

Impact of Quality Management Practices and Relational Governance on Project Success: with Moderating role of Collectivism among Non-Profit Organization

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Abstract

Purpose: As Pakistan has the second greatest number of out of school children in the world and there is a little research on impact of quality management practices and relational governance on a project success in non-profit organisations working in education sector, so the purpose of this study is to find relationship of quality management practices and relational governance on project success and moderating effect of “collectivism” has also been examined.

Methodology: The quantitative data was collected from non-profit organizations. The sample size was 229 and the sampling technique was convenience. A close ended cross-sectional questionnaire was designed to conduct the research which later analysed by using descriptive statics.

Findings: Results show that qualitative management practices and project success has positive relation. Whereas relational governance and project success is not significantly related with each other, and collectivism has no significant moderating role between these two relations.

Limitations: The research was done on a small sample size and data was collected from one sector only. So, due to these reasons the findings can't be generalized.

Implications: Research shows that non-profit organization should adopt quality management practices methods for successful projects.

Originality: Previous research investigated the effect of qualitative management practices on project success. However, there is a significant void in the literature regarding the study of relational governance and qualitative management methods in the education sector. Furthermore, the interaction of these characteristics, combined with the moderating influence of collectivism, is unexplored in the available literature.

Keywords: Quality Management Practices, Relational Governance, Project Success, Collectivism

Introduction

Non-profit organizations play a crucial role in solving the social issues especially the issues which are concerned with the alignment with sustainable development goals (SDG) (Hassan et al, 2019). This makes them more accountable to the community in respect to their impact, resource utilization, collectivism, advocacy. Therefore, it wouldn't be incorrect to argue that NGOs should keep an eye on the project success. The most valuable component of any organisation including NGOs is its employees, who cannot be replaced by any other resource (Soelton et al, 2021). When we talk about the project success, we can't forget the workforce which is involved in the projects specially in non-profit organizations. There is a vast range of perspectives regarding success of a project; the sole point of agreement appears to be the disagreement on what defines "project success"(Prabhakar, 2008). However, there is only one perceived success of a project; there is no such thing as "absolute success" in project management (Baker et al., 1974). And that is why decades later, project success is still a research variable to determine the secret to ultimate success.

In past the effect of benefit management, custom project life cycle, custom project governance, vision, sponsor, KPI, monitor, change, culture has been studied with respect to project success (Young et al., 2020; Naeem et al., 2021; Teoh et al., 2021). And each of these studies demonstrates how various factors influence project performance in different ways. Researchers have discovered both favourable and unfavourable outcomes for the factors affecting the project's success. The research has shown how effective project governance has a positive relation with project success (Naeem, 2021) whereas project autonomy has a negative result on project (Gemünden, 2005). These studies draw attention to the difficulties and variables affecting the project's performance. Additionally, by being aware of these variables, NGOs can better connect their plans with the SDGs by improving project outcomes.

Nevertheless, the evidence indicates that despite extensive research, we are unable to discover the secret to complete success. The project governance mechanism and performance and performance of projects has been studied but the direct consequences of relationship norms, trust, and project performance are not measured in the previous study (Haq et al, 2019). There is a lack of evaluation of the governance structure or performance measurement of the projects that must adhere to it (Brunet, 2021). Data on quality management practises can be found in NGOs working in Pakistan's health sector (Lu et al, 2019), but not in those in the country's education sector, which is currently a source of concern because Pakistan is the top-most out-of-school nation in the South Asia (Ambreen et al, 2022).

The project's success in the education-focused development sector is being severely hampered by this research gap, and Pakistan has finally been ranked as the nation with the lowest school enrolment. When the project managers don't understand the specific factors influencing the project success, they face challenges to increase the enrolments.

This ignorance may lead to misguided plans, wasteful spending, and an incapacity to deal with important problems that may have an influence on enrolment increases. As such, there may be a greater chance of failure or less than ideal results in enrolment-related activities. Project managers may, however, be prompted by this circumstance to take a more adventurous and flexible approach, putting an emphasis on experimentation, stakeholder participation, research, and iterative improvements. Though progress is first hampered by the lack of precise knowledge, proactive steps and an openness to learning from experimental initiatives can ultimately result in the identification of successful techniques for improving enrolment despite the initial difficulties. However, it will take time, and things will get worse.

