

**INFLUENCE OF VIGNETTE INSTRUCTIONAL METHOD ON  
ETHICAL SENSITIVITY IN DECISION-MAKING AMONG  
BUSINESS STUDIES TEACHER TRAINEES AT THE  
UNIVERSITY OF NAIROBI, KENYA**

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Philosophy in Business Education in the Department of Educational Communication and  
Pedagogical Studies, University of Nairobi**

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## DECLARATION

I declare that this is my original work and has not been submitted to any other institution or University for award of the degree of Doctor of Philosophy.



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## **DEDICATION**

I dedicate this thesis to my dear mother Grace Okolla Oluoch and my father Apollo Richard Oluoch who took me to school and affirmed me at all stages of my education.

*Business ethics education requires not only acquisition of knowledge but also a change of attitude as well as personal change. It must address emotional, perceptual, cognitive and behavioral issues (Sims, 2002)*

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## ABBREVIATIONS AND ACRONYMS

AC	Abstract Conceptualization
AE	Active Experimentation
BSTT	Business Studies Teacher Trainees
CBC	Competency Based Curriculum
CBL	Case Based Learning
CE	Concrete Experience
CVI	Content Validation Index
DECPS	Department of Educational Communication and Pedagogical Studies
<i>df</i>	Degrees of Freedom
EDM	Ethical Decision Making
ELT	Experiential Learning Theory
EA	Ethical Action
EI	Ethical Implementation
EJ	Ethical Judgment
ES ( <i>ethsen</i> )	Ethical sensitivity
FCM	Four-Component Model
FGD	Focus Group Discussion
GoK	Government of Kenya

H <sub>0</sub>	Null Hypothesis
H-L	Hosmer-Lemeshow
ICT	Data, Communication and Technology
KIIs	Key Informant Interviews
MA	Moral Action
MI	Moral Implementation
MJ	Moral Judgment
MLE	Maximum Likelihood Estimation
MM	Moral Motivation
MS	Moral Sensitivity
NACOSTI	National Commission for Science, Technology and Innovation
OR	Odds Ratios
RO	Reflective Observation
RTM	Reciprocal Teaching Model
<i>SD</i>	Standard Deviation
<i>SE</i>	Standard Error
<i>Sig.</i>	Significance
SPSS	Statistical Package for the Social Science
ZPD	Zone of Proximal Development

