ETHICAL BEHAVIOUR IN PROCUREMENT DECISION MAKING

A CASE STUDY OF KIPKELION DISTRICT PROCUREMENT OFFICE

BY

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DECLARATION

I NG'ETICH LYDIA, do hereby declare to the best of my knowledge that the dissertation presented to Kampala International University is purely my original work and has never been submitted by any institution or organization for any award.

Signed...................................

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Date......21/11/2011......................

APPROVAL

This work has been done under my supervisor as an institution supervisor and submitted with my approval.

Signature..

MR. BARASA HENRY

Date....2 1/11/2011................................

DEDICATION

I dedicate this dissertation to my beloved Dad for his encouragement, guidance, and constant support throughout this entire time. Thank you for being there for me and May the almighty bless you abundantly.

ACKNOWLEDGEMENT

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ABSTRACT

The topic of my research was ethical behavior in procurement decision making and the area of my study was at the District Commissioner's office in Kipkelion District. The study took place at the months of September and October 2011.

The purpose of the study was to identify the level of ethical behavior in decision making in Kipkelion district and to determine the impact on the moral development on the employees. Determining the strategies of enhancing ethical decision making was important during the study.

The study was conducted mainly by questionnaires which were distributed to the members of the staff in the procurement department who were required to give their views. Direct interviews and observation was also paramount in establishing the findings. The findings showed that the level of ethical decision making in Kipkelion district was very high but its impact on moral development was not greatly felt. Rewarding employees, provision of guidelines and peer support were the main strategies for enhancing moral development.

CHAPTER ONE
INTRODUCTION

1.0 Introduction

The chapter contains background of the study, statement of the problem, purpose of the study, objectives of study, research questions, and scope of study, significance of study, background of the organization and structure of the report.

1.1 Background of the study

Decision making is a key management role in the day to day operations of any business. Ethical decision making is concerned with justification of actions and practices in specific situations. Managers need a practical concept of ethics to apply to problems they face in the work place. Procurement as profession involves a great deal of service to the public and the way one acts when dealing with people justifies one's actions.

Since Kenya's independence, the public procurement system has evolved and transformed itself into an effective and efficient instrument for achieving value for money. "prior to the enactment of the public procurement and disposal act, 2005 procurement use to be regulated by treasury circulars from 1969; and then the supplies manual of 1978; before the promulgation of the exchequer and audit regulations,2001" Kirungu (personal communication sep 2011). The public procurement and disposal act, 2005 established several bodies including the public procurement oversight authority (PPOA), the public procurement oversight advisory board (PPOAB), and the public procurement administrative review board (PPARB).

Kipkelion District was established in 2008. The District Commissioner's office regulates and controls all the purchasing within the district. "Decisions made affects a majority of the people therefore it is very important to be careful before making any of them in this office", Fred Mutai (personal communication, September 2011). "One of the key ingredients of a good decision is the quality and availability of information to support decision making," (M.Combs, information systems for business management, 1995).

Ethical decision making leads to development of morals. During the 2010/2011 annual tender process, the extent to which morality has developed was clearly shown. In an effort to select

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qualified contractors for the financial year 2010/2011, collusions with suppliers, exchange of gifts and money influenced the whole process making decision making subjective. The tender committee made up of heads of departments had a great influence on the whole exercise. Some of the committee members had registered firms in other names and thus gave first priority to these firms to undertake some contracts. Junior employees and clerks lacked role models to emulate therefore using their limited influence, they also follow stakes. This makes development of morals a dream yet to be realized.

1.2 Statement of the problem

The Public Procurement and Disposal Act, 2005 objectives include maximizing economy and efficiency, promoting competition, integrity and fairness, to increase transparency, accountability and public confidence. Procurement and disposal entities are encouraged to adopt ethical principles in their activities. Despite the formation of public procurement oversight authority (PPOA) to oversee procurement activities in Kenya, moral development in Kipkelion district is still a dream as most decision are done with favoritism and subjectively.

This therefore initiated a need to investigate the extent to which this authority as promoted the development of morals and encouraged ethical decision making in Kipkelion district.

1.3 Purpose of the study

The purpose of the study is to establish the extent to which ethical behavior in procurement decision making has led to moral development in Kipkelion district.

1.4 Objective of the study

1. To establish the level of ethical decision making practice in Kipkelion District Procurement Office.
2. To examine the impact of decision making on moral development in the district.
3. To establish strategies of enhancing ethical decision making in the district.

1.5 Research questions

1. What is the level of ethical decision making in the district?
2. What is the impact of decision making on moral development?
3. What are the strategies of enhancing ethical decision making in the district?

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1.6 Scope of the study

1.6.1 Geographical scope

The study was conducted at the Kipkelion District headquarters, procurement office.

1.6.2 Time scope

The study was done between the period of July and September 2011.

1.7 Significance of the study

The study will help to improve the ethical behavior in procurement decision making in the organization and also help in the development of morals in the district.

1.8 Background of the Organisation

Kipkelion District was established 2008 after the enactment of an act of parliament making all constituencies to become districts. The district is headed by Mr. Aden Harekhe who has been the district commissioner since its formation. He is assisted by senior district officer Mr. Moses Lilan. The district as seven divisions each headed by district officer. The district commissioners office which is under the ministry of provincial administration consists of departments' namely ,human resource , registry, administration police line, accounts section and the procurement department all working together as one unit.

The procurement department is headed by district procurement officer Mr. Joseph Koskey. The office has six staffs namely Mr. Fred Mutai working in the store section Mrs. Nancy Njeri, Mr. Kirui John, Mr.Koech Sadrack, Miss .Emmy Jeptoo and Miss Irene Jumba. The role of procurement department is to perform the purchasing function for the district, act as an advisor to other departments and also maintain the district inventory. The latest activity done was annual tender award for the year 2010/2011, which was the selection of the qualified and prequalified suppliers of the goods and services for the mentioned year.

Other departments that seeks services from the procurement office in Kipkelion district include; the Kenya police department, the district youth office, the district water office, the public health and sanitation department, the district agriculture office, district medical service and the district roads office. All the above departments receive quarterly funding from their relevant ministries

to enable them run their various activities in form of A.I.Es (authority to incur expenditure). They are later required to submit financial report of their expenditures to the ministry headquarters before the next re-allocation.

1.9 Conceptualization of Study Variables

INDEPENDENT VARIABLE

DEPENDED VARIABLE

ETHICAL BEHAVIOUR IN PROCUREMENT	DECISION MAKING
Due process following	Accepting to procure or not
Differentiation of office business with	Short listing given vendors
the personal once	Knowing which material to procure or not
Avoidance of kick backs	

INTERVENING VARIABLES

Scandals- Plagiarism
Academic dishonesty
Sexual misconduct

Source: Primary Data

Explanation

Ethics is a concept that runs deep in the collective consciousness of modern society. Most people believe that choosing the moral "high road," standing up for one's principles, and doing the right thing should form the foundation for the actions and decision of today's leaders. Yet headlines depict graft, corruption and moral decay that cast shadows beyond government and business to the heart of college and campuses. Scandals such as plagiarism, sexual misconduct and academic dishonesty serve as reminders of what happens when ethics are considered an option of convenience.

Ethical behavior and decision making are expected from those in a position of trust. The credibility of procurement personnel is closely tied to the ethical principles we demonstrate in

our day to day interactions. While most would agree that these purchasing professionals should be models of ethical behavior, we struggle to agree on exactly what form this behavior should take. Before we can reach a consensus, we need to gain a better understanding on the concept of ethics.

Frank (2000) point to ethics as "the process of determining what one considers right and wrong" (P.45).This may sound easy, but in reality it's a complicated task. Right and wrong are subjective concepts that vary according to culture, moral climate, and individual circumstances. What may be the right action in a particular instance may be absolutely wrong in another. To help navigate through this ambiguity, we need some guidelines for decision making and action.

The first of these guidelines involves trying to see an issue through the eyes of the community. In practice these translate into understanding the local principles which are valued and respected, Such as religious tenets and established customs. Issues of moral choice need to be weighed in light of their social context. Even as we grasp the community's larger beliefs, we need to recognize that there are smaller segments of the community which may hold different beliefs and attitudes, based upon its citizenry. For example, officials at a private, religiously affiliated college may view a hazing incident very differently from their counterparts at a military academy, even though both groups live in the same community.

Regardless of these variances, our goal is to consider the matter based on what the community believes is right. Often there is no clear-cut "right" choice; instead there are dozens of viable options. We must weigh these options in light of their possible consequences and decide which options appear to cause the least amount of harm to all involved (Frank, 2000).

