FACTORS INFLUENCING ADOPTION OF ETHICAL BEHAVIOUR IN SELECTED PUBLIC ORGANISATIONS IN NAIROBI COUNTY, KENYA

BY

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DECLARATION

I hereby declare that this is my original work and has never been submitted to any other university or college for any award.

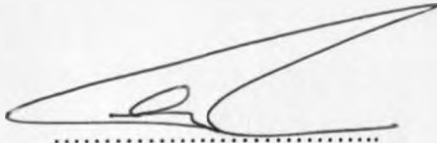Name: **PHILIP JAMUHURI MAINGA**

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DEDICATION

I dedicate this work to my father Mainga Kyele and my Ruth Mainga for their great understanding and support.

ACKNOWLEDGMENT

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ABBREVIATIONS AND ACRONYMS

UNECA	The United Nations Economic Commission for Africa
MDGs	Millennium Development Goals
MoP&ND	Ministry of Planning and National Development
UNDP	United Nations Development Program
TI	Transparency International
CPI	Corruption Perceptions Index
ICPC	Independent and Corrupt Practices Commission
EFCC	Economic and Financial Crimes Commission
UNDESA	United Nations Department of Economic and Social Affairs
ICT	Information Communication &Technology

ABSTRACT

Ethics has long been an outstanding issue in the day to day running of organizations over the past decades. The issue has however become more scrutinized due to the globalization trend which has put more pressure on organizations and governments to be more accountable and responsive to their consumers and citizens. In Africa, the efforts towards recognizing ethical values within governments have been more emphasized due to the high corruption and governance issues and unethical behavior evidenced in their public sectors. The study took a prognosis approach towards adoption of ethical behaviour at the organizational level with an endeavor to seek what is being done at the interaction level. The study sought to investigate the inherent steps taken by the specific government entities within the public service in adoption of ethical behavior in line with this piece of legislation. The study was guided by the following objectives; to identify the influence of institutional framework on adoption of ethical behavior within the public sector in Kenya; to establish the influence of communication on adoption of ethical behavior in sustainable development within the public sector in Kenya; to establish the role of education and training on adoption of ethical behavior within the public sector in Kenya. The literature review was done in line with the three study objectives of the study under the topic of the independent variables; Institutional framework, leadership and education and training and organizational culture. Chapter three consists of the research methodology that will be used and these include the research design which is of a descriptive survey of the target population which is public organisations (parastatals). The sampling procedure used was the simple random procedure. Data collection instruments were questionnaire which comprised of both close ended, open ended and Likert-based questionnaire items. The researcher used the Statistical Package for Social Scientists (SPSS) to undertake descriptive statistics presented in tables and further interpretation provided. The study established that there were no policies within the public service organisations to protect employees who reported unethical conduct. Public service organisations were also found to be wanting in undertaking evaluation of ethical programmes. Communication on ethical conduct was done through management meetings at 18.1%, 11.5% said through email messages, 57.4% said it was through training sessions and 13.0% indicated others, such as through shared folders in the organization and memos. The study established that 62.8% had received some form of training compared to 37.2% who said they had no form of training. The study gives the following recommendations; organizations should develop their own policies towards ethical management issues, executive or top management should be more engaged in ethical management issues. Education and training should also be tailored according to organizational staffing, for instance according to departments which may present ethical dilemmas for employees such as procurement and finance departments. Areas of further study are also suggested.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Globalization has changed the way individuals and nations relate to each other in social, political and economic aspects, the latter being the most prominent impact of these interactions on the global perspective. The emergence of market – based economies has transformed the traditional way that governments operate with a significant effect on their public service. Adam & Balfour (2008) note that a considerable body of research has emerged that examines the efficacy of market-based service delivery and the principles for successful management of contracts and outsourcing (Kettl, 1993; Reich, 2007) They are quick to acknowledge that Less attention has been given, however, to the ethical dimensions and public values basis of market-based government (Maesschalck, 2004; Gilmour and Jensen, 1999; Lawther, 2004; James, 2003; and Zifcak, 2001).

Adamolekun (2002) posits that while the state must be self-accounting on the basis of the constitution and the laws of the country, the individuals who exercise power on behalf of the state whether appointed or elected, must be accountable for the actions they take on behalf of the state, Sakyi and Bawole (2009) upholding the principles and standards of right conduct by public office holders at all levels of government is an important aspect of public service ethics. An essential requirement in this regard is that public servants are required to respect the rule of law and the dignity of citizens in carrying out their official duties. In this connection, various countries in Sub-Saharan Africa have initiated several reforms aimed at rejuvenating their public administration systems.

However in the current disposition of the world market and the nature of operations of the public service, great uncertainties arise both at the organizational and individual level. An effect of this at the individual level is characterized by the erosion of ties and commitments that bind society together as noted by Adam & Balfour (2008). Translated to the individual level, the short-term orientation of the new market state tends to undermine further character, especially those

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qualities, whereby for managers and policy makers, individual employees are increasingly considered expendable.

Ethics in the public service are therefore the broad norms that stipulate how public servants should behave and exercise judgment and discretion in carrying out their official duties. Central to the concept of ethics are attitudes, standards, and systems of values which have been internalized in the civil servant. Its foundation is that what public officials and employees do has a central and inescapable normative involving values, morality and ethics (York, 1984). Ethical conduct becomes important because the public service is often seen as an extension of the government and the logic of modern government depends increasingly on the acceptability of those who govern to those they govern, acceptability which is further enhanced if those who are governed have confidence in the moral uprightness of those who govern (Baker, 1971). Failure of adopting ethical conduct may often lead to corruption and corrupt practices in the public service as well as the lowering of efficiency and effectiveness of service delivery.

Sub-Saharan Africa (SSA) has had the most affected public service sector around the world particularly because most of their operations were inherited from colonial governments which at their best did not uphold ethical conduct. The lack of accountability in the colonial regime were thus adopted into the post independent regimes which have been a consistent feature of Africa's past and present regimes. Kishore & Derek (2002) argue that accountability is the fundamental prerequisite for preventing the abuse of power and for ensuring that power is directed towards the achievement of efficiency, effectiveness, responsiveness and transparency. Open, transparent and accountable government is an imperative prerequisite for community-oriented public service delivery because without it, covert unethical behaviour will result.

Post – independent Kenya Aseka (2005) notes the beginnings and rapid acceleration of institutional decay in the 1960s and 1970s, rendered the public service largely ineffectual in the management of public affairs. He attributes this institutional decline to systematic political undermining of the integrity of these institutions, leading to an institutional ethos that he

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characterizes as patrimonial capitalism, in which civil servants informally privatized public organizations.

Ethical conduct of employees in the public sector is an important factor for the appearance of credibility and trustworthiness of the state. The ethical standards, expectations and requirements of citizens about behavior of people in the power have differed throughout history. Different countries and regimes have had different courses towards achieving ethical conduct within their public service sector. Recent development in promoting ethical conduct among civil service employees have included the setting up of different bodies and legislation to counter ethical misconduct. To ensure proper ethical conduct in the public sector, many countries have set up special bodies, which are charged with developing and promoting ethics, participating in the process of education of public servants, and assisting state institutions with solving various ethical dilemmas.

According to the Ministry of Planning and National Development (2005) the government has made major developments in trying to counter the ethical deficiency within the public sector by enacting two major pieces of anti-corruption legislation; The Anti- Corruption and Economic Crimes Act, 2003 and the Public Officer Ethics Act, 2003. The first Act expands the definition of corruption and economic crime to include various forms of abuse of office, conflict of interest, misappropriation, theft and plunder of public resources. It also establishes an anti-corruption commission with investigative, prevention, public education and asset recovery functions. However, the much publicized institution (Kenya Anti-Corruption Commission) has not been able to make major advancement in convictions of leading public officials who have been accused of misappropriation of public resources.

The Second Act legislates a mandatory code of conduct for all public officers, including members of Parliament, the Judiciary, Civil Service, Cooperative societies, Local Government and Parastatals. The codes of conduct, which are legally enforceable, prohibit corruption, conflict of interest, ethnicity, and nepotism in the public service.

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Albeit the presence of policies, enforcement bodies and legislations does not necessarily guarantee that accountability at the employee and organizational level and these calls for specific management techniques that can effectively articulate what ethical conduct is expected of public officers. Kishore and Derek (2002) the public sector, like individuals, is constantly changing through new leadership, environmental influences and socio-political development. Government and society cannot promote and enforce ethical behaviour solely through the utilization of ethical codes of conduct or through the promulgation of a plethora of legislation. Social mindsets are often still entangled in a micro-ethic paradigm. People tend to equate moral values and moral norms with values and norms, which apply only to personal relations structures within which they interact.

The First Medium Term Plan 2008-2012 recognizes unethical conduct as an emerging issue and challenge of the public sector gains over the years; as "The public services delivery system is characterized by inefficiencies associated with cultural and attitudinal aspects. This is partly responsible for the discomfort among service deliverers who are often fearful of the consequences of reforms. This calls for stakeholder involvement, including the citizens in determining policies, priorities and service delivery system so as to inculcate a culture of values and ethics throughout the public service. Given the changes associated with market-based government, along with globalization and economic rationalism, the changed requirements for success in organizations make adherence to both public values and the grounds for ethical behavior even more uncertain (Barley, 2007).