Keeping the aforementioned information in mind, the goal of this study is to determine whether various factors that affect project success have a good or negative impact on Pakistan's efforts to end its out-of-school child crisis. This will support both theoretical and practical project management applications. It adds to the theoretical knowledge and offers practical implications for project managers in context of non-profit organizations working in education sector by providing empirical evidence regarding the effects of relational governance and quality management practises on project success. Since Pakistan is our nation and we must work collectively to bring about constructive change here, so the moderating role of collectivism is also examined. As the case of collectivism is exhibited when people are very closely united or knit together (like in tight-knit societies) (Gelfand et al., 2011).

Literature Review and Hypothesis

Project Success

Education is a cornerstone of societal growth, economic prosperity, and individual empowerment in today's dynamic global landscape. Non-governmental organisations (NGOs) play an important role in altering the educational landscape by promoting initiatives to bridge gaps, improve accessibility, and uplift communities through educational interventions (Balkar,2022). The success of their projects in this sector is critical due to the clear correlation with transformative influence. Successful initiatives aim for significant increases in quality, and outcomes rather than merely incremental progress, hence confirming the NGO's goal and purpose. Furthermore, an NGO's credibility and trust are inextricably linked to the success of its projects. The extent to which a project achieves its objectives within the restrictions of time, money, scope, quality, and stakeholder satisfaction is frequently used to describe project success (Prabhakar, 2008). According to De Wit (1986), project success is determined by whether the aim and goal are satisfied.

The past studies have been done to find the evaluation factors of project success in NGO (Nanthagopan, 2019). The impact of benefit management, custom project life period, custom project oversight, vision, sponsor, KPI, monitor, change, and culture on project success has also been investigated previously (Young et al., 2020; Naeem et al., 2021; Teoh et al., 2021). But now as the startling figure that Pakistan has the greatest number of out-of-school children of primary school age in the world (Ambreen et al, 2022) highlights the need of analysing project effectiveness among NGOs working in

the education sector. Despite this sobering truth, conducting a comprehensive project success assessment is crucial for collecting critical insights and developing effective methods to address the educational crisis.

This research not only identifies successful models, but also holds the prospect of replicating and scaling up these great projects. Analysing the success aspects of these programmes can provide essential lessons, allowing successful models to be replicated across diverse locations and promoting their adoption by other NGOs or educational bodies. This expansion of proven successful tactics has the potential to dramatically impact and reach a bigger population of out-of-school children, contributing to a reduction in the overall number of underprivileged children denied education.

Quality Management Practices

The commitment of people in the education sector to quality management practices directly influences the efficacy of educational programs. Quality management practices help participants to reach their full potential and achieve their goals by working together and learning from one another to contribute positively to performance (Sila, 2007). According to American Society for Quality it is defined as “a management approach to long-term success through customer satisfaction.” It is also defined as ensuring quality at all stages of a project, from early planning to final delivery, necessitates incorporating quality into all areas (Patterson, 1983). It involves the ability to assemble and manage a competent workforce to achieve high standards within set cost and schedule constraints, resulting in the creation of superior products or services. This process comprises creating the necessary systems and procedures to ensure the proper execution of quality standards across all project phases (Patterson, 1983).

In general, quality management approaches have two dimensions. The first dimension refers to practices associated with people, while the second refers to practices associated with technique and methodology components (Zu, 2009). People-related practices are primarily concerned with the participation of leaders and participants (Flynn et al., 1995). Prajogo and Cooper (2010) called this kind of practices as people-related practices. Technique and methodology practices are centred on managerial processes (Criado and Calvomora, 2009). In our research, we refer to three quality management practices which are grouped as follows: top management support and quality training (people-related practices), quality strategic planning (process-related practices).