## ABSTRACT

Vignette as an instructional method within the case-based learning family, facilitates content delivery to improve learning outcomes. Vignette has been used in preparing teacher trainees in ethical sensitivity in decision-making during the teaching learning process. Vignette simulate and bring into training processes, real-life situations to nurture ethical sensitivity in decision-making. Building on social constructivism and experiential learning models, vignette instructional method occupies a central position in the teaching of business ethics for sensitivity in decision-making. Although use of vignette in delivering business ethics content was gradually increasing, teacher trainees were slow in adopting vignette and inconsistent in applying ethical sensitivity in decision-making for accelerated learning. Despite usefulness of vignette, little data is available leading to paucity which require resourcing and institutionalization for entrenching ethical sensitivity in decision-making. The influence of vignette on context, content, type, construction and utilization stimulates ethical sensitivity in decision-making for improved learning. Randomly sampled teacher trainees used, were in third and fourth year which offered opportunity to master aspects of ethical sensitivity in decision-making for better learning achievement. Primary data was sourced in 2018 where 116 teacher trainees were used. The process adopted cross sectional survey design. Findings showed that 59 (50.9%) males and 57 (49.1%) females teacher trainees were used. Qualitative data were obtained from Focus Group Discussions and Key Informant Interviews. Findings indicated that context of vignette correlated with ethical sensitivity in decision-making ( $r_s = -0.222$ ,  $p$ -value = 0.017); which prompted rejection of the null hypothesis. This posits that there is no significant correlation between the context of vignette and ethical sensitivity in decision-making for accelerated learning. Teacher Trainees who strongly agreed that context vignette influenced ethical sensitivity in decision-making were 3.9 times likely to make ethical decisions while, those who disagreed strongly registered ( $p$ -value = 0.004,  $\beta = 1.355$ , OR = 3.877, C.I. = 2.087-7.202). Variation between the odds of ethical sensitivity in decision-making was significant at 99% confidence level. Consequently, the more teacher trainees recognize the usefulness of context vignette the more likely that ethical sensitivity maybe realized and the higher the odds of making ethical decisions for accelerated learning maybe achieved. Null hypotheses were also rejected in the case of content vignette ( $r_s = 0.218$ ;  $p$ -value = 0.019); types of vignette ( $r_s = -0.395$ ,  $p$ -value = 0.000); vignette construction ( $r_s = 0.184$ ,  $p$ -value = 0.034); and vignette utilization ( $r_s = -0.275$ ,  $p$ -value = 0.003). Dimensions of vignette instructional method significantly correlate with ethical sensitivity in decision-making, which promotes learning achievement. Besides, teacher trainees who strongly agreed that content vignette influenced ability to make ethically sensitivity decisions were 1.8 times more likely to make sensitive decisions than colleagues who strongly disagreed ( $p$ -value = 0.022,  $\beta = 0.604$ , OR = 1.829, C.I. = 1.266-2.644). By implication, variation between two groups was significant at 95% confidence level. Consequently, the more the teacher trainees recognized that vignette content influenced ethical sensitivity in decision-making, the stronger the odds of making ethical decisions. The odds of making ethical decisions, was also significant in the case of vignette types ( $p$ -value = 0.000,  $\beta = 1.807$ , OR = 6.092, C.I. = 3.305-8.229); vignette construction ( $p$ -value = 0.053,  $\beta = 0.489$ , OR = 1.631, C.I. = 0.931-2.856); and vignettes utilization ( $p$ -value = 0.018,  $\beta = 0.728$ , OR = 2.071, C.I. = 1.397-3.071). The more the teacher trainees mastered that the utilization of vignette influenced ethical sensitivity in decision-making, the stronger the odds of adhering to ethical principles when making decisions. Based on Wald statistic, types of vignette had strongest positive and significant influence on ethical sensitivity in decision-making (Wald = 37.022,  $p$ -value = 0.000); followed by context of vignettes (Wald = 24.958,  $p$ -value = 0.000);

and vignette utilization (Wald = 16.309,  $p$ -value = 0.009). The summative effect of the five dimensions of vignette, explained 57.5% of the likelihood of a trainee making an ethical decision. The study concludes that vignettes instructional method has a positive and a significant influence on teacher trainees' ethical sensitivity in decision-making. Consequently, the five dimensions of vignette should be integrated in teacher training programs and embraced in the competency-based curriculum. The government should recast instructional orientation, drawing from the on-going curriculum reforms to capture competencies in vignette as an instructional method. Further studies should consider expanding samples, and scope in terms of vignette dimensions and departments, as well as determine how graduates demonstrate ethical sensitivity in making- decisions in professional and social life.



# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Introduction**

The section begins with a synopsis of vignette instructional method followed by ethical sensitivity in decision-making, empirical position of vignette instructional method and ethical sensitivity, study context and statement of the problem. The section further outlines objectives, hypothesis, justification and significance of the study and concludes with definition of terms.

#### **1.1.1 Background of the study**

Vignette is a learner-centered instructional approach, which brings real life situations in class to help better understand concepts, ideas and perceptions for enhanced ethical decision-making during the teaching-learning process. Vignette present short, concise and succinct scenarios, used in eliciting stimuli Hughes & Huby, (2002) and therefore useful in assessing teacher trainees' attitudes or values in contextualized scenarios or situations. Vignettes selectively portray aspects of reality to which learners are asked to respond and provide ethically sensitive decisions during the teaching-learning process in Business Studies ethics course for improved learning achievement Lewis-Beck, Bryman & Liao, (2004).

According to Hughes and Huby, (1998) vignettes present stimuli in text or images, which learners are required to respond to, as scenarios depicted in short descriptive passages highlighting specific decision-making points during the teaching-learning process. When vignettes are appropriately structured and adopted during the teaching learning process, ethical decision-making will be realized if scenarios presented focus on specific content drawn from real life situations. Findings by Kandemir and Budd (2018) indicated that vignettes create various dilemmas, which offer opportunities for teacher trainees to interrogate, analyze and develop approaches for solving in-built problems from real life situations brought into the learning process for accelerated learner achievement. However, if inappropriately structured, vignettes tend to create more complex dilemmas among the learners, which tend to weaken conceptualization of content intended to build ethical sensitivity in decision-making during the teaching-learning process. On the same vein

Kandemir and Budd (2018), emphasized that the more complex the vignette is the more difficult it is for the learner to decipher intended ethically sensitive decision-making processes for enhanced learning achievement. In earlier findings by Jeffries and Maeder (2006) vignette-based instructional method was identified to have accelerated active learner participation in ethically sensitive decision-making process during teaching-learning sessions, which is a prerequisite for effective content mastery and higher order thinking in Business Studies lessons.