When the concept of ethics is applied to the business community, it becomes clear that procurement officers often find themselves in the thick of such discussions. Buck, Moore, Schwartz, and Supon (2001) point out," there is no ethically neutral place from which to advise."

CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

This chapter contains available literature on ethical decision making and moral development. It take into account in-depth study of ethical decision making according to different scholars, conceptualized of the study variables, levels of ethical decision making, dimension of ethical decision making, strategies of enhancing ethical decision making, stages of moral development and conclusion.

2.1 Factors Affecting Ethical Decision-Making

In general, there are three type of influence on ethical decision making in business:

1. Individual different factors
2. Situational (organizational) factors
3. Issue-related factors.

2.1.1 Individual different factors.

Individual different factors are personal factors about an individual that may influence their sensitivity to ethical issues, their judgment about such issues, and their related behavior. Research as identified many personal characteristic that impacts ethical decision making. The individual difference factor that has received the most research support is "cognitive moral development."

This framework, development by Lawrence Kohlberg in the 1960s and extended by Kohlberg and other researchers in the subsequent years, help to explain why different people make different evaluations when confronted with the same ethical issue. It posits that an individual's level of "moral development" affects their ethical issues recognition, judgment, behavior intentions, and behavior.

According to the theory, individuals' level of moral development passes through stages as they mature. Theoretically, there are three major levels of development. The lowest level of moral development is termed as the "pre-conventional" level. At the two stages of this level, the individual typically will evaluate ethical issues in light of a desire to avoid punishment and/or

seek personal reward. The pre-conventional level of moral development is usually associated with small children or adolescents.

The middle level of development is called the "conventional" level. At the stages of the conventional level, the individual assesses ethical issues on the basis of the fairness to others and a desire to conform to societal rules and expectations. Thus, the individual looks outside him/herself to determine the right or wrong. According to Kohlberg, most adults operate at the conventional level of moral reasoning.

The highest level of development is the "principle" level. At the principle level, the individual is likely to apply principles (which may be utilitarianism, deontological, or justice) to ethical issues in an attempt to resolve them. According to Kohlberg, a principled person looks inside him or herself and is less likely to be influenced by situational (organizational) expectations.

The cognitive moral development framework is relevant to business ethics because it offers a powerful explanation of individual differences in ethical reasoning. Individuals at different levels of moral development are likely to think differently about ethical issues and resolve them differently.

2.1.2 Situational (organizational) factors.

Individuals' ethical issues recognition, judgment, and behavior are affected by contextual factors. In the business ethics context, the organizational factors that affects ethical decision making include the work group, the supervisor, organizational policies and procedures, organizational code of conduct, and the overall organizational culture. Each of these factors, individually and collectively, can cause individuals to reach different conclusions about ethical issues than they would have their own. This section looks at one of these organizational factors, codes of conduct in more detail.

Codes of conduct are formal policies, procedures, and enforcement mechanisms that spell out the moral and ethical expectations of the organization. A key part of organizational codes of conduct are written ethics code. Ethics codes are statements of the norms and beliefs of an organization. These norms and beliefs are generally proposed, discussed, and defined by the senior executives in the firm. Whatever process is used for their determination, the norms and beliefs are then disseminated throughout the firm.

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An example of a code item would be," employees of this company will not accept personal gift with a monetary value over $25 in total from any business friend or associate, and they are expected to pay their full share of the costs for a meal or other entertainment (concerts, the theater, sporting events, etc.) that have a value above $25 per person." Hosmer points out that the norms in an ethical code are generally expressed as a series of negative statements, for it is easier to list the things a person should not do than to be precise about the things a person should do.

Almost all larger companies and many small companies have code of ethics. However, codes of ethics are unlikely to influence individual to be more ethical in the conduct of business. To be effective, ethics code must be part of a value system that permeates the culture of the organization. Executives must display genuine commitment to the ideals expressed in the written code-if their behavior is inconsistent with the formal code, the code's effectiveness will be reduced considerably.

At a minimum, the code of conduct must be specific to the ethical issue confronted in the particular industry or company. It should be the subject of ethical training that focuses on actual dilemmas likely to be faced by employees in the organization. The conducts code must contain communication mechanism for the dissemination of the organizational ethical standards and for the reporting of perceived wrongdoing within the organization by employees.

Organizations must also ensure that perceived ethical violations are adequately investigated and that wrong doing is punished. Researchers suggest that unless ethical behavior is rewarded and unethical behavior is punished, written code of conducts are unlikely to be effective.

2.1.3 Issue-related factors.

Conceptual research by Thomas Jones in the year 1990s and subsequent empirical studies suggest that ethical issues in business must have a certain level of "moral intensity" before they will trigger ethical decision making process. Thus, individual and situational factors are unlikely to influence decision making for issues considered by the individual to be minor.

Certain characteristic of issues determine their moral intensity. In general, researchers suggest that issues with more serious consequences are more likely to reach the threshold level of intensity. Likewise, issues that are deemed by a societal consensus to be ethical or unethical are more likely to trigger ethical decision-making processes.

In summary, business ethics is an exceedingly complicated area, one that has contemporary significance for all business practitioners. There are however, guidelines in place for effective ethical decision making. These all have their positive and negative side, but taken together, they may assist the businessperson to steer towards the most ethical decision possible under a particular set of circumstances.

2.2 Process of Ethical Decision Making

Ethical decision making is contingent upon a number of factors. The first step in decision making is recognizing that a practice situation has competing values, obligation, or principles, which for the purpose of this study will serve as the definition of an ethical dilemma. Once the ethical issue is recognized, the second step is to understand the rationale used by procurement officers to determine the presence of an ethical dilemma which can involve a variety of responses to the identified ethical dilemmas.

The third step in ethical decision making is the resolution process used to facilitate ethical outcomes. The resolution process can encompass a variety of ways in which procurement staff can resolve ethical dilemmas. What is considered an optimal approach is one that establishes the ethical facts, possible alternatives available, applies ethical theory and principles and considers consequences of different courses of actions for resolution (Hebert, 1996; Reamer, 1990). Understanding how practitioners identify the presence of an ethical dilemma and how they make decision regarding the resolution of the ethical dilemma provides the conceptual understanding for this study.

The ethical decision making process rest largely on the ability of the practitioners to recognize that an ethical dilemma exist in a given practice situation. Recognizing that the situation has competing values, principles and obligations helps to separate the ethical components from practice or non ethical components (Reamer, 1990). Identifying the ethical components of a situation also serve to reduce the tendency of procurement staff seeing ethical issues as merely practice/problems which lead to resolution strategies based on practical techniques rather than on sound ethical inquiry (Joseph 1989).

The identification of ethical dilemmas can also be influenced by practitioners who rely on personal value preferences or on an ordinary morality screen that is based on intuitive level of

thinking rather than on reflection of ethical principles, theories, or codes of ethics (Foster, Scesny, McClellan & Cotman, 1993). A personalized moral sense is rooted in an individual's belief of what is right and wrong rather than on moral rulers or principles. As a result, certain practice situations will not be perceived as involving conflicting moral issues (Goldstein, 1987).

Practitioners who tend to follow rules, agency policy, or legal obligations may find themselves unwilling to identify and subsequently unwilling to act upon ethical dilemmas (Kugelman-Jaffee, 1990). Often agency policy, obligations, and even organizational work roles in the agency may influence the priorities that a practitioner will consider in identifying ethical dilemmas (Mattison, 2000). Organizational rules and constraints frequently make a social worker's obligations unclear as to whom the social worker as primary obligation: the client or the agency (Abramson, 1981). For practitioners in procurement where the focus is on purchasing, the influence of the organization can be problematic in relation to the complex ethical issue emerging in business (Abramson, 1990; Abramson & Beck Black, 1985; Foster et al, 1993; Reamer, 1985).

Ethical decision making may be approached by practitioners in a number of ways. The reliance of procurement officers to solve ethical dilemmas from an intuitive sense rooted in their own internalized ethical code may lead to biased solutions that rest generally on a practitioner's own personal values. Decision-making based on moralistic beliefs of practitioner's is viewed as a subjective ethical decision making style that is not grounded in a careful consideration of the fundamental moral situation (Foster et al., 1993; Goldmeier, 1984).

Similarly, ethical decision making that is based on rules, organizational influences, or legal obligations that guide ethical analysis may also result in a practitioner's favoring different priorities, a bias which can lead to different course of action for ethical resolution. Reliance on rules, obligations, or agency policy reflects on ethical decision making style that attempts to resolve ethical dilemmas through the use of technical skills rather than through reasonable ethical inquiry (Joseph, 1991).