Adoption of ethical behaviour means that a company runs business in a way that gains trust of all stakeholders by complying with market orders and acting consistently with its rights and duties as a social entity. To be more specific, it refers to transparent and fair management in such areas as accounting, tax payment, working conditions, and environmental protection, etc. It is widely believed that it is very necessary for public corporations to commit to corruption prevention and adoption of ethical behavior since they play an important role in the national economy and have a monopolistic position in the market (Nam-Joo Lee, 2004). Ethical conduct does not happen by

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itself in an organization. Ethics should be actively managed, because an organization brings together people with different values and motives. Actively managing an organization's ethics means that common norms and standards need to be set; communicated and enforced (Landman, 2005).

1.2 Statement of the Problem

The public sector of Kenya has been plagued with inefficiency and ineffectiveness in their service delivery, a fact that can be associated with the lack or poor existence of ethical values within the public sector - as noted in the Medium Term Plan 2008-2012 that the public services delivery system is characterized by inefficiencies associated with cultural and attitudinal aspects. Poor service delivery also undermines the resolve and achievement of the Vision 2030 anchored on continuity towards governance reforms (Ministry of Planning and National Development, 2005). Despite efforts at improving the ethical conduct of public sector managers through the introduction of various reforms measures including code of conduct as key components. However, the practical application of the code of conduct in public administration remains limited and these human features impact efficiency and effectiveness of an organization.

According to Tavalee (2010) ethical or unethical behaviors or functions can bring positive or negative outcomes at an organizational level. The reasons for this state of affairs include among others deficiencies code implementation, lack of exemplary leadership, ineffective reward and punishment system and unsupportive public service organizational culture (Sakyi & Bawole, 2009). The need for studying ethical behaviors among public service organization managers' in Kenya arises from the increasingly importance of ethical behaviors standards and lack of existing internal research regarding factors influencing adoption of ethical behavior. The study therefore sought to identify the factors affecting adoption of behaviour among managers in selected public organisations in Kenya.

1.3 Objectives of the Study

1. To assess the influence of organizational leadership on adoption of ethical behavior

2. To assess the influence of education and training on adoption of ethical behavior within the public sector in Kenya

3. To assess the effects of institutional framework on adoption of ethical behavior in sustainable development within the public sector in Kenya

4. To determine the influence of organizational culture on adoption of ethical behaviour in public organisations

1.4 Research Questions

1. How does organizational leadership influence adoption of ethical behavior within the public sector in Kenya?

2. What role does education and training play on adoption of ethical behavior within the public sector in Kenya?

3. To what extent does institutional framework influence adoption of ethical behavior within the public sector in Kenya?

4. To what extent does organizational culture influence adoption of ethical behaviour in the public sector in Kenya?

1.5 Significance of the Study

The study sought to investigate the various factors that governments face implementing ethic management within their public service sector. The study sought to undertake a pragmatic approach towards assessing the various steps that have been undertaken to achieve ethical conduct. The study assisted in highlighting the achievements made towards public sector reform and what needs to be improved so as to achieve exemplary service delivery within the public service sector towards goals outlined in the Vision 2030.

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The study described the landscape of ethics within the public service. The risk of unethical behavior on the part of managers or other employees can be lessened by understanding how employees view your ethical standards and peoples' adherence to them. The study finds it important to also measure the pro-active steps that have been taken by government institutions to encourage ethical behaviour (http://www.busreslab.com).

1.6 Limitations of the Study

One of the limitations of the study was related to anonymity of information afforded by the respondents on the issues under investigation. The focus of the study - ethics - tends to be a critical issue and as such respondents may be reluctant to provide their opinions on adoption of ethical behaviour of their organization.

1.7 Scope of the Study

The study limited itself to selected public service organisations that are located in the Nairobi County. It is presumed that the entities in the capital may be more inclined to be faced with ethical dilemmas due to the intensity and need to perform as is the main central business of the government and would influence other constituent offices.

1.8 Definition of Significant Terms

Communication- This refers to the transfer of information across departments and individuals within the workplace

Education and training- These refers to the provision of knowledge on the various aspects and dimensions of ethics at the workplace

Ethics- These refer to individual values for and standards expected of public service employees in their day to day roles and responsibilities.

Ethical Behaviour - Refer to the measures that are put in place so as to communicate and monitor employees practice ethics in delegation of their duties.

Institutions – These refer to the formal and informal rules and regulations (rewards and punishments towards unethical conduct) that are present in any organization so as to enforce and regulate certain behaviour.

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Institutional Framework –

Managers- These refer to the individuals at the workplace to whom certain departments and employees are subject to.

Organizational Culture – This refers to the atmosphere which is held in an organization by its staff in undertaking their day – to – day operations. In basic terms it implies the notion of "the way we do things around here"

Public service organizations - Refer to state owned enterprises involved in the provision of goods and services to the public

Rational Leadership -

1.9 Organization of the Study

The study has five chapters which include chapter one comprising of the study objectives and research questions, scope, justification, and the definition of significant terms of the study. Chapter two is the literature review section and includes review of literature on the study objectives and research questions. chapter three addresses the methodological issues of the study; the research design, target population, sampling procedure and sample size, data collection methods, validity and reliability of research instruments, data analysis techniques and ethical considerations of the study. Chapter four is the data analysis and interpretation section complemented by tables representing the frequencies of responses from the descriptive statistics. Chapter five includes summary of findings, discussions of recommendations and areas for further study

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The following chapter attempts to discuss and highlight various literature materials on adoption of ethical behaviour in relation to the identified variables of the study. The work will also include a brief explanation on the procedure that the researcher used in measuring the identified variables by relating this to the literature.

2.2 Concept of Ethical Behaviour

Ethical or unethical behavior and judgment usually occur in situations that raise ethical considerations or issues. "An ethical issue is a problem, situation or opportunity requiring an individual or organization to choose among several actions that must be evaluated as right or wrong, ethical or unethical" (Ferrell & Fraedrich, 1991). The researcher identified two ethical theories that justify or support adoption of ethical behaviour n the workplace or during the delegations of roles and obligations. These are the Utilitarian Theory and the Rights Theory.

2.2.1 Utilitarian Theory

Utilitarian theory was first formulated in the eighteenth century by Jeremy Bentham and later refined by John Stuart Mill. Utilitarians look beyond self-interest to consider impartially the interests of all persons affected by an action. The theory emphasizes consequences of an action on the stakeholders. The stakeholders are those parties affected by the outcome of an action. Utilitarian recognize that trade-offs exist in decision-making. Utilitarian theory is concerned with making decisions that maximize net benefits and minimize overall harms for all stakeholders. Utilitarianism regards the welfare of any single individual more no more or less important than the welfare of any other individual, but it does not assume that all individuals should be treated in the same way.

Research generally distinguishes between two forms of utilitarianism: act utilitarianism, which includes maximizing benefits relative to costs for a specific decision at hand, and rule utilitarianism, which involves following rules designed to achieve the greatest net positive consequences over time (Fritzsche & Becker, 1984; Premeaux & Mondy, 1993; Premeaux, 2004). Utilitarian decision makers are required to estimate the effect of each alternative on all parties concerned, and to select the one that optimizes the satisfaction of the greatest number (Cavanagh, 1981; Velasquez, 1998)

2.2.2 Rights Theory

According to the theory of moral rights, human beings have certain fundamental rights that should be respected in all decisions: the right to free consent, privacy, and freedom of conscience, free speech, and due process (Cavanagh et al., 1981). A right is a capacity, a possession, or condition of existence that entitles either an individual or a group to enjoy some object or state of being. For example, the right to free speech is a condition of existence that entitles one to express one's thoughts as one chooses (Duska, 2002).

According to rights theory, as long as the distribution of wealth in society is achieved through fair acquisition and exchange, the distribution is a just one regardless of any degree of inequalities that may ensue (Budd, 2004). The morally correct action is the one that a person has the moral right to do, that does not infringe on the moral rights of others, and that furthers the moral rights of others (Rachels, 1999; Velasques, 1998; Cavanagh et al., 1981; Schumann, 2001). People who rely on rights theory to reason their actions emphasize the entitlement of individuals (Cavanagh et al., 1981). Restrictions on behavior should prevent harm to others, but unless your actions harm others, you should be free to do as you please. A manager making a decision based on this theory should avoid violating the rights of others who may be affected by the decision (Cavanagh et al., 1981).

2.3 Rationale of Ethical Behaviour in the Public Service

Fox and Meyer (1995) define ethics as rules and principles that determine right and wrong conduct. Leadership in public administration has to maintain an ethics based environment which

encompasses such rules and principles. The effective and efficient delivery of public services can be identified as the underlying purpose of any public institution. Ethical behaviors form external symbol of organizations which is the sum of varied ethical values, has emerged and appeared in those organizations. Declining of behavior criteria in the public sector has prompted researchers to find basis for providing appropriate administrative directions. Qualified managers in different levels develop appropriate basis for all human factors working in all professions, so they can address their profession and society issues with full sense of responsibility and commitment and observe dominant ethical principles of their job and profession (Ahmadi & Ashrafjahani, 2011).

Public leaders are expected to serve public needs and not to promote personal interests. Despite this being widely accepted, public service in Africa is characterized by allegations on unethical behaviour (Mafunisa, 2008). He further argues that unethical behaviour often starts at the top of public service leadership, where public service values are not personified and promoted. The following section of the literature review discusses the identified variables of the study and their perceived influence to the adoption of ethical behaviour in public service organisations in the Kenyan context.