Based on Jenkins et al. (2010), vignette depict use of fictionalized or fictional characters to stimulate learner-thinking capabilities on next steps in making ethically sensitive decisions for accelerated learning and achievement during the teaching-learning process. By implication fictional vignettes help in achieving better understanding of values held by learning groups and appropriateness in making ethically sensitive decisions during Business lessons. However, Sampson & Johannessen (2020) posited that use of real-life vignettes encourage class to recall own experiences in society to explore accuracy of events determining ethical sensitivity in decision-making during teaching-learning process for better attainment. Real life vignettes present ethical dilemmas relating to recall of how learner resolved issues arising from the content delivered during instruction, drawing from sensitivity in decision-making even before the Business lessons Sampson & Johannessen, (2020). The use of fictional or real life vignettes encourage Business studies teacher trainees to elicit ethical sensitivity in decision-making by drawing from own experiences of dilemmas thus supporting teaching-learning process for enhanced learning achievement. The effectiveness of vignettes instructional method, in terms of influence on learning outcomes, depends on the dimension of vignette materials used. Oluoch and Odundo (2018) identified five such dimensions, including the context, content, type, construction and utilization. In this study, the vignette instructional method was operationalized in terms of the five dimensions identified by Oluoch and Odundo (2018), with the analysis determining the effect of each on learners' ethical sensitivity in decision-making.

Context of vignette is a situation where ethical decision-making (EDM) issues arise and are presented during teaching-learning process by business studies teacher trainees (BSTT). In the views of Krambia-Kapardis and Zopiatis (2011) context of vignettes revolves around adoption of real-life ethical dilemmas used to prepare trainees with appropriate skills for overcoming issues inherent in business scenarios for decision-making. In addition context of

vignettes is predicated through propagating ethical thinking and practices in decision-making among business teacher trainees. Further context of vignettes if appropriately structured involves changing mindsets for developing ethical value systems for effective decision-making during teaching-learning process Oluoch, Odundo & Mwangi (2019).

Structural vignette arise from internal arrangement of instructional development for teaching-learning process of business studies for enhanced learning achievement. Structural dilemmas in planning for instruction tend to demand ethical sensitivity in decision-making to smoothen the teaching-learning process for sustained learner attainment. In support of this position, Oluoch, Odundo and Mwangi (2018) indicated that structured vignette drawing from instructional planning brings into the class, scenarios depicting difficulties in the implementation of lessons for better learning achievement in Business studies. Inappropriate instructional planning tends to miss out aspects of structured vignettes weakening ethical sensitivity in decision-making during Business Studies teaching-learning process for better attainment. Arguments held by Davis, DeZoort and Kopp (2006) showed that use of structured vignettes supplemented with discussions and questions addressing scenarios of instructional leadership frameworks within Business Studies lessons emphasize sensitivity in ethical decision-making for higher learning attainment. However, according to Bentley (2012) inappropriate skills among teacher trainees in pin pointing ethical sensitivity decision-making scenarios during the teaching learning process of Business Studies, tend to slow learner mastery of concepts for better attainment. To address this deficiency thorough teacher training during in-service need to be stepped up on identification and management of ethically sensitive decision-making process drawn from real-life situations for accelerated learning achievement.

Operational context vignettes are scenarios for instructional planning which promote ethical sensitivity in decision-making on teaching-learning of quality, risk, supply chain and communication as components of Business studies for enhanced learning achievement. Operational context vignettes present scenarios, which locate precise areas that are ethically sensitive in decision-making during Business Studies teaching-learning processes Effelsberg, Solga and Gurt, (2014). By implication inappropriate skill training on the adoption of operation context vignettes during Business lessons, tend to weaken learning attainment and mastery of content for improved learner capability. Based on this realization Oluoch, Odundo

& Mwangi, (2018) argued that sustained quality training of Business studies teacher trainees on development and use of operational context vignette stimulates ethically sensitive decision-making skills during Business studies lessons for accelerated learning and achievement.