Because of the tendency of procurement officers to solve ethical dilemmas either by reliance on their own individualized ethical styles or by adherence to agency policy, rules or regulations, several researchers have proposed resolution paradigms as a way to formalize and clarify the reasoning that needs to occur for appropriate ethical decision making (Abramson, 1981;

Blumenfield & Lowe, 1987; Loewenberg & Dolgoff, 1996). These models for ethical decision-making have been developed as a method that analyze ethical issues, to establish the ethically relevant facts and to determine what needs to be addressed for adequate resolution of moral quandary (Hebert, 1996; Manning, 1997). While each resolution model emphasizes a different aspect of decision making, all the models offer some general commonalties such as identifying the ethically relevant facts, determining a decision making process, identifying relevant value issues and examining the various alternatives and options in order to select a plan of action. These common features offer ways to organize the various dimensions of ethical analysis and to guide practitioners towards practical solutions that are sensible and insightful (Hebert, 1996; Mattison, 2000). While these models are not intended to be simple formulas or technical tools to be applied for ethical resolution, they are ways to provide rationale for making choices (Abramson, 1981; Mattison, 1994).

2.3 Impact of ethical decision making on moral development

The process of ethical decision making may be influenced by a number of factors such as internalization of procurement values, education, experience, prior ethics training and professional identification. The presence of these factors may guide a practitioner towards a decision making process that is based on an examination of ethical theory, principle and codes of ethics and the examination of all possible alternatives and options available to resolve the ethical dilemma.

A key component to ethical decision making is the identification of the value conflict present in situation. Ethical problems and dilemmas that occur have value-based components that include issues such as client autonomy, confidentiality and distribution of resources (Watt, 1992). These value conflicts are often the most problematic for procurement staff particularly when faced with determining which value should be considered primary among competing interest. Competing obligation often raise questions such as, are there primary obligation to self-determination or are there situations where disclosure of confident information is justified (Mattison, 2000). Often these values conflicts involve choosing among courses of action where none of the options or alternatives appears to offer a satisfactory resolution.

The question of whether procurement officers understands how to use values in professional practice and how these values influence the ethical dimension of practice remains largely

unanswered. Despite the importance of procurement values to professional practice and to the existing empirical study on values and impacts of procurement training on values assimilation (Abbott,1988; Varley, 1963), little research has been focused on internalization of procurement values and its influence on ethical decisions. As ethical dilemmas are typically defined in terms of competing values, the internalization of procurement values should lead a procurement officer to identify readily ethical issues when confronted with conflicting values and use those conflicting values as a way to initiate ethical discussion and deliberation.

As values are an integral part of procurement staff education, the educational background of practitioners may also influence the use of decision making process. Consequently, the educational background of practitioners has been examined as a possible correlate in previous studies on ethics and procurement practice (Dobrin, 1988; Mattison, 1994; Watt, 1992). At least one researcher has suggested that education not only improves practice skills but that gradual education can also improve the ethical skills needed for ethical decision making (Dobrin, 1988). Dobrin's suggestion (1988) is that years of formal procurement education, exposure to systematic learning, and participation in the educational process may lead practitioners to develop principled ethical judgments' based on resolution paradigms.

Coupled with a practitioner's education background, the years of experience in procurement practice may also influence the use of a process for ethical decision making. Experience in procurement is suggested as a possible factor that increases knowledge about the multiple issues that comes into play with ethical dilemmas (Congress, 1986), a suggestion implying that more experience equals an improved use of process of ethical decision making.

Preparedness in ethical analysis and decision-making through prior training in ethics, ethical theory, and ethical principles has also been found to improve competence in ethical deliberation (Foster et al., 1993; Joseph & Conrad, 1989). Prior education and training in ethics increase procurement officer's awareness of the moral components of situation and provide a framework to help practitioners analyze and resolve ethical conflicts in practice (Foster et al., 1993; Joseph & Conrad, 1989; Watt, 1992). Previous studies demonstrate that procurement officers without prior ethical training report a lack of preparedness to resolve ethical dilemmas and lack a general ability to make decisions based on the ethical content of the dilemmas, thus relying on personal

rather than professional ethics for guidance (Kugelman-Jeff, 1990; Felkenes, 1980; Mattison, 1994).

A worker's professional identification with the procurement may be a final factor that influence the use of an ethical decision making process. Organizational influence has been demonstrated to affects the ethical decision making ability of practitioners (Congress, 1986; Kugleman-Jaffee, 1990; Walden, Wolock & Demone, 1991). The organizational setting can influence the health care of workers to adopt professional roles consistent with the hospital organization thus fostering an attitude risking a loss of identity with respect to professional discipline (Chamblis, 1996). At least one researcher found out that practitioners will identify with concrete organizational policy first when they regard professional obligation as too abstract to be used in practice (Felkenes, 1980). When ethical decision-making and the organization has been studied empirically, researcher found out that those who rely on organization rules deliberate somewhat differently on ethical issues than do those practitioners who use ethical principles to guide their decision making (Kugelman-Jeffee, 1990). Thus, the challenge procurement officer has is to maintain their professional identification which can lead to ethically informed positions and to increase quality in the provision of their services. Furthermore maintenance of professional identity which begins during the educational process is fostered through professional organization membership, attendance at procurement sponsored conferences, participation in procurement meetings and maintenance of appropriate license and/or certification. A continued sense of professional connection to social work allows for a more fully integrated professional identity that fosters a greater commitment to social work profession rather than to the values of the employing organization (Compton & Galaway, 1984). A continued commitment to the profession may influence a practitioners' ability to demonstrate ethical skill and use a reasoned process for ethical resolution rather than to rely on organizational authority or power held by others in a multidisciplinary setting (Kugelman-Jaffee, 1990).

2.4 Strategies of Enhancing Ethical Decision Making

Perhaps the most common strategy used to provide evidence for the construct validity of ethical decision making measures is examination of the measure's correlation with other individual-level constructs. For example, Mumford, Gessner, Connelly, O'Connor, and Clifton(1993) developed a measure of ethical decision making using a variation on an in-basket task, in which

people were asked whether they would or would not follow a decision recommendation in which the decisions were structured such that they might result in harm to others or harm to institutions. The positive correlations observed between scores on this measure and measures of other psychological constructs held to be linked to unethical behavior, such as narcissism and power motives, provided requisite construct validity evidence.

Further evidence bearing on the construct validity of this measure was provided by showing that responses to the measure were not related to social desirability but were related to situational cues inducing ethical processing. Similar strategies for validating ethical decision making measures have been applied by Paolillo and Vitell (2000); Roosen, Pelsmacker, and Bostyn (2001); and Trevino and Youngblood (1990).

Another strategy that has been used to provide construct validity evidence has focused on the substantive implications of the response options. In one case study, Wittmer (2000) scored a measure of managerial ethical decision making for both the appropriateness of decisions and a ranking of ethical issues involved in these decisions. He provided evidence for the validity of the ethical decision making measure by showing that decisions flowing from this measure were positively related to rankings of relevant ethical issues. Of course, a number of approaches along those lines might be used to provide construct validation evidence. For example, one might be related to scoring systems examining relevant social psychological attributes of responses such as aggression and deception [Murphy, 1993].

Alternatively, one might show that ethical decisions were positively related to the application of cognitive strategies, such as assessing downstream consequences for others, held to contribute to integrity [Mumford & Helton, 2002].

Still another way one might examine the validity of an ethical decision making measure is to appraise the correlation between scores on this measure and hypothesized causes of ethical decisions. One demonstration of this approach may be found in Sims and Keon [1999]. In this study, examining business students employed full time, it was argued that work that would be used to provide guidelines for responding to ethical dilemmas. The resulting positive correlation between climate perceptions and ethical decision making, in turn, provided evidence for the construct validity of this measure.

Other work by Brown and Kalichman [1998] and Ulrich, Soeken, and Miller [2003] indicated that ethical training and relevant career experiences might represent noteworthy influences on ethical decisions.

In contrast to examining the causes of ethical decision making, one might, alternatively, seek to provide validation evidence by examining likely outcomes of ethical decision making. Although, at first glance, examining the relationship between ethical decision making and subsequent ethical behavior is attractive, such studies may be undermined by the low frequency of ethical violations.

An alternative strategy, suggested by Sackett and Waneck (1996), is to examine less extreme consequences of ethical decision making. Thus, the penalties awarded for violations or the affective intensity associated with exposure to unethical events illustrates the kind of measures that might prove useful in validating measures of ethical decision making.

2.5 Stages of moral development

Kohlberg's stages of moral development constitute an adaptability of psychological theory originally conceived of by the Swiss psychologist Jean Piaget. The theory holds that the moral reasoning, the basis for ethical behavior, as six identifiable developmental stages, each more adequate at responding to moral dilemmas than its predecessor. Kohlberg followed the development of moral judgment far beyond the ages studied earlier by Piaget; who also claimed that logic and morality develop through constructive stages. Expanding on Pigaet's work, Kohlberg determined that the process of moral development was principally concerned with justice, and that it can be continued throughout the individual's lifetime, a notion that spawned dialogue on the philosophical implications of such research.

