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MAKERERE UNIVERSITY BUSINESS SCHOOL

**STAKEHOLDER ENGAGEMENT, SUPERVISOR ETHICAL CONDUCT AND
PERCEIVED PROJECT SUCCESS: A CASE STUDY OF ECD PROJECT
IN JINJA DISTRICT.**

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PLAN A

DECLARATION

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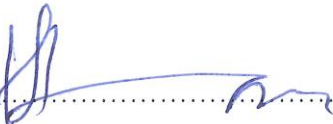
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DEDICATION

I hereby dedicate this study titled “**Stakeholder Engagement, Supervisor Ethical Conduct And Perceived Project Success: A Case Study of ECD Project In Jinja District**”, to my wife Mukwana Dinah and children: Kabuya Cynthia Gloria, Maima Cindy Peace and Nagudi Ciara Gift for being patient with me as I spent long hours in the weekend classes taking away their precious family time, they provided emotional, spiritual and financial support and above all, they showed me love and kept on encouraging me when I almost gave up on the course. They have walked me through this long journey of MBA study. I thank them so much. May the Almighty God reward them abundantly.

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LIST OF ABBREVIATIONS

ADB-The African Development Bank

AIDS: Acquired Immuno Deficiency Disease Syndrome

COVID -19: Corona Virus Disease detected in 2019.

DINU -Development Initiative for Northern Uganda

ECD: Early Childhood Care and Development

EU-The European Union

HIV : Human Immune Deficiency Virus

JIACOFE: Jinja Area Communities Federation

Mak-Makerere

MATIP-The Markets and Agricultural Trade Improvement Project

MBA: Master of Business Administration.

MoH: Ministry of Health

MUBS- Makerere University Business School

MUK: Makerere University, Kampala.

P/S-Primary School.

PMBOK-Project Management Body of Knowledge

Reg-Registration

SOPs-Standard Operating procedures for COVID-19.

SPSS-Statistical Package for Social Scientists

ABSTRACT

This study titled: stakeholder engagement, supervisor ethical conduct and perceived project success: a case study of ECD project in Jinja was conducted with the purpose to establish the relationship between stakeholder engagement, supervisor ethical conduct and perceived project success. The study had three specific objectives: 1) To establish the relationship between stakeholder engagement and perceived project success, 2) To determine the relationship between supervisor ethical conduct and perceived project success and 3) To explain the combined relationship of supervisor ethical conduct and stakeholder engagement on perceived project success.

The study adopted a stratified random sampling method where the total population of the ECD project stakeholders was divided into strata. The strata included teachers in the 4 selected primary schools, ECD Center management committee members, JIACOFE board members and staff. A sample of 362 respondents was selected from the total population of 5834 ECD stakeholders. Data were collected using a self-administered questionnaire and 274 respondents out of the total sample size returned the questionnaires giving a response rate of 76%. The data were then processed and analyzed using the statistical package for social scientists (SPSS). The results showed a positive significant relationship between stakeholder engagement and perceived Project success ($r = .540^{**}$) which related to objective 1 of the study. The findings also showed a significant and positive relationship between the Supervisor Ethical Conduct and perceived project success ($r = .480^{**}$) which relates to objective 2 of the study. Besides, the observation from the correlations model showed that the Supervisor Ethical Conduct and the Stakeholder Engagement, are both significantly associated with the perceived project success which conformed to objective 3 of the study. Similarly, the regression model indicated that the Stakeholder Engagement and Supervisor Ethical Conduct, are both significant predictors of the Perceived Project Success and can account for 39.2% of the variance in the Perceived Project Success (Adjusted R Square = .392). Overall, the research findings presented in chapter four revealed a positive significant relationship between independent variables and the dependent variable. The researcher therefore, recommends that development partners and Government departments engaged in project work should always ensure meaningful and regular engagement of stakeholders in all development projects in order to achieve project success as evidenced in this study. Besides, it is also prudent according to the study findings, that organizations promote ethical supervisor conduct in their project work to achieve desired goals since the conduct of a project supervisor has been found to greatly influence perception on project success.

CHAPTER ONE

BACKGROUND

1.0 Introduction

This chapter includes: the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, scope of the study, significance of the study, the conceptual framework and the organization of the study.

1.1 Background

Perceived Project success attracts wide attention from development partners globally because the failure of a project affects the entire society. However, studying perceived project success presents with complexity and ambiguity due to its subjectivity (McLeod, et.al,2012).World over, projects have been different perceived as failure or successful depending on whose perception. Nonetheless, the continued huge investment in development projects calls for a better understanding of the concept of perceived project success. In Africa for example Governments are investing huge sums of money in transport infrastructure projects. In East Africa for instance, the Government of the United Republic of Tanzania (GoT) through the Reli Assets Holding Company (RAHCO), currently rebranded as Tanzania Railway Corporation (TRC), has invested in the construction of a multibillion Standard Gauge Railway (SGR) project of about 1,219 km, running from Dar es Salaam to Mwanza via Isaka (Tanzania Environmental Resources Management,2019). If such a project was perceived as failure it would greatly impact negatively to the citizens of the country thus the need to study and understand perceived project success concept from the view of the stakeholders in order for the project supervisors to execute the project successfully.

In Uganda, the government and her development partners including non-governmental organizations have since 1986, implemented a number of projects contributing to poverty reduction and social economic development of the citizens (African Development Bank

(ADB),2014). Some of the projects implemented by the Government of Uganda for example, include: 1)The Markets and Agricultural Trade Improvement Project (MATIP) and 2) the Development Initiative for Northern Uganda (DINU). The MATIP for example, registered improvement in the market infrastructure of 21 central and auxiliary markets in major towns and cities benefiting over 20,000 registered market vendors as direct beneficiaries of which more than 60% were women (Uganda MATIP,2014). Similarly, the DINU project supported by the European Union (EU) and supervised by the Office of the Prime Minister (OPM) impacted over 51,000 low income Ugandans. The DINU project which started in 2017 and ends in 2023, is implemented in more than 37 Districts in five sub-regions of; Acholi, Lango, Karamoja Teso and West Nile. The project has enhanced Food security, Nutrition and Livelihoods, Transport Infrastructure and Good Governance in Northern Uganda (DINU,2020).

Similarly, Jinja Area Communities Federation (JIACOFE) a Non-Governmental Organization (NGO), has successfully implemented a number of projects such as the three year Early Childhood Development (ECD) project implemented between 2010 and 2012. The project benefited over 5000 teachers, children and their families, increasing their knowledge and capacities on positive parenting, early education and good nutrition practices. The project was largely perceived to be successful because the stakeholders were regularly consulted and participated in the project activities, the quality of the ECD class room structures constructed was good. The project supervisor treated stakeholders with respect and fairness and there was clear role clarification. No wonder, the end of project evaluation report showed high client satisfaction and quality delivery of the project.

However, between beyond 2012, JIACOFE ECD project implementation faced some challenges. The project went beyond planned time and approved budget, stakeholder engagement was reduced to one off annual meetings and project staff were not supervised enough leading to violation of organization policy and donor regulations (Grant Thornton JIACOFE Audit Report, 2013).The

report showed that construction of 4 ECD centres in Nkondo and Walukuba West Primary schools was delayed by more than 3 months due to land wrangles resulting from inadequate stakeholder engagement and the conduct of the project supervisor which did not clearly indicate the role of each stakeholder on the project.

While many studies have been conducted on project success ,there is no known study on the relationship between stakeholder engagement, supervisor ethical conduct and perceived project success

This study therefore, sought to establish the relationship between stakeholders' engagement, supervisor ethical conduct and perceived project success in view of the JIACOFE ECD project.