In the past a research paper by Behling and Eckel (1991) emphasized the impact of quality management practices on project performance, stressing the importance of adhering to quality standards and processes. Quality management practices and inter-organizational project performance has also been studied again during the last five years (Lu et al, 2019). These studies have shown positive result of quality management practice with project performance. The attainment of predefined objectives, efficient resource utilisation, stakeholder satisfaction, effective risk management, and the delivery of high-quality outcomes are all directly influenced by project performance. When a project performs well by reaching or exceeding its goals within specified

restrictions, effectively utilising resources, satisfying stakeholders, proactively managing risks, and delivering superior results, it greatly adds to total project success. As a result, we may conclude that project success will have a favourable relationship with quality management practices.

H1: Quality management practices will have a positive relation with project success.

Relational Governance

With Pakistan facing a significant difficulty in tackling the issue of out-of-school children, NGO workers must rely on relational governance to build and maintain effective collaborations across varied stakeholders. Relational governance is defined as a set of standards, practices, and laws that exist between transaction parties and are founded on trust, cooperation, and open communication (Cantù et al., 2021). According to neometric relational governance is “what we put in place to intentionally invest in the relationships that define the capacity of our organisations to achieve their purpose.” Relational governance relies on informal structure and self-enforcement of each party in the project (Malhotra et al., 2002).

In the existing body of literature, trust and relational norms stand out as two prominent types of relational governance (Griffith et al., 2005). Within a risky exchange relationship, trust entails having faith in a partner's integrity, credibility, and goodwill (Das et al., 1998), while relational norms represent shared expectations regarding the behaviours of each party in Inter-Organizational Relationships (IORs) (Cannon et al., 2000). Relational norms serve as a guiding framework, outlining expected behaviours for firms (Cannon et al., 2000), aiding in consistent and anticipated interactions within the relationship.

A study by Park and Luo (2001) demonstrated the importance of relational governance in inter-organizational relationships, impacting project success and sustainability. So, NGOs may utilise combined resources, experience, and support to solve this complicated problem by developing trust and building partnerships with government agencies, local communities, educational institutions, and other organisations. This collaborative approach allows for the sharing of knowledge, the mobilisation of resources, and the promotion of collaborative efforts to develop sustainable educational programmes adapted to the specific requirements of these marginalised children, thereby expanding their access to quality education.

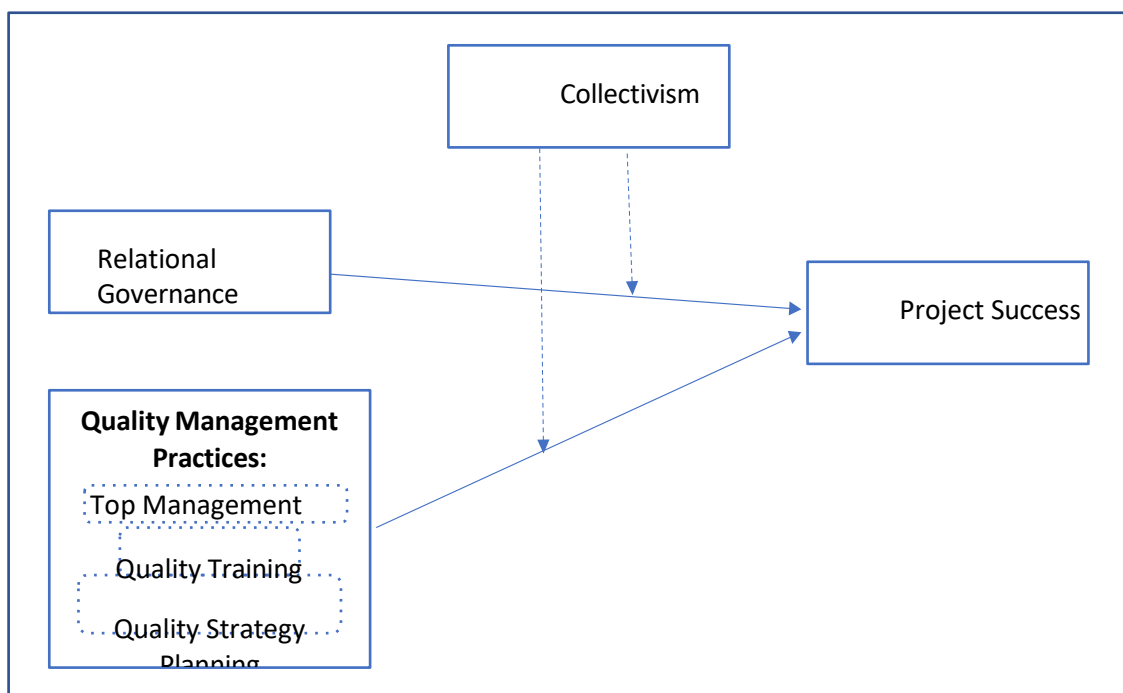
H2: Relational governance will have a positive relation with project success.