2.5.1 Pre-conventional

The pre-conventional level of moral reasoning is especially common in children, although adults can also exhibit this level of reasoning. Researcher at this level judges the morality of an action by its direct consequences. The pre-conventional level consists of the first and second stages of moral development, and is solely concerned with the self in an egocentric manner. A child with pre-conventional morality as not yet adopt or internalize society's conventions regarding what is

right or wrong, but instead focuses largely on external consequences that certain action may bring.

In **stage one** (obedience and punishment driven), individual focus on direct consequences of their actions on themselves. For example, an action is perceived as morally wrong because the perpetrator is punished. The worse the punishment of the act is the more 'bad' the act is perceived to be. This can give rise to inference that even innocent victims are guilty in proportion to their suffering. It is "egocentric", lacking recognition that others' point of view is different from one's own. There is "deference to superior or prestige".

Stage two (self-interest driven) espouses the "what's in it for me" position, in which right behavior is defined by whatever is in the individual's best interest. Stage two reasoning shows a limited interest in the needs of others, but only to a point where it might further the individual's own interest. As a result, concern for others is not based on loyalty or intrinsic respect, but rather a "you scratch my back and I'll scratch yours" mentality. Te lack of societal perspective in the pre-conventional level is quite different from social contract (stage five), as all actions have the purpose of serving the individual's own needs or interests. For the stage two theories, the world's perspective is often seen as morally related.

2.5.2 Conventional

The conventional level of moral reasoning is typical of adolescents and adults. Those who reason in a conventional way judge the morality of an action by comparing it to society's views and expectations. The conventional level consists of the third and fourth stages of moral development. Conventional morality is characterized by an acceptance of society's conventions concerning right and wrong. At this level an individual obeys rules and follows society's norms even when there are no consequences for obedience or disobedience. Adherence to rules and conventions is somewhat rigid, however, and a rule's appropriate or fairness is seldom questioned.

In **stage tree** (interpersonal accord and conformity driven), the self enters society by filing social roles. Individuals are receptive to approval or disapproval from others as it reflects society's accordance with the perceive role. They try to be a "good boy" or "good girl" to live up to these expectations having learned that there is inherent value in doing so. Stage tree reasoning may judge the morality of an action by evaluating its consequences in terms of a person's

relationships, which now begin to include things like respect, gratitude and the "golden rule". "I want to be liked and thought well of; apparently, not being naughty makes people like me." Desire to maintain rules and authority exist only to further support these social roles. The intentions of actions play a more significant role in reasoning at this stage;"they mean well...."

In **stage four** (authority and social order obedience driven), it is important to obey law, dictums and social conventions because of their importance in maintaining a functioning society. Moral reasoning in stage four is thus beyond the need for individual approval. Exhibited in stage three; society must learn to transcend individuals needs. A central ideal or ideals often prescribe what is right and wrong, such as in the case of fundamentalism. If one person violates the law, perhaps everyone would-thus there is an obligation and a duty to uphold laws and rules. When someone does violate the law, it is morally wrong; culpability is thus a significant factor in this stage as it separates the bad domains from the good ones. Most active members of society remain at stage four, were morality is still predominantly dictated by an outside force.

2.5.3 Post-Conventional

The post-conventional level, also known as principle level, consist of stages five and six of moral development. There is a growing realization that individuals are separate entities from society, and that the individuals on perspective may take precedence over society's view; they may disobey rule inconsistent with their own principles. These people live by their own abstract principles about right and wrong-principles that typically include such basic human rights and life, liberty, and justice. Because of this level's "nature of self before others", the behavior of post-conventional individuals, especially those at stage six, can be confused with that of those at the pre-conventional level.

People who exhibit post-conventional morality views rules as useful but changeable mechanism-ideally rules can maintain the general social order and protect human rights. Rules are not absolute dictates that must be obeyed without questions. Contemporary theorists often speculate that many people may never react is level of abstract moral reasoning.

In **stage five** (social contract driven), the world is viewed as holding different opinions, rights and values. Such perspective should be mutually respected as unique to each person or community. Laws are regarded as social contract rather than rigid edicts. Those that do not

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promote the general welfare should be changed when necessary to meet "the greatest good for the greatest number of people." This is achieved through majority decision, and inevitable compromise. Democratic government is ostensibly based on stage five reasoning.

In **stage six** (universal ethical principle driven), moral reasoning is based on abstract reasoning using universal ethical principles. Laws are valid only in so far as they are grounded in justice, and a commitment to justice carries with it an obligation to disobey unjust laws. Right are unnecessary, as social contract are not essential for deontic moral action. Decisions are not reached hypothetically in a conditional way but rather categorically in an absolute way, as in the philosophy of Immanuel Kant. This involve individual imagining what they would do in another's shoes, if they believed what the other person imagines to be true. The resulting consensus is the action taken. In this way action is never a means but an end in itself; the individual acts because it is right, and not because it is instrumental, expected, legal, or previously agreed upon. Although Kohlberg insisted that stage six exists, he found it difficult to identify individuals who consistently operate at that level.

2.6 Conclusion

Today, there is a tremendous loss of confidence in corporate conduct and there is an urgent need to work towards restoring it. Although ethics education seems to produce limited evidence of changing behaviors, the commitment of management to monitor annuals ethic education for all employees will produce the desired favorable results. There should be clear communication to the employees of what are honorable and expected behavior in the organization. They must maintain and stand firm on a clear cut policy that ethical methods are the only way of doing business.

CHAPTER THREE
METHODOLOGY

3.0 Introduction

This chapter shows the methodology which was used in collecting data at kipkelion district headquarters procurement office. These include research design, area and population into which the study was carried out, sample design, sample size of the study, source of data collection, procedures and limitations which were faced during the study.

3.1 Research Design

The research adopted a qualitative and quantitative cross sectional research design where data was collected through a survey. The quantitative aspect of the data emerges from the presence of the questionnaire which has sections that necessitate measurement of the variable. It's also qualitative in the sense that it is based on the analysis of the existing literature, observations, interviews and company group discussions.

3.1.1 Qualitative

According to Eisenharst (1999), qualitative research design was first undertaken s where it yielded categorical response such that the responses fit into one category. For example, in the procurement question "are procurement staff ethical?" fits into the category of either "agree, disagree, not sure, don't know". This enabled the researcher to come up with a qualitative research design.

3.1.2 Quantitative

The researcher also used a quantitative research design where he yielded numerical responses. For example in a question like "how many workers do you have in your department". This can either be discrete or quantitative in nature.

3.2 Population and sample size

The area of the study was procurement office, a department at the District Commissioner's office in Kipkelion District Rift valley province of Kenya, Bomet County. The population on the tip of the study was majorly the members of the staff in the procurement office who comprised the top level managers who were 8, supervisors who were 8 in number also, and middle level and lower level managers who were 14 and 24 respectively. A sample was taken out of which 4 were chosen each from the senior level managers and supervisors, 7 chosen from the middle level managers and 12 from the lower level managers as shown in the table below;

Management level	Population	Sample size
Top level	8	4
Supervisors	8	4
Middle level	14	7
Lower level employees	24	12
Total	54	27

3.3 Sampling design and procedures

3.3.1 Purposive sampling

This method was used during data collection whereby required information answering objectives of the study were collected.

3.3.2 Simple random sample

This was simply used in collecting the respondents in the department to make a total of 30 respondents as per the sample size was used. This gave all the respondents equal chances of participating in the provision of information concerning ethical behavior in procurement decision making at Kipkelion district headquarters, procurement office.

3.3.3 Stratified sampling

Here, the researcher divided the sample into groups known as 'strata's' and this was done in form of level of management, i.e. level managers, middle level or tactical managers and operational level managers. Each level presented some respondents.

3.3.4 Sampling procedures

The researcher obtained a letter of introduction from the head of department of procurement and logistics management which introduced her to the area of study at Kipkelion district headquarter Procurement office to acquire information. After written application, researcher was then allowed to conduct the study from the organization premises and this enabled the researcher to have face to face discussions with the respondents as they answered her questions.

3.4 Data collection methods

3.4.1 Questionnaires

The researcher employed a set of 28 questionnaires which were administered to the respondents at Kipkelion district headquarters procurement department to answer the research questions. These were structured and semi-structured with few open ended questions for clarity in case of any confusion. The researcher gave each respondent a questionnaire to fill and return it at the end of a period of 60 days.