Stakeholders in this study were defined as those individuals, groups, or organizations who are affected by or perceive themselves to be affected by a decision, activity, or outcome of a project (Alqaisi, 2017). Stakeholder engagement therefore, is a process that organizations follow in order to listen to, collaborate with, or inform their existing stakeholders (Sedmak,2021). A study by Bashir et.al (2014), revealed that stakeholder engagement positively relates with and predicts perceived project success.

Supervisor ethical conduct on the other hand was defined in relation to the concept of ethics. The concept of ethics comes from the Greek word" Ethos" that means both an individual's character and a community's culture. Therefore, ethics are principles and values an individual uses to govern his/her activities and decisions (Singh & Prasad,2017). Supervisor ethical conduct is therefore, that conduct which is exhibited by the supervisor in a project and could be perceived as good or bad by the different stakeholders. When a project supervisor conducts himself or herself with integrity, fairness and clarifies on the roles of every stakeholder, such conduct is likely to positively influence the perception of stakeholders on the project thus predicting perceived project success.

1.2 Statement of the Problem:

Uganda is a beneficiary of many development projects which to a certain extent have been perceived as successful. These projects are implemented by both NGOs and Government agencies to alleviate poverty, improve health ,education, livelihoods and nutrition of the citizens . The ECD project implemented by JIACOFE NGO in Jinja District is one example of such projects. Government projects such as MATIP and DINU have also positively impacted the lives of citizens. However, there is a growing concern by stakeholders on the failure rate of some development projects in the country (Bashir et.al, 2014). In 2022, the Ugandan Government revealed that it intended to terminate at least 17 projects valued at Shs4.2 trillion because they had been inactive for long and failed to yield results (Africa-Press – Uganda, 2022). Besides, the Northern Uganda Social Action Fund (NUSAF) project funded by the World Bank for many years was perceived by a number of stakeholders as a failed project. While the project aimed to empower the local and poor people, instead it benefited the rich (Okwir,2012). Similarly a number of road construction projects in Uganda have been perceived as failures due to delays, budget overspends and poor workmanship (Mwelu *et.al*, 2019). Similarly, the ECD project implemented by JIACOFE was perceived as a failure by 2012. The project budget was overspent, stakeholder engagement was reduced to one off annual meetings and project staff ‘s ethical conduct was questionable (Grant Thornton Audit Report, 2014). While studies have been conducted on perceived project success ,there is no known study on the relationship between stakeholder engagement, supervisor ethical conduct and perceived project success. In an attempt to address the high failure rate of projects in Uganda, this study sought to establish the relationship between stakeholder engagement, supervisor ethical conduct and perceived project success using the case study of ECD project implemented by JIACOFE in Jinja District.

1.3 Purpose of the Study

The purpose of this study was to establish the relationship between stakeholder engagement, supervisor ethical conduct and perceived project success.

1.4 Specific Objectives of the Study

- i. To establish the relationship between stakeholder engagement and perceived project success.
- ii. To determine the relationship between supervisor ethical conduct and perceived project success.
- iii. To explain the combined relationship of supervisor ethical conduct and stakeholder engagement on perceived project success.

1.5 Research Questions

- i. What is the relationship between stakeholder engagement and perceived project success?
- ii. How does supervisor ethical conduct relate to perceived project success?
- iii. How does stakeholder engagement and supervisor ethical conduct combined affect perceived project success?

1.6 Significance of the Study

The study is relevant to the project management professionals who wish to increase their understanding of the role of stakeholders in the success of projects and prompts project management professionals to engage stakeholders appropriately in project activities. Researchers and students in the project management field will appreciate the role of supervisor ethical conduct in relation to project management and ensure that all project supervisors meet ethical standards and exhibit the necessary ethical conduct in the project operations.

The study will also help Government, NGO leadership, project managers and funders to facilitate and design appropriate policies, strategies and operational tactics necessary for successful project implementation.

1.7 Scope of the Study,

1.7.1 Conceptual Scope:

The study focused on stakeholder engagement and supervisor ethical conduct as independent variables and perceived project success as the dependent variable.

1.7.2 Geographical Scope:

The study was conducted in Jinja District particularly in Nkondo, Wakitaka, Nakanyonyi and Walukuba Masese primary schools.

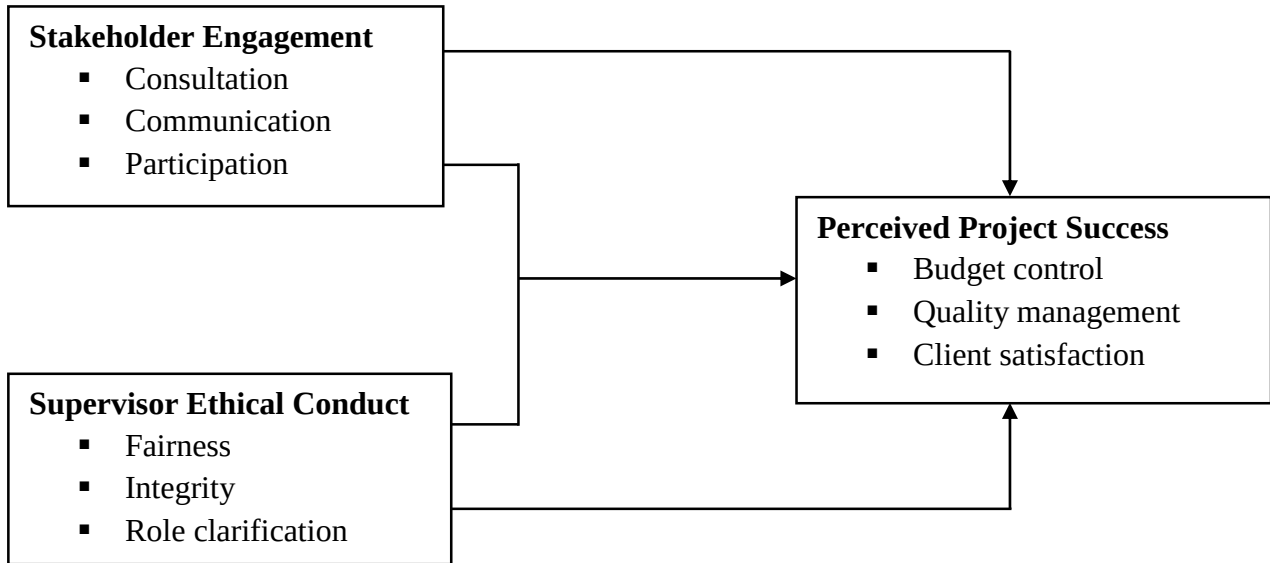
1.7.3 Time Scope

The study was conducted between February and June, 2021. The period was characterized by COVID-19 restrictions on movement and human interaction and the need to enforce Ministry of Health (MoH) Standard Operating Procedures(SOPs).

1.8 Conceptual Framework

The conceptual framework was constructed after reviewing the relevant literature on the study variables. The framework shows stakeholder engagement and supervisor ethical conduct as the independent variables which were used to predict perceived project success as the dependent variable. In this framework, stakeholder engagement was explained by the different constructs of: consultation, communication and participation (Amaeshi & Crane, 2015), supervisor ethical conduct was explained by: fairness, integrity and role clarification (Kalshoven et.al, 2010) while perceived project success was explained by the constructs; budget control, quality management and client satisfaction (Silvius & Schipper, 2016).

Figure 1: Conceptual framework



Source: Adapted with modifications from works by: Amaeshia et.al (2015), stakeholder engagement, Kalshoven et.al (2010) ,supervisor ethical conduct and Silvius and Schippe (2016) for perceived project success.

