

**INFLUENCE OF ETHICS ON THE PERFORMANCE OF LIVESTOCK  
DEVELOPMENT PROJECTS: A CASE OF INTERNATIONAL  
LIVESTOCK RESEARCH INSTITUTE PROJECTS, NAIROBI  
COUNTY, KENYA**

**BY**

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## **DECLARATION**

This research project is my original work and has not been presented for examination in any other institution for the award of a degree or a diploma.

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## **DEDICATION**

This study is dedicated to my mother Beatrice Ndanu Kikoyo and in loving memory of my father Samuel Kikoyo Muema.

## **ACKNOWLEDGMENT**

My gratitude goes to my supervisor Dr. Peter Nzuki who dedicated his time in guiding and encouraging me to do this project. Special thanks to the University of Nairobi and my lecturers for taking me through the details of Project Planning and Management course. Many appreciations to all my classmates and colleagues who continually encouraged.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>AMREF:</b>	African Medical and Research Foundation
<b>APM:</b>	Association of Programme Management
<b>CPM:</b>	Critical Path Method
<b>IPMA:</b>	International Programme Management Association
<b>ILRI:</b>	International Livestock Research Institute
<b>IACUC:</b>	Institutional Animal Care and Use Committee
<b>IREC:</b>	Institutional Research Ethics Committee
<b>KEMRI:</b>	Kenya Medical Research Institute
<b>KNH:</b>	Kenyatta National Hospital
<b>NACOSTI:</b>	National Council for Science and Technology
<b>PERT:</b>	Programme Evaluation and Review Technique
<b>PMBOK:</b>	Project Management Body of Knowledge
<b>PMFR:</b>	Public financial management reforms
<b>PMI:</b>	Programme Management Institute
<b>UON:</b>	University of Nairobi

## ABSTRACT

Since the beginning of project management, new studies on project performance have been added to the theory. Additional techniques and concepts have been developed and advanced. These include multi-dimensional frameworks focusing on the projects current and future impact. Traditionally, projects that exceeded the predetermined time, resources and did not meet a specific goal were considered unsuccessful. However, these indicators of project performance are limited by the practical complications of measuring project performance using more subjective success criteria like behavioral attributes of project performance. This is an improvement from the limited emphasis on measurements of quality, costs and time. This study is guided by four objectives namely; to examine how professionalism influences performance of livestock development projects; to assess how integrity influences project performance of livestock development projects; to evaluate how accountability influences project performance of livestock development projects; to examine how transparency influences project performance of livestock development projects. The study was anchored around the moral development theory and the consequentialist theory. The approach of this study was qualitative and the design was descriptive survey. The target population was 34 livestock development projects with 225 project staff at the International Livestock Research Institute. The sampling technique used was simple random sampling. The research instrument was a questionnaires. The survey consisted of standard demographic questions, statements on project performance and statements on the four components of ethics in projects. A pilot test was done and the reliability test score was 0.84, indicating very high reliability. The data was collected using a questionnaire and checked for completeness. The data was then analyzed using SPSS version 23. The researcher used simple descriptive statistics and presented data in frequency distribution tables and percentages. The study concluded that accountability had the most significant influence on performance of livestock development projects with an aggregate mean of 4.07. Transparency was second playing a significant role on the performance of livestock development projects with an aggregate mean of 3.98. Professionalism was the third significant factor in influencing performance of livestock development projects with an aggregate mean 3.98. Integrity was the fourth most significant factor with and aggregate mean of 3.89. In conclusion, the study found that the existing ethical review procedures are not adequate. They are focused on the technical aspects of project performance and ignore human aspects of project performance. The study also found that having several codes of conduct guidelines is not a sufficient deterrence to unethical behavior. The study recommended that the project team to be trained regularly on potential ethical dilemmas they might face during project implementation. The study also recommended that adequate remuneration of project staff, provision of adequate resources and information enhanced accountability. The study also recommended that the senior management should ensure that they are ambassadors of good ethical behavior. Finally the study recommended that rewards for exceptional ethical behavior and sanctions for unethical behavior encouraged and deterred ethical and unethical behavior during project implementation respectively. This study suggested further studies to be done on the interaction of ethics of the project team and the culture of the beneficiaries.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

According to the Kenya vision 2030 strategy released in 2008, the agriculture sector accounts for 65% of earnings from export and employs three quarters of the rural population through formal or informal businesses. It was projected in the Agricultural Sector Development Strategy 2010 – 2020 that this sector had to grow by 7% per annum to achieve the targets set in Kenya's vision 2030. The country almost achieved this annual target in 2011 when the Agricultural sector grew by 6.3% according to the Kenya National Bureau of Statistic 2015: Economic Survey 2015. However these reduced to 2.7%. Like in most countries, the growth in the agriculture sector is driven by investments by the national governments, county governments and in recent time's non-governmental organizations. According to the Kenya National Bureau of Statics 2015: Revising the Kenya National Accounts report, the percentage of the population that lived below the poverty line reduced from 52.2% to 45.2% between 2000 and 2013. However, that percentage rose to 51% in 2014.

In some counties in the country, up to 75% of the population lives in below the poverty line. This is the case in most rural based counties where agriculture is the main source of employment. Since agriculture is the main source of income for majority of Kenyans, it has to be at centre stage while addressing the poverty problem. One of the main components of Agriculture is livestock. According to the FAO 2015, the Kenyan livestock sector accounts for 90% percent of employment and 95% of the main source of income in arid and semi-arid areas (ASALs). People living in arid and semi-arid areas regularly experience high malnutrition cases regardless of the amount of intervention funds that have been channeled to change the situation. It is estimated that the government and non-governmental organizations spent US\$ 427.4 million in 2011, US\$ 423 million in 2009, US\$ 197 million in 2006, US\$ 219 million in 2003 in livestock development projects according to UNOCHA financial tracking service.

The International Livestock Research Institute (ILRI) is one of the key stakeholders in livestock development project in East, West and Southern Africa. It works to improve food security and reduce poverty in developing countries through better and more sustainable use of livestock. ILRI is a non-profit-making and non-governmental organization with headquarters in Nairobi, Kenya, and a second principal campus in Addis Ababa, Ethiopia. It

employ about 700 staff. The staff targeted by this project are experienced in livestock development projects.

ILRI projects are spread out across the world but its main target area is sub-Saharan Africa and Asia. ILRI is part of a global research partnership of 15 centers spread across the world that work closely with hundreds of national and regional organizations, the private sector, academia, civil society organizations, and development organizations. ILRI projects work towards the crossroads of livestock and poverty and capacity-building. The development projects targeted by this research aim to improve the productivity of livestock in the face of uncertain futures.

## **1.2 Statement of the Problem**

Project management is represented as a unique discipline with its own special concepts since its emergence in the 1950s. The discipline continues to evolve with the emergence of methods that improve efficiency and effectiveness during project performance. The needs of the project management industry and the military influenced project performance to establish, plan, describe, schedule, control and implement complex projects. Ever since the 1950s, managing budgets, evaluating quality, planning and scheduling have been its main focus. Traditionally, projects that exceeded the predetermined time, resources and did not meet a specific goal were considered unsuccessful. However, these indicators of project performance are limited by the practical complications of measuring project performance using more subjective success criteria like behavioral attributes of project performance rather than technical aspects like costs and time.

Ethical considerations of development projects are inseparable to other critical success factors. However, most of the projects assume that ethical risks in projects can be ignored. On the contrary, the nature of projects is such that they have limited resources, limited time for implementation, specific targets. This in turn means that choices and values are involved therefore ethics come into play. The improvements in information and technology has widened the scope of actors in development projects and further increasing the importance of ethical considerations during project implementation.

In order to address this challenges, ILRI has established several ethical review committees to assess their projects ethical quality. The animal care and use committee that reviews all experimental procedures and experiments on animals within ILRI, the biosafety committee that reviews and approves biological projects and the institutional research ethics committee

that protect the welfare and rights of project participants engaged various project activities conducted under the auspices. Several other organizations also have been accredited to carry out ethical review. Kenyatta National Hospital (KNH), Kenya Medical Research Institute (KEMRI), African Medical and Research Foundation (AMREF), University of Nairobi (UoN) etc. have ethical review committees which review, provide guidelines and permits before projects are carried out. However, the above measure do not prevent individual behavioral aspect of the project implementation team members. The Kenyan government established the National Council for Science and Technology (NACOSTI). This institution is in charge of providing permits to entities like ILRI where this study was carried out and providing accreditation to entities that can carry out an ethical review on their behalf. They have provided accreditation to the International Livestock Research Institute (ILRI) to conduct an ethical review of projects on their behalf. The government officers on the other hand are guided by the Public Officer Ethics Act was passed in 2003 and revised in 2009. The law sets forth a code of conduct for public servants. It's a deterrence against unethical behavior for public officers. In addition to this, there are several other bodies that conduct an ethical review of projects in construction projects, engineering, medical research, academic research etc.

Preliminary findings of the minimum requirements show that the above national and institutional laws and regulations that guide ethical review basically touch on the rights of project subjects and general preventive and safety measures during and after the project which is inadequate. Are projects leaders investing in training project team members to ensure they implement activities in a professional manner? How does this influence performance of the projects? Are project leaders doing an ethical review of project work plans, budgets, and decisions? We should not overlook evaluating ethical considerations even though they are difficult to measure in terms of either quantity or quality, just because other things are more easily measurable. This study will evaluate the influence of ethics on performance of livestock development projects.

### **1.3 Purpose of the Study**

The purpose of this study is to assess the influence of ethics on performance of livestock development projects, the case of international livestock research institute projects, Nairobi County, Kenya.

## **1.4 Objectives of the Study**

The objectives of this study will be:-

- i. To examine how professionalism influences performance of livestock development projects.
- ii. To assess how integrity influences project performance of livestock development projects.
- iii. To evaluate how accountability influences project performance of livestock development projects.
- iv. To examine how transparency influences project performance of livestock development projects.

## **1.5 Research Questions**

The research questions of this study will be:-

- i. To what extent does professionalism influence project performance of livestock development projects?
- ii. To what extent does integrity influence project performance of livestock development projects?
- iii. To what extent does accountability influence project performance of livestock development projects?
- iv. To what extent does transparency influence project performance of livestock development projects?

## **1.6 Significance of Study**

The value and output that may be accrued for this study would be relevant to several stakeholders. This may include the management of various organizations that implement projects, other academicians and researchers. The study might provide an insight into an ethical issues that project staff face during project performance. The study may also identify ethical risk areas within projects. This study may describe uncertainties that may be found in various project scenarios. The results of the study may catalyze a project ethical review discussion and spur project leaders into action or ensure they are alert to potential ethical violations during project performance.

This study may be of value to the management of ILRI as they plan on how to implement future projects and the need to be cost-effective in the delivery of expected outputs and also assist the institution as they aim to ensure that expected outputs are delivered on a timely basis. The study may also enable ILRI to evaluate the effectiveness of its strategy monitoring

and evaluation tools. Project organizations may gain from the findings of the study as they may be able to understand the benefits of ethical risk assessment as a monitoring and evaluation tool and apply it in their respective organizations in order to improve project performance. This study may also benefit the government in making budgetary and project decisions. The results may be used by future scholars to build on their studies and as a reference. The findings can also be used by the various organization in other sectors as a comparison and build on their existing codes of conduct. The study may also benefit to ethics consultants who provide assistance on ethical risk evaluations of projects and organizations.