3.4.2 Observation

The researcher was given a table and a chair at the office where the study was conducted and she was able to observe the behaviors of the employees of that department thereby recording her findings. The data collected included punctuality, time spent in serving a client, way of dressing (dressing code), and relationship with other staff among others.

3.4.3 Interviews

The researcher conducted regular interviews especially with the senior level managers to gather more information that was not included in the questionnaire.

3.5 Measurement of the variables.

The study variables were ethical behavior in procurement decision making. This variable was subjected to different measures against the Linker's 5-position scale through which the respondent was required to respond to the questions on the basis of: 1- strongly disagrees, 2- disagree, 3- uncertain, 4- agree, 5- strongly agree. The measure used includes the following:

Employee feedback on ethical issues: this was aimed at establishing whether employees are recognized whenever they make ethical decision in the organization that may promote performance.

Employee reward on ethical effectiveness: this measurement was aimed at establishing whether leaders are rewarded whenever they make decisions that promote the image of the organization. It also establishes how they are rewarded for making ethical decisions.

Level of peer support among employees: this was aimed at identifying whether the organization support work groups among employees and how far these groups promote moral development among the employees in the organization.

Ethical effectiveness during promotion: this was done to establish how the leaders in the organization value ethics during promotion of its employees.

Performance of the organization: this was aimed at ascertaining how the organization perceived performance in relation to the ethical standards. It shows how the organization measures its performance.

The relevance of ethical guidelines to the organizations: the respondents were expected to explain how important ethical guidelines were in relation to making ethical decision and moral development of employees in general.

3.6 Validation of the instruments

The questionnaire was design and adjusted accordingly with regard to views from the supervisor Mr. Henry Barasa who ensured that all the relevant information that needed to be collected was included. This was in an effort to ascertain its validity and reliability. It was now left to the honesty of the researcher to use it to come up with the required data that could aid her in coming up with this research. It was then administered to the employees of the Kipkelion District Procurement office for data collection

3.8 Data presentation, processing and analysis

The raw data that was collected through the use of both primary and secondary methods was processed by the use of computer Microsoft word program through typing and editing

accordingly. The data was coded and entered using SPSS software and a factor analysis of the research objectives done in an effort to draw conclusions.

3.9 Summary and conclusion

The process of collecting information was not easy because some respondents were reluctant in answering the questions since the questionnaires were many and lacked time due to the nature of the work at that period of study. The researcher also had a difficulty of categorizing respondents due to lack of their co-operation hence difficulty to analyze.

Funds to facilitate the study were limited and difficult to obtain for private students like the researcher who had to incur transport cost, lunch and other expenses like airtime and stationary.

CHAPTER FOUR
RESULT AND DISCUSSIONS OF FINDINGS

4.0 INTRODUCTION

This chapter contains the presentation, interpretation, analysis and discussions of the findings to answer the research questions. The chapter covers the general background information about the respondents and represents the findings on the research objectives. The responses used in this chapter were obtained from 27 respondents. The findings were obtained both from primary and secondary sources and were presented and analyzed using frequency tables, percentages and charts.

Various positions held by the person's interviewed

The top managers interviewed were four, which constitutes 14.4% of the total sample size. Middle level managers interviewed were also four, giving the same figure as 14.4%. Supervisors comprised of 25.9% while the general workers had the highest number of respondents totaling to 44.4%.

Presentation:

Position	Frequency	Percentage
Top level manager	4	14.8
Middle level manager	4	14.8
Supervisor	7	25.9
General workers	12	44.4
Total	**27**	**100**

The above information implies that the organization has adequate number of low level employees and few top level managers and supervisors.

Gender of respondents

Sex	Frequency	Cumulative percentage
Male	17	63.0
Female	10	37.0
TOTAL	**27**	**100**

The total number of male respondents was 17 representing 63 % whereas the number of female respondents was 10 representing 37%. This implies that the Kipkelion District procurement office is majorly composed of male employees.

4.1 FINDINGS ON GENERAL INFORMATION

4.11 Response on employees who have used their authority for personal gain:

Analysis:

Of the 27 interviewees, 20 employees ticked the YES option that an employee has in the past used his/her authority for personal gain. The remaining 7 were not in the organization when the situation occurred and therefore did not respond on the question. This therefore means that 74 percent ticked YES while 26% did not respond.

Presentation:

Has any employee used his or her authority for personal gain?

YES
NO
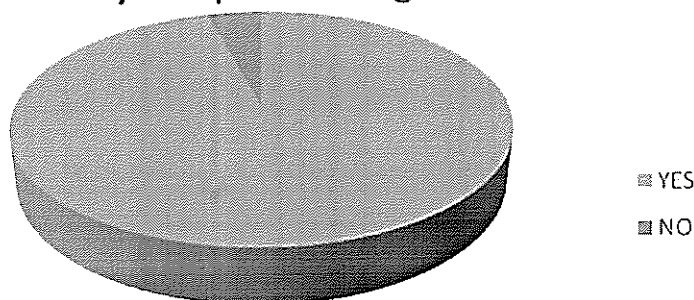
Measures that the management took to ensure that the reputation of the government was upheld:

The managers responded that the employee who used her authority for personal gain was suspended immediately for 6 months with no pay. This was a move to show that the organization upholds the integrity of public offices and to warn the rest of the staff not to engage in such activities in the future.

4.12 Standards of integrity put in place by the district for employees to us in all business relationships both inside and outside the organization:

The following are a list of standards of integrity the district has put in place;

- All employees shall observe the codes of ethics with commitment and shall appreciate its importance and the value and the necessity of integrity.
- Employees of the organization shall maintain the highest standards of integrity and professionalism in their operations.
- All employees shall comply both with the letter and spirit of the law applicable to the district's procurement system.
- All employees shall reject any procurement practice which might be deemed improper.
- Employees shall not solicit or accept bribes or be involved in corrupt practices.
- All employees shall not allow patronage or nepotism.
- All employees shall prevent theft of office revenues and assets.
- No employee shall knowingly lie or mislead or shall obstruct or hinder another person carrying out a duty or function or exercising a power relating to procurement in accordance with the PPD Act.
- Business gifts other than items of very small value such as business diaries and calendars shall not be accepted.
- Information received from participants in its procurement shall not be disclosed and shall not be used for personal gain.
- All types of conflicts of interests as described in Section 43 of the Act shall be avoided.

Analysis:

This question was posed to the top level managers and middle level that are a total of 8 persons. 6 managers agreed that indeed the employees have maintain the highest standard of integrity put in place in the district, in all business relationships both inside and outside the organization. The remaining 2 disagreed with their colleagues. This makes a 75% YES and 25% for NO.

Presentation:

STANDARDS OF INTEGRITY

FOR NO
FOR YES
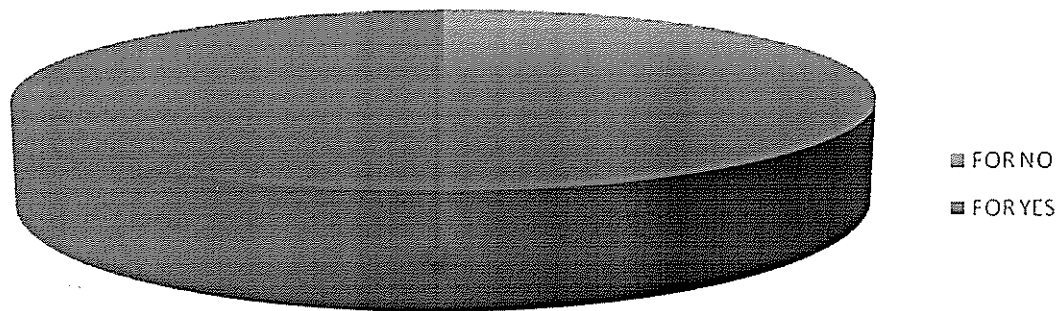
4.13 standards of competence fostered in the procurement activities in the district.

The following are the standards of competence that the managers cited in their response;

- The district shall not commence procurement proceedings without confirming that budgets are available.
- The district shall ensure the use of well prepared standard tender documents with complete information and give equal opportunity to all interested bidders.
- When preparing tender documents or request for proposals, procuring entities should avoid inclusion of conditions which are unfair, discriminatory or unreasonable.
- The district shall ensure that its procurement achieves value for money in terms of cost, quantity and timeliness of the delivered works, goods or services.
- Information given by the district to those participating in its procurement should be true, accurate and fair and never designed to mislead.
- The district shall ensure that all instructions to vendors are given in writing by authorized officers.
- The district procurement office shall not delay payments which are due to the contractors, suppliers, and providers of services, consultants or others.

- Impunity, which is freedom from any risk of being punished for doing something wrong, shall not be tolerated.
- The district's procurement activities shall be undertaken bearing in mind the requirement for meeting the closest public scrutiny.