Explanation of the Diagram: The above diagram presents the relationships between stakeholder engagement, supervisor ethical conduct and perceived project success. There are three relationships in the diagram. The first relationship is between stakeholder engagement and perceived project success, the second is between stakeholder engagement and supervisor ethical conduct and the third relationship is between supervisor ethical conduct and perceived project success. Each variable is explained by the different constructs in the diagram.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a critical review of the selected literature on the relationship between stakeholder engagement, supervisor ethical conduct and perceived project success. It recognises the various schools of thought that contribute, critic and examine the growing debate and knowledge in the area of perceived project success and points out the existing gaps in the literature.

Relevant Theories to the study:

This study was informed by the following theories: 1) Stakeholder theory, this theory suggests that if we adopt as a unit of analysis the relationship between a business and the groups and individuals who can affect or are affected by it, then we have a better chance to deal with the three problems of : (i) value creation and trade; (ii) the problem of the ethics of capitalism; and (iii) the problem of the managerial mindset(Freeman et al ,2010).This stakeholder theory is applicable to studying perceived project success because it influences the mindset of project stakeholders or beneficiaries. 2),Agency theory discusses the problems that surface in the organizations due to the separation of owners and managers and emphasises on the reduction of this problem. This theory helps in implementing the various governance mechanisms to control the agents' action in the jointly held corporations(Panda and Leepsa,2017).This theory is relevant to the study of stakeholder engagement, supervisor ethical conduct and perceived project success because ,stakeholders in this case take the place of the owners of the firm, the supervisor takes the place of the agent and the agency theory and the perceived project success relates to the profits and or dividends demanded by the owners of the firm.

2.1 Stakeholder Engagement and Perceived Project Success:

The theory of stakeholder involvement has helped to shape today's business and corporates to be concerned about both internal and external views in the management of their organizations. Stakeholders be it in politics, economics, projects or spiritual fields command strong respect and

are seen to hold duty bearers accountable for their missions and omissions. Project managers now appreciate that there are people and or institutions(stakeholders) who have a stake in their projects and can determine their failure or success of their project by the way they perceive the project performance.

However, for successful stake holder engagement in the project, the process ought to involve: planning, understanding the stakeholders, aligning stakeholder engagement issues to budgets and systems, building trust among stakeholders, responding and implementing stakeholders' proposals and monitoring the implementation. This process of engagement should be interactive, encouraging, inclusive and provide room for learning and change. Bal et.al (2013), recommend a five stages stakeholder engagement model. This model involves 1) Identifying key stakeholders and significant issues; 2) Analyzing and planning; 3) Strengthening engagement capacities; 4) Designing the process to engage stakeholders; 5) Acting on agreed actions, reviewing performance and reporting on stakeholder engagements.

However, in a study by Davis(2014),it was observed that while there are many project stakeholders, most references are for stakeholders involved directly in a project such as project manager, project team, users, project sponsor or owner and fewer references for those considered indirectly involved in a project such as directors yet they are equally important in how they perceive to be the success of a project. However, an analysis of stakeholders by Davis (2014) revealed limited inadequate literature on the perception of project success from a senior management point of view yet top management support is essential to project success. A study by Mwesigwa et.al (2019) revealed that stakeholder engagement in terms of communication greatly influences the perception of project success.

To the contrary, Schutte (2018) argued that the world around us consists of an ever-increasing complex system of multiple levels of interactions and just a few factors like stakeholder engagement cannot necessarily influence the outcome of the project. This argument is supported

by Alqaisi (2017) who expressed that people by nature prefer their own ideas and concept and by involving stakeholders in the project, it enables them to impose their ideas into the project by possibly modifying the project's planned direction, revising the way of the project execution and decisions which could be counterproductive to the perceived project success.

Nevertheless, the aforementioned arguments are contestable because organizations in the 21st century have moved from centralized problem identification, planning and execution of projects to a more decentralized form which calls for more engagement of stakeholders to define the organizational problem. Stakeholder engagement creates positive relationships, better understanding of project priorities, builds trust and long-term collaborative relationships necessary for project success.

Available literature show that most of the studies on stakeholder engagement and perceived project success tend to give more attention to stakeholders directly involved in the project leaving out key stakeholders like Organization directors and suppliers which creates a gap in the study of stakeholder engagement and perceived project success since the aforementioned stakeholders play an equally important role in defining the success of the project.. This gap was observed by Davis (2014) and ought to be investigated.

2.2 Stakeholder Engagement and Supervisor Ethical Conduct:

Ethics is the code of values and moral principles that guides individual or group behaviour with respect to what is right or wrong (Mihelic et.al,2010). Supervisor ethical conduct is exhibited when stakeholders are treated with respect, fairness, integrity and their roles on a task are clarified. According to Matloob, (2018), ethical conduct of a project supervisor is likely to result into employee satisfaction, efficiency, trust and respect thus positively contributing to stakeholder engagement. Matloob (2018) further observed that ethical leadership behaviour creates an ethical work climate for project team members to perform with honesty, build trust in their supervisors and feel committed to their jobs, which increases client satisfaction and stakeholder engagement.

Further, research indicates that an ethical leader is driven by a system of accepted beliefs and appropriate judgments rather than self-interest. Besides, the code of ethics for project managers requires that, supervisors treat fairly all project team members, protect them from physical and mental harm, provide suitable working conditions and opportunities and accept honest criticism of work. Being ethical is about playing fair, thinking about welfare of others and thinking about consequences of one's actions (Mihelic et.al, 2010). Supervisor ethical conduct therefore, is necessary for engagement of stakeholders on a project. A supervisor who is short of ethical conduct is likely to exhibit moral lapses which negatively affects the project. For example, in Uganda, it is common for unethical project managers to enrich themselves with project resources entrusted to them and fail the project (Nangoli et.al,2016).

2.3 Supervisor Ethical Conduct and Perceived Project Success:

The time, budget and quality triangle are the most commonly cited criteria for assessing project success (Mishra et.al,2011). However, this criterion could be futile without considering the ethical conduct of project supervisors. In the 21st century, ethics has become a part of projects because it has been realized that ethics and project success go hand in hand. Scholars observe that successful project management is not only about completing projects within time, budget and quality but practicing high level of moral standards to gather management and project team support necessary for positive perception on the success of the project success by stakeholders.

In Uganda, unethical conduct of project supervisors has greatly contributed to the failure of some health-related projects such as “Global Fund for HIV/AIDS” (Katamba et.al, 2014). It is therefore evident that good supervisor ethical conduct positively influences the perception of stakeholders on the success of the project. The ethical conduct of the project supervisor is likely to reduce staff absenteeism, lower staff turnover and increase motivation for whistleblowing (Shakeel et.al,2020).

Nevertheless, Hansell (2017) noted that most work on ethics in supervision is just theoretical with the goal of initiating ongoing development of standards of practice. On the other hand, Ethics Code is limited in that it cannot address all potential ethical dilemmas thus the need for further research.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the general study plan of collecting, analyzing and interpreting the data on the study. It describes the research design, study population, sample size and sampling method, data sources, data collection methods, data collection instrument, measurement of variables, validity and reliability of the data, data processing and analysis, the ethical consideration and study limitations.

3.1 Research Design

The researcher employed a quantitative study design. A case study was used for the entire study. This design was preferred because it enabled the researcher to appropriately collect data from selected respondents in the limited time and resources available despite the COVID-19 pandemic. The design was also appropriate for answering the study questions in an acceptable scientific way (Sanders et.al, 2012).