### **1.7 Delimitation of the Study**

The research project was focused on livestock development projects being implemented by the International Livestock Research Institute within Kenya (ILRI). The study was also focused on the four objectives described above. For more conclusive results, a wider target population from across all sectors should be included. Consequently, the study results cannot be generalized to other projects as each project might be experiencing unique circumstances.

### **1.8 Limitation of the Study**

In the course of this study, the researcher encountered hesitation from some of the respondents because they felt that unfavorable responses mirrored on their ability and not on factors beyond their control. The researcher explained to the respondents that the information gathered will be handled confidentially and their identity will not be revealed. Other respondents were based in remote stations. The researcher sent out the questionnaires through emails.

### **1.9 Assumptions of the Study**

The study assumed that all the information that will be collected in the questionnaires was true and correct. It also assumed that the respondents put total effort to the contribution of this research. Finally, the research assumed that the study sample was a true representation of the whole population.

### **1.10 Definition of Significant Terms as used in the Study**

**Accountability** is the ability of the project team to publicly show that they have exercised their authority and discharged their duties properly. It is also the obligation to the project team members to accept fiduciary responsibility for their own action and inaction during project performance.



**Integrity** refers to the project teams perceived uniformity of values, actions, methods measures, expectations, principles, and outcomes within a given a set of agreed norms.

**Professionalism** refers to the notion that the project team is equipped with necessary basic skills and follows shared values that enable them to diligently carry out their project duties. This allows the project team to be fair, neutral, competent and impartial in the project and organizations interest in carrying out their duties.

**Project performance** refers to the extent to which the project achieves its desired goal within the defined time and resources.

**Transparency** refers to openness in every aspect of the project decisions and actions. The project team should ensure that it's easy for any stakeholder to see what decisions were made and what actions were carried out. In cases of extreme transparency, all decision are made publicly.

### **1.11 Organization of the Study**

The first chapter of this study highlights the background of project ethics in project management, it discussed the statement of problem and described the precise problem addressed in the study followed by the purpose of the study, objectives of the study, research questions, the significance of it, delimitations and limitations as well as define significant terms used in the study. Chapter two presents a review of research associated with the problem and relevant literature in this study; it discusses the theoretical framework is discussed here as well as the conceptual framework. The third chapter will cover the methodology of the research, the targeted population, sample size and procedures used during data collection and analysis. The fourth chapter presents an analysis, discussion, and interpretation of results. The results are presented in form of figures and tables. The final chapter presents' the summary of the results, the discussion, and conclusion drawn from the analysis and results aimed at achieving the objectives of the study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter will discuss relevant literature on ethics and its influence on project performance. The literature reviewed traditional critical success factors like time, cost, and quality. More so the literature looks at relevant theories on ethics and project performance. Finally, the section winds up with a conceptual framework.

#### **2.1 Livestock Development Project Performance.**

According to De Wit (1988) Project performance refers to the extent to which a project the project activities agreed in the project work plan to achieve certain outputs that contribute to a specific goal. He add that to succeed in project performance one has to put in place an organized project team, a work plan, enough resources and an effective monitoring and evaluation plan. The indicators of the above process include budget burn rate, quality of outputs so far and degree of completion. The project leader is in the front line of monitoring and evaluation, however, organizations should put in place independent units to supplement this crucial activity. Project performance is a component of project management.

Project performance measuring techniques and tools have greatly evolved since inception. In 1960 to 1970 the main indicators of project performance were quality, cost and time Navarre and Schaan, (1990). In subsequent years studies have shown that more subjective aspect of project performance needs to be taken into consideration as well. A study by Pinto and Slevin (1988) concluded that interaction of stakeholders also played a significant role in project performance. This was supported by findings in a study done by De Wit (1988) that added that ensuring there is a balance in the stakeholders needs also influenced project performance. Atkinson (1999) on the other hand stated that the success of project performance should also be assessed beyond the project execution phase apart. This is beyond the indicators of time, cost, and quality. Early authors in project management believed that advancement to better planning would result in positive results, Belassi and Tukel (1996). Henrie and Sousa-Posa (2006) found that the above studies were done because in the early development phases of project management projects continued facing challenges. Practical challenges exist in assessing subjective aspects of project performance according to Bryde (2005).

Locally Muriithi and Crawford (2003) did a study in projects implemented in East Africa and found that compared to western countries project management is a new idea in Africa

compared to western countries. Its methods and concepts might not be fully successful in Africa due to cultural differences. Therefore, an analysis of cultural factors can determine appropriate changes to existing concepts before application in the African setting. Muriithi and Crawford (2003) conclude that one should study cultural dissimilarities to identify the appropriate action and then establish a framework where the tools and techniques established for Africa can be validated.

While the above research studies have contributed project management theory the ideas and methods simply focus on simple measures of time, costs to multi-facets factors that focus on current and future impacts. There exists limited literature on the influence of ethics on performance of livestock development projects.

## **2.2 Professionalism and Performance of Livestock Development Project**

Professionalism refers to shared values that are inculcated in project team through training to enable them to carry out their official duties Finer (2000). These values include impartiality, punctuality, neutrality, loyalty, diligence, effectiveness among others, UNDESA (2000). Professionalism is an internalized duty and adherence to a set of behavioral and normative standards while performing project activities. To achieve this the project team members should be adequately trained and fairly remunerated according to Sarji (1995). To achieve professionalism organizations and professional bodies need to be clear in their expectations of its members and state the sanctions for unethical behavior of its members.

Professionalism was also defined a basic requirement achieved by the project team arising from the acquisition of a specific body of knowledge and its codes of conduct by Gibbs (1994). A sense of identity achieved by belonging to a specific these distinct groups and it drives the project team members to seek growth. The project team is an important input in projects. They bring various skills and competencies that help in carrying out project activities. However, the output of the project team might never exceed 50% of their capacity to perform when they are not well motivated. Their performance can be enhanced through motivational practices that respond to their need according to Finer (2000). Project teams that are well motivated perform better and thus enhance their skills through training and experience. According to the Human Development report (2007) training project team members remains the most important measure for development. Training of project team members increases their decision-making scope and makes them more receptive according to a study by Ndegwa, (2001). Thomson and Strikland (2001) studied the most successful Japanese companies and found that project team members met regularly to have dialogues on

codes of ethics and recite professional litany. These training remind project team members of the ethical expectations to point out emerging issues. These training are also opportunities to recognize exemplary performance of project team members. A study by Bellois (2003) in the field of motivation found that motivation through recognition plays an important role in increasing the productivity and professionalism of project team members.

Brown, Treviño, and Harrison (2005) specified that professional leaders should be ambassadors of ethical behavior through clear communication of ethical expectations, rewards for ethical behavior and sanction for unethical behavior. Clarity of behavioral expectation is an essential item in cultivating professionalism in a project. Behavioral expectations are usually contained in codes of conducts or even job descriptions. These codes of moral conduct should be easy to understand to all project team members. According to Crane and Matten (2007), the organization setting confronts project staff with varying ethical dilemmas compared to ordinary social set up. This means that for project staff to enable the project team to differentiate unethical and ethical conduct in the during project performance using the general ethical instincts may not be enough. A study by Kaptein (1998) revealed that many organization does not have clear codes of conducts reference points and they left project team members to make their decisions hence, the higher probability of occurrence of unethical conduct. Several other authors, Jackson (2000), Bird and Waters (1989), and Tyler and Blader (2005) reinforced Kaptein (1998) study. Their studies showed that unclear or vague expectations give employees an opportunity to keep themselves deliberately uninformed and hide behind their ignorance.

The second factor that enables professionalism is sanctions. Sanctions stimulate good behavior among project team members Falkenberg and Herrenans (1995). The study was done by Kaptein (1998) also concluded that unethical behavior was encouraged when there did not exist any form of public sanctions. This would also lead an increased perception among project team members that unethical behavior will not be punished and it undermined the effectiveness of norms. This notion was also supported by literature from Cressey (1953) and Sutherland (1983). Sanctions are very important in enforcing professionalism especially for the benefit of the onlooker, the victim, and wrongdoer. The sanctions imposed on violators of guidelines is symbolic to the project and organization. Treviño, Weaver, Gibson, and Toffler (1999) added that sanctions maintain the perception that the project staff will be

held accountable for their actions. Sanctions uphold shared expectations, standards, and values. Failure to punish unethical behavior and reward ethical behavior will lead to increase in unethical behavior according to Kapteins analysis. There is a direct relationship between sanctions and the willingness to act ethically. This was also confirmed by Román and Munuera (2005) in a study that concluded that when project team members are rewarded in public for ethical behavior fewer violations were committed.

A study carried out by Idoro (2012) on construction projects in Nigeria on the influence of professionalism on performance on constructions projects found that 41% of clients were dissatisfied with the professionalism of construction practitioners. While 43% were dissatisfied with consulting practitioners. They claimed that their lack of professionalism led to cost over runs and quality of the projects was lacking. They recommended that the construction employees should be re-oriented on current project implementation challenges through training. A recent case of flaunting of the generally accepted professionalism rules is the hacking of phones of prominent people in the UK by the staff of News of the World scandal. Their actions led to the closure of activities of the company. In Kenya there exist several professional bodies that champion professionalism among its members. These include the central organization of trade unions, Institute of Certified Public Accountants of Kenya, Kenya National Union of Teachers among others. However, the geographical scope covered by these organizations is almost limited to major towns and their effectiveness is hampered by the lack of resource. This means that they have not been able to enforce their rules and regulations amongst their members.

### **2.3 Integrity and Performance of Livestock Development Project**

According to Lennick and Kiel (2008) integrity is the perceived consistency of applied principles in projects, methods, values etc. It's the quality of the project teams' character, honesty, and truthfulness in regard to the motivations for one's actions. They added that a project team that has integrity will stand for their values and act consistently while carrying out their duties. Another definition by Halfon (1989), integrity is the dedication to pursue a morally upright life in the project team. In organizations, the integrity of project team members is mainly influenced by the behavior of immediate supervisors and senior management. In order to achieve integrity in an organization, the management has to take the lead. The project team leadership may provide codes of conduct to guide project staff conduct, however, if the project management behavior contradicts these codes of conduct the

rest of the project team will not conform to these codes, Trevino, Hartman, and Brown (2000). If the project teams' management behavior is consistent with codes of conducts then the communication is reinforced to subordinates.

Ambrose and Neubaum (2005) found that if the project teams' supervisors and management engaged in prohibited behavior then the rest of the project staff will be motivated to do the same because junior project staff took cues from the senior project staff. It is therefore essential for managers to visibly behave in accordance with normative expectations. Supervisors and senior management have been crucial for project team survival Hogan and Kaiser (2005). A project leader was defined by Gini (1998) as one who employs their social power to influence the project team to act in the interest of the project. Stouten and De Cremer (2012) concluded that ethical project leadership improves employee performance and decreases deviant behavior. Therefore, in projects where supervisors and senior management demonstrate integrity and expect it in return from staff, then lying, cheating, theft, altering reports, etc., goes down significantly.

