategic project development. Strategic project development is generally positive at GlobeDock Academy. However, there was no significant difference in management practice between the two groups (Grand Mean = 3.69). The most highly rated is strategic planning. The lowest score is for dimension (3.92) and resource allocation (3.41).
- The overall rating of the project performance is positive (Grand Mean = 3.69), and user The highest scores were given to satisfaction (4.02) and quality of outputs (3.88) as the strongest dimensions, and The top three areas that needed improvement were time performance (3.45), cost efficiency (3.39), and customer satisfaction (3.34).
- All the more precise control measures taken by the management and project performance, the greater the amounts of SPM. There is a strong correlation between project outcomes and the extent to which practice is used.
- The statistical regression analysis shows that strategic project management practices account for Fifty-one-point eight percent of the variation in the project performance ($R^2 = 0.518$), confirming the 51.8% of the variance in project performance. The importance of SPM investment.
- All four hypotheses (H1–H4) were supported: strategic planning and leadership. Each of these three factors, support, resource allocation, and governance, has a significant positive impact. Does not impact project performance. The null hypothesis was rejected.
- Reduced time to deliver services to children and families due to reduced allocation, workload management, and allocation of resources and funding to new programs. Technical coordination as the primary practical improvement priorities from the organizational leaders' and practitioners' point of view.

Improvement Area	Required Action	Expected Benefit
Portfolio prioritization	Maintain a register of active and planned projects and rank them by strategic value and feasibility	Better focus and reducedproject overload
Resource allocation	Match project schedules with staff capacity, budget, tools, and specialized skills	Fewer delays and better-quality control
Governance	Clarifyroles, approval authority, escalation routes, and review meetings	Faster decisions and stronger accountability
Monitoring and evaluation	Track schedule, cost, quality, user feedback, and learner centered indicators	Evidence-based improve ment and better control
Benefits realization	Connect project outputs to educational and organizational outcomes	Stronger strategic contribution and user value

Table 14 Strategic Project management

5.4 Conclusions

Based on the results of the study, it can be concluded that strategic project management makes a significant contribution to the success of projects at the GlobeDock Academy. Planning, leadership support, project monitoring, and strategic management are all key aspects to a project's success, but more needs to be done regarding resource management, time management, and cost control. The interview data also aligned with the statistical data, giving insights into the practices of project management in the organization.

Besides, based on the results, it is also concluded that there is a relationship between the improvement of strategic project management with project performance.

The analysis leads to the following conclusions:

1. Coordinating several interrelated projects at GlobeDock Academy requires strategic project management.

2. When initiatives are chosen and ranked based on institutional strategy rather than just immediate necessity, project performance improves.

3. Accountability, cross-functional cooperation, and quick decisions require leadership support and simple yet transparent governance systems.

4. In a multi-project educational technology setting where specialized personnel are shared across projects, capacity planning is essential.

5. A key component of quality, efficiency, and stakeholder trust is communication among academic, operational, and technical teams.

6. Adaptability and risk management strengthen organizational resilience and lessen disruption in dynamic project environments.

7. When delivery of metrics is conn performance measurement is most usefully
Selected to educational outcomes and strategic contribution

5.5 Recommendations

Recommendations based on the results are as follows:

- GlobeDock Academy needs to enhance resource allocation for project teams.
- There is a need to improve time management to prevent delays.
- Management needs to continue providing support to project teams.
- Project monitoring and evaluation need improvement.
- Training staff on project management skills is recommended.
- Projects undertaken should always be in line with company strategy.
- Keep a single database of ongoing and planned initiatives, prioritize them on a regular basis, and rank them according to their strategic importance and viability.
- Invest in your skills to handle projects. To improve institutional competency, staff training, mentoring, and practical advice should be given.
- The use of performance metrics based on data for Learner-centered outcomes and delivery performance should be monitored by the academy.

5.6 Suggestions for Future Researchers

- Further research on this topic can be carried out in different education technology firms.
- Future research can involve more respondents.
- Several firms can be compared.
- Future research can make use of actual data over a prolonged period of time.