Collectivism

NGOs often work directly with communities. A collectivist approach guarantees that the organisation knows the community's needs and ambitions. Collectivists have common goals thus the individual is expected (or sometimes asked) to do what the group expects or demands, and he rarely oppose the will of the collective for the success of the project (Gelfand et al., 1996). According to APA dictionary collectivism is defined as “the tendency to view oneself as a member of a larger (family or social)

group, rather than as an isolated, independent being.” Collectivism is centrally defined as the link between the self and others, rather than separating them (Sorensen et al., 2009).

NGO workers' collective efforts and teamwork within the education sector contribute significantly to project outcomes. A study by Carmeli and Tishler (2004) indicated that collectivism positively impacts project success by fostering collaboration and shared goals among team members.



This study intends to investigate whether absolute project success exists and what role does collectivism play in it as a moderator as in the past it has not been studied with these dependent variables. This research also examines the role of collectivism among the team members through the relational governance and quality management practices involved in the project. Project governance is usually associated with organisational governance models, which give thorough and consistent techniques to control the project (Haq et al, 2019). Combining these elements within the context of the study population—NGO workers in education—can provide insights into how relational governance, quality management practices, and collectivism collectively influence project success within the realm of educational initiatives.

H3a: Collectivism moderates the positive relationship between quality management practices and project success in such a way that the relationship will be strong when collectivism is high.

H3b: Collectivism moderates the positive relationship between relational governance

and project success in such a way that the relationship will be strong when collectivism is high.

Methodology

Participants and Procedure

The committed workforce of NGO employees was utilised to carry out the data collection operation. The study's sample frame was designed with NGO employees working in the education sector in mind. Their direct knowledge and observations made a substantial contribution to the thorough comprehension and analysis of the field of NGOs' educational interventions and activities. Whereas workers for NGOs frequently cooperate with a range of stakeholders, including communities, donors, and governmental bodies. For the initiative to be successful, their interactions and partnerships with these organisations are essential. The significance of relational governance in inter-organizational connections and its impact on project success and sustainability was illustrated by Park and Luo's (2001) study.

The data was collected from people in executive positions, management role, human service role and in administration. To choose participants from the population of NGO workers in the education sector, convenience sampling was used in this study. This approach was selected because it is feasible and simple to recruit research volunteers who are easily available, making the data collection procedure more efficient and timelier. People in the chosen sample frame were given access to the online survey through a variety of media, such as LinkedIn, email, and WhatsApp. This multi-platform strategy, which specifically targeted those who were found to be in line with our research demographic, guaranteed wider distribution and made it easier to reach a varied pool of respondents. A cover letter was also attached to the questionnaire which explained the purpose of study to respondent. This helped in implementing to uphold both autonomy and confidentiality. Respondents were given complete choice to decide whether to engage in the study, free from any form of coercion.

A total of 700 questionnaires were distributed out of which 229 were received back. So, the sample size was 229. And the response rate was 32.3%. According to the demographic information gathered from the respondents, at least 45% of the participants in the study were female, 59.8% were between the ages of 18 and 25, 4% were above the age of 60 and 35.8% were between the ages of 26 and 40. 67.7% had full-time jobs. Just 32% of respondents had more than 30 years of experience, compared to 47% who had less than five years, 21% who had six to ten years.

Measures

Since English is the official language of Pakistan, it was decided to conduct the poll in English to avoid the need for translation. To provide a consistent measuring technique throughout the study, all variables were evaluated using a standardised 5-point Likert scale, with a rating of 1 signifying a low value and a rating of 5 a high value.

Project Success

Project success was measured by using 12-item scale. It was developed by Kuen et al.