This means that a supervisor and senior management cannot merely demand integrity from the project team members while their behavior does not match their words, which often occurs here in Kenya. The supervisor must go the extra step and actually demonstrate it even in challenging potentially compromising situations. However, there is a limitation to this. The above study found that employees start to decrease their willingness to go out of their way above and beyond the call of duty to help fellow staff members and assist the organization if ethical leadership gets very high.

A study carried out by Kouzes & Posner, (2011) on 75,000 employees across the world about what employees admired in a leader. Integrity was selected more often than other leadership characteristic. It was cited as the main trait of a successful leader. The study also found the subordinate staff make perceptions based on the leaders' words, actions alignment to expectations. The study concluded that the followers make decisions based on information they have on the integrity of the leader. In cases where the sub-ordinate staff need to make decisions in the face of uncertainty integrity of the leader come in handy and the follower will take cues on the leaders' previous action to guide their decision.

In a study done on 276 employees in the service sector in Ghana by Mensah and Nmai (2015), it was concluded that the since individuals actively process information from their work environment like integrity, ethical behavior of management provides fertile grounds for the cultivation of organizationally-acceptable behaviors. Thus, mirroring the social

environment, ethical climates provide information to individuals as to the appropriateness of behavior they see in the work environment. Accordingly, the ethically caring climate has been found to encourage the demonstration of acceptable behaviors Peterson (2002). The new Kenyan constitution 2010 placed a lot of emphasis on integrity. Public officer is expected to uphold the highest levels of integrity. The rules governing public elected officials under the Leadership and Integrity Act were however watered down by parliament. The Ethics and Anti-Corruption Commission (EACC) on the other hand, has largely been ineffective. The institution has pursued several low- and mid-level corruption and abuse of office cases, their credibility, however, hinges on high-level corruption cases.

#### **2.4 Accountability and Performance of Livestock Development Project.**

Accountability is the ability of a project team member to show that they have discharged their duties properly Hulme and Sanderatne (2008). It is the ability to achieve previously set targets and accounts for them publicly according to Fox Meyer (1995). In addition to this, it requires the project team to accept responsibility individually and collectively for their actions or inactions. In the non-government institution, everyone is accountable to its board, donors, auditors, and management. Public organizations are accountable to appointed officials, employees and the public. Accountability, therefore, is being held answerable for failure or success of assigned project activities.

To enable the project team to become more accountable for their actions and decisions the project organizations need to provide a conducive environment to achieve this according to Kaptein (1998). The enabling factors for accountability are adequate resources to carry out activities in a project. When the project team is not advanced these resource the risk of unethical conduct increases. A study carried out by Kaptein (1998) concluded that that accountability for employees reduced when employees lacked sufficient time to carry out activities, budgets to support their project, correct equipment, timely information, and authority to fulfill their responsibilities and these led to increased occurrences of unethical conduct. Another study by Schweitzer, Ordóñez and Douma (2004) proved that excessively high targets stimulate unethical behavior.

In addition, Treviño (1986), supported this notion in his study that found that project staff who were under great time pressure were less likely to follow codes of conduct while carrying out project duties and take into consideration legitimate expectations and interests of others. There are several studies done to identify various methodologies of ensuring that accountability is achieved in various organizations. A study on the annual reports of a chief

constable for 22 years by Koornhof and Du Plessis (2000) found that it was a useful tool for holding the authority accountable and it improved performance. This was corroborated by a study by Moyes and Hasan (1996) which echoed this after analyzing 18 government agencies annual report for the project that had failed. Their study revealed that the technical reports to stakeholders on performance purposes were either not available or they were shallow.

In addition, a study by Kanyinga and Mitullah (2007) found that adding performance indicators over a period of time allowed users to see the performance of projects over a period of time. Finally, Tooley and Hooks (2009) analyzed the annual report of 37 schools in Queensland. They highlighted the importance of sharing accountability reports publicly. This can include publishing reports, hosting question and answer sessions posting online versions etc. In a study by Gauthier and Wane (2005), it was found that accountability was below average in public education and health projects in Uganda, Tanzania, and Malawi. The reason behind this according to the study was lack will to ensure public officials are accountable to their actions and poor remuneration of public officials.

### **2.5 Transparency and Performance of Livestock Development Project.**

Transparency is the project team members' capability to carry out openly in a way that is open to critique, clearly communication to stakeholder and ensuring that there is accountability. In a project organization, it's the degree to which activities are carried out openly. According to Chapman (2000), the project team members must always support their decision and only limit details when the wider public interest demands it. In project organizations, radical transparency requires all project decision making to be done in public. The project communication from the time a concept note is submitted to the closure of the project, meeting proceedings documenting views for and against project performance approach decision must remain publicly archived. Bovens (1998), stated that project employees should be held accountable for their actions during the project's lifecycle. He added that when project employees are not trained to nature and extent of their actions they are denied chance change their actions. This will lead to project staff focusing on their deeds without worrying about consequences Bovens (1998).

In project organizations that promote a high level of visible openness, the project staff will modify their actions and correct unethical behavior of co-workers according to a study by Kaptein (1998). On the other hand, perceived low transparency reduces the project control environment and in turn widens the scope for unethical conduct. Transparency not only exposes possible unethical behavior but it also acts as a discouragement because of the



perceived consequences according to a study by McCabe, Treviño, and Butterfield, (1996). Another study observed that peer observations on ethical behavior and frequent contact with ethical project staff strongly determines ethical decision-making in projects, Zey-Ferrell and Ferrell, (1982). The reason behind this is that the disclosure, feedback, and overview reduced the misinterpretation and dishonesty.

Another factor that complements transparency is an avenue for project staff to discuss project ethics with management. A study by Kaptein (1998) found out that in project organizations where there were low levels of debate and discussion on project ethics there was also high occurrences of unethical behavior. These organizations also had a closed culture and critic of project decisions is not encouraged. A study done by Bishop (1991) found out that project staff will filter what they want to hear or see. This was coined as the information blockage, Kirrane (1990). Project staff should be given the opportunity to learn from other team member's transgressions, near misses. They should also be given a chance to analyze, discuss their experiences. Another study by Bird and Waters (1989) showed that sustained evasion of project ethics in a project reinforces unethical behavior during project performance. The lack of discussions ensures that these actions go unnoticed and unacknowledged, leading to a reduction of ethical awareness authority of normative expectations.

Project team where ethical expectations are clear and frequent discussion are done on moral dilemma facing project staff during project performance there exists an avenue for anonymous peer reporting. Near and Miceli (1985) defined whistle-blowing as the exposing by project staff unethical behavior/practices by colleagues anonymously. On the other hand, peer reporting as defined according to a study by Treviño and Victor (1992) or upward control Graham (1986). There has to exist a conducive environment in a project such that staff to discuss and report perceived transgressions. The government is in the process of improving the efficient use of available human, financial and organizational resources. While there was little transparency in previous government budgets, the Public Finance Management Act of 2012 fundamentally alters the budgeting process, assigning a greater role to Parliament and the public. In 2013, the Kenyan government introduced the public financial management reforms (PFMR) strategy for the period from 2013 to 2018. According to donors supporting this scheme, the results are mixed: despite some progress in resource allocation and budget execution, weak accounting and record keeping in government ministries, and a lack of transparency can be observed.

## **2.6 Theoretical Framework**

Ornstein and Hunkins (1993) defined a theory as a way of understanding, opposing and combining established concepts then adapting them to fit data set therefore guiding the reader to learning new and more powerful ideas. A theoretical framework then compares on a current research on a rational basis and then creates a connection among the theoretical facets and how the study applies practically.

## **2.7 Moral Development Theory**

This theory was developed by Kohlberg in 1981. It states that values alone do not determine one's actions. One's behavior is also controlled by organizational and social culture, by the influence of significant other people in one's life and moral reasoning. In a study covering 58 males over a 12-year period, Kohlberg established that the ethical reasoning abilities of individuals develop through a fixed sequence of categorized stages. The theory holds that moral reasoning has six identifiable developmental stages, categorized in three stages as shown in Table 1 below. Development through the stages results from reasoning imbalance that arises when one's present reasoning is tested. Accordingly, one's thinking grows towards independence as one develops through the phases. At the advanced thinking stages, choices are more virtuous because reasoning is steadier with the ethical principles of justice and rights. The ethical nature of the decision that one would make will be dependent upon the level and stage of moral development of the individual.

The first level is pre-conventional morality or the self-centered level. Here the emphasis is on consequences rather than the principle and is teleological in approach. The second level is the Conventional Morality or conformity level and the third is the Post-Conventional or Principled Level. The nature of the ethical decision that one would make will be dependent upon the level and stage of moral development of the individual. According to Frederick (2002), Level 1 moral reasoning has an emphasis on consequences rather than the principle and tends to be "clear-cut in that either the decision is correct or incorrect or virtuous or immoral. In phase 1, the "Punishment-Obedience Orientation", the individual focuses on the physical consequences of an action and seeks to avoid retribution. In the second phase, the Instrumental Relativist Orientation, the project staff is concerned with personal gratification but a sense of duty also develops and the individual may consider the needs of others by repaying a favor.

**Table 0.1: Kohlberg's Theory of Moral Development**

Stage One: <b>Pre-conventional Morality</b>	Phase 1: Punishment-Obedience Orientation
	Phase 2: Instrumental Relativist Orientation (Individualism,
Stage Two: <b>Conventional Morality</b>	Phase 3: Good Boy-Nice Girl Orientation
	Phase 4: Law and Order Orientation
Stage Three: <b>Post-Conventional Morality</b>	Phase 5: Social Contract Orientation
	Phase 6: Universal Ethical Principle Orientation

Table 2.1 shows that phase 2 moral reasoning the individual internalizes moral norms of important social groups and focuses on being loyal to the social order, that is to say, doing the right thing or what most people would do. Phase 3 is the good boy-nice girl orientation where the person perceives good as that which pleases others people and is approved by them. In phase 4, the law and order orientation, the individual sees their rightful behavior as consisting of doing one's obligation, respecting the authority, upholding the given social order and fulfilling agreed upon duties. A study done by Fredrick (2002) asserts that most project managers are at the law and order orientation level. In phase 4 moral reasoning the individual has progressed beyond making decisions in order to identify with others' expectations and the individual makes decisions more independently.

These choices will usually be done based upon principles of rights and justice. Phase 5 is the social contract orientation, where the individual may consider breaking or changing a law if it creates the greatest good for society. In phase 6, the universal ethical principle orientation, the individual identifies with decision making based on the sense of right and wrong in accord with an individual's ethical principle that appeals to logical completeness.