2.4 Education and Training and Ethical Behaviour in the Organisation

As with any management practice, the most important outcome is behaviors preferred by the organization. The best of ethical values and intentions are relatively meaningless unless they generate fair and just behaviors in the workplace. That's why practices that generate lists of ethical values, or codes of ethics, must also generate policies, procedures and training that translate those values to appropriate behaviors (McNamara, 2004). Inorder to instill professionalism and ethical conduct among public service employees developing countries have been involved in public sector reforms since independence which have been focused on improving the efficiency of the sector. UNPAN (2001) notes administrative professionalism cannot be developed overnight. It needs time and efforts from all stakeholders. Training is essential for this type of attitudinal change. African socio-cultural values have to be examined, in

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order to integrate the values of the modern state such as the rule of law, upholding public interest, and the merit principle in administration.

An ethics program is essentially useless unless all staff members are trained about what it is, how it works and their roles in it. The nature of the system may invite suspicion if not handled openly and honestly. In addition, no matter how fair and up-to-date is a set of policies; the legal system will often interpret employee behavior (rather than written policies) as de facto policy. Therefore, all staff must be aware of and act in full accordance with policies and procedures (this is true, whether policies and procedures are for ethics programs or personnel management). This full accordance requires training about policies and procedures (McNamara, 2004). For example surveys of managers, public servants and users throughout the country concluded that public servants, users and even four fifths of the heads of service did not know much about ethics. This may be because public service ethics is still a recent concept in Madagascar (United Nations, 2001). Dorasamy (2010) reports that although obliged to establish an ethics infrastructure as per government requirements, ethical practice is still a major challenge facing the South African government and one of the major causes has been ineffective ethics training.

The position of public officials becomes even more precarious to public officials due to the dynamic environment which makes them vulnerable to ethical dilemmas. Kishore & Taylor (2002) since public officials in South Africa operate in a diverse society; their ethical convictions and accountability to its populace are bound to be tested. To ensure that officials act confidently with organizational support, training in ethics is essential as an initiative for the establishment of an efficient and effective ethical and accountable public service.

An ideal training programme, according to the Capacity Development Group, UNDP (2007) is a mix of ethical issues, procedural rules and practical situations. Ethical behaviour cannot be achieved through one-stop training courses. The evidence reviewed also revealed that any strategy in the field of training must be open-ended, all-embracing, and repetitive and must address all employees during all phases within their careers. It is important to note that while

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mentoring/peer-to-peer learning seems to work best when involving senior managers and experienced employees, training covering functional and competency of staff is handy for mid-level managers and professionals and broader package such as ethics campaign, media outreach, manuals appears to be the best option to get to the citizenry.

In any reform programme that is aimed at improving the quality of service and performance, it is clear that individuals and their training must be at the centre of the effort. As far as training in the civil service system is concerned, there are two major approaches - pre-service and in-service training. Pre-service training refers to that which is offered prior to employment to the organization whereas In-service training occurs when an employee is inducted into the organization. However in –service training has been mostly concerned by offering one-stop shop courses for employees in public service sectors (UNDP, 2006).

People entering the workforce for the first time are the building blocks for future organizational integrity – our leaders of tomorrow. While it is not the primary role of employing organisations to concern themselves with pre-employment agendas, organisations can nevertheless have an indirect influence by pressing for their own requirements when dealing with job seekers. This has the potential to influence curricula and its ethics content at the secondary school and college level. Kidder (2005) suggests that presenting prospective employees with a theoretical ethical dilemma to determine their level of moral reasoning may be an effective recruitment strategy for ascertaining the ethical decision making processes of the interviewee. On the same note Holloway (2004) suggests establishing an organization's recruitment strategy based on clearly defined values and principles and outlining these clearly to applicants, to reach a stage where only those like-minded people wanting to work for an ethical organization will apply.

An ongoing and focused ethical leadership training strategy can be a major boost to an organization's integrity. Such ongoing training should include strong ethical content, from orientation through to executive development, with special training for those in positions of high ethical risk (such as purchasing, contracting, finance etc) and in professional areas that present

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special dilemmas and needs (for example: marketing, nursing, police, uniformed services). For instance Brazil in an effort to reduce corruption in their public sector focused specific training for particular departments, where a central regulatory agency for procurement was set up, and excessive bureaucratic controls in the procurement process should be reduced. In addition, procurement personnel received special ethics training. In Kenya, there was the establishment of the Public Procurement Oversight Authority (PPOA).

The UN study on public service ethics in Africa revealed that non-state actors are involved in arrays of initiatives to promote ethics and values in the public sector UN (2001). Unwin (1997) notes the important role of the private sector and civil society in participating in educational and training activities for public service organizations. However, developing countries have weak civil society organization movements which had no significant impact in promotion of ethical behaviour. There are examples nevertheless of private sector involvement, For instance, Le Club Ethique du Cameroun has a mandate of promoting moral leadership in the country; the Institute of Economic Affairs (Ghana) and Transparency International-Nigeria published major reports and press releases on corruption. Training and awareness programs provide a valuable tool for raising awareness among stakeholders within an organization. But to really entrench an organizational ethics strategy and create an ongoing commitment to its goals, we need to go a step further and work on developing what is called an 'ethics regime'.

2.5 Organizational Leadership and Ethical Behaviour in the Organisation

In recent years, many countries in Africa have been linking the issue of integrity of leadership and institutions to economic and social development. Sponsored by the United Nations, a number of conferences have been organized around this theme. For instance, The Pan-African Conference of Ministers of Civil Service, in 1994, expressed concern over the decline in the professionalism and prestige of the African public service. In 1998, the theme of the Second Pan-African Conference of Ministers of Civil Service in Africa: New Challenges, Professionalism and Ethics. Further, the theme of the 1998 Second Africa Governance Forum in Ghana,

sponsored by United Nations Development Programme (UNDP) with the support of UNDESA, was Transparency and Accountability (United Nations, 2001).

According to the United Nations (2001) it is the responsibility of management both to institute preventive measures and to provide oversight mechanisms to combat and manage the incidence of corruption on the job. That responsibility belongs to the leadership or every single ministry, department, agency or organization within the public services. Chapter Six in The Constitution of Kenya 2010 requires public leaders to promote and maintain high standards of professional ethics. Legally and ethically, public leaders are invariably bound by the Constitution to advance the identified rights of the public. Section 232 (1) requires high standards of professional ethics from public service employees. Understanding and implementing the guiding principles for public administration as reflected in the Constitution, is an imperative for any public leader concerned with the interests and protection of the public

Dorasamy (2010) the effective and efficient delivery of public services can be identified as the underlying purpose of any public institution. Leadership through action must contribute to this goal or purpose so that all employees in the organization can competently and ethically pursue service delivery excellence. Bennis (1997) views this as the essential difference between leadership and management. Leadership focuses on doing the right things while management refers to merely doing things right. Leadership needs to direct the behaviour of others toward the accomplishment of the organization's purpose. There is a growing trend toward leadership based on ethics of excellence associated with truthfulness, accountability and objectivity (Keen, 2001). It is leadership based on character and competence rather than position.

Political will as well as ethical leadership and their exemplary role as senior public servants remain critical to effectively promote ethics and values in the civil service system. The roles of non-governmental actors too require greater attention for its oversight, monitoring and awareness creation functions. However, these need to be matched with access to information on government operations and performance, to which end a number of governments are enshrining in legislation as the right to information. Ciulla (1998 writes ethics involves human relationships;

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leadership is a particular type of human relationship. Some hallmarks of this relationship are power and/or influence, vision, obligation, and responsibility. By understanding the ethics of this relationship, we gain a better understanding of leadership, because some of the central issues in ethics are also the central issues of leadership. They include the personal challenges of authenticity, self-interest, and self-discipline, and moral obligations related to justice, duty, competence, and the greatest good.

According to Dorasamy (2010) the communication of a clear vision and clarification of purpose to address public sector needs contributes to aligning behaviour with goals. It should be stressed that communication should include words and deeds. Public leaders must be living embodiments of the service delivery culture they desire. The practices they want infused in their organization must be displayed in their consistent behaviour. Such behaviour motivates subordinates toward purposeful behaviour (Kotter & Heskett, 1992). Leadership and communication in the workplace is a very important in the struggle of the business to provide effective structures of ethics. The behavior of the leaders and the kind of values embodied in their actions reflect the direction of business ethics. Their adherence to the ethics or their violation of the ethics send signals on the organization on what norm should be followed and what values are to be aspired (Phillips, 2004).

Anti-corruption efforts must be backed by genuine political will if they are to stand any chance of proving effective. Most anti-corruption crackdowns by African governments have been public relations exercises. African governments have been seen to be reluctant to take action in cases of corruption or mismanagement where there is no political benefit to the government. Political bosses have been seen interfering in the investigative process seeking leniency/clemency for friends and political loyalists involved in acts of corruption and unethical practices. (UNECA, 2003)

Koontz et al. (2000) maintains leading is influencing people so that they will contribute to organization and group goals; it has to do predominantly with the interpersonal aspect of managing. All managers would agree that their most important problems arise from people -

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desires and attitudes, their behavior as individuals and in groups - and those effective managers also need to be effective leaders. Since leadership implies followership and people tend to follow those who offer a means of satisfying their own needs, wishes, and desires, it is understandable that leading involves motivation, leadership styles and approaches, and communication. Ourzik (1998) writes in order to promote the role, professionalism and ethical values of African public administrations, leader-managers will be needed, endowed with a strong view of public service.