(2009). One sample item is “The project has made a positive impact on those who make use of it”. The alpha reliability of this scale is 0.95.

Quality Management Practices

Quality management practices include a variety of components, with key indicators like as top management support, quality training, and quality strategic planning serving as pivotal factors in its measurement. The scale was developed around people-related quality management practices and people-related. The 5-item scale for management support was from Ahmed et al. (2016); For quality training 3-item scale was by Kaynak and Hartley (2008). And for quality strategic planning 3-item scale was from Cua et al. (2001). The alpha reliability of the scale is 0.94.

Relational Governance

Relational governance is measured by using four facets: trust and relational norms of information exchange, solidarity and flexibility. A six-scale, developed by Chow et al. (2012), was adapted to measure the trust. Information exchange and solidarity were measured by a scale having three items each and flexibility by a scale having two items developed by Griffith and Myers (2005). One sample item is “Group success is more important than individual success.” The alpha reliability of this scale is 0.94.

Collectivism

Collectivism is measured by a 5-item scale which was developed by Dorfman & Howell, (1988). One sample item is “Being accepted by the members of your workgroup is very important.” The alpha reliability of this scale is 0.81.

Control Variables

A one-way ANOVA was carried out to identify the control variables. The results on one-way ANOVA are represented in Table 1:

Table 1: One-Way Anova

PS	QMP		RG		C			
	F Value	P Value	F Value	P Value	F Value	P Value		
Gender	1.63	0.20	2.14	0.14	0.28	0.59	0.61	0.433
Marital Status	1.10	0.334	0.36	0.69	0.39	0.96	1.74	0.177
Nationality	0.74	0.70	1.03	0.42	0.89	0.55	0.60	0.83
Age	3.19	0.02	2.00	0.11	1.31	0.271	1.83	0.14
Work Status	0.37	0.54	2.27	0.13	2.46	0.11	1.39	0.23
Position	0.80	0.49	1.44	0.23	1.15	0.32	0.17	0.91
Experience	0.21	0.92	0.27	0.89	0.60	0.66	0.31	0.86

Note: n=229; PS= Project Success; QMP= Quality Management Practices; RG= Relational Governance; C= Collectivism

Result obtained from the one-way ANOVA indicated significant difference in project success across age ($F=3.19, p<.01$). While no significant difference was found in mean values of variables among groups based on gender, marital status, nationality, work status, position and experience.

Subsequently, factor identified as significant was entered as control variables in step 1 of regression analysis for variables.

Results

Descriptive Statistics and Correlation Analysis

The results of descriptive statistics and correlation analysis are shown in table 2.

Table 2: Descriptive and Correlation

	Mean	SD	1	2	3	4
1Relational Governance	3.65	.80	(0.94)			
2Quality Management Practices	3.76	.86	.82**	(0.94)		
3Collectivism	3.69	.93	.65**	.65**	(0.81)	
4Project Success	3.72	.87	.80**	.83**	.69**	(0.95)

Notes: $n=229$, ** $p<0.01$, SD= Standard Deviation

Results show that there is significant relation between relational governance, quality management practices and collectivism with project success ($r = 0.80, p <0.01$), ($r =0.83, p<0.01$) and ($r = 0.69, p<0.01$). In the case of quality management practices and relational governance there is a significant positive relation ($r = 0.82, p <0.01$). While collectivism too has a positive and significant relation with quality management practices and relational governance ($r =0.65, p<0.01$), ($r = 0.65, p<0.01$).