The above theory is the main anchor of the study. The researcher will assess the ethical climate of the project organization in terms of clarity of ethical guidelines, congruency of management staff actions with expected behavior, the sanctions on unethical behavior and rewards for ethical behavior. As shown above by (Kohlberg, 1981), as the project staff will mature ethically, they will employ various types of ethical measures and showcase different

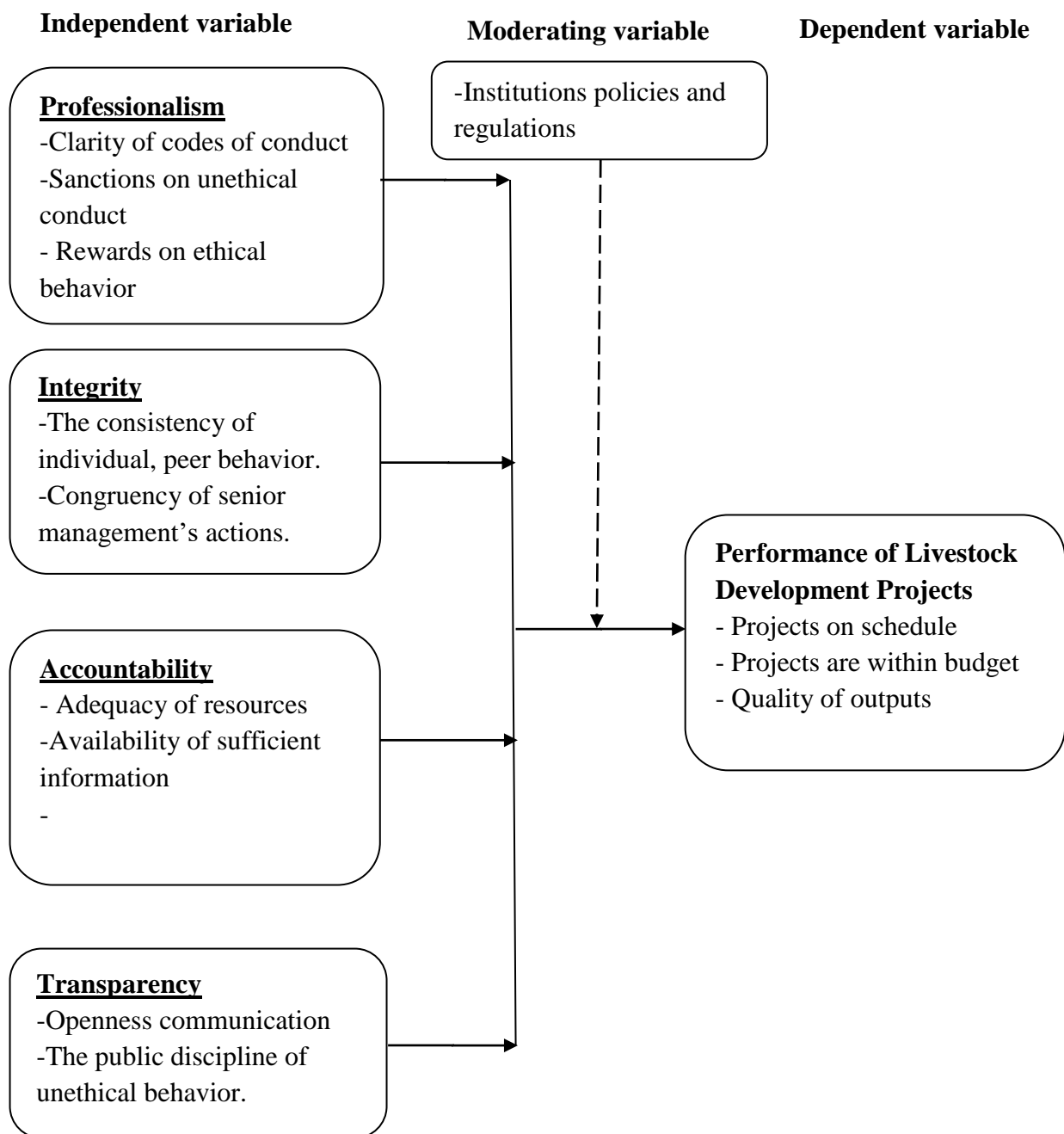
types of ethical reasoning. Kohlberg (1981) also suggested that ethical development is multiphase and systematic in nature, progressing from reasoning governed by fear of punishment in early stages to concern for others in latter stages.

## **2.8 Consequentialist Theory**

The consequentialist theory identifies with ethical virtue in the retribution from our actions and not the behavior itself. The most common consequentialist theories are utilitarianism and egoism. They are also known as teleological theories. In these theories, an individual is concerned with retribution for personal actions (egoism) and public consequences (utilitarianism). In a project setting utilitarianism is making the decision that leads to greatest good for the greatest number of people, Mill (1863). On the other hand, egoism is being driven by self-gratification according to Adam Smith (1937) and Rand (1964). In summary, the consequentialist theory, states that all actions of the project team members are either for the greater good of the project stakeholders or for self-gratification. This is what determines if the behavior is either good or bad, right or wrong.

## **2.9 Conceptual Framework**

According to Mugenda and Mugenda (2003), a conceptual framework is an illustrative representation that is developed to create an understanding of the situation under study at a glance. She adds that it's the process of forming thoughts about interactions between variables.



**Figure 1: Conceptual Framework**

### 2.10 Knowledge Gaps

There exist several studies on ethics in project performance. Nicolo (1996) identified a method for analyzing a projects’ total ethical-risk. The method aids the project managers in identifying various sources of ethical risk. Occurrences of ethical risks in projects include the negative

response from potential social harms, and legal suits etc. One shortcoming of the study by Loo (2002) is that they did not include outputs as components of the decision-making process.

In a study by Meredith and Mantel (2003) discussed ethics in relation to the development process, the environment, and public safety. The weakness of their study is briefly and generally discussed as a behavioral competence.

Another study by Jónasson (2008) illustrated their significance of classical ethical theories in assessing possible ethical risks in projects. The paper states that ethics in project performance is how the project should be done, which activities to include and which ones to leave etc. Jónasson (2008) identified two categories i.e. process oriented ethical theories, rights and duty, and outcome-oriented ethical theories, utilitarianism, and virtue. Jónasson (2008) concluded that the ethical risk analysis process is key when it comes to assessing the ethical challenges expected to be faced during project performance.

Muriithi and Crawford (2003) on the other hand studied the compatibility of current project performance. They explored African political and economic parameters, cultural value, evaluated project performance effort and strategies and organizational environments. Muriithi and Crawford (2003) highlighted the need to be in tandem with the community and political demands. They also recognized efficiency and rationality, which is the main assumption for project performance. They added that the use of such techniques and tools does not lead to enhanced project performance if they contradict with the culture. Their study concluded that project performance techniques do not lead to better project performance success if they are not in line with local values and culture.

From this analysis, they suggested that adaptation is required on existing project performance tools, techniques, guides, and standards in order to increase their relevance for projects in Africa. Their study was done in East African countries. All the above studies were done in western nations and they have not narrowed down to main factors that influence of ethics to project performance.

## **2.11 Summary of Literature**

This chapter introduced the concept of project performance in Kenya and other countries. From the empirical review, it is apparent that there are several studies on project performance in the world. However very few studies have been done in Africa. It was noted the main studies done on factors that influence project performance were monitoring and evaluation, involvement of stakeholders, finding the right stakeholder balance, the need to integrate

African cultural factors in the international project management framework. The study also investigated the influence of ethics on the performance of livestock development projects and it was guided by the four main variables in the conceptual framework (figure 1) this includes professionalism, integrity, accountability and transparency of the project team. The moderating variable seen to affect this relationship was policies and guidelines of the institution. Finally, a conceptual framework was done depicting the interrelations of independent and dependent variables and showing the moderating variables that may have influenced the relationship. The Two theories namely the Moral Development Theory and the Consequentialist Theory were discussed in this study.

**Table 2.1 Summary of Literature**

<b>Variable</b>	<b>Author and Year</b>	<b>Findings</b>	<b>Knowledge</b>
Monitoring and evaluation and project performance	Bernard Phiri, University of Nairobi, 2015	Statistically, the study showed that there was a positive correlation between M&E and project performance. Among monitoring and evaluation activities, it has been shown that M&E planning and M&E training have a significant correlation with project performance.	The study influence project performance on other factors and performance
Development process, the environment, and public safety and project performance	Meredith and Mantel (2003)	The study concluded that ethics plays a role in the development process, the environment, and public safety.	The study projects influence leader.
Critical Success factors across the Project Life Cycle	Pinto and Slevin (1988)	The study concluded that interaction of stakeholders also played a significant role in project performance.	The study play in project done in E
Measurement of project success	De Wit (1988)	This study concluded that finding a balance in the stakeholders needs also influenced project performance	The study between success performance
A new framework for determining critical success/failure factors in projects	Belassi and Tukel (1996)	The study concluded that that advancement to better planning would result in positive results in terms of project performance	The study aspects of attributes
Approaches to Project Management in Africa	Muriithi and Crawford (2003)	This study concluded that an analysis of cultural factors can determine appropriate changes to existing project performance concepts before application in the African setting.	The study technique setting. It project management



## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

Chapter three presents a summary of the design, research techniques that were to be engaged in the research. Finally, data analysis and ethical considerations are also discussed in this chapter.

#### 3.2 Research Design

The design of the research is a framework showing the technique that the researcher is going to use to gather data. Baxter and Jack (2008) adds that it is the key parameter of research. It includes aspects such as its basic approach either qualitative or quantitative. This research project will adopt a descriptive survey design. This design provided a qualitative explanation of patterns, attitudes, trends, and opinions of the sampled population according to Kothari (2003), Best and Kahn, (1998).

#### 3.3 Target Population

According to Aaker, Kumar, and Day (2008), this is a defined population as the total set of respondents from which information is being sought from. Mugenda and Mugenda (2003) added that it should have some observable characteristics that can be generalized the results of the study. The target population for this study was 225 project staff of 34 currently active projects at ILRI. The respondents were made up of 34 project leaders and 191 project team members as shown in Table 3.1 below.

**Table 0.1: Target population**

<b>Position</b>	<b>Frequency</b>	<b>Percent</b>
Project Leaders	34	15.0
Project team members	191	85.0
<b>Total</b>	<b>225</b>	<b>100.0</b>

#### 3.4 Sample and Sampling Procedure

A sample is a unit representing a population that is more accessible therefore enabling the researcher to give a clear image of the whole population with respect to the study. The process of sampling involves picking a number of respondents from the population for the study.

A study by Khan 1993 states that there is no percentage of the target population that is adequate and advises that the ideal sample is that which is adequate enough to represent the population which the researcher is studying. Neuman (2000) and Mugenda and Mugenda 2003 that researchers should be more concerned with having a manageable enough in terms of resources required to carry out the study without compromising accuracy. In addition, (Mugenda and Mugenda, 2003) on the other hand suggested that a sample of 30% of the population is adequate. The population for this study consists of 225 project staff. The target population was divided into two strata's made up of 34 project leaders and 191 project team members. The studies sample proportion was at least 80% of the total population. The sample size met the Krejcie and Morgan table of 1970. A sample of 180 respondents was randomly selected as shown below in Table 3.2. This represents 80% of the population and it meets requirements of the studies discussed above.

**Table 0.2: Sample size**

<b>Position</b>	<b>Frequency</b>	<b>Sample Proportion</b>	<b>Sample size</b>
Project Leaders	34	0.15	28
Project team members	191	0.85	152
<b>Total</b>	<b>225</b>	<b>1.00</b>	<b>180</b>

A stratified sampling technique was employed during this study because it achieved the desired representation in the project leaders group and the project team members group of the population. This is based on Mugenda and Mugenda (2003). This method was the most appropriate method to use because the study population formed clear strata in form of the two project implementation groups which required adequate representation in the sample and increase accuracy level.

### **3.5 Data Collection**

To address the studies objectives the researcher obtained data from the respondents.