3.2 Study Population

The population of study was 5834 stakeholders of the ECD project implemented by JIACOFE in Jinja District. The population included 750 children in lower primary schools where JIACOFE implemented the ECD project, 30 ECD teachers, 25 Center management committee members, 10 board members, 4 implementing staff, 15 teachers of lower P/S and 5000 children in upper primary section of the targeted primary schools (JIACOFE ECD project proposal, 2012). The location for the study population was in areas of: Bugembe Town Council (Nakanyonyi P/S), Mafubira Sub-county (Wakitaka P/S), Walukuba-Masese Division (Walukuba-West P/S) and Buwenge Rural Sub-county at Nkondo P/S).

3.2.1 Sample size:

A sample size of 361 respondents was selected from the total population of 6000 ECD project stakeholders using by Krejcie and Morgan(1970). The two scholars assert that a sample size of 361 is appropriate for a study population of 6000.

3.2.2 Sampling method:

The study adopted a stratified random sampling method where the total population of the ECD project stakeholders (5834) was divided into subpopulations or strata. The strata included teachers and pupils in upper primary schools where JIACOFÉ implemented the ECD project, ECD Center management committee members, JIACOFÉ board members and staff. After dividing the population into strata, the researcher drew a random sample from each of the strata to fill the questionnaire. The stratified random sampling method was preferred because it enabled the researcher to capture the different ECD project stakeholders to participate in the study.

The basis for stratification of the study population was because the study population had different categories of people with different characteristics for example, children, teachers, headteachers, JIACOFÉ staff and Board members among others and the researcher wanted to ensure inclusion of all eligible respondents thus the stratification.

3.3 Data sources

The researcher collected data from primary sources. The sources included children (11-15 years), JIACOFÉ staff, ECD center management commit members, teachers and Board members. The data were collected using a self-administered questionnaire.

3.4 Data collection method

The study adopted a quantitative data collection method using a self-administered questionnaire which was developed and coded according to the study variables and constructs. The research assistants were oriented on the use of the questionnaire and the data collection process for half day. A team of 4 research assistants was deployed in the different project areas/schools to collect

data. The lead researcher supervised the process and every evening, there was a brief meeting to clean up data and ensure that all questionnaires had been filled. The data collection process lasted for 2 weeks.

3.5 Data collection instrument

The data collection instrument was a self-administered questionnaire. The researcher with support from the experts (supervisors) developed a self-administered questionnaire based on the selected variables, constructs and research objectives. The questions in the questionnaire were close ended. These were rated using a 5 – point Likert Scale of strongly disagree (1), disagree (2), neutral (3), agree (4) and strongly agree (5). The questionnaire was divided into major themes to address the research questions and objectives.

3.6 Validity and reliability of the instrument of data collection

To ensure validity and reliability of the data collection instrument, the researcher sought the help of the academic supervisors to develop the questionnaire carefully so that it would generate information which was in line with research objectives and answered the research questions. Similarly, the researcher took maximum care when developing the data collection tool so that if the same study was repeated using the same instrument it would generate the same results. Further, the researcher fully involved himself in the data collection exercise by supervising the data collection processes and reviewing the filled questionnaire. The collected data were cleaned of errors and a record of the filled questionnaires from all respondents was kept for reference. The table below shows the results from the testing of the data collection instrument.

Table 1: Data Reliability and Validity

	Cronbach Alpha Coefficient	Content Validity Index
Stakeholder Engagement	.767	.867
Supervisor Ethical Conduct	.731	.800
Perceived project Success	.857	.833

The results in the table above shows that both Alpha Coefficient and Validity Index are above 0.7.

This therefore shows that the data instrument and data are reliable and valid (Taber, 2017).

3.7 Measurement of variables;

The variables were measured using tools adapted with modifications from : Amaeshia et.al (2015), Kalshoven et.al (2010) and Silviu and Schippe (2016). The researcher took on specific constructs and measures and adjusted them to suit the study questions, objectives and context. Specifically, the variables were measured as follows:

Stakeholder engagement was measured by adapting a tool developed by Amaeshia et.al (2015).

The researcher adapted the tool with specific focus on consultation, participation and communication as measurement constructs for stakeholder engagement variable.

Supervisor ethical conduct was measured by adapting a tool by Kalshoven et.al (2010). This focused on fairness, role clarification and integrity as measurement constructs for supervisor ethical conduct in relation to perceived project success. Perceived project success on the other hand was measured using the tool adapted from Silviu and Schippe (2016). The researcher focused on budget control, quality management and client satisfaction as relevant constructs in measuring perceived project success.

3.8 Data processing, analysis and presentation

The filled questionnaires were collected from respondents, checked and cleaned. Using the Statistical package for social scientists (SPSS) the researcher with the help of experts analyzed the data. Descriptive statistics were analyzed using frequency and cross tabulation. Besides, the researcher was able to correlate data using Pearson correlations. Data were also regressed using the region model. Reports were presented using narrations, tables, charts and graphs to establish the relationship of one variable against the other. The analyses focused on study questions and objectives of the study. For storage and safety of data, filled in hard copy questionnaires were kept under key and lock while soft copy data were stored on a computer with a password installed to

protect access from unauthorized users. Data were cross examined, displayed and preliminary conclusions drawn and verifications done then conclusions made.

3.9 Unit of Inquiry and Unit of Analysis:

All respondents were the unit of inquiry. They include teachers, pupils, Board members, staff and center management committee members. The Jinja Area Communities Federation(NGO) was the unit of analysis.

3.10 Ethical Consideration:

In the context of research, ethics refer to the standards of behaviour that guide the researcher's conduct in relation to the rights of those who become the subject of the study or are affected by it. (Saunders et.al, 2012). Ethical concerns arise as the study is designed, research plan is developed, access to organization and individuals is sought, during data collection, analysis, data management and report making.

Therefore, the researcher in conducting this study, took into consideration the following measures: Acting openly, being truthful, acting with integrity and objectivity, treating study respondents with respect, ensuring confidentiality and anonymity of data through use of non-identifier data. Besides the researcher sought consent of respondents to participate in the study.

To take responsibility in the analysis of data and reporting of findings, the researcher ensured that data were not falsified and findings were reported fully and accurately. The research assistants were oriented on the ethical considerations and relationships and supervised by the lead researcher.

3.11 Limitations to the Study and how they were addressed

Access to data: This challenge was faced because JIACOFE organization has restrictions to some data classified as 'sensitive' yet it was relevant to this study. To address this challenge, the researcher sought clearance from the University and carried a letter of introduction which formalized the engagement between the researcher and the organization and during the entry

meeting, the researcher assured the organization team of confidentiality and right use of the data for academic purposes.

Mobilization of respondents; this was a challenge because the respondents were scattered in different locations due to COVID-19 guidelines which restricted people from gathering. Besides the COVID-19 presidential directives which limited movement and interaction of people made it difficult to access some respondents thus affecting the response rate. To address this challenge, the researcher collaborated with the case study organization (JIACOFÉ) to draw up a program and seek appointment with the respective respondents.

Increased cost of the study: In some instances, the researcher was forced to buy and distribute masks and apply sanitizers yet these items were not budgeted for thus increasing the cost of collecting data.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION.

4.0 Introduction

This chapter presents respondents' demographic characteristics, study results and data analysis relating to the relationship of stakeholder engagement on perceived project success, the relationship of supervisor ethical conduct on perceived project success and the overall relationship of both predictor variables on the dependent variable which was perceived project success. The first section of the chapter contains the demographics of the respondents such as their gender and age distribution while the later section contains the inferential statistics that help address the research study objectives. The findings in this chapter were presented so as to address the following research study objectives;

- i. To establish the relationship between stakeholder engagement and perceived project success.*
- ii. To determine the relationship between supervisor's ethical conduct and perceived project success.*
- iii. To explain the combined relationship of supervisor ethical conduct and stakeholder engagement on perceived project success.*

4.1 Demographic characteristics:

The demographic features of the respondents in the study included the education levels, gender and age of respondents. This information was considered essential for the study since education levels, age and gender distributions, can provide some understanding about the nature of the respondents in the study and also pave way for further research.