Landman (2005) there are five components of an organizational adoption of ethical behaviour program, one of which is directly related to leadership is that of commitment. The principle advocates that the leadership of the organization should accept responsibility for, and custodianship of the ethics initiative. Landman (2005) argues that an ethical person is not necessarily an effective ethical leader. Ethical leadership should be consciously cultivated and should model responsible conduct to promote ethical behaviour in public service organisations. For any ethical initiatives to achieve their objectives there is need for a good example to be set as it is essential to the credibility of the exercise. Top leadership initiatives, active participation by heads of key departments, and the involvement of civil society are critical components of a successful strategy (United Nations, 2001).

It is important also to note that there are two dimensions towards the concept of leadership in ethics management, one is that of the political level and the other is concerned at the organizational level (Managers). The study in particular will seek to investigate the executive management of an organization while juxtaposing this to the concept of leadership to which both are important aspect to ethics management. LeClair et al., (1998) the importance of the commitment of senior level leaders, particularly the Chief Executive Officer cannot be overstated in the quest for an ethical organization in which people at all levels lead with integrity. Numerous authors in the leadership field have referred to the special importance of people at the very top of the organization, those who hold senior executive roles.

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Knowledge management becomes an important aspect to note when it comes to the successful implementation of ethical values and culture within the organization. According to Drucker, 1989) knowledge is information that changes something or somebody – either by becoming grounds for action, or by making an individual (or an organization) capable of different or more effective action. The organization of International Knowledge Management (2009) note human capital is not only about skills or expertise; it also covers character, attitude, health and self-motivation. Communication remains an important aspect of society and organizations in the ability of individuals and group of people to exchange information while enhancing knowledge management. Flow of information within organizations is a core component of achieving goals and objectives based on an understanding within all the stakeholders in order to successfully establish and maintain an adoption of ethical behaviour program.

For an effective adoption of ethical behaviour program all stakeholders should be knowledgeable of their expected behaviour in an effort to which they internalize these in their day to day operations. This allows for more commitment to the organizations goals and objectives thereby enforcing a change in culture and attitudes that are positive towards this end. In order to help Member States to meet their obligations under the Millennium Declaration, UNDESA has focused on the new imperatives of the knowledge society and seeks to support Governments in capturing the benefits of the application of Information and Communication Technology (ICT) in public administration through the development of e-government, national knowledge systems and knowledge management within government (United Nations, 2003)

There are several ways in which a public entity can be able to conduct awareness of its ethic management program to its workforce and also to stakeholders. Awareness here serves as on a two way street whereby both parties and groups ion the continuum appreciate and understand what is expected from each. The study will seek to measure which and how effective these approaches have been used in adoption of ethical behavior in the Kenyan public sector. To better illustrate the concept of ethical leadership the study borrows from Caldwell et al (2002) that the characteristics of leaders combined with the beliefs that they bring to an ethical dilemma

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comprise a useful framework with which leaders develop their own self-identity as ethical leaders. They conclude that the real need is for 'a model of leadership based upon teamwork, community, and ethical and caring behaviour. Dorasamy (2010) notes that while policy and regulatory frameworks set the guidelines for ethical behaviour, it is imperative that leaders structure and implement strategies to ensure that decisions relating to service delivery are made within an ethical milieu of policy and regulatory frameworks.

2.5 Institutional Framework and Ethical behaviour in Organisations

Institutions in the study are related to the various policies and rules that are in place within the confines of organizations. Although there are those in the constitution and the public sector as a whole the study limits its investigation is to those that are implemented and enforced in particular organizations. North (1994) in His Nobel Prize acceptance speech defines institutions as the formal and informal "rules of the game." North distinguishes organisations and institutions by stating that an institution constitutes "humanly devised constraints that structure human interaction. They are made up of formal constraints (rules, laws, constitutions), informal constraints (norms of behavior, conventions, and self imposed codes of conduct), and their enforcement characteristics. The United Nations Public Administration Network (UNPAN) note that for ethical behaviour to be entrenched into public service organizations there is a need for an ethics infrastructure which would set in place the requisite legal and oversight framework, public service conditions, and training to minimize corrupt and unethical behaviour (UNPAN, 2001).

This core issue for the study refers to the policies, procedures and processes that organizations have in place among others to legislate, plan and manage development and the rule of law, measure change in progress, and provide oversight over their public service employees. In a conference meeting held in Ethiopia in 2003 The United Nations Economic Commission for Africa (UNECA) noted that throughout much of Africa, enforcing institutions and mechanisms have not been effective in monitoring standards of professional ethics and accountability in public services. One of the most common enforcing institutions of service integrity and accountability are professional associations, which, as independent civic society organizations,

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can prescribe standards of conduct and service delivery to be strictly followed by the membership. But, these associations are few in number and are constrained by institutional, legal and capacity constraints to play the vital role of enforcing professional and ethical standards of service.

According to UNECA (2003) government watchdog organizations have often been formally mandated to oversee the strict enforcement of ethical and professional standards of conduct in public service institutions. Some of these include inspectorate offices, the auditor general, civil service ethics commissions, anticorruption and ethics commissions, offices of the ombudsman/woman, attorney and prosecutor general offices and other relevant watchdog organizations. In recent years, most of these have been wanting in effectiveness in enforcing ethical and professional standards because political and bureaucratic problems have affected their efficacy as viable oversight institutions of public ethics and integrity.

Taking into account the code of regulations for civil servants, professional associations and the general public and the watchdog institutions, it can be said that Kenya has officially developed a relatively elaborate legal and institutional framework for the promotion of public service ethics and anti-corruption initiative in the sub-region. The key parliamentary watchdog institutions, namely the Public Accounts and Public Investments Committees, have also become more vocal in their fight against corruption in high places in the country.

Sakyi & Bawole (2009) it needs to be emphasized that the effective implementation of codes that secure genuine responsible behvaiour by public officials is as important as putting in place the code of conduct itself. For instance, indications are that most countries in Anglophone West Africa are lacking behind in the implementation of significant components of their codes of conduct. Although there is a code of regulations for civil servants and several other legal instruments which spell out a number of sanctions against public officials with wrongdoing in the course of their official duties, these regulations and legal instruments are not effectively disseminated to the public officials. Moreover, the instruments dealing with the set of standards

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expected of public officials appear not to be comprehensive enough. At the same time, channels for lodging complaints and obligations on the part of ordinary citizens to report wrongdoing about public officials appear not to be provided for adequately. (UNDESA, 2001)

According to Omar (2004) an overall national strategy aimed at mainstreaming ethics and professionalism in the public service should first of all focus on the ethics infrastructure of a country. Ethics infrastructure is usually composed of the Institutions, the Rules and the Practices that are put in place to guide, enforce, and manage expected standards of behaviour in the public service. Essentially, the legal and institutional infrastructures have been put in place but the implementation remains a huge challenge. This situation has resulted in a limited awareness of proper codes of conduct culminating in the preponderance of unethical and corrupt behavior throughout the public services (Sakyi & Bawole, 2009).

In Nigeria, efforts towards ensuring fair and transparent human resources management led to the establishment of the Independent and Corrupt Practices Commission (ICPC). The establishment of the Economic and Financial Crimes Commission (EFCC) in 2003 is another measure geared towards fighting corruption and financial scams in known as 419 in the country. The EFCC has succeeded in prosecuting some highly placed individuals in society for corrupt practices. Critics however point out that both the ICPC and the EFCC do not really go for the "big fish" in the country but concentrate on selective prosecution in order to justify their establishment.

2.6 Organizational Culture and Adoption of Ethical Behaviour in the Organization

The extent of ethics is considered to be in the limit of individual behaviors but when these behaviours but when this are spread into an organization. Presently analysis of organizational behaviors converts to collective ethics which are embodied in the culture of society and find dominant aspect that a society can be identified by it addressing the ethical and moral values is one of the requirements. Ethical behaviors form external symbol of organizations which is the sum of varied ethical values, has emerged and appeared in those organizations (Ahmadi &

Ashrafjahani, 2011). Trevino and Nelson (2004) maintain that organizational systems must be aligned so that the entire organization is committed to a culture of efficiency and effectiveness.

Schein (1992) has elaborated that a culture in organizations is based on norms, beliefs and common values that a group learned to resolve internal and external problems. Organizational culture develops link between psychological ownership and organizational members (Pierce et al., 2001). Employee motivation, organizational support, ownership and re-cognition in organizations support employees to increase their performance (Pierce & Rodgers, 2004). Dorasamy (2010) links the leadership of the organization as having an influence on the organizational culture. Leaders who are loyal to themselves and merely interested in personal gains, adopt an egoistic position (Malan & Smit, 2001 in Dorasamy).Such positioning perpetuates an organizational culture of poor governance and performance. Often a culture of unethical behaviour reigns, to the detriment of a competent public service. Leadership has to create an organizational culture that directs a public service institution to achieve its purpose.

Toor and Oferi (2009) describe that positive relationship exist between ethical leadership and transformational culture, however, this study found that ethical leadership and transactional culture behave negatively. Organizational culture is an important element of any organization and is linked with employee performance. Sheraz et al. (2012) Enhancing employee performance through ethical leadership, transformational leadership and organizational culture in development sector of Pakistan found that ethical leadership and organizational culture have positive relationship.

According to Goosen and Van Vuuren (2004) inorder to promote an ethical culture, organisations need to ensure that the organizational context is conducive to the development of such a relationship as well as for business ethics to be institutionalized. To create such an environment organisations need to have a code of ethics, a plan to institutionalize ethics in all levels of the organization and a culture of integrity. In Kenya, all public service organisations have a code of ethics, vision, mission and strategic goals and objectives as a result of public sector reforms. Along with having formal compliance structures, organisations need to nurture

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cultures that provide the ethical commitment necessary to turn formal compliance into effective, but voluntary and self-regulatory compliance. It is therefore evident that a 'holistic' systems approach should be followed. To achieve this, business ethics must be fused with the strategic plans, processes, management, communication, and culture of organisations.