### **3.6 Research Instrument**

In this research project, questionnaires will be used for data collection of primary data. A questionnaire is a method of recording and collecting of information. The questionnaires are ideal for this research project because they consume less time and they are straightforward for both the respondent and the researcher, Owens (2002). In addition, they enquire about attitudes, feelings, motivations as well as experiences of the respondents, Gall and Borg

(1996). The questionnaires was divided into sections, the demographic information section of respondents followed by a section with project performance statements and finally a section on ethics and project performance.

### **3.6.1 Pilot Testing**

A pilot test is a tool that checks the degree to which the research tool captures the phenomenon in question to prepare for the study and also provide basis for the design (Orodho, 2004). It gives the researcher an opportunity to check the instruments and to assess their validity and reliability. Pilot testing was thus conducted for this study to test weakness in design and instrumentation to produce proxy data for selection of sample. The pilot testing was done by selecting 18 respondents which represented 10% of the sample. This was done on project team members of livestock development projects at Kenya Agriculture Livestock Research Institute. The data obtained was evaluated to ensure the questions were properly understood and answered by the respondents.

### **3.6.2 Instruments Validity**

The validity of an instrument is the extent to which the findings gathered from the analyzing data collected actually represent the phenomenon being studied study according to Mugenda (1999). The content and construct validity of these study was evaluated. Construct validity of the instrument means that the questions in the research instrument are constructed well. Content on the other hand means that the statements in the questionnaire represent the objectives of the study. The researcher sought the opinion of the project supervisor and program management officers at ILRI to assess the validity of the research instruments. This assisted the researcher in identifying the items which could have been inadequate and then necessary corrections were be made, and ambiguous questions reframed.

### **3.6.3 Instruments Reliability**

Creswell and Miller (2000) and Ngechu, (2004) defines reliability as the level of dependability of s measure. The researcher employed the Cronbach's alpha method to determine the coefficient of internal consistency or reliability coefficient. A reliability test was done and the reliability test score was 0.84, indicating very high reliability. This is greater than 0.8, it was interpreted as strong reliability.

### **3.7 Data Collection Procedure**

The researcher first obtained an introduction letter from the university approving the collection of data and conducting the study, this was used as an introduction to the respondents. The questions in the research instrument targeted the projects teams working environment rather than the organization as a whole. This is the unit, team or group that a project team member is attached to. When the researcher limited the scope of the study, the validity of the answers might be enhanced as the project team members have tangible experience within their unit. Two methods were used to administer the questionnaire; the first was the drop and pick later method. This method was used for respondents who are physically within the International Livestock Research Institute due to ease of access by the researcher. The second method was sending questionnaires through email. This method was employed for respondents who work with International Livestock Research Institute but in remote workstations.

### **3.8 Data Analysis Techniques**

This process involves the use of descriptive statistics to describe basic features of the data and provide simple summaries. Data from questionnaires was coded and logged in the computer using Statistical Package for Social Science (SPSS) version 23. This involved coding responses from the questionnaire in order to run simple descriptive analyses to get reports on data status. Cryer and Miller (1991) notes that in order to analyze collected data, the following information is needed, descriptive, inferential and test statistics. This include mean and standard deviation.

### **3.9 Ethical Considerations**

All of the respondents were informed of their freedom to take part in the study. The researcher ensured that all respondents were given free will to participate and contribute voluntarily to the study and their utmost confidentiality of the respondents was maintained. In addition, great emphasis was placed on ensuring that studies that have been borrowed from others authors were acknowledged.

Furthermore, the researcher will ensure that necessary research authorities are consulted, permission granted and due to explanations are given to the respondents before the commencement of the study.

### **3.10 Operational Definition of Variables**

**Table 0.3: Operational definition of variables**

Objective of the study	Variable	Indicator	Scale	Data Collection Method	Research Design	Data analysis method
To examine how professionalism influence project performance.	<b>Independent</b>	-Clarity of codes of conduct -Sanctions on unethical behavior -Reward for ethical behavior	Ordinal Ordinal Ordinal	Questionnaire	Qualitative	Descriptive statistics: Frequencies, Percentages, Measures of central tendency (mean and standard deviation)
To examine how integrity influences project performance.	<b>Independent</b>	-The consistency of individual and peer conduct. -Congruency of supervisor’s actions to codes of conduct.	Ordinal Ordinal	Questionnaire	Qualitative	Descriptive statistics: Frequencies, Percentages, Measures of central tendency (mean and standard deviation)
To examine how accountability influence project performance.	<b>Independent</b>	- Adequacy of resources to carryout project activities -Availability of sufficient information on projects - Monitoring and Evaluation of projects	Ordinal Ordinal Ordinal	Questionnaire	Qualitative	Descriptive statistics: Frequencies, Percentages, Measures of central tendency (mean and standard deviation)
To examine how transparency influence project performance.	<b>Independent</b>	-The presence of channels to discussing and reporting unethical behavior. -Receipt of feedback on reported cases of ethical violations -Individual and management awareness of ethical violations.	Ordinal  Ordinal  Ordinal	Questionnaire	Qualitative	Descriptive statistics: Frequencies, Percentages, Measures of central tendency (mean and standard deviation)
Organizational Policies and regulation	<b>Moderating</b>	-Lack of or presence of policies on ethical conduct, whistleblowing policy, conflicts of interest	Ordinal	Visual analysis	Qualitative	Descriptive statistics: Frequencies, Percentages, Measures of central tendency (mean and standard deviation)
Project performance	<b>Dependent</b>	- Degree of achievement of deliverables. -Degree of budget execution. -Variation of the project schedule - Future prosperity to organization	Ordinal Ordinal Ordinal Ordinal	Questionnaire	Qualitative/ Quantitative	Descriptive statistics: Frequencies, Percentages, Measures of central tendency (mean and standard deviation)

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1 Introduction

Chapter four contains the findings of study the influence of ethics on project performance. The chapter includes results and discussions on the demographic details of the respondents, project performance, professionalism and project performance, integrity and project performance, accountability and project performance, transparency and project performance. The data collection was done exclusively from questionnaires as the research instrument. The results presented in this section using descriptive statistics. The objectives guiding the study were to examine how the project teams' professionalism influence project performance; to examine how project teams' integrity influence project performance; to determine how the project teams' accountability influence project performance and to examine how the project teams' transparency influence project performance. The findings were presented in frequency tables, mean, standard deviations, percentages and narrations.

#### 4.2 Questionnaire Response Rate

Questionnaires were administered to 180 project performance team members for 34 active projects being implemented by ILRI. Out of the 180 questionnaires distributed 163 were completed and returned. The studies questionnaire response rate is 90%. This response was very good for data analysis as it conforms to Mugenda and Mugenda (2003) that any return rate that is 50% is deemed adequate for analysis and reporting, a return of 60% is good and 70% or above is very good.

#### 4.3 Demographic Information

This section presents the demography of the respondents.

**Table 0.1: Age bracket**

Age bracket	Frequency	Percent
<30 Years	83	50.9
31-35 Years	31	19.0
36-40 Years	33	20.2
41-45 Years	12	7.4

>45	4	2.5
<b>Total</b>	<b>163</b>	<b>100.0</b>

Table 4.1 sought to establish the age of the respondents. 83 (50.9%) were less than 30 years, 31(19%) were between 31-35 years,33( 20.2%) were between the ages of 36-40 years, those between 41-45 years accounted for 12(7.4%), the age bracket above 45 years represented 4(2.5%) of the total respondents. The results show that majority of the respondents were below the age of 35 years.

### 4.3.1 Gender

**Table 0.2: Gender**

<b>Gender of respondents</b>	<b>Frequency</b>	<b>Percent</b>
Male	67	41.1
Female	96	58.9
<b>Total</b>	<b>163</b>	<b>100.0</b>

The Table 4.2 above shows that 67(41.1%) of the respondents were male while 96% (58.9%) were female. The researcher found out from the human resource department that the organization encouraged female applicant to seek employment in its projects. The office further added that the gender distribution across all projects and departments was equal.

### 4.3.2 Experience

**Table 0.3: Experience**

<b>Experience of respondents</b>	<b>Frequency</b>	<b>Percent</b>
<5 Years	47	28.8
5-9 Years	108	66.3
10-14 Years	2	1.2
15-19 Years	2	1.2
>20 Years	4	2.5
<b>Total</b>	<b>163</b>	<b>100.0</b>

Table 4.3 sought to establish the level of project performance experience the project team members have. 47(28.8%) of the respondents have less than 5 years, 108(66.3%) have 5-9 years' experience, 2(1.2%) have 10-14 years and 15-19 years each and 4(2.5%) have 20 years' experience. The results above show that there is an increase in project staff over the last 10 years at ILRI. Additional details from ILRI budgets and grants office show that there has been a steady increase in total funding over the last ten years. This has demanded the addition of human resource to the organization.

### 4.3.3 Number of projects managed

**Table 0.4: Number of projects managed**

<b>No. of project managed by respondent</b>	<b>Frequency</b>	<b>Percent</b>
1 Project	39	23.9
2-4 Projects	85	52.1
>4 Projects	39	24.0
<b>Total</b>	<b>163</b>	<b>100.0</b>

Table 4.4 sought to know the number of projects the respondent was involved in currently. 39(23.9%) of the respondents were working 1 project, 85(52.1%) were working on 2-4 projects, and 39(24.0%) are working on more than 4 projects. The results show that personnel involved in more than 4 projects were most likely on supervisory positions or had skills that cut across various fields.

### 4.3.4 Number of staff supervised

**Table 0.5: No. of staff supervised**

<b>No. of staff supervised</b>	<b>Frequency</b>	<b>Percent</b>
None	134	82.2
1-2 Staff	11	6.7
3-4 Staff	8	4.9
5-6 Staff	4	2.5
>6 staff	6	3.6
<b>Total</b>	<b>163</b>	<b>100.0</b>



Table 4.5 sought to identify the number of respondents that are in supervisory positions. Out of the 163 respondents, 134(82.2%) did not have any supervisory duties, 11(6.7%) supervised 1-2 staff, 8(4.9%) supervised 3-4 staff, 4(2.5%) supervised 5-6 staff and the remaining 6(3.6%) supervised more than 6 staff.

**Table 0.6: Experience of respondent and number of staff supervised**

<b>Experience of respondents</b>	<b>No of staff supervised</b>
<5 Years	23
5-9 Years	108
10-14 Years	8
15-19 Years	8
>20 Years	16
<b>Total</b>	<b>163</b>

The findings for experience of the respondents and the number of staff supervised showed a significant relationship. The staff who had more than 5years experience had some supervisory roles. This means that project staff members who are older are more likely to have more project performance experience and therefore have a higher likelihood of them to be supervisors.

#### **4.3.5 Level of funding**

**Table 0.7: Level of funding**

<b>Level of project funding</b>	<b>Frequency</b>	<b>Percent</b>
<100,000 US\$	46	28.2
100,001-200,000 US\$	24	14.7
200,001-400,000 US\$	20	12.3
400,001-1,000,000 US\$	39	23.9
>1,000,000 US\$	34	20.9
<b>Total</b>	<b>163</b>	<b>100.0</b>

Table 4.7 sought to find out the level of funding in the projects that the project staff was working in. The results show that 46(28.2%) of the respondents were working in projects that had less than US\$ 100,000 in funding, 24(14.7%) of the respondents were working in

projects that had US\$ 100,001 to US\$ 200,000 in funding, 20(12.3%) of the respondents were working in projects that had US\$ 200,001 to US\$ 400,000, 39(23.9%) of the respondents were working in projects that US\$ 400,001 to US\$ 1,000,000 in funding and 34(20.9%) have over US\$ 1,000,000 in funding.