4.1.1 Age group distribution

The results in the frequency distribution below, highlight the nature of the age group distribution for those respondents who participated in the study. The research results show that 63.5% of those participants in the project, were actually less than 31 years of age.

Table 2: Age Group Distribution

Years	Count	Valid Percent	Cumulative Percent
11- 15 years	116	42.3	42.3
16- 20 years	21	7.7	50.0
21- 30 years	37	13.5	63.5
31- 40 years	56	20.4	83.9
41 yrs & Above	44	16.1	100.0
Total	274	100.0	

The distribution of the age group in this case study, is an indication that the participants or actors in the ECD sector, are mainly youthful persons who still have many career aspirations to realise and therefore, much can still be done in the form of capacity building to help them attain their career dreams.

4.1.2 Level of education

The distribution of the level of education, was further presented using the frequency distribution indicated in the table below

Table 3: Level of education

Level	Count	Valid Percent	Cumulative Percent
Primary	107	39.1	39.1
O-Level	50	18.2	57.3
A-Level	26	9.5	66.8
Diploma	59	21.5	88.3
First Degree	27	9.9	98.2
Masters and above	5	1.8	100.0
Total	274	100.0	

The results in the table above revealed that most of the project stakeholders had actually been formally educated up to A-level and these comprised 66.8% of the sample. The other stakeholders, comprising 33.2% of the sample, were noted to be educated to Diploma level and above. The distribution shows that the level at which these individuals benefit from the ECD projects, is not the same and therefore, a need for segmented capacity building, based on the levels of education, was necessary for the differing levels of education.

4.1.3 Gender Distribution

The gender distribution of the project stakeholders was presented in the section below and these included the following;

Table 4: Gender Distribution

<i>Gender</i>	Count	Valid Percent	Cumulative Percent
Male	135	49.3	49.3
Female	139	50.7	100.0
Total	274	100.0	

The results show that the majority of the project stakeholders were female (50.7%) and the explanation is consistent with the popular trend in the ECD entities wherein we find that most of the workers there are females. This could be attributed to their willingness to work with children and show a motherly approach to handling matters related to children. The males on the other hand, though comprising 49.3% of the sample, are rarely found working among young children and thus, this trend can be considered to be quite realistic.

4.2 Relationships between the variables.

The relationships between the study variables were examined in this study using the Pearson (r) Correlation coefficient. The Pearson correlations coefficient oscillates between -1.000 and 1.000. Two variables are positively associated if for some increment in one variable, we observe an

increment in the other for instance an increment in the levels of literacy could be positively associated with an increment in the standards of living for a certain community.

However, the correlations are not interrelated as causation for a variety of reasons. This understanding is partly attributed to the fact that sometimes there are mediating or moderating variables between the two variables. For instance, when there is a positive relationship between the literacy and the standards of living, it could be true that the improvement of literacy, causes people to change a number of things in their day today life for instance, they may improve their levels of hygiene and thus suffer less diseases that arise due to contamination of water.

4.2.1 Stakeholder Engagement and Perceived Project Success.

The results in the Pearson correlations table showed that there is a positive significant relationship between the Stakeholder engagement and perceived Project success ($r = .540^{**}$). It was further clear that the dimensions of stakeholder engagement namely *Consultation*, *Participation* and *Communication*, are all positively related to the perceived project success and in order of declining strength of the association with the perceived project success, the dimensions of stakeholder engagement are; *consultation* ($r = .456^{**}$), *Communication* ($r = .414^{**}$) and *Participation* ($r = .397^{**}$). The results are indicative that when Stakeholder Engagement elements such as *participation* are allowed to actively engage in the design of programs of the project, stakeholders can avail feedback to the project leadership, then the project is more likely to *attain* its targets that relate to success for instance the satisfaction of not only the stakeholders but also the satisfaction of the members in the project.

4.2.2 The relationship between supervisor ethical conduct and perceived project success.

It was noted that there is a significant and positive relationship between the *Supervisor Ethical Conduct* and Perceived Project Success ($r = .480^{**}$). These results further showed that in order of increasing strength of the relationship with perceived project success, the dimensions of supervisor ethical conduct that relate to perceived project success are; *Integrity* ($r = .181^{**}$), *Fairness* ($r =$

.332**) and *Role Clarification* ($r = .441^{**}$). The association in this case study with the perceived project success is easy to understand given the various opportunities that come with improved supervisor ethical conduct. For instance, when the roles are clear to each of the supervisors who are running the project, then it means that there will be less clashing of responsibilities and the supervisors can readily support rather than conflict in the running of the project tasks that are available. In this way, with clarity of the responsibilities of the supervisors which are well done, there will be an improved level of the quality of work done, and together with the satisfaction of project beneficiaries.

4.2.3 The combined relationship of Supervisor Ethical Conduct and stakeholder engagement on perceived project success.

Pearson Correlations

The observation from the correlations model showed that the Supervisor Ethical Conduct and the Stakeholder Engagement, are both significantly associated with the Perceived Project success. Though the stakeholder engagement had a slightly stronger relationship with the dependent variable ($r = .540^{**}$) than the relationship that Supervisor Ethical Conduct had with the dependent variable which was perceived Project success ($r = .480^{**}$). These results show that both *Supervisor Ethical Conduct* and stakeholder engagement are both essential in influencing the dependent variable.

Table 5: Pearson Correlations for Variables

	Mean	SD	1	2	3	4	5	6	7	8	9
Consultation (1)	4.451	.710	1.000								
Participation (2)	4.241	.606	.356**	1.000							
Communication (3)	4.188	.651	.371**	.271**	1.000						
Stakeholder Engagement (4)	4.186	.361	.659**	.632**	.648**	1.000					
Fairness (5)	3.679	.699	.260**	.171**	.117	.169**	1.000				
Role clarification (6)	4.192	.635	.319**	.358**	.145*	.272**	.556**	1.000			
Integrity (7)	4.077	.585	.089	.092	.033	.109	.020	.093	1.000		
Supervisor Ethical Conduct (8)	4.042	.438	.316**	.251**	.166**	.321**	.736**	.748**	.405**	1.000	
Perceived project Success (9)	4.416	.436	.456**	.397**	.414**	.540**	.332**	.441**	.181**	.480**	1.000

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Regression Model

The regression model in this case study was presented to understand the level to which the Stakeholder Engagement and Supervisor Ethical Conduct relate,

Table 6: Prediction Model

	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	t	Sig.
	B	Std. Error	Beta		
(Constant)	.870	.268		3.249	.001
Stakeholder Engagement	.518	.060	.430	8.623	.000
Supervisor Ethical Conduct	.340	.050	.342	6.862	.000
Dependent Variable: Perceived Project Success					
R	.629				
R Square	.396				
Adjusted R Square	.392				
Std. Error	.340				
F Statistic	88.841				
Sig.	.000				

The regression model indicated that the Stakeholder Engagement and Supervisor Ethical Conduct, are both significant predictors of the Perceived Project Success and can account for 39.2% of the variance in the Perceived Project Success (Adjusted R Square = .392). The regression model in this case study shows that the Stakeholder Engagement though ($\beta = .430$, $p < .01$), has a greater relationship on the Perceived Project Success than the Supervisor Ethical Conduct much as the regression model was statistically significant (sig. $< .01$).