In order to get managers' opinion on organizational culture the study adopted the research instrument developed by Dension (1990). The instrument covers four prospective of organizational culture that is involvement, consistency, adaptability and mission. Denison (1990) suggests involvement to be measured by three aspects of empowerment, team orientation and capability development; consistency measured core values, agreement and coordination; adaptability measured creating change, customer focus and organizational learning; mission measured strategic direction and intent, goals and objectives and vision.

The literature review process informed the researcher on the conceptual framework where the influence of the independent variables influence on the dependent variable. The independent variables comprised of leadership of the organization, institutional framework of ethics within the public sector, education and training given to public sector employees on ethics and managing ethics in the workplace and the organizational culture of the selected public enterprises. The dependent variable of the study was the practice of ethical conduct of employees in the public sector which is indicated by the level of integrity and commitment.

Figure 1: Conceptual Framework

Moderating Variable

- Public Sector reforms

Independent Variables

Organizational Leadership
- Type of Leadership
- Communication techniques
- Accountability

Dependent Variable

Adoption of Ethical Behavior among Public Sector organisations
- Integrity
- Commitment

Education and Training
- Type of training
- Content of ethical awareness
- Organization of ethical

Institutional Framework

- Codes of Ethics
- Codes of Conduct
- Reward and Punishment

Organizational Culture
- Values
- Norms
- Attitudes

- Socio-political environment

Intervening Variable

Source: Author (2012)

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2.7 Summary and Gaps in Literature Review

In the course of the literature review process the researcher identified that there are several factors affecting the adoption of ethical behaviour in the organization which include; leadership of the organization, code of conduct, values, beliefs, reward systems and organizational culture. Ethical behaviour in organisations can be identified by the level of integrity that is associated with the organization by the external environment and this will be the measure used in the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The following chapter indicates the various methodological issues that the study used in an effort to gather relevant data. The chapter is divided into the various topics of the research design, target population, sampling techniques, data collection instruments, discussion of the validity and reliability of the research instruments and the data analysis techniques that were applied in the course of the study.

3.2 Research Design

The study adopted descriptive design; which is identified it as an appropriate design for the study as it is defined by Creswell et al. (2003) as a design that provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. From sample results, the researcher generalizes or makes claims about the population. The study was a cross-sectional survey design which implies that data was collected at one particular time. Also the researcher chose the above method as they (Surveys) have become a major instrument in integrity and adoption of ethical behavior as suggested by Moore (2005).

3.3 Target Population

The target population of the study was public service organisations employees. The study targeted employees in the different management departments in selected public organisations in Nairobi County; these included Kenya Railways Corporation, Kenya Airports Authority, and the Kenya Civil Aviation Authority.

Table 3.1: Population Distribution

Organisation	Population
Administration	130
Finance and Accounting	100
Staff Development	90
Procurement	60
Total	**380**

3.4   Sampling Techniques and Sample Size

The study used the Stratified Random Sampling Procedure; stratified sampling is a way of ensuring that particular strata or categories of individuals are represented in the sampling process. Sampling was based on the different management departments in the purposively sampled public organizations. The study will use the Cochran (1977) Sample Size formulae adapted from Mugenda & Mugenda (1999) to the required sample of the population which was found to be 190 respondents.

$$n_0 = \frac{(1.96)^2 (.5)(.5)}{(.05)^2} = 384$$

$$n_1 = \frac{(384)}{(1 + 384/380)} = \mathbf{190}$$

3.5   Data Collection Instruments

Two data collection techniques which include the primary source of data and the secondary sources of data were used. By using these two different methods the study was able to supplement each other in their methodological weaknesses.

3.5.1 Questionnaires

Malhorta (2004) defines a questionnaire as a formalized set of questions for obtaining information from Respondents. The overriding objective is to translate the researcher's information needs into a set of specific questions that respondents are willing and able to answer. Malhorta (2004) suggests that a questionnaire is the main means of collecting quantitative primary data. The study used questionnaires as the main tool for data collection. Questionnaire items were based on two criteria whereby there will be open-ended and close-ended items. However the work incorporated the use of the likert-like items based on a scale from "strongly disagree" to "strongly agree" on the measurement of the variable of leadership which will seek the attitude and beliefs of the respondent on the executive management of the organization.

The questionnaire comprised of five sections (section A - Section E). The first part, section A contains the demographic information, section B sought to identify the perceptions of managers regarding the institutional framework influence on adoption of ethical behaviour, section C on questions of organizational culture, section D items regarding education and training and section E which contained items regarding organizational culture influence on adoption of ethical behaviour.

3.5.2 Content Analysis

Content analysis was also another mode of data collection used in the survey whereby this involves collection of already written information. This is a form of secondary source of data and one of its advantages is that it is not prone to the bias of the researcher since it was be collected for a wide audience. Specifically the researcher used annual reports, published material on ethical conduct in public organizations included in the sample. Content analysis as a technique of gathering data involves the re-examination of existing materials. Archival research utilizes the vast store of records generated in any literate society, while content analysis utilizes texts of all sorts to examine systematically questions and hypothesis of current interest (Donovan, 1988; Jones, 1985).

3.6 Validity of Research Instruments

Validity is a characteristic of measurement concerned with the extent that test measures what the researcher actually wishes to measure and that the difference found with a measurement tool reflect true differences among participants drawn from a population (Cooper & Schindler, 2008). In developing and constructing the questionnaire the researcher was involved in constant consultation with the university supervisor and other experts' opinions inorder to establish the construct validity of the instrument.

3.7 Reliability of Research Instruments

Reliability refers to the consistency to which a research instrument yields expected results after repeated trials (Mugenda & Mugenda, 1999). To ascertain the internal consistency (reliability) of the research instruments the researcher used the test – retest method which involved administering the same instrument to the same group of subjects. The researcher conducted two questionnaire administration in a space of one week to 15% of the samples who were not included in the final instrument administration and obtained a correlation coefficient of .76 which is acceptable as suggested by Charles (1995) that the degree of stability is positively correlated with the degree of reliability, higher degree of stability results in higher degree of reliability, means that the results are repeatable.

3.8 Data Analysis

The Data analysis process of the study comprised of both qualitative and quantitative approaches to data analysis. The questionnaire items were coded in a manner that would generate both types of data by structuring questionnaire items in open-ended for qualitative data and close-ended questions for quantitative data. The researcher cleaned the data before entering into the Microsoft Excel spreadsheet which will be later copied into the Social Package of Social Scientists (SPSS). Qualitative content analysis was the major approach that the study will use in analyzing the qualitative data. Hsieh and Shannon (2005) define it as a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or pattern. This will allow the researcher to understand the realities of the respondents. The researcher undertook a descriptive analysis where presentations were made

through tables indicating the frequency and percentages and were complemented by the researcher's interpretation.

3.9 Ethical Considerations

The researcher sought a letter from the University of Nairobi to introduce him to the respondents. The letter gave confidence to the respondents to answer the questions as objectively as possible because they knew that this was an academic study which was not going to victimize them in any way for the views given.

Objectives	Variables	Indicators	Measurement	Type of Analysis	Tool of Analysis
1. To assess the effects of organizational leadership on adoption of ethical behavior	**Independent Variable** Organizational leadership **Dependent Variable** Adoption of ethical behavior	• Ethics Communication channel • Nature of communication • Frequency of ethics communication	• Memo / Meetings / Face - to- face / Other • Informal / Formal Communication • Daily / Weekly / Monthly / Quarterly	Descriptive Statistics	Mode Mode Mode
2. To assess the effects of education and training on adoption of ethical behavior within the public sector in Kenya	**Independent Variable** Education and Training **Dependent variable** Adoption of ethical behavior	• Type of education and training • Level of training • Nature of training	• Content of ethics education and training • Certificate / Diploma /Degree / Other • Internal / External /Other	Descriptive Statistics	Mode Mode Mode
3. To assess the effects of institutional framework on adoption of ethical behavior in sustainable development within the public sector in Kenya	**Independent Variable** Institutional Framework **Dependent Variable** Adoption of ethical behavior	• Type of rewards and punishment of ethical conduct • Formal / Informal rules of ethics	• Organizational Ethical Incentives • Organisations Ethical Conduct Structures	Descriptive Statistics	Mode Mode Mode

Figure 2: Operationalization of Variables

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CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This section includes the data analysis and interpretation techniques used for the study. The section is divided into the socio-demographic data, the three study objectives; institutional framework and adoption of ethical conduct, organizational leadership and adoption of ethical conduct and education and training and ethical adoption. The study used graphical presentations of tables and explanations for each questionnaire item used in the study.

4.2 Demographic Data

The study was able to successfully administer 161 questionnaires to managers in the selected public service organizations; the researcher received a total of 121 questionnaires which were used in the data analysis process having satisfied the qualities for the process such as completion and clarity. The response rate of the study was established at 75% which is acceptable. The analysis was done using the SPSS version 13.0. The gender of the respondents was established at 42.1% for females and 57.9%.