Human resource context vignette are situations of real life or fictional passages depicting recruitment, remuneration, discrimination, safety and health, discipline and dismissal scenarios in planning for ethical sensitivity in decision- making for enhanced learner performance in Business Studies Suresh (2011). To achieve this goal, Business teacher trainee programs on instructional planning and adoption of human resource context vignettes helps in the development of ethically sensitive skills in decision-making during the teaching-learning process for improved learner achievement. Drawing from Suresh (2012), Ekuma and Smith (2012) stressed that inappropriate use of human resource context vignettes weakens generation of ethically sensitive scenarios, which may not promote critical thinking for effective decision-making during Business Studies lessons.

According to Cope (2015) financial context vignette present scenarios enabling learner internalization of ethical principles on decision-making which influence professional behavior in application of Business Studies lessons in Finance for higher mastery of content. While concurring with Towell, McFadden and Buhrow (2012) who acknowledged that use of financial context vignette among Business Studies teacher trainees stimulates learner ethical sensitivity in decision-making during the teaching-learning process for improved learner achievement. While in concurrence, Cope (2015) noted that inappropriate use of financial context vignettes limits ability of teacher trainees to make ethically sensitive decisions during application of Business Studies lessons.

Rakesh (2012) indicated that marketing context vignette is deliberate and practical application of standards of ethical fairness in situations presented in Business Studies class that exhibit sensitivity in decision-making for improved learning achievement. If appropriately contextualized, marketing context vignette accelerates ethically sensitive decision-making focusing on moral rights and wrongs in behavioral practices for sustained learner achievement during Business Studies lessons. Further arguments by Barczyk, Casimer and Doris (2012), showed that marketing context vignettes may not promote critical thinking exercises if inappropriately contextualized, which in turn limits learner ability to make ethically sensitive decisions during Business Studies sessions. By implication

inappropriate adoption of critical thinking and problem solving exercises are likely to weaken learner capability in making decisions that recognize fairness, honesty and integrity during teaching-learning process for higher learning attainment.

Content of vignette is a scenario presented in song, case or textbook extract eliciting specific ethically sensitive situations and requiring appropriate decisions that promote acquisition of skills and competencies during business studies lessons for sustained learning achievement. According to Ismail and Ghazali, (2011), content vignette may be presented during instruction in the following forms stories, reviews, book texts, interviews or songs, which in totality raises the quality of sensitivity in decision-making during teaching-learning of Business Studies. In an earlier assertion, Hughes and Huby (2002) acknowledged the position of stories and interviews as ingredients of stimulating ethical sensitivity among learner during the teaching and learning of Business studies for improved learner achievement. In instances where content vignette does not adequately capture scenarios depicting sensitive issues, inadequate ethical decision-making processes may weaken learner capability in developing problem-solving skills in Business Studies. In an earlier study Morrison, Steattler & Anderson (2004), affirmed that using content vignette, enhances the development of problem-solving skills and sustained capability in making ethically sensitive decisions during teaching and learning of Business Studies lessons. However, Dagar and Yadav, (2016) asserted that teaching business studies is most effective for learner achievement when devised by the learner from personal experiences during the teaching-learning process, which improves on learner-generated sensitivity in decision-making. By implication, content vignette derived from existing stories, interviews and textbooks may not be as effective as learner-constructed scenarios drawn from personal experiences before, during and after the teaching-learning process of Business Studies.

A case provides vignette derived from a situation or happening that has educational value for ethical decision-making for a wide audience. Herman (1998) uses the term case vignette to describe a written description, photograph, or videotaped scene as a brief glimpse of an educational situation. Good cases arise in different ways, where some are unusual incidents while others are unusual presentations of a common occurrence with ethical connotations Kathiresan & Patro, (2013). Case vignette method helps meet specific learning objectives in teaching sessions by helping learner recognize and interpret important data from a common dilemma problems. By discussing issues presented in a case, teacher trainees are enabled to

correctly identify and determine ethical issues at stake, decide how to prioritize the identified issues and strive to ethical decisions for better learner achievement. In instances where cases are not well selected the process of recognizing that an ethical issue exists becomes confusing for learners and negatively affects the ability to make ethical decisions Oluoch, Odundo and Mwangi, (2019). Ethical sensitivity precedes making moral judgment, in that a learner must acknowledge the presence of an ethical issue or problem in a case before it can be evaluated and potentially resolved Lind & Swenson-Lepper, (2013). Lacking the ability to notice that a situation includes moral or ethical characteristics would leave teacher trainees unlikely to make thoughtful and defensible moral decisions.