Analysis Of Variance (ANOVA) Results

In order to further understand the differences in perceptions of the study variables among the study variables, An Analysis of Variance test was degenerated among these respondents with regard to their age. The results are shown in the sections that follow

Table 7: ANOVA results for Stakeholder Engagement by Variable

		N	Mean	SD	Std. Error	F	Sig.
Consultation	11-15 yrs	116	4.565	.838	.078	4.214	.003
	16-20 yrs	21	4.619	.384	.084		
	21-30 yrs	37	4.608	.502	.083		
	31-40 yrs	56	4.223	.680	.091		
	41 yrs & Above	44	4.227	.511	.077		
Participation	11-15 yrs	116	4.379	.614	.057	3.146	.015
	16-20 yrs	21	4.119	.350	.076		
	21-30 yrs	37	4.189	.545	.090		
	31-40 yrs	56	4.188	.577	.077		
	41 yrs & Above	44	4.045	.697	.105		
Communication	11-15 yrs	116	4.185	.538	.050	3.889	.004
	16-20 yrs	21	4.667	.483	.105		
	21-30 yrs	37	4.243	.813	.134		
	31-40 yrs	56	4.071	.783	.105		
	41 yrs & Above	44	4.068	.566	.085		
Stakeholder Engagement	11-15 yrs	116	4.227	.342	.032	4.666	.001
	16-20 yrs	21	4.365	.198	.043		
	21-30 yrs	37	4.247	.364	.060		
	31-40 yrs	56	4.115	.395	.053		
	41 yrs & Above	44	4.033	.364	.055		

The results in the table above showed that there are significant differences among these respondents with regard to their age on the dimensions of Consultation, Participation and Communication as well as on the overall global variable of Stakeholder Engagement (F Statistic > 1.000, $p < .05$). These results showed that there is a need to categorise the respondents by age group if they are to fully benefit from the project activities.

ANOVA results for age group by variable

Success by Age Group. The results in the table below show the comparison of the age group categories on the dimensions of the supervisor ethical conduct and perceived project success by age group.

Table 8: ANOVA results for age group by variable

		N	Mean	SD	Std. Error	F	Sig.
Fairness	11-15 yrs	116	3.651	.705	.065	.411	.800
	16-20 yrs	21	3.833	.532	.116		
	21-30 yrs	37	3.730	.703	.116		
	31-40 yrs	56	3.634	.729	.097		
	41 yrs & Above	44	3.693	.725	.109		
Role clarification	11-15 yrs	116	4.272	.735	.068	1.759	.137
	16-20 yrs	21	4.310	.370	.081		
	21-30 yrs	37	4.189	.616	.101		
	31-40 yrs	56	4.018	.564	.075		
	41 yrs & Above	44	4.148	.512	.077		
Integrity	11-15 yrs	116	4.026	.484	.045	.786	.535
	16-20 yrs	21	4.190	.402	.088		
	21-30 yrs	37	4.189	.701	.115		
	31-40 yrs	56	4.054	.749	.100		
	41 yrs & Above	44	4.091	.563	.085		
Supervisor Ethical Conduct	11-15 yrs	116	4.009	.465	.043	2.257	.063
	16-20 yrs	21	4.267	.177	.039		
	21-30 yrs	37	4.135	.389	.064		
	31-40 yrs	56	3.995	.484	.065		
	41 yrs & Above	44	4.005	.395	.060		
Perceived Project Success	11-15 yrs	116	4.488	.431	.040	3.403	.010
	16-20 yrs	21	4.603	.274	.060		
	21-30 yrs	37	4.345	.463	.076		
	31-40 yrs	56	4.344	.424	.057		
	41 yrs & Above	44	4.292	.453	.068		

It was noted that When it comes to Supervisor ethical conduct, regardless of the age group, the project beneficiaries seem not to differ in the way they perceive their supervisors. This is a critical variable (F Statistic > 1.000, $p > .05$). The only significant difference in this case study was noted on the Perceived Project Success.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction:

This chapter presents the discussion on the findings in chapter four above. It also contains the conclusion and recommendations by the researcher. The discussion focuses on the objectives of the study and the research findings in relation to other scholars' findings. In the first part, the researcher discusses the relationship between stakeholder engagement and perceived project success, this is followed by the discussion on the relationship between supervisor ethical conduct and perceived project success and lastly the discussion on the combined relationship of stakeholder engagement and supervisor ethical conduct on perceived project success. The rest of the chapter is about the conclusion and recommendations in relation to the results of the study.

5.1 The relationship between stakeholder engagement and perceived project success.

The regression model results showed that there is a positive significant relationship between stakeholder engagement and perceived project success. The dimensions of stakeholder engagement namely *Consultation*, *Participation* and *Communication*, are all positively related to perceived project success. This argument is supported in a study by Bagire et.al (2019) when they indicated that there is a significant positive relationship between communication and stakeholder management. The scholars expressed that communication creates, shapes, maintains stakeholder relationships and endorses mutual understanding between the project and its stakeholders. Stakeholder engagement enables the emergence of a cooperative mindset and highlights the jointness of interests as a reason to cooperate which facilitates perceived project success (Civera et.al,2018). However, stakeholder engagement must have a purpose. It is essential to first think about why the project should engage stakeholders and what needs to be achieved because some stakeholders could be counterproductive to the project success due to their different interests.

5.2 The relationship between supervisor ethical conduct and perceived project success.

The regression results in chapter four showed that there is a significant and positive relationship between the *Supervisor Ethical Conduct* and Project Success. In support for this finding, Singh and Prasad (2017) observed that the ethical philosophy a project team uses to implement the project can affect the reputation, productivity and bottom line of the project. Similarly, Jonasson and Ingason (2018) developed a project ethics tool (PET) in which project ethical aspects were presented in order of importance for a successful project. The PET outlines four ethical principles: 1) virtue-based ethics which considers how the outcome of the action taken by an individual reflects on the character of the doer, 2) the utility based ethics principle, considers the action creating more wellbeing for the many, 3) the duty based ethics which considers how the action stands up to a universal moral principle and 4) the rights based ethics principle which considers the social contract and the rights of others. These ethical principles when applied in the implementation of a project by the project supervisor, greatly contribute to perceived project success and attest to the fact that the ethical conduct of a supervisor positively relates to perceived project success. Nevertheless, there is no universal set of ethical principles that exists and what is right and wrong often depends on the situation (Singh & Prasad, 2017).

5.3 The combined relationship of supervisor ethical conduct and stakeholder engagement on perceived project success.

The regression model indicated that the Stakeholder Engagement and Supervisor Ethical Conduct, are both significant predictors of the Perceived Project Success and can account for 39.2% of the variance in the Perceived Project Success (Adjusted R Square = .392). The regression model in this case study shows that the Stakeholder Engagement though ($\beta = .430$, $p < .01$), has a greater relationship on the Perceived Project Success than the Supervisor Ethical Conduct much as the regression model was statistically significant (sig. $< .01$).

This revelation is supported by findings in a study by Davis (2013), where it was concluded that perceptions of success by stakeholders are significant in determining project performance. Indeed, Davis (2013) identified consultation and communication as key elements which define stakeholder engagement and are key factors in the stakeholders' perceptions of project success. However, some literature suggests that stakeholders can have different perceptions of what actually constitutes project success. The supervisor ethical conduct is therefore, a key factor in the stakeholders' perception of project success. This is because the main responsibility of the project supervisor is to implement the project in conformity with the basic societal acceptable rules, both those embodied in law and those embodied in ethical custom (Friedman 1970 as cited by Nygaard *et.al*, 2015).