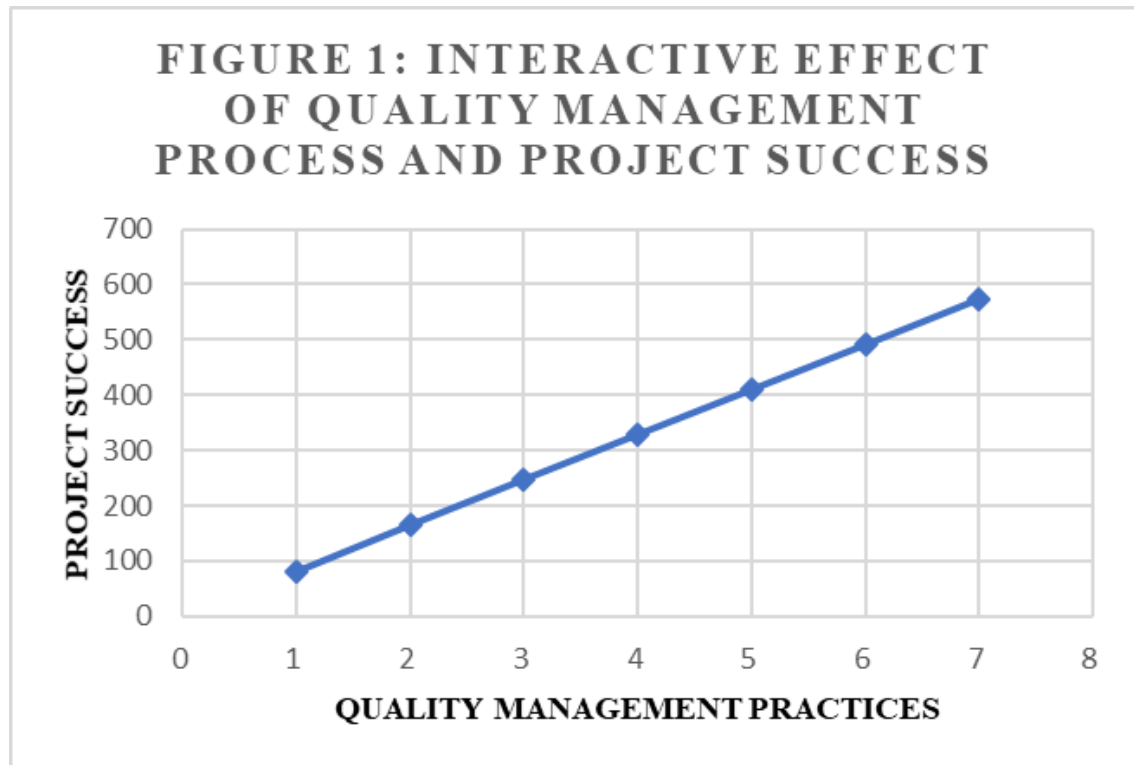
Regression Analysis

For testing the main and moderation effects, multiple regression analysis was used shown in Table 3.

Table 3: Multiple Regression Table

Relationship	Beta	se	P value	LLCI	ULCI
QMP --> PS	.75	.10	.00	.55	.95
RG --> PS	.82	.11	.86	-.80	.68
QMP *Col --> PS	-.02	.03	.37	-.08	.03
RG * Col --> PS	-.05	.03	.14	-.12	.01

Note: $n= 229$, PS= Project Success, RG= Relational Governance, Col= Collectivism, QMP= Quality Management Practice



Results show that the relationship between quality management practices and project success was found to be significantly positive ($\beta = 0.75, p < 0.01$). These results support hypothesis 1. the relation between relational governance and project success is not statistically significant ($\beta = 0.82, n.s.$). Thus hypothesis 2 is not supported.

In the results it was found that collectivism do not act as a moderator between quality management practices and project success ($\beta = -0.02, n.s.$). So, hypothesis 3a is not supported. Moreover, it was found that collectivism also don't act as a moderator between relational governance and project success ($\beta = -0.05, n.s.$). As a result, hypothesis 3b is also not supported.

Discussion

The current study examines the effects of quality management practices and relational governance on project success. Furthermore, to add value to the existing literature, we explored the role of collectivism in the relationship between quality management practices and project success and secondly between relational governance and project success.

Behling and Eckel's pioneering 1991 study demonstrated the significant impact of quality management practices on project performance within the organisational context. Their work emphasised the importance of following defined quality standards and processes in improving overall project outcomes. The underlying premise was that there was a direct association between project performance and project success, which

led to the prediction that strong quality management methods would positively correlate with project success. The study's empirical findings supported this premise, giving evidence for a favourable association between the use of quality management principles and project success. This empirical validation emphasises the need of implementing rigorous quality management frameworks as a key driver of effective project outcomes.