Analysis:

Of the 8 top levels and middle level managers 5 of them agreed that the employees foster high standard of competence in the procurement activities in the district. However, the numbers of managers who disagree are 3 which give a percentage of 37.5% and the rest is 62.5%. This generally indicates that the level of competence in the district is very high.

Presentation:

STANDARD OF COMPETENCE

- FOR YES
- FOR NO
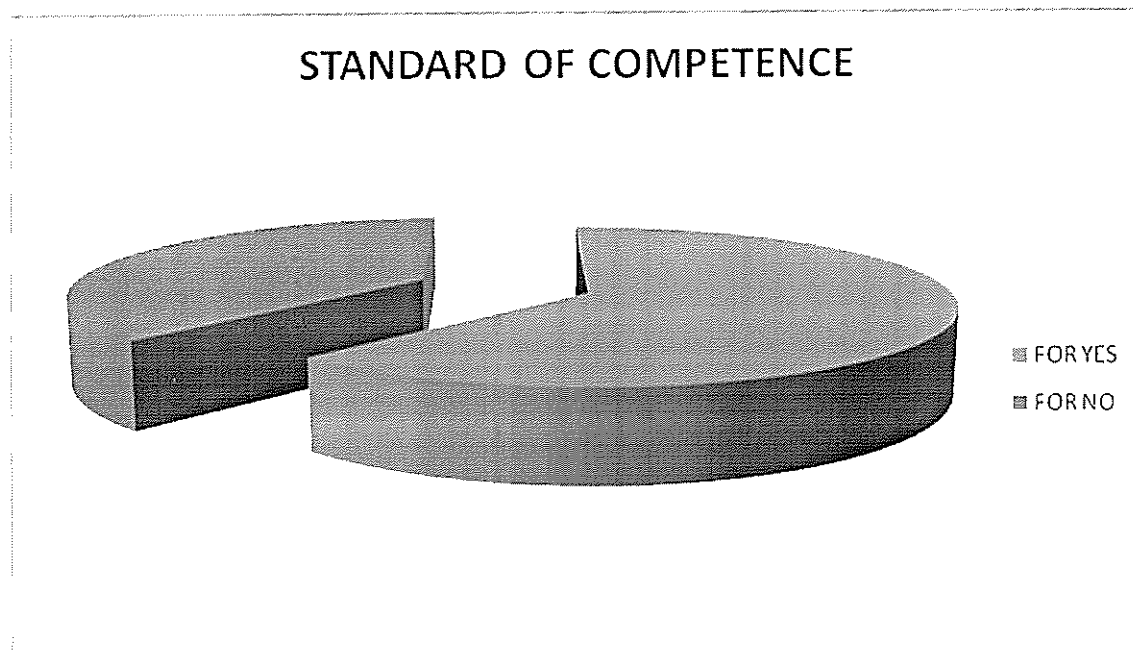
4.14 Employees' optimization of the resources for which they are provided.

Analysis:

This question was posed to the top level managers and the middle level managers, who are a total of 8 persons. Of the total managers, 6 agreed that indeed the employees have utilized the resources and assets within their disposal. The rest, 2, disagreed with their colleagues. This makes a 75% for YES and 25% for NO.

Presentation:
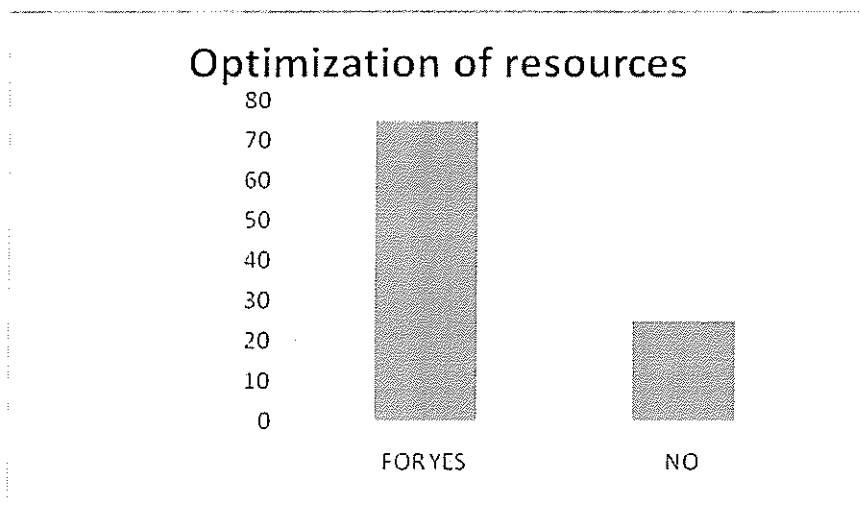
4.15 Does the district offices comply with the letter and spirit of the following aspects?

The following table represents how the interviewees responded to three aspects provided in the questionnaire;

Presentations and Analysis:

i.   *Laws of Kenya and regulatory guidelines*

All the employees responded with the YES option in the questionnaire and that is 100% responded from the interviewees.

Complying with laws of Kenya
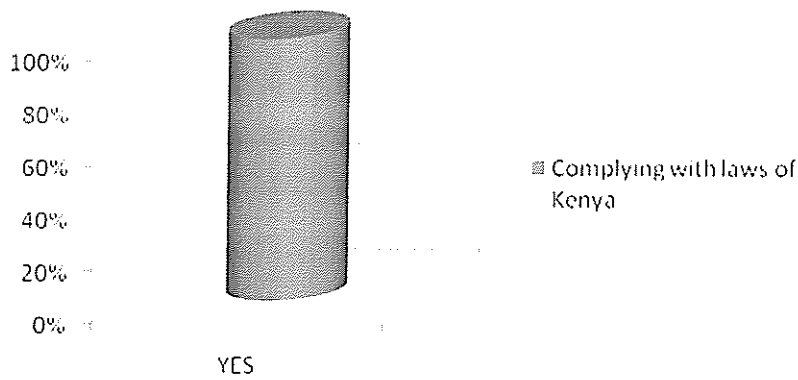
ii. *Accepted business practices in commercial markets*

All the employees responded with the YES option in the questionnaire and that is 100% responded from the interviewees.

complying with accepted business practices
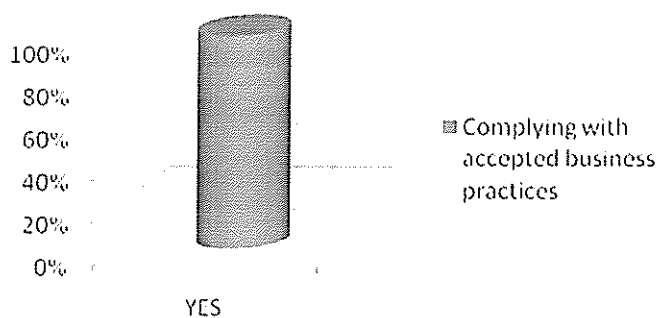
iii. *Contractual conditions*

All the employees responded with the YES option in the questionnaire and that is 100% responded from the interviewees.

complying with contractual conditions
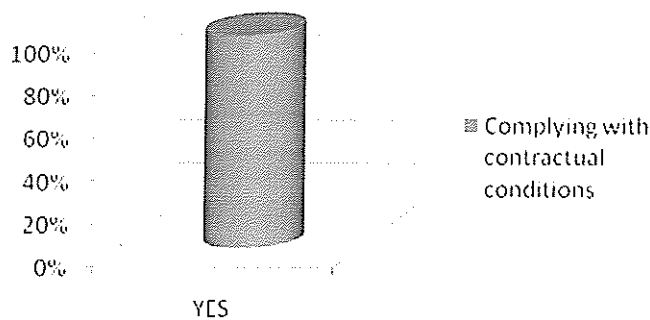
It is evident therefore that the district has complied with the three aspects of ethics presented to them in the questionnaire.

4.16 do the procurement officers in your district ever declare any of their personal interest that may impinge your business dealings?

The interviewees were divided on whether all of them usually declare their personal interest that may interfere with the organization's business dealings.

Analysis:

20 employees, including 3 top and middle managers admitted that all of them usually declare their personal interest. 7 of the interviewees, including one top manager, ticked the NO option, giving a percentage figure of 35. The interviewees who agreed resulted to a figure of 65%.