The researcher was also keen to establish the ages of the respondents and found that there were no respondents between the ages of 18-25. However, the researcher found that 23.9% of the respondents were aged 26 – 31, 45.6% were in the age category of 32 – 39 who were the majority and 30.5% were over 40 years of age as shown in Table 4.1

Table 4.1: Age of Respondents

Age Groups	Frequency	Percent
18 - 25	0	0.0
26 - 31	29	23.9
32 - 39	55	45.6
Over 40 Years	37	30.5
Total	121	100.0

The study also sought to establish the highest level of education among the respondents where the majority of respondents observed were graduates and accounted for 36.4%, certificate

holders comprised of 17.4%, diploma at 30.6% and post graduate holders stood at 15.7% as indicated in Table 4.3.

Table 4.2: Level of Education among Respondents

	Frequency	*Percent*
Certificate	21	17.4
Diploma	37	30.6
Graduate	44	36.4
Postgraduate	19	15.7
Total	121	100.0

It was also relevant for the study to identify the number of years with which the respondent had worked in the public organization. Respondents who had worked in the selected public service organization for less than 1 year 20.6%, 2 – 5 years were 27.8%, 6 – 10 years were 46.2% and more than 10 years accounted for 5.7% as shown in Table 4.3.

Table 4.3: Years of Service in Public Organisation

	Frequency	*Percent*
Less than 1 Year	25	20.6
2 – 5 Years	33	27.8
6 – 10 Years	56	46.2
More than 10 Years	7	5.7
Total	121	100.0

4.3 Influence of Institutional Framework and Adoption of Ethical Conduct

One of the objectives of the study was to establish the influence of the institutional framework on adoption of ethical conduct among public organization employees. The researcher asked respondents to indicate whether there were institutions within the organization which were performed independent scrutiny of the administration. Table 4.4 represents responses from the sample where majority of the respondents answered No and accounted for 61.2% and 37.2% who answered yes. Respondents who answered yes were also required to establish the kind of institutions that performed this scrutiny and they identified it as the Kenya Anti-Corruption Authority.

The study also sought to establish whether public organization involved in the sample had a formal policy to protect employees who report ethical violations and majority of the respondents

acknowledged that there was no formal policy and these accounted for 62.8% and those who said yes accounted for 36.5%. The study also sought to establish whether there organisations had a manager whose sole responsibility was to deal with ethical initiatives where 64% of the respondents said no while 36% agreed that they had a senior-level manager involved in the implementation, monitoring and assurance of ethics initiatives.

The study also sought to know whether organizations undertook formal evaluation of ethical conduct of individuals where majority of the responses show that most organisations do not undertake any kind of evaluation of the ethical document and policies, ethics – related to performance of the organisations, individuals and the organization culture. As shown in table 4.8. Responses accounting for 19% acknowledged that their organization undertook evaluations of the organizational culture to ethics compared to 5.0% undertook ethics-related performance of individuals. Majority of respondents representing 76% were not applicable to this item.

Table 4.4: Evaluation of Ethics Initiatives

	Frequency	Percent
Organizational culture related to ethics	23	19.0
Ethics – related performance of individuals	6	5.0
N/A	92	76.0
Total	121	100.0

Internal control is an important component of adopting ethical conduct within the organization and the study was keen to ascertain employee attitudes to the sufficiency of internal controls. Table 4.5 indicates employees who responded no accounted for 52% and were the majority followed by 28% who acknowledged internal control in their organization was sufficient to improve ethical conduct and 20.0% who didn't have any knowledge. The respondents who acknowledged the presence of an internal control mechanism also identified that this was referred to as the Internal Audit Structure.

Table 4.5: Sufficiency of Internal Control to Improve Ethical Conduct

	Frequency	Percent
Yes	34	28.0
No	64	52.0
Don't Know	23	20.0
Total	121	100.0

The researcher sought to establish whether organization had in-house ethics advisor who were involved in promoting ethics matters and issues to employees. Table 4.6 shows that among the respondents 24.7% answered yes compared to a 67.7% answered no and 7.6% who didn't know. The job title of this ethics advisor was also asked in the instrument and was identified as the Internal Auditor.

Table 4.6: Ethics Advisor in Organization

	Frequency	Percent
Yes	30	24.7
No	82	67.7
Don't Know	9	7.6
Total	121	100.0

4.4 Influence of Organizational Leadership and Adoption of Ethical Conduct

The study objectives included to attempt to establish the extent to which the organizational leadership influences the adoption of ethical conduct among employees of public organisations. Communication was identified as an indicator of leadership in the organization as they have the capacity to inform staff on ethical conduct. Table 4.7 shows the responses where 57.4% of respondents identified training sessions as the most popular forum for ethics communication within their organization, 18.1% management meetings, 11.5% through face - to - face interactions and 13.0% indicated other means such as shared folders in the workplace and office memos.

Table 4.7: Ethics Communication in Organization

	Frequency	Percent
Management Meetings	22	18.1
Face – to – face	14	11.5
Training Sessions	68	57.4
Others	17	13.0
Total	121	100.0

Employees also were asked to indicate to whom there Chief Executive Officer was accountable to as this has an impact on the measures and initiatives that top management takes to promote ethical conduct in the organization. Table 4.8 shows the Board and /or Commissions were represented at 59.5%, taxpayers and/or citizens at 24.8% and owners and/or shareholders at 8.3%. Respondents also acknowledged that Taxpayers/Citizens and boards/commissions and these accounted for 7.4%

Table 4.8: Chief Executive Officer Accountability

	Frequency	Percent
Taxpayers / Citizens	30	24.8
Board / Commission	72	59.5
Owners / Shareholder	10	8.3
Taxpayers / Citizens and Board/Commission	9	7.4
Total	121	100.0

The researcher sought to find out from employees how often the top management communicates on issues related to ethics and governance in their organisations. Majority of the respondents acknowledged that top leadership communicated regularly and this accounted for 36.3%, 39.6% often, 19.0% answered sometimes whereas 4.0% said occasionally as highlighted in table 4.9.

Table 4.9: Leaders Communication on Ethics and Governance

	Frequency	Percent
Regularly	44	36.4
Often	48	39.6
Sometimes	23	19.0
Occasionally	6	5.0
Total	121	100.0

The study sought to establish the attitudes of employees in regard to organizational leadership and ethics management where 40.4% of respondents disagreed with this statement when responses for strongly disagree and disagree are collapsed together. Respondents who agreed that top management had a clear understanding of the code of ethics accounted for 50.6% and 9.0% were neutral on this opinion.

Table 4.10: Top leadership Understanding of Code of Ethics

	Frequency	Percent
Strongly Disagree	17	14.0
Disagree	32	26.4
Neutral	11	9.0
Agree	48	39.6
Strongly Agree	13	11.0
Total	121	100.0

Knowledge of communication tactics and techniques on ethical conduct in the organization was also put forward to the respondents where their responses are highlighted in table 4.10. Responses of 37.9% disagreed, 12.0% were neutral and 50.1% agreed that executive management demonstrated knowledge of communication tactics and techniques on ethical conduct as indicated in table 4.11.

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Table 4.11: Top Leadership Knowledge of Communication Techniques

	Frequency	Percent
Strongly Disagree	17	14.0
Disagree	29	23.9
Neutral	15	12.0
Agree	34	28.0
Strongly Agree	28	22.1
Total	121	100.0

The study sought to establish employee perception on top leadership promotion of ethical values in organizational departments where 51.3% of respondents disagreed whereas 41.3% agreed with this notion compared to 7.5% who were neutral as indicated in table 4.13.

Table 4.12: Executive Management Promotes Departmental Ethical Values

	Frequency	Percent
Strongly Disagree	33	27.3
Disagree	29	23.9
Neutral	9	7.5
Agree	24	19.8
Strongly Agree	26	21.5
Total	121	100.0

Employees were asked as to whether executive management demonstrated honesty, openness and integrity in their organization. Majority of respondents agreed that they demonstrated these qualities and accounted for 63% while those who disagreed accounted for 42% and those who were neutral amounted to 13.3% as shown in table 4.14.

Table 4.13: Top Leadership Demonstration of honesty, Openness and Integrity

	Frequency	Percent
Strongly Disagree	23	19.1
Disagree	19	15.7
Neutral	16	13.3
Agree	26	21.4
Strongly Agree	37	30.5
Total	121	100.0

The researcher wanted to know employee perception on the participation of executive management on ethical issues in the organization. Employees that acknowledged executive management demonstrated contribution towards consensus and communication accounted for 50.5% while those who disagreed represented 40.5% and neutral stood at 9.0% as indicated in table 4.15.

Table 4.14: Top Leadership Contribution to Consensus and Communication

	Frequency	Percent
Strongly Disagree	19	15.8
Disagree	30	24.7
Neutral	11	9.0
Agree	28	23.2
Strongly Agree	33	27.3
Total	121	100.0

4.5: Influence of Education and Training and Adoption of Ethical Behaviour

Education and training provided to employees was hypothesized to have an influence on the adoption of ethical conduct in the organization. The researcher therefore sought to establish whether respondents have had any training on ethical matters and to what extent this can lead to adoption of ethical conduct. In regard to education and training 62.8% answered that they received training and 37.2% had not received any training on ethical behaviour.

Conferences/ seminars / workshops were the most popular training on ethical behaviour and comprised of 62.8% and informal / self – taught training at 35.5%. The study also sought to determine the nature of training available for employees in the selected public organisations as either compulsory or voluntary. Responses for the compulsory nature of training for ethical behaviour accounted for 76.1% and 23.9% for the voluntary nature of training.