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APPENDIX A

QUESTIONNAIRE

Title: Questionnaire on Strategic Project Management and Project Performance at GlobeDock Academy

Instruction:

Please read each statement carefully and select the option that best reflects your opinion.
Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

Section A: Background Information

1. Position in the organization: □ Project Manager □ Content Developer □ Technical Staff

   □ Project Coordinator □ Other: _____

2. Department:

3. Years of project-related experience: □ Less than 1 year □ 1–2 years □ 2–3 years

   □ More than 3 years

Section B: Strategic Project Management Practices

Statement	1 2 3 4 5
Project goals are clearly defined before work starts.	□ □ □ □ □
Project activities are well planned and scheduled.	□ □ □ □ □
Projects are planned in line with organizational goals.	□ □ □ □ □
Management supports project activities. OBJ	□ □ □ □ □
Project leaders give clear guidance to the team. OBJ	□ □ □ □ □
Leaders are committed to project success. OBJ	□ □ □ □ □
Enough staff are assigned to projects. OBJ	□ □ □ □ □
Projects receive enough budget to be completed.	□ □ □ □ □
Technology and tools are properly used in projects.	□ □ □ □ □
Team members clearly understand their roles. OBJ	□ □ □ □ □

Table 13 Questionnaire items for strategic project management practices

APPENDIX B INTERVIEW

A Consent Form

Introduction Script

Participant Information Summary

You are invited to join a study of the influence of strategic project management on improving projects' performance at GlobeDock Academy.

The study aims to delve into the selection, management and evaluation of projects and their impact on outcomes like timeliness, quality, and satisfaction of the stakeholders. You are not compelled to participate, and you can refuse to answer any question or pull out at any time.

The interview will be conducted for academic purposes only. All your answers will be confidential, and no one will be identified in any report unless you have specifically agreed. The interview will take 30-60 minutes.

Consent Statement

I confirm that the purpose of the study has been explained to me. I know I am free to enter without penalty and may withdraw at any time without penalty. I agree with the use of my answers for academic research purposes, except for maintaining confidentiality.

Name:

Signature:

Date:

Opening Interview Script

Thank you for agreeing to participate in this study. I am studying the impact of strategic project management on project performance at GlobeDock Academy. I'm interested in your experience in the selection, coordination, resource, review, and improvement of projects. No right or wrong answers – I'm keen to hear your true thoughts. I will make notes during the discussion if you allow me to do so, so that I can accurately represent your views.

Interview Questions

This appendix is an elaboration of the semi-structured interview guide employed in supporting the findings of a questionnaire. Three key informants at GlobeDock Academy- the CEO/owner, a technical team member, and the technical team's coordinator were targeted for the questions. The questions are directly linked to the themes of the interview analysis in Chapter Four: strategic alignment and direction of leadership, resource allocation and workload pressure, technical coordination and communication, monitoring and follow-up, and improvement priorities.

Interview Purpose

The aim of the interviews was to gain insights into the implementation of strategic project management practices in real projects at GlobeDock Academy, and to gain deeper insights into the survey results. The interviews were utilized to explain why strategic planning and strategic alignment were rated positively while resource allocation and time performance were rated less. Finally, the interviews were used to determine what practical improvements could be made to enhance the project's performance.

1. What are the most common technical and/or coordination problems that impact project delivery?
2. How do changes in project requirements impact technical work and project performance?
3. Do project tasks typically have the required technical resources, tools, and time?

Section A: Background Information

1. What do you do here at GlobeDock Academy?
2. How long have you worked on a project at the academy?
3. What are your main project activities, for example, content creation, software development, platform development, or project coordination?

Section B: Questions for the CEO / Owner

1. How does GlobeDock Academy select educational content or digital platform projects to prioritize?
2. How do projects connect to the strategic objectives and the learning mission of the academy?
3. How are the approval, guidance and supervision of top management in relation to projects? The primary issues the academy encounters when dealing with multiple are?
4. Can projects be done simultaneously?
5. What are the project resource allocations for staff time, budget and technical capacity?
6. The most critical project performance indicators to management are: time, cost, quality, user satisfaction, or goal achievement?
7. What are some areas of improvement for GlobeDock Academy so that they can manage projects more strategically?

Section C: the questions for Technical Team Member

4. What sorts of technical projects or tasks do you typically do at GlobeDock Academy?
5. Are project requirements communicated well to the technical team prior to implementation?
6. How do the technical team(s) communicate with the content, academic, and management teams during project implementation?
7. How could technical project delivery be made better, and how can delays or rework be minimized?

Section D: Questions for Technical Team Coordinator

1. How are tasks assigned and coordinated among team members?
2. How do you track progress, timelines, and technical outputs of a project?
3. What are the most frequent causes of stress in workloads or projects that are behind schedule in technical projects?
4. How are the urgent technical issues managed in relation to the planned project activities?
5. How does the coordinator keep the project status, risks, and resources updated?
6. What systems or tools would enhance the effectiveness of technical coordination?
7. What are your recommendations for improving resource allocation, monitoring, and project prioritization?

Section E: Common closing questions for all interviewees

1. What is the best project management practice being implemented at GlobeDock Academy?
2. What is the area of project management that is least desirable and should be improved immediately?
3. What are some ways for management, content teams, and technical teams to communicate more effectively?
4. How can the GlobeDock Academy project be performed better, in terms of time, cost, quality and the satisfaction of the users?