Presentation:

Declaration of personal interest
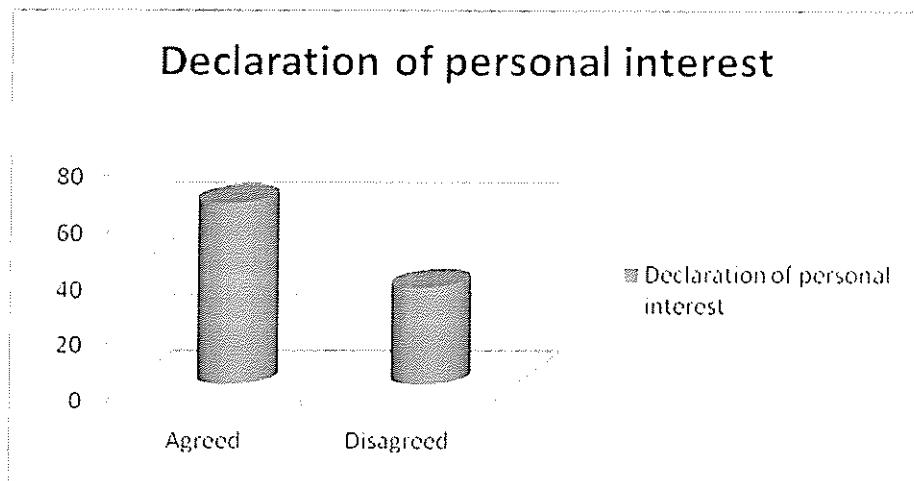
4.17 giving misleading information for personal gain

Analysis:

The data on this area was very much related to the one presented in the previous section, i.e. **4.16**. It happened that the employees who had not declared their personal interests in the district's business dealings are the same ones who gave the organization misleading information. However, the number of employees who ticked the YES option changed to 16, giving a percentage of 59.26%. The remaining 11 employees ticked NO, and that gives a percentage of 40.74. Generally, it was clear that the interviewees were widely divided on the questions with regards to the data presented in **4.16** and **4.17** of this chapter.

Presentation:

Giving of misleading information for personal gain

Legend: Ticked yes / Ticked no
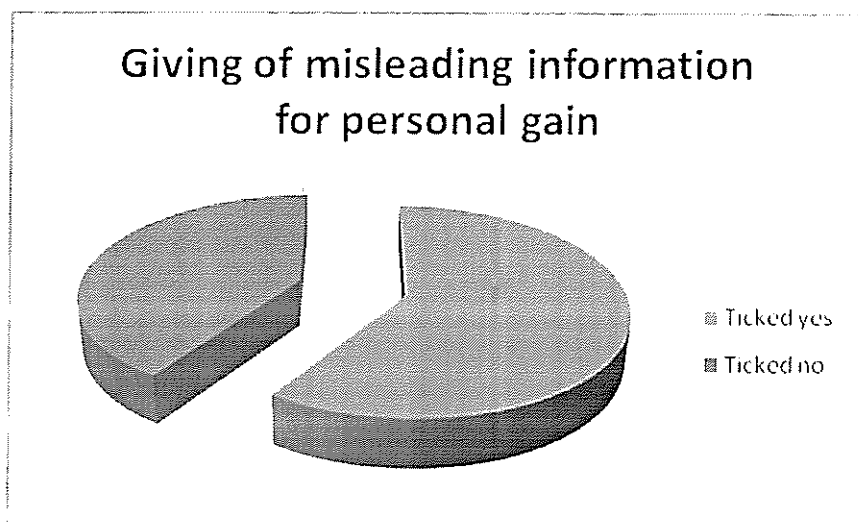
4.18 have any employees ever been involved in a business arrangement that prevented the effective operation of fair competition of the district's procurement, and if yes, how was the situation rectified?

All the interviewees agreed by ticking the yes option that indeed employees of the district had been involved in business dealings that prevented effective operation of its fair competition. This means 27 respondents ticked the YES option, and that is 100% of the sample size.

Presentation:

Position	Frequency	Percentage	Ticked YES	Ticked NO
Top level manager	4	14.8	4	0
Middle level manager	4	14.8	4	0
Supervisor	7	25.9	7	0
General workers	12	44.4	12	0
Total	**27**	**100**	27	**0**

How the situation was rectified;

The 4 managers who were interviewed stated that the employees who were involved in the unaccepted business dealings were excluded from conducting any further activities on behalf of

the district for 6 months. All the business dealings in which they got involved were denied and cancelled by the management since the employees operated without their authority.

The management further gave a notice that no employee should ever get involved in any business dealings without notifying their immediate superiors for ratification and to avoid jeopardizing fair competition of the district.

4.19 has any employee ever received a gift from the district's supply, and if so, what disciplinary action did the office take against him or her?

Analysis:

Only the four top managers and four middle level managers ticked the yes option for this question while the other nineteen middle and low level employees respondent with the no option. This gives us a total of 8 interviewees agreeing that indeed employees had received gifts from the district's suppliers. This gives a percentage figure of 29.63. The other 19 employees who disagreed result to a 70.37%

Presentation:

Receipt of gifts from suppliers

▨ Receipt of gifts from suppliers

8 who agreed

19 employees disagreed
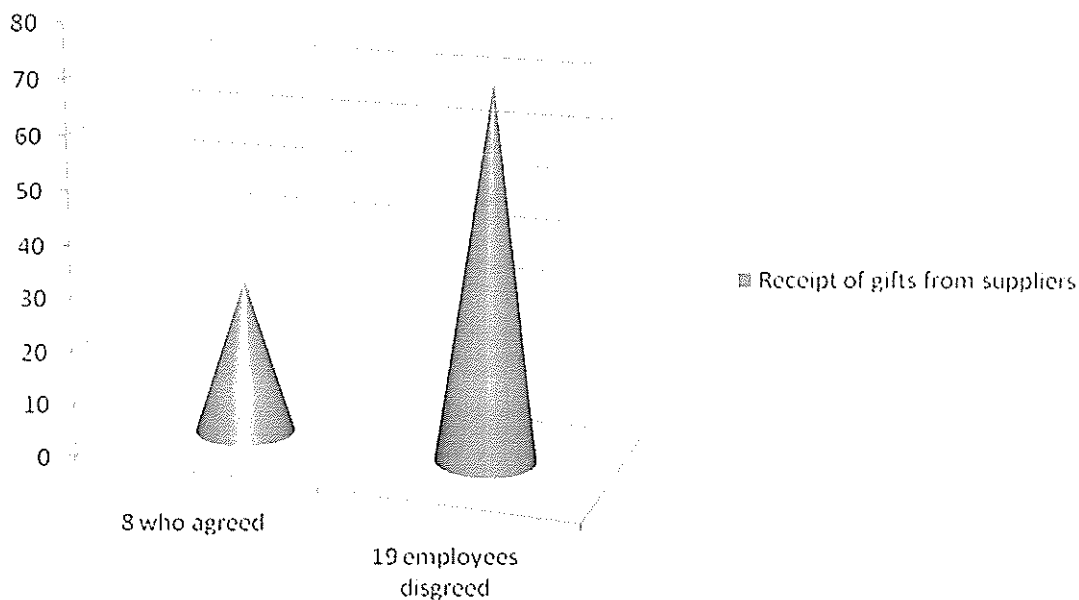
Disciplinary measures taken against the employees who received gifts from the district's suppliers;

The managers asked these employees to return these gifts in a period of 3 weeks and gave them a warning not to ever receive any more gifts from such sources. They were also excluded from being involved any procurement activity that involved the suppliers from which they received the gifts.

Other employees were also warned of the same to avoid any misunderstandings in the future.

4.20 Have the employees been involved in any business hospitality that had an influence in making business decision?

Most of the employees have been involved in business hospitality that had an influence in the district's decision making process, according to the data that the researcher collected. 15 respondents of the 27 agreed that indeed their colleagues had been quite hospitable to their business partners. This makes a percentage figure of 55.56. 12 interviewees did not agree with their colleagues on this area, resulting to a figure of 44.44%.