Table 4.15: Nature of Education and Training in Ethical Behaviour

	Frequency	Percent
Compulsory	92	76.1
Voluntary	29	23.9
Total	121	100.0

The researcher also wanted to determine the scope of the education and training provided for on ethics issues. Table 4.18 represents the responses where 81.9% acknowledged that it was for all public service employees, 5.7% for specific departments/sectors and 12.4% identified that it was for specific officials in the organization.

Table 4.16: Scope of Education and Training on Ethical Behaviour

	Frequency	Percent
All Public Service Servants	99	81.9
Specific Departments / Sectors	7	5.7
Specific Officials	15	12.4
Total	121	100.0

The study also wished to determine the content of the education and training provided on ethical behaviour where respondents were given the option to have multiple responses on this item of the survey instrument. Integrating ethics into everyday activities was the most popular theme for training in ethics and accounted for 56.2%, focus on raising awareness on ethical behvaiour stood at 44.6 as these responses are highlighted in table 4.19.

Table 4.17: Content of Education and Training on Ethical Behvaiour

	Frequency	Percent
Curricula focus on raising awareness	54	44.6
Skill improvement for ethical judgement	38	31.4
Application of Code of Ethics	13	10.2
Ethical decision making	17	15.1
Integrating ethics into everyday activities	68	56.2
Application of Code of Ethics / Ethical Decision making	14	11.7

The provider or facilitator of education and training in ethics issues among public organisations employees was also sought where the responses are shown in table 4.20. Training provided by a central body was represented at 35.5% compared to individual organisations contracted to offer the training at 50.5% and internal organization training at 14%.

Table 4.18: Education and Training Provision

	Frequency	Percent
Central Body	43	35.5
Individual Organisation	61	50.5
Internal Training	17	14.0
Total	121	100.0

4.5 Influence of Organizational Culture and Adoption of Ethical Behaviour

The study sought to establish the influence of organizational culture on the adoption of ethical behaviour in public service organisations. The researcher used the Denison (1990) set of questionnaire items to measure the organizational culture of the selected public service organisations. Empowerment, team orientation and capability development are key indicators to measure the concept of organization culture where 41.3% agreed that their organization had these qualities. Among the sample 43.0% disagreed that there were these attributes compared to 15.7% who were neutral as represented in table 4.21.

Table 4.19: Empowerment, Team Orientation and Capability Development in Organization

	Frequency	Percent
Strongly Disagree	39	32.3
Disagree	13	10.7
Neutral	19	15.7
Agree	27	22.3
Strongly Agree	23	19.0
Total	121	100.0

Table 4.22 represents the responses in regard to the organisations core purpose and values in relevance to adoption of ethical behaviour. Responses show that 19.7% disagreed compared to 57.7% who agree that there was identification of staff with the core values and purpose of the organization nevertheless 22.3% of respondents were neutral.

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Table 4.20: Staff Embrace the Organization's Core Purpose and Values

	Frequency	Percent
Strongly Disagree	11	9.0
Disagree	13	10.7
Neutral	27	22.3
Agree	29	23.9
Strongly Agree	41	33.8
Total	121	100.0

Managers acknowledged that ethical code guides in the workplace informed staff of what was right from wrong and accounted for 57.1% compared to 33.5% who disagreed with this notion while 9.4% were neutral in this matter as reported in table 4.23.

Table 4.21 Ethical Code Guides Behavior and Informs Right from Wrong

	Frequency	Percent
Strongly Disagree	19	15.9
Disagree	21	17.6
Neutral	12	9.4
Agree	32	26.4
Strongly Agree	37	30.7
Total	121	100.0

The environment within which today's organisations are operating is seemingly dynamic. The ability of an organization to change in response to its external environments has a higher chance of success than those that do not. Among the respondents 49.6% disagreed that their organizations were responsive to change and adaptable whereas 26.5% agreed that their organisations were adaptive and 23.9% were neutral regarding the question as indicated in table 4.24.

Table 4.22: Organization Responsiveness and Adaptability

	Frequency	Percent
Strongly Disagree	38	31.4
Disagree	22	18.2
Neutral	29	23.9
Agree	22	18.2
Strongly Agree	10	8.3
Total	121	100.0

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The main objective of this study was to investigate on the factors influencing adoption of ethical behaviour in selected public service organizations in Kenya guided by three specific objectives; to establish the institutional framework on adoption of ethical behaviour, to establish the influence of education and training and to establish the role of leadership and communication on adoption of ethical behaviour in public service organisations. The researcher consulted literature on ethical behaviour in public service sector after which a conceptual framework was developed to guide the study.

Stratified random sampling was undertaken to select public service organisations and also the respondents for the study. The researcher undertook descriptive analysis inorder to describe the nature of adoption of ethical behaviour in selected public service organisations in Kenya. This chapter includes the conclusions derived from the analysis and also presents recommendations for the public service sector in regard to adoption of ethical behaviour.

5.2 Summary of Findings

In regard to the variable of gender there were 42.1% female respondents compared to 57.9% who were male. In regard to the variable of age there were no individuals between the ages of 18 – 25, however, there were 23.9% of respondents between the ages of 26 – 31, 45.6% were in the age category of 32 – 39 and 30.5% were over 40 years. Respondents who had worked in public service organisations for less than 1 year accounted for 20.6%, 2 – 5 years were 27.8%, 6 – 10 years were 46.2% and for more than 10 years were 5.7%. In relation to the variable of level of education graduates accounted for 36.4%, certificate holders comprised of 17.4%, diploma holders at 30.6% and post graduate holders stood at 15.7%.

In regard to objective one, respondents acknowledged that there were no institutions within the organization to provide administration scrutiny and they accounted 61.2% compared to 37.2% who answered yes. The researcher was also keen to establish whether organization had policies in place to protect whistleblowers within the organisations and found that 62.8% of employees

said no while 36.5% said yes. The study also sought to establish whether public service organisations undertook formal evaluations in the workplace. Evaluation of programmes is an effective way of identifying what approaches are working and those that are not and also identifying at what cost and consequences are they running. The researcher also found that internal control mechanisms for unethical behaviour in the organisations were not sufficient with 52% of respondents indicating no compared to 28.0% who said yes. A considerable percent of respondents did not know and were represented at 20.0%.

The second objective was to establish the influence of organizational leadership and communication to adoption of ethical behaviour in public service organisations. The researcher sought to determine how frequently leaders communicated on ethical issues where 36.4% indicated regularly, 39.6% often, sometimes at 19.0% and occasionally and accounted for 5.0%. From the analysis the most frequent means through which this communication was done was also asked of the respondents where 18.1% indicated through management meetings, 11.5% said through face – to – face interactions whereas 57.4% said it was through training sessions and 13.0% indicated others channels such as through shared folders in the organization and memos. In regard to the accountability of the chief executive officers respondents agreed that they were accountable to the boards and commissions and they represented 59.5%, 24.8% said they were accountable to taxpayers and citizens, 8.3% said to owners and shareholders and 7.4% agreed they were accountable to taxpayers and citizens combined with owners and shareholders.

The third objective of the study was to establish the role of education and training on adoption of ethical behaviour in public service organizations. The researcher wanted to establish the provision of training for respondents on ethical behaviour and established that 62.8% had received some form of training compared to 37.2% who said they had no form of training. The form of training was found to be through conferences, seminars and workshops from responses which stood at 62.8% and through informal or self taught which was represented at 35.5%. Respondents who acknowledged the compulsory nature of training for ethical behaviour accounted for 76.1% and 23.9% for the voluntary nature of training. In regard to the providers of training respondents whom acknowledged a central body provided the training were represented at 35.5% compared to individual organisations contracted to offer the training at 50.5% and internal organization training at 14%.

Influence of organizational culture to adoption of ethical conduct was the study's fourth objective. In regard to Empowerment, team orientation and capability development 41.3% of respondents agreed that their organization had these qualities. Among the sample 43.0% disagreed that there were these attributes compared to 15.7% who were neutral. Managers acknowledged that ethical code guides in the workplace informed staff of what was right from wrong and accounted for 57.1% compared to 33.5% who disagreed.

5.3 Discussion

The public service organizations sampled in the study exhibit a picture that although there are national regulations of ethics in the sector, organisations have not developed their own set of ethical frameworks. There is need for ethical infrastructure within every organisations; commitment to ethical guidelines developed by the organization are an effective way of improving ethical conduct since every organization is operating in a different environment.

Leadership is identified as a crucial component on the success of ethics initiatives within the organisations as evident in the literature (Ahmadi & Ashrafjahani, 2011; Dorasamy, 2010; Sheraz et al. 2012). These authors relate the concept of leadership to communication, where the two cannot be separated. It is therefore imperative for leaders to engage in more effective channels of ethics communication to their staff.

Education and training is important for capacity development in any organization whether it is related to ethics or any other core function of the organization. The importance of education and training cannot be reiterated as evident in the United Nations policy documents (United Nations, 2000; 2001) on public sector reforms in developing countries. Although findings show that there is awareness and training on ethical issues these are however not coordinated. There is no formal evaluation of ethics initiatives in the organisations and these may limit the impact of ethics training programs since organisations do not know what works well and what does not.