5.4 Conclusion.

The research findings presented in chapter four revealed a positive significant relationship between stakeholder engagement and perceived project success. This is true because in the field of development projects, *consultation*, *participation* and regular *communication* which are key dimensions of stakeholder engagement, greatly increase transparency and ownership. When stakeholders are consulted on key project decisions, are facilitated to participate in the relevant project activities and when there is regular communication on the progress of the project, there is likely to be a positive contribution of stakeholders to the project and thus predicting positive perceived project success.

Similarly, the study findings showed a significant and positive relationship between the *Supervisor Ethical Conduct* and Project Success ($r = .480^{**}$). The researcher therefore concludes that, *Integrity*, *Fairness* and *Role Clarification* which define the ethical conduct of a supervisor in this study are important elements in predicting perceived project success. When the roles are clear to each of the project stakeholders it reduces conflict and negative energies on the project, when the project supervisor exhibits integrity and treats team members with fairness, there is likely to be

good team spirit and respect among project team members which positively predict perceived project success.

Besides, the study results showed that the Supervisor Ethical Conduct and the Stakeholder Engagement, are both significantly associated with the Perceived Project success. In the field of project management, these variables are hardly missed. Every project organization strives to have an ethical project supervisor to uphold her values and code of conduct and also wishes to engage as much as possible with the relevant stakeholders in the project to promote ownership and sustainability. It is therefore not surprising that both the supervisor ethical conduct and stakeholder engagement positively influence perceived project success.

5.5 Recommendations.

In view of the study objectives, study questions, the findings of this study and the conclusion above, the researcher recommends as follows:

To all development partners and government: Promote meaningful and regular engagement of stakeholders in all projects. Regular *consultation with stakeholders on key project decisions* lay the foundation for project success.

To JIACOFÉ NGO, stakeholder engagement is a process and should be well planned and resources allocated to facilitate stakeholder activities.

Project management professionals and scholars should always nurture and promote supervisor ethical conduct in project work to facilitate perceived project success. An ethical project supervisor is more likely to uphold organizational values and code of conduct necessary in fostering project success. The study findings revealed that the JIACOFÉ project supervisor clearly defined roles for the staff, the views of stakeholders on the project were listened to and captured by JIACOFÉ which positively contributed to perceived project success. It is therefore prudent that project managers learn from this finding to promote ethical supervisor conduct in their project work.

Project management practitioners are called upon to create a balance between project implementation, engaging stakeholders and the ethical conduct of the project if their projects are to be successful. The study findings show that both stakeholder engagement and the ethical conduct of the supervisor are significant in predicting perceived project success thus the need for a balance.

5.6 Areas for further research.

This study and the findings therein point to a number of opportunities for further research as below: There is need to conduct a qualitative study on perceived project success to be able to capture the perceptions, feelings and attitudes of the stakeholders and the general public on project success since this study was majorly quantitative in nature thus missing out on the emotions and feelings of beneficiaries. Researchers could conduct a study to investigate on factors that are necessary to facilitate perceived project success looking at projects as units of analysis since this study was limited to just one case study and majorly focused on beneficiaries/stakeholders' perceptions which is also subjective.

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Appendix 1: Research Instrument.

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Self-Administered Questionnaire (To be filled by Respondents)

Introduction:

This questionnaire aims at aiding research on: “stakeholder engagement, supervisor ethical conduct and perceived project success: A case study study of ECD project in Jinja. It is specifically for you as a selected respondent because of your knowledge and participation in the ECD project funded by Terre Des Hommes Netherlands and implemented by JIACOFÉ between 2012-2015. The information collected will be used for academic purposes only and will be kept confidential. Kindly spare some time from your schedule and fill in this questionnaire for me. I will ask you to sign the attendance register as evidence for consent and participation. Would you like to take part in this study? Yes ☐ No ☐

Thank you for accepting to take part in the study.

INSTRUCTIONS:

Please tick the box which corresponds with your response.

SECTION A: Demographic characteristics.

1. Age of the respondent.

- 1.1. 11-15 ☐
- 1.2. 16-20 ☐
- 1.3. 21-25 ☐
- 1.4. 26-30 ☐
- 1.5. 31 -35 ☐
- 1.6. 36 -40 ☐
- 1.7. 41 and above ☐

2. Level of education:2.1. Primary 2.2. O'Level 2.3. A'Level 2.4. Diploma 2.5. Degree

2.6. Masters and above

3. SEX:3.1. Male 3.2. Female 3.3. Other **SECTION B. STAKEHOLDER ENGAGEMENT:**

For each of the statements below, kindly show the extent to which you agree or disagree on a 5-point scale by ticking a box of your choice. The scale is Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4) and Strongly Agree (5).

Construct and Measure	Scale				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Consultation					
C.1.Organization seeks views of stakeholders on project issues of concern	1	2	3	4	5
C.2. Stakeholder engagement activities are captured in the project action plans	1	2	3	4	5
C.3.Stakeholders are drawn across different sectors	1	2	3	4	5
C.4.Feedback from stakeholders is captured and acted upon	1	2	3	4	5

C.5.Organization provides resources (e.g., food, travel funds, etc.) so stakeholders from distant villages can attend meetings for consultations	1	2	3	4	5
Participation					
P.1.Stakeholder views are listened to and noted. Points may be challenged, but are not dismissed	1	2	3	4	5
P.2.Stakeholders are allowed to voice their views without restrictions and without fear of penalty or discipline	1	2	3	4	5
P.3.Quieter stakeholders are drawn out and allowed time to express their views	1	2	3	4	5
P.4.Organization encourages stakeholders to comment upon engagement processes and to recommend improvements	1	2	3	4	5
P.5.Organization documents the reasons and processes of each stakeholder engagement to facilitate internal and external audit	1	2	3	4	5
P.6.Organization uses various methods to engage stakeholders (e.g. face-to-face, telephone, FGD, &meetings.	1	2	3	4	5
Communication:					
C.a. Stakeholders are briefed by the organisation to ensure that opinions and decisions are understood.	1	2	3	4	5
C.b. Engagement tools are designed to be understood, easy to complete and encourage constructive feedback	1	2	3	4	5
C.c. Clear rules are set for each stakeholder dialogue	1	2	3	4	5
C.d. Confidentiality is ensured for stakeholders	1	2	3	4	5

SECTION C: SUPERVISOR ETHICAL CONDUCT.

For each of the statements below, kindly show the extent to which you agree or disagree on a 5-point scale by ticking a box of your choice. The scale is Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4) and Strongly Agree (5).