#### 4.3.6 Average staff time per project

**Table 0.8: Average staff time allocation per project**

Average staff time allocation per project	Frequency	Percent
<25%	39	24.0
26-50%	45	27.6
51-75%	40	24.5
76-100%	39	23.9
<b>Total</b>	<b>163</b>	<b>100.0</b>

Table 4.8 sought to find out the average percentage of staff time they were spending per project. 39(24.0%) of the respondents spent less than 25% of their time per project, 45(27.6%) spent 26-50% of their time per project, 40(24.5%) spent 51-75% of their time per project and the remaining 39(23.9%) spent 76-100% of their time per project. This means that the staff who spent lower percentage per project are working on more than one project while those with higher allocation per project are focused on fewer projects. The results also show that more than 50% of the staff commit less than 50% of their time on one project. This means that they may be reporting to multiple supervisors. Since many staff have spread their staff time across several projects they have a higher job security compared to those who are employed by one project.

#### 4.3.7 Number of partners in the project

**Table 0.9: Number of partners in the project**

No. of partners in the project	Frequency	Percent
None	97	59.5
1 Partner	34	20.9
2 Partners	5	3.1
3 Partners	5	3.1
>3 Partners	22	13.5

<b>Total</b>	<b>163</b>	<b>100.0</b>
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Table 4.9 sought to find out the number of partners involved in the project. 97(59.5%) of the respondent are working in projects that do not have project partners, 34(20.9%) are working on projects that have 1 partner, 5(3.1%) are working in projects that have 2 partners, another 5(3.1%) are working on projects that have 3 partners and 22(13.5%) of the respondents are working on projects that have more than 3 partners.

#### 4.3.8 Number of partners and level of funding

**Table 0.10: Number of partners and level of funding in the project**

<b>Level of project funding</b>	<b>No. of partners in the project</b>	<b>Frequency</b>
<100,000 US\$	0	0
100,001-200,000 US\$	0	0
200,001-400,000 US\$	1	5.88%
400,001-1,000,000 US\$	6	35.29%
>1,000,000 US\$	10	58.83%
<b>Total</b>	<b>17</b>	<b>100.0%</b>

Table 4.10 sought to find out the spread of the partners in the different funding levels of the projects. The results showed that there exists a strong positive relationship between the level of funding for the project and the number of partners engaged in the projects. The interpretation for this is that is that projects have sufficient internal human resources capacity to implement such projects activities. The second reason is that the project funding does not allow engagement of partners in the performance of activities. This is common especially for proof of concept projects.

#### 4.3.9 Type of ethical review done

**Table 0.11: Type of ethical review done**

<b>Type of ethical review done</b>	<b>Frequency</b>	<b>Percent</b>
Animal care and use committee	5	3.1
Biosafety Committee	19	11.7
Research Ethics Committee	139	85.3

<b>Total</b>	<b>163</b>	<b>100.0</b>
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Table 4.11 sought to find out the type of ethical review that was done before the commencement of activities in the project. 5(3.1%) of the projects were reviewed by the Animal care and use committee before the commencement of activities, 19(11.7%) of the projects required a Biosafety clearance and finally, 139(85.5%) required a Research Ethics clearance. This means that 5(3.1%) of the projects involved animal research, 19(11.7%) had some aspects of laboratory work and the remaining 139(85.5%) involved general field work activities. The researcher also sought to find out what was covered in the reviews above. The findings showed that the above reviews covered use of animals for research, disposal of bio-hazardous waste and ethical use of information gathered in field work. Considering that ILRI implements research and development projects the above ethical reviews are not sufficient. In addition to the above, there are policies and guidelines that complement the above committees. The first one is the whistleblower policy.

#### 4.4 Livestock Development Project Performance

**Table 0.12: Project performance indicators**

<b>Statements</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Rank</b>
Project is within the budget	4.45	0.995	1
Project is on schedule	4.24	0.988	2
Project work plan revised	4.22	0.893	3
There exists of measurable goals of customer satisfaction in my project	4.12	0.993	4
There exists of measurable goals of budget in my project	3.95	0.84	5
Project performance reports shared openly	3.95	0.97	6
There exists of measurable goals of time in my project	3.89	0.872	7
Regular project progress meetings were done	3.85	0.901	8
There exists of measurable goals of quality in my project	3.82	0.993	9

Project performance monitoring and evaluation is done regularly	3.75	0.97	10
<b>Mean of means</b>	4.02		

The findings in Table 4.12 above show that the respondent agreed that their projects are performing well (aggregate mean of 4.02). Among the factors that were being studied the projects were within budget had the most significant indicator of the performance of projects with a mean of 4.45. This was followed by the projects were on schedule with a mean of (mean 4.24) and the project work plan was revised with a mean of (mean 4.22). The results also showed that the projects had targets set on the budgets with a mean of (mean 4.12) and the reports were shared openly with a mean of (mean 3.95). The results also showed that there were measurable goals of time with a mean of 3.89 and regular progress meetings were done in the project with a mean of (mean 3.85). The results also show that there exist quality measures in the project with a mean of (mean 3.82).

#### 4.5 Professionalism and Livestock Development Project Performance

The study sought to establish the extent to which the respondents agreed with the statements below on professionalism and project performance. The findings are shown in Table 4.11.

**Table 0.13: Professionalism and Project Performance**

<b>Statements</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Rank</b>
Clarity on handling project confidential information responsibly influences project performance	4.23	0.981	1
Clarity of code of conduct towards external parties influences project performance	4.19	0.812	2
Clarity on handling project assets responsibly influences project performance	4.14	0.969	3
Clarity on handling conflicts of interests influences project performance	4.05	0.982	4
Being well remunerated influences project performance	3.96	0.827	5

Clarity of code of conduct towards colleagues influences project performance	3.92	0.986	6
Clarity of the authorization matrix influences project performance	3.82	0.999	7
Sanctions for unethical behavior influences project performance	3.82	0.993	8
Rewards for ethical behavior influences project performance	3.72	0.974	9
<b>Mean of means</b>	3.98		

Table 4.13 above shows that professionalism plays a significant in project performance (aggregate mean 3.98). Among the factors under study, clarity on handling project confidential information had the highest influence on livestock development project (mean 4.23). Clarity of code of conduct towards external parties was second (mean 4.19). Clarity on handling project assets responsibly was third (mean 4.14). Clarity on handling conflicts of interests was fourth (mean 4.05). Being well remunerated was fifth (mean 3.96). It was followed by Clarity of code of conduct towards colleagues (mean 3.92). Clarity of the authorization matrix and sanctions on unethical behavior was seventh (mean 3.82). Finally rewards for unethical behavior was eighth (mean 3.72).

#### **4.6 Integrity and Livestock Development Project Performance**

The study sought to establish the extent to which the respondents agreed with the statements below on integrity and project performance. The findings are shown in Table 4.12.

**Table 0.6: Integrity and Project Performance**

<b>Statements</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Rank</b>
Good example set by supervisor in terms of ethical conduct influences project performance	3.96	.994	1
Responsible supervisor influences project performance	3.94	.976	2
Clear communication by supervisor influences project performance	3.94	.977	3
Reliable supervisor influences project performance	3.85	.988	4
Senior management communicates importance ethics and influences project performance	3.84	.985	5
Senior management conduct influences project performance	3.80	.989	6
<b>Mean of means</b>	3.89		

Table 4.14 above shows that integrity plays a key role in project performance with an (aggregate mean 3.89). Among the factor being studied, a supervisors that set a good example has the significant influence on project performance (mean 3.96). This is followed by responsible supervisors influence on performance of the project (mean 3.94) and clarity of the supervisor communication (mean 3.94). The results also show that a reliable supervisor influence on performance of the project was fourth (mean 3.85), senior management communication of importance of ethics during project implementation was fifth (mean 3.84) and finally senior management conduct had the least influence on the performance of the projects (mean 3.80)

These results agree with literature discussed in chapter three where found that if the project teams' supervisors and management engaged in prohibited behavior then the rest of the project team will be motivated to do the same because junior project staff takes cues from the senior project staff. The results show that the project staff take cues from the nearest superior staff. This is captured in the mean from supervisors influence being higher than that of senior

management. It is therefore essential for managers to visibly behave in accordance with normative expectations. This in turn project performance positively or negatively.

#### 4.7 Accountability and Livestock Development Project Performance

The study sought to establish the extent to which the respondents agreed with the statements below on accountability and project performance. The findings are shown in Table 4.13.

**Table 0.157: Accountability and Project Performance**

<b>Statements</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Rank</b>
Sufficient resources to carry out project activities influences project performance	4.22	0.993	1
Sufficient information to carry out project activities influences project performance	4.15	0.995	2
Sufficient time to carry out project activities influences project performance	3.97	0.983	3
Mutual accountability influences project performance	3.95	0.995	4
<b>Mean of means</b>	4.07		

Table 4.15 findings show that accountability has a significant influence on performance of the project (aggregate mean 4.07). Among the factor being studied, sufficiency of resources has the most significant (mean 4.22). It was followed by sufficient information to carry out project activities (mean 4.15). Availability of sufficient time to carry out project activities was third (mean 3.97). Finally mutual accountability was fourth (mean 3.95). Projects that have sufficient funding will most likely have sufficient resources to carry out their activities. The project staff will have will not be under pressure to sacrifice any norms while carrying out project activities. In addition, the projects that are well funded will most likely foster an atmosphere of mutual accountability among the project team. In chapter three we discussed the study carried out by Kaptein (1998) which concluded that that accountability for employees reduced when employees lacked sufficient time to carry out activities, budgets to support their project, correct equipment, timely information, and authority to fulfill their responsibilities and these led to increased occurrences of unethical conduct. The results of the study reinforce Kaptein (1998).



#### 4.8 Transparency and Livestock Development Project Performance

The study sought to establish the extent to which the respondents agreed with the statements below on transparency and project performance. The findings are shown in Table 4.14.

**Table 0.86: Transparency and Project Performance**

	Mean	Std. Deviation	Ranke
Reports of unethical behavior taken seriously influences project performance	4.13	.981	1
Existence of scope to discuss ethical expectations influences project performance	4.09	.986	2
Receiving feedback on reported unethical conduct influences project performance	4.01	.987	3
Adequate checks and controls to detect violations influences project performance	3.99	.970	4
Management is awareness on potential violations and incidents influences project performance	3.99	.991	5
Exists individual awareness on potential violations and incidents influences project performance	3.83	.987	6
<b>Mean of means</b>	3.98		

Table 4.16 findings of the study show that transparency plays a significant role in project performance (aggregate mean 3.98). Among the factors being studied, reports of unethical behavior being taken seriously was main factor influencing project performance (mean 4.13). This was closely followed by the existence of scope to discuss ethical expectations (mean 4.09). Receiving feedback on reported unethical conduct was third (mean 4.01). Existence of adequate checks and controls to detect violation and management’s awareness of potential violations and incidents were joint fourth most significant factor (mean 3.99). Finally existence of individual awareness on potential violations and incidents was sixth (mean 3.83)

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents a summary of findings of the study and major issues raised in relation to the objectives of the study. This chapter contains the introduction, major findings of the study, recommendations, conclusions and suggestions for further studies.