Relational governance, which includes rules, procedures, and contractual agreements based on the concepts of trust, cooperation, and open communication, is critical in influencing interactions between interaction partners. Building on the foundation provided by Park and Luo's previous study, which highlighted the importance of relational governance in affecting project success, it was first hypothesised that relational governance and project success would be positively correlated. However, the current study's findings contradict this assumption, indicating that there is no statistically significant association between relational governance and project success. This nuanced insight calls into question earlier assumptions and promotes a rethinking of the complex interactions between relational governance systems and their impact on project success.

A 2004 study done by Carmeli and Tishler found that collectivism has a beneficial impact on project success. Building on previous research, it was hypothesised that collectivism would act as a positive moderator, strengthening the link between relational governance and project success. Similarly, it was expected that collectivism would improve the relationship between quality management methods and project success. However, the current study's findings put these assumptions into a doubt, demonstrating that collectivism has a negligible moderating influence in both cases. This unanticipated discovery calls into question the projected good effects of collectivism on the linkages between relational governance, quality management practices, and overall project success.

Managerial Implication

Managers should integrate systematic quality management approaches deliberately, focusing on professional development for educators and project employees. Investing in continual training and skill development ensures that the team is well-prepared to successfully implement initiatives. Robust monitoring and evaluation frameworks based on quality management principles should be implemented to enable prompt identification of areas for improvement and data-driven decision-making. Collaboration with key stakeholders, including as teachers, parents, and local communities, is critical for developing a common vision and commitment, which actively contributes to enrolment efforts' success. Furthermore, building an organisational culture of adaptation and continual development is critical, allowing the education sector to adjust to changing difficulties, foster innovation, and assure long-term success projects.

Furthermore, allocating resources based on recognised quality criteria becomes critical for focusing efforts in areas that have the greatest influence on growing enrolment. Effective communication techniques should be established to convey the relevance of

quality control processes to stakeholders, resulting in increased understanding and support for their implementation. Furthermore, capacity building for school administrators is critical, providing them with the necessary leadership abilities to adopt and sustain these practices. By prioritising these managerial implications education sector leaders can foster effective enrolment projects, ultimately leading to better educational results.

Limitation and Directions for Future Research

The study's limitations include the use of cross-sectional data, which makes establishing causation difficult, and convenience collecting, which may introduce bias. This research focused primarily on the NGOs working in education sector, which may limit the findings' applicability to other sectors. Future research should look at other segments of the NGO environment to gain a more complete knowledge of the dynamics of NGOs. Finally, the study was limited to a specific region, which may limit the findings' relevance to a broader geographical context. It is critical to undertake similar study in different places to capture potential differences in experiences and practices. By admitting these limitations, future research can build on existing knowledge to produce more robust and useful results.

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RIPHAH INTERNATIONAL UNIVERSITY, ISLAMABAD RIPHAH SCHOOL OF LEADERSHIP

Dear Respondent,

I am a MS student currently conducting research on the subject of "Project Success." You have been identified as a potential respondent, and I kindly request that you spare 10 minutes of your valuable time to complete this questionnaire. Rest assured, all data collected will be handled anonymously and maintained with strict confidentiality. If you are curious about the results of this study, please don't hesitate to reach out to the contact information provided below.

Kainat Rohail

Researcher (kainatbsbif@gmail.com)

Scale: Responses to each item are measured on a five-point scale with the anchors labelled:

(1) Strongly Disagree, (2) Disagree, (3) Neither Disagree nor Agree, (4) Agree, (5) Strongly Agree.

Section A Relational Governance

Please remember your current organization as you respond to the following questions:

1.	We believe the other party can keep their word throughout the life of the project.	1	2	3	4	5
2.	We feel confident that the other parties have high levels of integrity and honest.	1	2	3	4	5
3.	We believe the project engineers and other technical people are competent at what they are doing.	1	2	3	4	5
4.	We trust that the project participants are able to fulfill contractual agreement.	1	2	3	4	5
5.	We are certain that the other parties have the ability to perform their tasks	1	2	3	4	5
6.	We believe that the other parties could meet the requirements of the project in technology and management.	1	2	3	4	5
7.	Exchange of information among the parties takes place frequently.	1	2	3	4	5
8.	We keep each other informed about events or changes that may affect the other parties.	1	2	3	4	5
9.	The parties established a good contact with each other, avoiding possible misunderstandings.	1	2	3	4	5
10.	The parties are consistent with the expectations of this project.	1	2	3	4	5
11.	The project's overall plan and the implementation scheme are shared by every party.	1	2	3	4	5
12.	Parties involved in this project regard each other as major partners.	1	2	3	4	5
13.	We believed that the parties were willing to cooperate to work out solutions if some unexpected situations arose.	1	2	3	4	5
14.	The parties expected to be able to make adjustments in the ongoing relationship to cope with changing circumstances.	1	2	3	4	5

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Section B

Quality Management Practices

Please maintain your current organization at the forefront of your thoughts as you provide answers to the following questions:

1	Top management actively participates in quality improvement activities	1	2	3	4	5
2	Top management encourages participants to take part in quality improvement activities	1	2	3	4	5
3	Top management takes active responsibility for the quality.	1	2	3	4	5
4	Top management makes strategies and goals for quality.	1	2	3	4	5
5	Management discusses quality issues during meetings.	1	2	3	4	5
6	This project provides quality training for participants.	1	2	3	4	5
7	This project provides quality training for management.	1	2	3	4	5
8	This project provides quality training for suppliers.	1	2	3	4	5
9	Quality strategy planning of this project is based on the requirements of the clients.	1	2	3	4	5
10	Quality strategy planning of this project is based on corporate ability	1	2	3	4	5
11	This project also has a clear and formal written quality target.	1	2	3	4	5

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Kaynak, H., & Hartley, J. L. (2008). A replication and extension of quality management into the supply chain. *Journal of operations management*, 26(4), 468-489.

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operations management, 19(6), 675-694.

Section C Collectivism

Kindly keep your current employment in mind as you proceed to address the following questions:

1.	Group welfare is more important than individual rewards	1	2	3	4	5
2.	Group success is more important than individual success	1	2	3	4	5
3.	Being accepted by the members of your workgroup is very important.	1	2	3	4	5
4.	Employees should only pursue their goals after considering the welfare of the group.	1	2	3	4	5
5.	Managers should encourage group loyalty even if individual goals suffer.	1	2	3	4	5

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Section D Project Success

Please keep your current job in your mind and then answer the questions given below:

1.	The project has completed on time	1	2	3	4	5
2.	The project has completed according to the budget allocated.	1	2	3	4	5
3.	The project that has been developed works	1	2	3	4	5
4.	The Project was used by its intended clients	1	2	3	4	5
5.	The project has directly benefited the intended users either through increasing efficiency or employee effectiveness	1	2	3	4	5
6.	Given the problem for which it was developed the project seems to do the best job of solving that problem.	1	2	3	4	5
7.	Important clients, directly affected by the project was implemented	1	2	3	4	5

8.	I am satisfied with the process by which the project was implemented	1	2	3	4	5
9.	The project has no or minimal technical start-up problems because it was readily accepted by its intended users	1	2	3	4	5
10.	The project has directly lead to improve or more effective decision making or performance for the clients	1	2	3	4	5
11.	The project has made a positive impact on those who make use of it	1	2	3	4	5
12.	The result of the project represents a definite improvement in performance over the way clients used to perform these activities	1	2	3	4	5

Kuen, C. W., Zailani, S., & Fernando, Y. (2009). Critical factors influencing the project success amongst manufacturing companies in Malaysia. *African journal of business management*, 3(1), 16-27.

DEMOGRAPHIC QUESTIONS

Please Circle the Appropriate Answer.

1. Gender:
 - A. Male
 - B. Female
2. Marital Status:
 - A. Single
 - B. Married
3. Age:
 - A. 18-25
 - B. 26-40
 - C. 41-60
 - D. Over 60
4. Work Status:
 - A. Full Time
 - B. Part Time
5. Position:
 - A. Supervisor/Management
 - B. Maintenance
 - C. Customer Service
 - D. Clerical
6. Years of job experience with current Organization:
 - A. 0-5
 - B. 6-10
 - C. 11-20
 - D. 21-30
 - E. Over 30