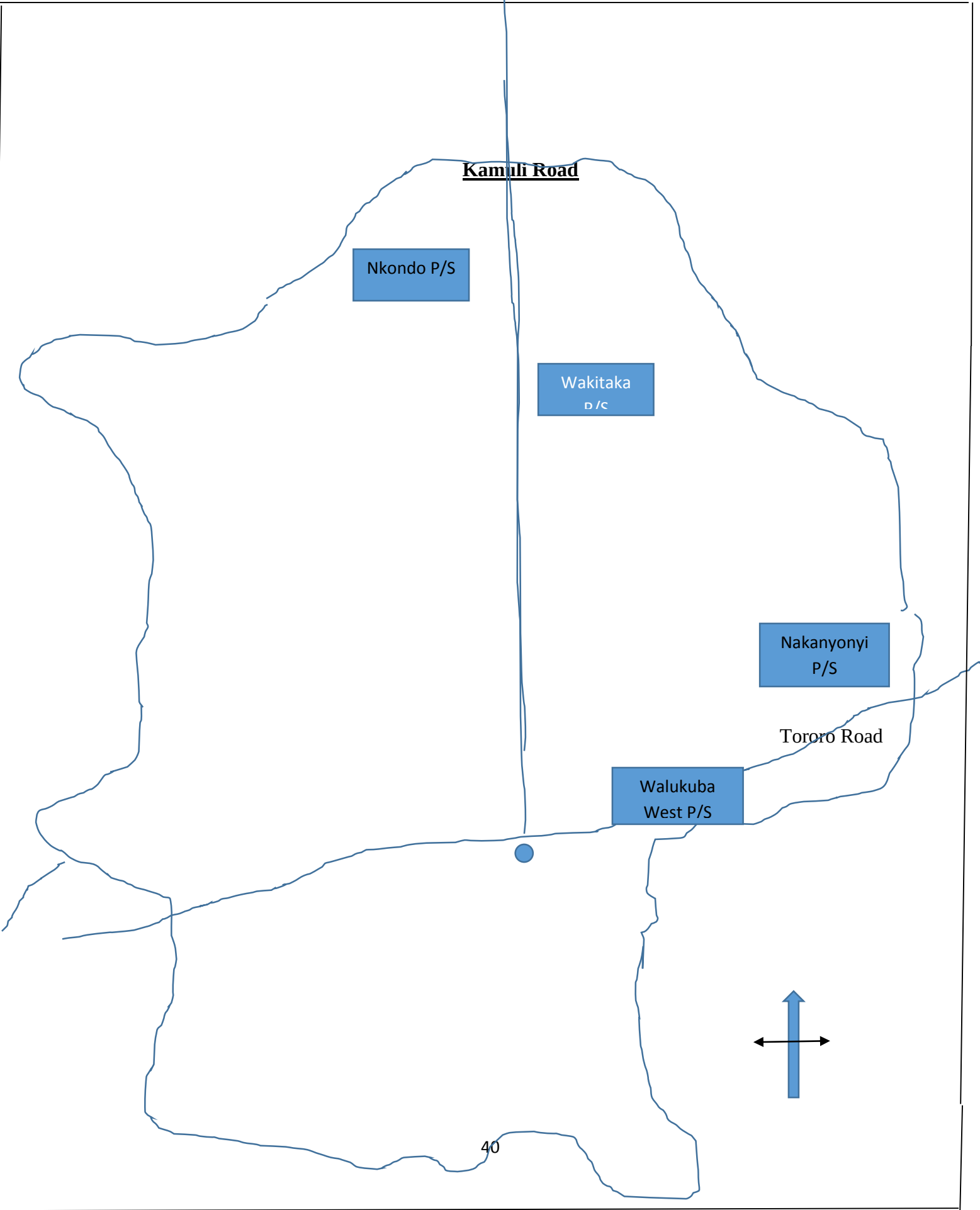
Construct and Measure	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Fairness					
F.1.Supervisor holds staff accountable for problems over which they have no control.	1	2	3	4	5
F.2.Supervisor is focused mainly on achieving his/her own goals.	1	2	3	4	5
F.3.Supervisor manipulates subordinates.	1	2	3	4	5
F.4.Supervisor treats team members with respect and as how he would wish to be treated.	1	2	3	4	5
Role clarification					
R.1.Supervisor and supervisee roles and responsibilities are clearly defined.	1	2	3	4	5
R.2.Supervisor clarifies project priorities.	1	2	3	4	5
R.3.Supervisor identifies gaps and overlaps and makes plans for dealing with them	1	2	3	4	5
R.4.Supervisor inducts team members and ensures they are aware of their roles	1	2	3	4	5
Integrity					
I.1.Supervisor keeps his/her promises.	1	2	3	4	5
I.2.Supervisor can be trusted to do the things he/she says.	1	2	3	4	5
I.3.Supervisor can honestly tell his/her staff their weaknesses and strengths.	1	2	3	4	5
I.4. Supervisor regularly reports violations that conflict with organization policies and regulations.	1	2	3	4	5

SECTION D. PERCEIVED PROJECT SUCCESS:

For each of the statements below, kindly show the extent to which you agree or disagree on a 5-point scale by ticking in a box of your choice. The scale is Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4) and Strongly Agree (5).

Construct and Measures	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Budget control					
B.1.Project budget was developed and approved	1	2	3	4	5
B.2.The ECD project was completed within approved budget	1	2	3	4	5
B.3.Financial audit was conducted regularly	1	2	3	4	5
B.4.JIACOFE held budget review meetings to compare planned versus actual expenditures	1	2	3	4	5
Quality management					
Q.1.The project was implemented with a high standard of work quality.	1	2	3	4	5
Q.2.The ECD services are of good quality and standards	1	2	3	4	5
Q.3.The project created a positive economic and social impact on society	1	2	3	4	5
Q.4.The ECD project was accepted by the public	1	2	3	4	5
Client satisfaction					
CL.1.The ECD project is useful to beneficiaries	1	2	3	4	5
CL.2.The beneficiaries are using the ECD centers .	1	2	3	4	5
CL.3.The ECD centers help children to learn as planned	1	2	3	4	5
CL.4. JIACOFE conducts surveys to get feedback from beneficiaries.	1	2	3	4	5

Appendix 2: Map Of Jinja Showing Study Area



APPENDIX 3: CERTIFICATE OF CORRECTION



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Faculty of Graduate Studies & Research

September 21, 2023

Vivad WASUBIRE KENNETH MASSA, MBA, 2018/HD10/2647U basing on his dissertation titled "Stakeholder Engagement, Supervisor Ethical Conduct and Perceived Project Success: A Case Study of ECD Project in Jinja District".

Corrections and Revisions;

- The candidate should correctly edit the cover page. i.e. the page should begin with "Makerere University", and then below write **Makerere University Business School**.
- Correctly edit the cover page at the bottom. "A Dissertation to Makerere University Business School (Faculty of Graduate Studies and Research) in partial.....".
- What was the basis for stratification?
- The candidate needs to revise the conceptual framework to remove the recursive arrow.
- Can you prove that your sample size exists using the population that your stating?
- In your key findings per relationship, the asterisks are not professionally presented for instance ($r=.540^{**}$, $p<.05$); rather retain the asterisk and avoid the p-values or remove the asterisks and remain with the p-values.
- Align your conceptual framework to the discussion
- Justify why you are discussing results based on correlation given that you have regression results.
- Explain the difference between perceived project success and actual project success
- Don't you think that quality management is subjective as a measure of project success?
- How do you define success regarding your work?
- What is the argument on the transition from project success to perceived project success given that the two concepts can be investigated independently and separately?
- Are those the right indicators of project success?

Overall

- The candidate should use APA FORMAT for all citations and referencing.
- The candidate should attend to all the typographic and grammatical errors.
- Pay attention to the order of your names. Names should appear in the order in which they are stated in your admission letter.
- Your conceptualization of project success should be consistent from the beginning.
- The candidate should re-operationalize the indicators of perceived project success
- The candidate should improve on the description of the analysis by using regression results instead of correlation results.
- Address the above comments and the comments from all the Examiner's reports.
- The candidate should prepare and submit a compliance report including all the issues raised and all comments from the Examiners.

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Agreed:

To recommend **WASUBIRE KENNETH MASSA** for the award of the Degree of Master of Business Administration of Makerere University after making **MINOR** corrections noted above to the Satisfaction of the supervisors

For Satisfaction of the Supervisors.

The student has addressed all the corrections as noted above.


.....
Dr. Willy Wanyenya


.....
Mr. Humphrey Turinawe

See overleaf for guidelines

Prepared by:.....