#### **5.2 Summary of Findings**

The study results show that majority of the respondents agree that professionalism, integrity, accountability, and transparency play a key role project performance. The research findings per the objectives were as follows:-

##### **5.2.1 Professionalism and Project Performance**

The findings of the study show that the projects have clear of codes of conduct, clarity of the authorization matrix, clarity of how to handle project assets, clarity on what is conflicts of interest, clarity on how to handle confidential information then projects are within budgets and projects are on schedule. The results of the study shows that professionalism plays a significant in project performance (aggregate mean 3.98). Among the factors under study, clarity on handling project confidential information had the highest influence on livestock development project (mean 4.23). Clarity of code of conduct towards external parties was second (mean 4.19). Clarity on handling project assets responsibly was third (mean 4.14). Clarity on handling conflicts of interests was fourth (mean 4.05). Being well remunerated was fifth (mean 3.96). It was followed by Clarity of code of conduct towards colleagues (mean 3.92). Clarity of the authorization matrix and sanctions on unethical behavior was seventh (mean 3.82). Finally rewards for unethical behavior was eighth (mean 3.72). This is because there will not be any ambiguity in the codes of conduct, authorization procedure and handling project resources. The team's members will also be in a better position to spot conflict of interest and handle it better. This will have a positive effect on delivery of outputs in the project. This might mean that with time project staff will learn and internalize codes of conduct, authorizations procedures and how to handle project resources. The same group of staff felt that there were adequate sanctions and rewards for unethical and ethical behavior respectively. These also applied for project that are well funded. This means that the projects that are well funded tend to set aside funds for training project staff. These results

complement literature discussed in chapter three that clarity is achieved through training of staff regularly, ensuring that staff are well remunerated, ensuring that ethical behavior is recognized and rewarded and unethical behavior is punished.

### **5.2.2 Integrity and Project Performance**

The study sought to find out if the behavior of senior management and supervisors was ethical. The response shows that the supervisor and the senior management behavior is consistent with codes of conduct, therefore, the expectation project staff members to adhere to these expectations is enforced. The results of the study shows that integrity plays a key role in project performance with an aggregate mean of 3.89. Among the factor being studied, a supervisors that set a good example has the significant influence on project performance (mean 3.96). This is followed by responsible supervisors influence on performance of the project (mean 3.94) and clarity of the supervisor communication (mean 3.94). The results also show that a reliable supervisor influence on performance of the project was fourth (mean 3.85), senior management communication of importance of ethics during project implementation was fifth (mean 3.84) and finally senior management conduct had the least influence on the performance of the projects (mean 3.80). These results agree with literature discussed in chapter three where found that if the project teams' supervisors and management engaged in prohibited behavior then the rest of the project team will be motivated to do the same because junior project staff takes cues from the senior project staff. The results show that the project staff take cues from the nearest superior staff. This is captured in the mean from supervisors influence being higher than that of senior management. It is therefore essential for managers to visibly behave in accordance with normative expectations. This in turn project performance positively or negatively. These results agree with literature discussed in chapter three where other studies found that if the project teams' supervisors and senior management engaged in prohibited behavior then the other project members will be motivated to do the same because junior project staff takes cues from the senior project staff. This is important because the subordinate staff get behavior cues from senior management. This will happen through interactions between the project staff, supervisors and senior management. The results reinforce the results Brown et al., (2005) that illustrated the fact that ethical supervisors and senior management receive positive evaluations from their team members. They also treat employees in a fair and respectful way. These project leaders receive positive evaluations because they treat subordinate project team members respectfully and fairly. It is therefore essential for managers to visibly behave in accordance with

normative expectations. This in turn influences project performance positively or negatively depending on the actions of the supervisors and senior management.

### **5.2.3 Accountability and Project Performance**

The study sought to find out how the lack of sufficient time, resources, mutual accountability among team members affected project performance. The results of the study show that accountability has a significant influence on performance of the project (mean 4.07). Among the factor being studied, sufficiency of resources has the most significant (mean 4.22). It was followed by sufficient information to carry out project activities (mean 4.15). Availability of sufficient time to carry out project activities was third (mean 3.97). Finally mutual accountability was fourth (mean 3.95). The results of the study show that when employees lacked sufficient time to carry out activities, budgets to support their project, correct equipment, timely information the project they were involved would not be on schedule, within the budget. Such projects will most likely not share reports openly. The findings also showed that projects staff working fully on projects that are not well funded will be under pressure to achieve targets with insufficient resources. This places the project staff in a tricky position. They will be required to achieve set targets with insufficient resources. The majority of respondents that said they are not well remunerated also came from projects that are not well funded. Such project also had high staff turnover because the staff were not settled. The risk to engage in unethical conduct to meet these targets increases as a result. This in turn compromises projects performance by reducing the quality of outputs or delaying activities.

### **5.2.4 Transparency and Project Performance**

The study sought to find out if individual and management were aware of potential ethical violations. In addition, the study sought to find out if there was adequate scope to discuss these potential violations. The results of the study show that transparency plays a significant role in project performance (mean 3.98). Among the factors being studied, reports of unethical behavior being taken seriously was main factor influencing project performance (mean 4.13). This was closely followed by the existence of scope to discuss ethical expectations (mean 4.09). Receiving feedback on reported unethical conduct was third (mean 4.01). Existence of adequate checks and controls to detect violation and management's awareness of potential violations and incidents were joint fourth most significant factor (mean 3.99). Finally existence of individual awareness on potential violations and incidents was sixth (mean 3.83). The results showed the majority of the respondents agreed that there

was adequate transparency in their projects with regards to ethical conduct. The results also showed that experienced staff and older staff felt that there was adequate scope to discuss potential ethical violations in the projects. This might be because the experienced and older staff felt that their jobs are not threatened by these discussions compared to young people. In chapter three we discussed that perceived low transparency reduces the project control environment and in turn widens the scope for unethical conduct. Transparency not only exposes possible unethical behavior but it also acts as a discouragement because of the perceived consequences. The organization has a whistleblowing policy to bolster transparency during project performance. The policy has been used to expose conflicts of interest especially in procurement of consultancy services.

### **5.3 Discussion**

This section focuses on a detailed discussion of the major results of the study which also entails comparing the study findings to the literature.

#### **5.3.1 Professionalism and Project Performance**

It is vital for projects to make sure that regular training of staff on ethical expectations, potential ethical violations is done often to bolster professionalism. The results show there is a relationship between professionalism and project performance. Recent studies prove that investing in project team member's development through training is important to the organization to enable it to improve their skills and improve performance. In this context, non-technical education and training of the project staff are imperative to ensure that there are no gray areas with regards to expected codes of conduct Rowold (2008). The study found that the organization is project based. This means that majority of the trainings will have to be sanctioned at the project level. Projects that do not have sufficient funds will most likely not prioritize training of staff over other project needs. The literature that we reviewed states that the training should be done often and should cover codes of conduct when interacting with colleagues, outsiders, handling project assets, dealing with conflicts of interest and how to get proper authorization. This is also closely related to the staff turnover in a project. Projects that have high staff turnovers have to keep on doing regular training of the new staff and hence incurring additional costs. It is therefore necessary to ensure that project staff is adequately remunerated. This will ensure they can meet their basic human needs and therefore they will remain focused on project performance.

### **5.3.2 Integrity and Project Performance**

The study by Ladkin (2008) showed that skillful leaders are visionary and consistent. The study sought to find out if there was congruency of senior managements' behavior and existing norms and values. The results show that there is consistency of management's behavior and code of conduct. The results support the study done on 276 employees in the service sector in Ghana by Mensah and Nmai (2015) which concluded that since individuals actively process information from their work environment like integrity, ethical behavior of management provides fertile grounds for the cultivation of organizationally-acceptable behaviors. A study by the European Competitiveness 2008 and 2009 concluded that ethics has a significant influence on with customer satisfaction, cost, human resource, innovation capacity, financial performance, reputation management. In addition, a study by Craig and Gustafson (1998) conclude that ethics was the single best predictor of leadership. A trusting environment creates a good leader and follower relationship. It is, therefore, necessary for project performance senior management and supervisor to be ambassadors of integrity in project organizations because the other team members are likely to take cues from their behavior.

### **5.3.3 Accountability and Project Performance**

Accountability is being held answerable for failure or success of assigned project activities. To enable the project team to become more accountable to their actions and decisions organizations need to provide a conducive environment. The enabling factors for accountability are adequate resources to carry out activities in a project. When project team is not advanced these resource the risk of unethical conduct decreases. The study found that there exists adequate time, information and other necessary resources during project performance. The more experienced and older staff members felt that there were sufficient resources compare to their younger colleagues. This might be as a result of years of project performance by the more experienced and older staff members giving them an upper hand in efficient allocation of resources. The study also found out that staff members that are working on fewer projects felt that they were able to achieve their targets compared to those who had several assignments. Their capabilities will be stretched and they will be under pressure to meet competing needs of each project. These results complement the study by Schweitzer, Ordóñez and Douma (2004) that concluded that setting extremely high project targets leads to unethical behavior.

### **5.3.4 Transparency and Project Performance**

The study found that there is adequate transparency in the projects. Project team managers have a duty to communicate with the project team members as often as possible. This ensures that they are well informed to be able to exercise their duties on the basis of accurate information, whether they approve or disapprove of management's policies and decisions. They also should be informed of possible ethical dilemmas, threats and violations they might face during project performance. Management's actions towards ethical and unethical behavior are judged according to public opinion and perceptions. Such opinions and perceptions are determined not only by management's actions but also by the manner in which management communicates. If management tries to control information to favorably influence such opinions and perceptions, communication turns into propaganda. This, in turn, affects project performance by slowing down the pace of performance and in turn, the project activities end up being late.

### **5.4 Conclusions**

The study found that the existing ethical review procedures are not adequate. They are focused on the technical aspects of project performance and ignore human aspects of project performance. The study also found that having several codes of conduct guidelines is not a sufficient deterrence to unethical behavior. It is important to ensure that staff is trained regularly on the codes of conduct when interacting with colleagues, outsiders, handling project assets, dealing with conflicts of interest and how to get proper authorization. The training should also cover potential violations that they might encounter during project performance. In addition, project staff should be adequately remunerated. The supervisors and senior management should also be trained and be informed that they are ambassador of ethical conduct in the organization. Their actions should be consistent with existing ethical expectations. Finally, Kalshoven and Boon (2012) argue that the concept of the ethical leadership encourages project team members, especially where support from human resources offers little support.

Project leaders should take the lead during project work plans preparation but they should ensure that subordinate staff is involved in the process. The whole process should be open and the final documents should be accessible to all project staff. Regular progress meetings should be held to ensure that there are no gray areas during performance. The targets should

be achievable and clear to all project staff. The project leader should also cultivate a culture in the project staff of sharing field reports after every activity. It is also important to ensure there is gradual remuneration growth for staff even when they are in poorly funded projects. This can be achieved by employing their skills in other existing projects instead of engaging consultants or partners. Project staff who were exceptional ethically in a specific period are rewarded publicly and those who engaged in unethical behavior are punished in public as well. This will promote a high level of visible openness, the project staff will modify their actions and correct unethical behavior of co-workers. The management should also modify the whistleblowing policy to be more user-friendly. This will ensure that staff who want to anonymously report unethical behavior are confident that they are safe to do so.