Presentation;

Employees' involvement in business hospitality
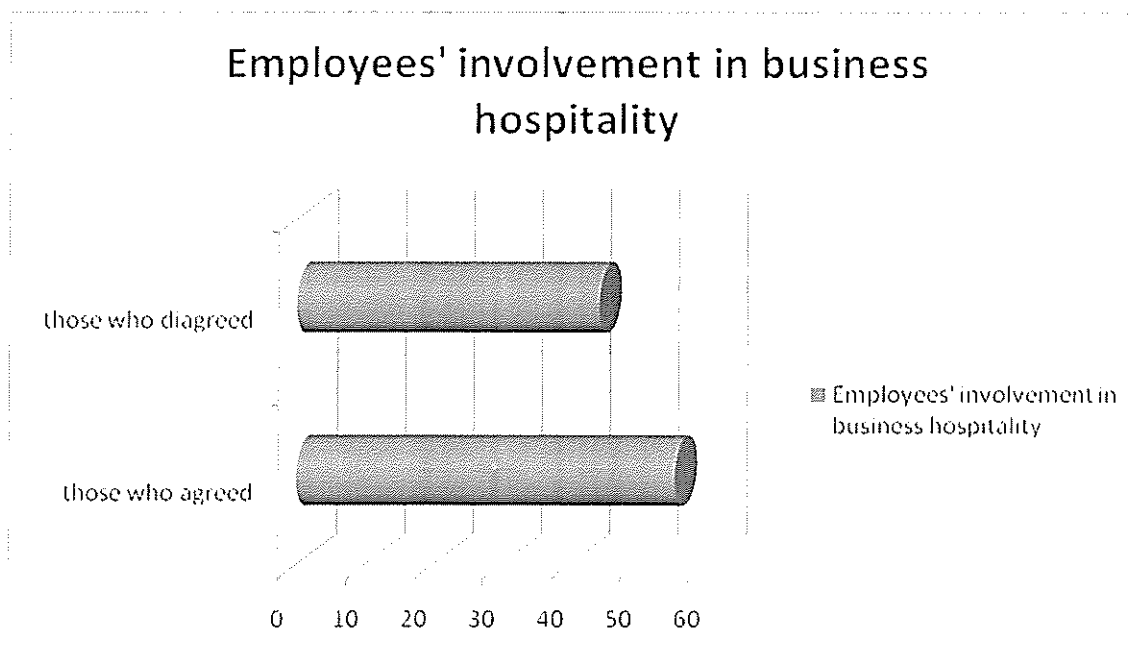
CHAPTER FIVE:

DISCUSSION, CONCLUSION ARE RECOMMENDATIONS

5.0 Introduction

This chapter entails a summary of findings, discussion on the findings, conclusion, managerial and policy recommendation and areas of further study.

5.1 Summary of Findings

The study indicated that the level of ethical decision making in Kipkelion district was very high. This was influenced by the constructive interactions between employees which contributed highly to ethical decision making than the decision rationale component.

The findings of the study also showed that ethical decision making had a high impact on moral development. This meant employees embraced the fact that the organization considered ethical effectiveness during promotions, the availability of guidelines to assist leaders at all capacities in making decisions on ethics related matters and discouraging performance resulting from violation of ethical standards.

Strategies of enhancing ethical decision making include giving positive feedback to employees, rewarding leaders on ethical effectiveness and increased peer support for adhering to ethical standards.

5.2 Discussion of Findings

5.2.1 The level of ethical decision making in the district

Ethical decision in the district is characterized by constructive interactions and decision rationale. Under the constructive interactions; providing positive feedbacks to employees on regular basis, rewarding leaders and peer support for adhering to organization's ethical standards has increases the level of ethical decision making in the Kipkelion district.

The decision rationale component supports ethical effectiveness during promotion, development of guidelines and embracing performance achieved through ethical standards as measures that promote the level of ethical decision making.

In view of the tendency of procurement practitioners to rely on rule-based approaches for identifying and resolving ethical dilemmas, a tendency which suggests other aspects of resolving

paradigms may be ignored; the profession must consider the need to adopt a framework for identifying, gathering, and assessing the information necessary to make informed ethical decisions. Although there are several resolution paradigms available (Abramson, 1981; Abramson, 1983; Bluemenfield & Lower, 1987; Levy, 1993; Loewenberg & Dolgoff, 1996; Mattison, 2000; Reamer, 1990), support of a framework to be used for ethical decision-making can aid in understanding and defining the critical issues involved, those individuals affected by the decision making, and possible courses of action to take, the relevant state or federal guidelines that, taken together, can lead to improved ethical decision- making.

5.2.2 The impact of ethical decision making on moral development

The decision rationale components impacts on the moral development of employees more than the constructive interactions. An organization should develop appropriate guidelines to enable employees work in harmony with each other. This reduces on conflicts and confusion that may arise.

Social experiences do promote development, but they do so by stimulating our mental processes. As get into discussions and debates with others, we find our views questioned and challenged and are therefore motivated to come up with new, more comprehensive positions. New stages reflect these broader viewpoints (Kohlberg et al., 1975).

5.3 Conclusion

The prevalence of ethical challenges in procurement sector confronts practitioners today at an accelerated rate. Ethical dilemmas resulting from regular change of policies and procedures and the economic pressure of management care have lead to changes in practice and to a need to understand ethical decision making as part of a thoughtful, ongoing process. Therefore, understanding the process which influences the outcome is as important as the action taken. Knowing what tendencies and influences that factor into how a case is deemed as an ethical one and, ultimately, how it is resolved is an important part of procurement practice and a first step in promoting ethical competence.

Understanding the role and relationship of the law and ethics related risk and malpractice is becoming more important for practice. Better identification and understanding of procurement

tendencies towards favoring rule, policy, or legalistic choices is a step towards recognizing how these factors impact on ethical decision-making.

Similarly, recognizing these tendencies in practice can offer opportunities for enhanced efforts in considering course of action that would balance both ethical and legal obligations and improve the decision-making process for all involved.

5.4 Managerial and policy recommendations.

Procurement as a profession needs to recognize that while there has been a recent emphasis on ethics education, more needs to be done to assess its effectiveness in practice. How ethics training is provided in professional education, what methods of instructions are utilized, and how this education is actually applied in practice will offer insight into ethical decision making.

Policy initiatives within the district can include development of informal discussions to highlight ethical quandaries to guide the staff struggling with ethical dilemmas. Rotating staff participation on interdisciplinary ethics committees and forums through educational programs to staff may foster development of skill in ethical analysis and decision making.

Those more experienced colleagues who demonstrated greater ethical reasoning in this study need to draw on both practice wisdom and experiences in the successful and unsuccessful resolution of ethical dilemmas with their less experienced colleagues.

Policy development may include assignment of professional mentors to balance the obligations between ethical practice and the concerns with preventing negligence and malpractice.

Future research that measures procurement officer's tendencies to favor rules, policy and legalistic choices of action in identifying the resolving ethical dilemmas can offer insight into the ways these preferences factor into the ethical decision-making process.

The tendency to fall back on external sources when attempting to resolve value conflicts suggests that additional research is needed as to the type of content and methods of instruction on ethics is presented.

5.5 Areas of further research

Additional research may be needed to examine whether the primary dilemmas identified in this study are representative of the dilemmas faced by procurement officers in other districts.

Further study could include comparisons of perspectives of other procurement professionals as regard to their perceptions of what the ethical dilemmas are in procurement sector.

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APPENDIX

QUESTIONNAIRE

Questionnaires asking specific questions will be used to collect data with regard to the ethical behavior in procurement decision making in Kipkelion District Procurement Office. This is attached below.

INSTRUCTIONS

1. Kindly answer all questions
2. Please **Tick** and give **explanation** where necessary please

Note that your response will be treated as confidential reports and used for the purpose of research only.

RESEARCHER'S DETAILS:

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DETAILS OF THE INTERVIEWEE

OCCUPATION: ....

GENDER..

ASPECT OF STUDY: ETHICAL BEHAVIOUR IN PROCUREMENT DECISION MAKING IN KIPKELION DISTRICT PROCUREMENT OFFICE

Questionnaire for both employees and managers

1. Has any employee ever used his or her office or authority for personal gain?

     A) Yes ☐   b) No ☐

b) If yes, what measures did the management take concerning their action to ensure that the reputation of the government was upheld?

....

....

2. What standards of integrity have you put in place for your employees to use in all business relationship both inside and outside then organization?

....

....

3. What standards of competence do you foster in the procurement activities in the district's office?

....

....

4. Have the employees optimized the use of resources for which they are provided and responsible?

    a)   Yes ☐   b) No ☐

b) If NO explain the reason for non-optimization.

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5. Do the procurement officers comply with the letter and spirit of the following three aspects?

    i.   Laws of Kenya and its regulatory guidelines

      a)Yes ☐   b) No ☐

    ii.   Accepted business practices in commercial markets

              ☐   ☐

a)Yes   b) No

iii.   Contractual conditions
    a)Yes ☐   b) No ☐

6. Do the procurement officers in your district office declare any of their personal interest that may impinge their business dealings?
    a) YES ☐   b)NO ☐

7. Have any of your employees or managers at any time in the course of their business dealings ever given misleading information for personal gain?
    a) YES ☐   b) NO ☐

8. Have any of your employees ever been involved in a business arrangement that prevented the effective operation of fair competition of your organization?
a) Yes ☐   b) NO ☐
b) If yes, how was the situation rectified?

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9. Have any of your employees ever received a gift from your suppliers?
a) Yes ☐   b) NO ☐

b) If yes, what disciplinary action did your management take against him or her?

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10. Have your employees ever been involved in business hospitality that can influence in making business decision?
    a) YES ☐   b) NO ☐
b) If yes explain

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