5.4 Conclusion

Based on the study findings the study concludes that there is a general awareness and knowledge of the concept of ethical behvaiour among the selected public organizations. The study also finds that there is a strong perception that organizational leadership influences the adoption of ethical behaviour among employees. The executive management therefore plays a key role in adoption

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of ethical behaviour through the different forums which they use to communicate with their employees. The study also notes the education and training afforded to employees also plays a significant role in the adoption of ethical behaviour. Ethics is an issue that reflects from the individual; however as Ahmadi & Ashrafjahani (2011) note it becomes a cultural issue when applied to social entities. Organizational culture has a great presence to the issue of ethical behaviour. Leaders are also a key ingredient to the organizational culture as they are tasked with providing direction to the vision, mission of the organisations. Study findings suggest that managers have a relatively high perception of their organizational cultures but there is need for more involvement of a holistic approach to ethics management. Organizational leaders and staff alike should be guided by organizational policy documents such as the Strategic Plan of their organization and training and sensitization of the same should be enhanced.

5.5 Recommendations

The study therefore makes the following recommendations to public service organisations to promote adoption of ethical conduct;

1. Although there are broad specific policies and procedures within the public service to adopt or practice ethical behaviour; organizations should develop their own policies towards ethical management issues. These would promote commitment and acceptance from the employees since such policies would be developed and advanced from within the organization.

2. Executive or top leadership should be engaged in ethical management issues, for instance communication of ethical issues from the top management has been seen to have a positive influence towards employees adoption of ethical behaviour.

3. Although it was evident there was considerable education and training in public service organisations, these efforts need to be increased. Education and training should also be tailored according to organizational staffing, for instance according to departments which may present ethical considerations for employees such as procurement and finance departments.

5.5 Areas for Further study

The study was limited to the adoption of ethical behaviour in selected service organisations; however there needs to be studies on the factors affecting ethics management within the wider civil service inorder to draw sector wide conclusions and recommendation of the Kenyan public service. Secondly, as culture is one of the important impressive factors of ethical behaviors, so with reviewing culture from the points of traditional and ethnic aspects in different parts of country and making comparison between them, more research can be carried out.

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March/April

APPENDICES

APPENDIX 1: LETTER TO RESPONDENTS

Phillip J. Mainga

University Of Nairobi

P.O Box 30191- 00100

Nairobi

Dear Sir/Madam

Re: Research Project Data Collection Exercise.

I am a post graduate student undertaking a Master of Arts degree in Project Planning and Management at the University of Nairobi. I am required to submit as part of my course work assessment a research project report on **"Factors influencing adoption of ethical behavior in selected public service organisations in Nairobi County, Kenya".** You are hence requested to provide the requested information by kindly fill out the accompanying questionnaire. The information you will provide will be used exclusively for academic purposes and i assure you that it will be treated with strict confidence. A copy of the same will be availed upon request.

Thanks for your support.

Yours sincerely

Philip Jamuhuri Mainga

L50/71330/2007

APPENDIX 2: QUESTIONNAIRE

Section A: Background information

1. What is your gender?

    1. Male   ( )

    2. Female   ( )

2. What is your age bracket?

    1. 18-25 years   ( )

    2. 26-31 years   ( )

    3. 32-39 years   ( )

    4. Over 40 years   ( )

3. What is your highest level of education?

    1. Certificate   ( )

    2. Diploma   ( )

    3. Graduate Degree   ( )

    4. Post — Graduate Degree   ( )

4. How long have you worked within the Public Service?

    1. Less than 1 year   ( )

    2. 2-5 years   ( )

    3. 6-10years   ( )

    4. More than 10 years   ( )

Section B: institutional framework

5. Are institutions in place to perform independent scrutiny of the administration?

    1. Yes   ( )

    2. No   ( )

6. Does your organization have formal policy to protect employees who report ethical or legal violations?

    1. Yes   ( )

    2. No   ( )

7. Does your organization have a senior-level manager whose role specifically includes the implementation, monitoring, or assurance of ethics initiatives?

    1. Yes   ( )

    2. No   ( )

8. Has your organization ever undertaken a formal evaluation of the following?

    1. Organizational culture related to ethics   ( )

    2. Ethics-related performance of individuals   ( )

    3. Ethics-related performance of organisations   ( )

    4. Ethics-related documents and policies   ( )

9. Is the internal control mechanism used in the public service sufficient to support the improvement of ethical conduct in the public service?

    1. Yes   ( )

    2. No   ( )

10. What internal control measures are used to promote ethical conduct in your organization?

....

....

11. Are they in conformity with law (*Public Officers Ethics Act*)?

    1. Yes   ( )

    2. No   ( )

12. Does your organization have an in-house ethics advisor?

    1. Yes   ( )   2. No   ( )

Section C: Organizational Leadership and Adoption of Ethical Conduct

13. How does the leadership of the organization communicate the ethics and/or governance policies to the employees?

    1. Management meetings   ( )

    2. Face – to – face   ( )

    3. Training sessions   ( )

    4. Other.   ( )

14. To who does your CEO report / is accountable to?

    1. Taxpayers/Citizens   ( )

    2. Board or Commission   ( )

3. Governor ( )

4. Owners/Shareholders ( )

5. Other, Specify ( )

15. How often do executive leaders speak about ethics and governance in meetings?

    1. Regularly ( )

    2. Often ( )

    3. Sometimes ( )

    4. Occasionally ( )

    5. Never ( )

16. The following statements relate to the leadership of your organization in regard to adoption of ethical behaviour. 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree and 5 = Strongly Agree. Please rate them according to the given scale with a (√).

Statement	1	2	3	4	5
a) Top Leadership demonstrates understanding and application of the code of Ethics and public officers' ethics act of 2003					
b) Top Leadership demonstrates knowledge of communication tactics and techniques					
c) Top Leadership demonstrates and promotes departmental ethical values					
d) Top Leadership demonstrates facilitates trust, honesty, openness, and integrity					
e) Top Leadership builds consensus and shares relevant information					

Section D: Education and Training and Adoption of Ethical Behaviour

17. Have you ever received education and training in ethics and governance issues?

    1. Yes ( )

    2. No ( )

18. What ethics-related education/training has the designated individual undertaken?

    1. University or college degree in ethics ( )

    2. Informal/self-taught ( )

    3. Conference/seminars/workshops ( )

    4. Other, specify...

19. What is the nature of education and training provided to public servants on ethics issues?

    1. Compulsory ( )

2. Voluntary ( )

20. What is the scope of education and training provided for on ethics issues?

    1. For all public servants ( )

    2. For specific sectors ( )

    3. For specific officials ( )

    4. Other (specify) ………………………..

21. What is the content of education and training provided for on ethics issues?

    1. Curricula focus on raising awareness ( )

    2. On skills improvement for ethical judgment ( )

    3. Application of code of ethics ( )

    4. Ethical decision making ( )

    5. Integrating ethics into everyday activities ( )

    6. Other (specify)…………………………………………

22. What is the organization of this education and training?

    1. By a central body ( )

    2. Individual organisations ( )

    3. Other, *specify*……………………………………………

23. Is special attention given to officials in positions particularly susceptible to corruption?

    1. Yes ( )

    2. No ( )

Section E: Organizational Culture and Adoption of Ethical Behaviour

24. The following statements relate to the organization culture in your organization in regard to the adoption of ethical behaviour. 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree and 5 = Strongly Agree. Please rate them according to the given scale with a (√).

Statement	1	2	3	4	5
a) This organization promotes empowerment, team orientation and capability development (involvement between leadership and staff)					
b) This and members alike understand and embrace the organization's core purpose and values (vision, mission, core values and Beliefs)					
c) This organization has an ethical code that guides our behavior and tells us right from wrong					
e) this organization is very responsive and changes easily (adaptability)					

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UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF CONTINUING AND DISTANCE EDUCATION
DEPARTMENT OF EXTRA-MURAL STUDIES

From: _Dr. Christopher M. Gakuu_ **Date:** _25/9/2012_

To: The Director
Board of Postgraduate Studies
University of Nairobi

CERTICATE OF CORRECTION

NAME OF STUDENT _PHILIP JAMUHRI MAINGA_

REGISTRATION NUMBER _L50/7/330/2007_

This is to confirm that the above named student has successfully completed his/her MA in Project Planning and Management, Research Project Report entitled _FACTORS INFLUENCING ADOPTION OF ETHICAL BEHAVIOUR IN SELECTED PUBLIC ORGANISATION IN NAIROBI COUNTY. KENYA_

I hereby certify that the corrections have been made as per the suggestions of the defence panel.

NAME OF SUPERVISOR _Dr C. M. Gakuu_

SIGNATURE _____

INSTITUTION _____

Cc
Dean, SCDE
Chairman, DEMS
Resident Lecturer_____

UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF CONTINUING AND DISTANCE EDUCATION
DEPARTMENT OF EXTRA-MURAL STUDIES

From: _Dr. Christopher M. Gakuu_ **Date:** _25/9/2012_

To: The Director
Board of Postgraduate Studies
University of Nairobi

CERTICATE OF CORRECTION

<u>NAME OF STUDENT</u> PHILIP JAMUHURI MAINGA

<u>REGISTRATION NUMBER</u> L50 / 71330 / 2007

This is to confirm that the above named student has successfully completed his/her MA
in Project Planning and Management, Research Project Report entitled
FACTORS INFLUENCING ADOPTION OF ETHICAL
BEHAVIOUR IN SELECTED PUBLIC ORGANISATION
IN NAIROBI COUNTY. KENYA

I hereby certify that the corrections have been made as per the suggestions of the defence
panel.

<u>NAME OF SUPERVISOR</u> _Dr C. M. Gakuu_

<u>SIGNATURE</u>

<u>INSTITUTION</u>

Cc
Dean, SCDE
Chairman, DEMS
Resident Lecturer