### **5.5 Recommendations**

The study made the following recommendations.

1. Project management should publicly reward staff who exceptionally met ethical requirement and also publicly punish those who violated ethical expectations. In addition, project management should make sure that they preach and practice high levels of ethics to their staff. The project leaders should also ensure that there is clarity handling confidential information, project assets, and codes of conduct and conflict of interest. This will be achieved through regular training and interaction with project team members. The training should also highlight potential ethical violations that project staff might encounter during project performance.
2. The project management should ensure that their behavior is consistent with expectations. The other project team members pick cues from their supervisors and they are constantly processing what is going on in their environment.
3. The project leaders should also ensure that clear work plans are done and reviewed by independent parties before they commence project performance. The work plan should distribute duties to project staff according to capacity to deliver considering other factors. Project management should also ensure that regular meetings are done to know progress of activities and assess other needs and opportunities. Finally, they should ensure that if the project has partners, consultants and other stakeholders their roles are clearly defined to ensure there are no gray areas. Project management should also ensure that staff are well remunerated and possibly give them contracts that run



for a significant period of time. This will ensure that they are settled while carrying out project activities.

4. The project team members have a duty to ensure there is openness to all stakeholders. This ensures that they are well informed to enable them to exercise their duties with accurate information. The management should not try to control information favorably to influence opinions and perceptions. There is a high likelihood that this will turn into propaganda. The management should also inform project team members of potential ethical dilemmas they may face during project implementation.

### **5.6 Suggestions for Further Studies**

Project management continues to be a key endeavor in today's world and especially in Africa. It is designed to produce unique products, services or results undertaken to meet unique goals and objectives, that bring about beneficial change or added value. This study focused on how four facets of ethics (professionalism, accountability, integrity and transparency) influence performance of livestock development projects in order to bridge the knowledge gap that existed. More research should be undertaken to unearth other factors influencing success rate of projects in Kenya especially the interaction of ethics of the project team and the culture of the beneficiaries. The cultural setup in Africa plays a key role in interaction between people in projects, beneficiaries and other stakeholders. However, the current project management framework assumes that project team members are equipped with knowledge and skills to help them implement projects in culturally diverse areas. The tools, techniques, communication methods need to be adjusted to enable to take into consideration the cultural diversity and enable the project team members to effectively implement project activities.

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## **APPENDICES**

### **Appendix 1: Transmittal Letter**

**George K. Kikoyo,**

**P.O BOX 00100-21600,**

**Nairobi, Kenya.**

24/01/2017

**To the Respondents,**

I am a post graduate student (Project Planning and Management) at the University of Nairobi. I am collecting data for a study on the influence of ethics on project performance. You have been chosen as a respondent in this study. I therefore kindly request you to allow me to ask you a few questions on this area. Please note that your honesty in answering the questions during the interview is vital.

The information collected will be confidential. The identity of the respondents will be kept anonymous because you are not required to reveal your name both during and after the interview. Your participation is voluntary and should there be a question that you do not wish to answer, kindly let me know and we can move to the other questions. Your cooperation will be highly appreciated.

Thank you in advance for the valuable information you will provide as well as your time.

Yours faithfully,

George K. Kikoyo.

## Appendix 2: Questionnaire

**Instructions:** Please put a tick in the box next to the right response.

**Confidentiality:** The responses you provide will be strictly confidential. No reference will be made to any individual(s) in the report of the study.

### A. General questions

1. **Gender?** Male  Female

2. **Age?**  <30  31-35  36-40  41-45  >45

3. **How many project performance years' experience do you have?**

<5yrs  5-9yrs  10-14yrs  15-30yrs  >30yrs

4. **What kind of ethical review clearance did you get before starting your project?**

- None
- The Animal care and use review
- The biosafety review
- The institutional research ethics review

5. **How many projects do you manage?**

1-2  3-4  5-6  >6

6. **How many staff do you supervise?**

None  1-2  3-4  5-6  >6

7. **What is the total level of funding for your projects in dollars?**

<input type="checkbox"/>	<100,000 US\$
<input type="checkbox"/>	100,001-200,000 US\$
<input type="checkbox"/>	200,000-400,000 US\$
<input type="checkbox"/>	400,000-1,000,000 US\$
<input type="checkbox"/>	>1,000,000 US\$

8. **What is your average staff time allocation per project in your projects?**

>25%  26-50%  51-75%  76-100%

**B. Project performance**

**9. Project performance statements**

Scale - Use the scale 5= (SA) Strongly Agree, 4= (A) Agree, 3= (N) Neutral, 2 = (D) Disagree, 1= (SD) Strongly Disagree)

Statement	SD-1	D - 2	N- 3	A-4	SA-5
Detailed Project work plan is prepared in my projects					
The Project plans are always reviewed before execution in my projects					
There exist measurable goals for time in my projects					
There exists measurable goals budget in my projects					
There exists measurable of quality in my projects					
There exist measurable goals for customer satisfaction in my projects					
Project performance is on schedule in my project					
Project performance is within budget in my project					
My project work plan has been revised					
Regular project performance meetings are done					
Project performance monitoring and evaluation is done regularly					
Project performance reports are shared openly					

**10. Ethical statements and project performance.**

**11. Statements of project teams' professionalism and project performance**

Scale - Use the scale 5= (SA) Strongly Agree, 4= (A) Agree, 3= (N) Neutral, 2 = (D) Disagree, 1= (SD) Strongly Disagree)

Statement	SD-1	D- 2	N- 3	A-4	SA-5
There exists clarity of code of conduct towards colleagues during project performance					
There is clarity of the authorization matrix during project performance					
There is clarity on handling project assets responsibly during project performance					
There is clarity on handling conflicts of interests during project performance					
There is clarity on handling project confidential information responsibly during project performance					
There exists clarity of code of conduct towards external parties during project performance					
I am adequate of remunerated					

There are rewards for ethical behavior during project performance					
There exists clarity of code of conduct towards colleagues during project performance					

**12. Statements of project teams' integrity and project performance**

Scale - Use the scale 5= (SA) Strongly Agree, 4= (A) Agree, 3= (N) Neutral, 2 = (D) Disagree, 1= (SD) Strongly Disagree)

Statement	SD-1	D- 2	N- 3	A-4	SA-5
Good example set by supervisor in terms of ethical conduct influences project performance					
Clear communication by supervisor influences project performance					
Responsible supervisor influences project performance					
Reliable supervisor influences project performance					
Senior management conduct influences project performance					
Senior management communicates importance ethics and influences project performance					

**13. Statements of project teams' accountability and project performance**

Scale - Use the scale 5= (SA) Strongly Agree, 4= (A) Agree, 3= (N) Neutral, 2 = (D) Disagree, 1= (SD) Strongly Disagree)

Statement	SD-1	D- 2	N- 3	A-4	SA-5
Sufficient resources to carry out project activities influences project performance					
Sufficient information to carry out project activities influences project performance					
Mutual accountability influences project performance					
Sufficient time to carry out project activities influences project performance					

**14. Statements of project teams’ transparency on project performance**

Scale - Use the scale 5= (SA) Strongly Agree, 4= (A) Agree, 3= (N) Neutral, 2 = (D) Disagree, 1= (SD) Strongly Disagree)

Statement	SD-1	D- 2	N- 3	A-4	SA-5
Reports of unethical behavior taken seriously influences project performance					
Exists of scope to discuss ethical expectations influences project performance					
Receiving feedback on reported unethical conduct influences project performance					
Adequate checks and controls to detect violations influences project					
Management is awareness on potential violations and incidents influences project performance					
Exists individual awareness on potential violations and incidents influences project performance					

**Appendix 3: List of Projects**

**Project Title**

- 1 Drylands Systems Collaborative Research Project
- 2 Humid Tropics Collaborative Research Project
- 3 Livestock and Fish Collaborative Research Project
- 4 Water Land and Ecosystems Collaborative Research Project
- 5 Climate Change, Agriculture and Food Security (CCAFS) Collaborative Research Project
- 6 Global Framework for Climate Services Adaptation Programme in Africa project
- 7 Climate Services for Africa project
- 8 Climate Services for Agriculture: Empowering Farmers to Manage Risk and Adapt to a changing Climate in Rwanda
- 9 Reducing and Accounting for Agriculture-Driven GHG Emissions in USAID’s Agriculture Related work
- 10 Climate Change, Agriculture and Food Security- Gender perspective
- 11 The Pan-American Transition: Embedding system in development project in Mesoamerica

- 12 Index-Based Insurance Initiative, as part of Kenya Hunger Safety Net Program
- 13 In situ assessment of GHG emissions from two livestock systems in East Africa - Determining current status and quantifying mitigation options
- 14 Innovative feed system management for improving smallholder dairy production
- 15 Local Governance and Adapting to Climate Change
- 16 Drylands Restoration project
- 17 Greening livestock: Incentive-based interventions for reducing the climate impact of livestock in East Africa
- 18 Sustainable Rangeland Management Program
- 19 Enhancing the value of ecosystems services in pastoral systems´
- 20 Managing water and food systems in the Volta- Niger Basins
- 21 Realizing the full biomass potential of mixed crop-livestock systems in rapidly changing sahelian agro-ecological landscapes
- 22 Conservation of Biodiversity and Ecosystems Functions and Improved Well-Being of Highland and Lowland Communities Within the Bale Eco Region (BER)
- 23 Integrating the Index-Based Livestock Insurance program in Borena into the Kifiya insurance and digital financial service platform
- 24 Improvement of the Agency Model in Distribution of Index Based Livestock Insurance.
- 25 Effects of feeding on methane emission in ruminants
- 26 Sustainable Intensification through Better Integration of Crop and livestock Productions Systems for Improved Food Security and Environmental Benefits in Sahelian Zone in Burkina Faso
- 27 Transition the climate Exchange Network for Africa(CENA) into the regional Learning knowledge platform sharing of knowledge by network partners and other actors engaged in climate change adaptation and mitigation in Africa
- 28 Implementing Rangeland management Initiative
- 29 Assets and Markets Access Collaborative Research Support Program
- 30 Joint Investment programming, design of investment programs for Long Term Development of Arid and semi-Arid lands (ASALs) in the greater Horn of Africa
- 31 Accelerated Value Chain Development

- 32 Climate and Clean Air Coalition to Reduce Short-Lived Climate Pollutants (CCAC)
- 33 Kenya Hunger Safety Net Program
- 34 Reducing livestock's contribution to antimicrobial resistance in low -and middle income countries

*Source: ILRI Budgets and grants office*

#### **Appendix 4: List of Policies and Guidelines**

- 1. Whistle blowing policy
- 2. Code of conduct manual
- 3. Anti - fraud and anti - corruption policy
- 4. Conflict of interest policy manual
- 5. Staff council policy
- 6. Performance management system
- 7. Asset Management policy
- 8. Approved Authorization Policy
- 9. Supply Management Manual

*Source: ILRI Budgets and grants office*