Interviews provide descriptive information about business experiences of practitioners that is useful in experiential learning on ethical issues. According to Miller *et al.* (2011), interviews in constructivists' learning perspective make learners actively participate during Business Studies ethics instructional process. Appropriate use of vignette derived from interviews provide an experiential framework that enhances learner class participation rather than being passive receivers of knowledge. Agreeing with these sentiments, Sims and Sauser (2011) advised against traditional teacher-centered approaches in instructional process, which provide minimal opportunity for learners' participation in order to build ethical sensitivity among undergraduate business education learners. Further, Kish (2003) in support of this view indicated that the use of teacher-generated vignette increase academic achievement, while learner-generated vignettes help learners achieve higher order thinking from interviews in sensitive areas of inquiry including ethical business scenarios. Inappropriate use of interview vignettes creates non-interactive classroom situations, which can be overcome through adequate training of teacher trainees on the use of interview vignette instructional method for sustained achievement in ethical sensitivity in decision-making.

Use of stories content vignette in institutions of higher learning is not something new as Bradbury-Jones, Taylor & Herber (2014) indicated that instructors have used vignettes in the form of short descriptive stories to situate course content and stimulate intellectual reactions over the preceding five decades. However the focus and relevance of stories encourages accuracy to stimulate learner-thinking capabilities Sims and Sauser, (2011). Use of inappropriate or irrelevant stories distracts learners during the teaching-learning process and by implication lowers attainment of ethical sensitivity in decision-making.

Adoption of textbooks as a guide in generating ethical dilemmas by providing structured outline of ethically sensitive concepts which improves learner thinking capabilities in decision-making. If appropriately used vignette drawn from textbooks may relay information piecemeal, unit by unit in a seamlessly structured way to aid learners in processing data. Based on arguments by Badua, Sharifi and Mediavilla (2014), extraction of vignette from textbooks may stimulate learner-centered capabilities in teaching business ethics for improved sensitivity in decision-making. As a guide, vignettes derived from textbooks are directly connected to business ethics course outline and would significantly influence development of learners' ethical sensitivity. According to Qualters (2010) writing on experiential learning indicated that textbook vignette are useful in bringing in to class ethical issues which may have been previously documented for discussion to improve quality in decision-making. More still textbooks provide detailed highlights on ethical principles which if used appropriately may have positive influence on reasoning skills that may enhance critical thinking among teacher trainees for effective decision-making. In support of this position by Massoudi (2010) highlighted that textbooks systematically reinforce learners' desires towards being ethically sensitive by presenting a relatively straightforward approach to encouraging business learners to develop ethical ideology for core personal values. However, Jonson *et al.* (2015) noted that use of vignette textbooks is most effective within the context of experiential learning. Used within the traditional lecture method, textbook vignettes remain ineffective for skill training in ethical sensitivity for decision-making. Campbell and Zegawaard (2012) agreed that textbooks provide sequential presentation of concepts and material that would help learners acquire skill on ethical decision-making for sustained learner attainment if appropriately used.

Experiential learning approaches permit teacher trainees to bring personal knowledge and experiences about a subject into the learning process by which the learner demonstrate appropriateness of previously made decisions when faced with ethically sensitive situations (Petrina, 2004). On the other hand Davis et al (2006) established the relationship between personal experience vignettes and learner ethical sensitivity in decision-making for enhanced learning achievement. Further arguments held by Davis et al (2006) reaffirms that involvement of personal experience vignettes and accompanying discussion questions tend to influence ethical sensitivity among learners by accommodating divergent perspectives for accelerated learning. In addition to developing moral perceptions about ethically sensitive issues for improved learner achievement Harland (2014), asserted that personal vignettes

drawn from real life situations boost learner participation during the teaching-learning process for Business Ethics lessons. Argumentation by Assudani *et al.* (2011) acknowledged that learners' ability to accommodate other people's perspectives was itself a demonstration of fairness and higher learning achievement, since it is an application of principles defining ethical sensitivity in decision-making within Business Studies as presented by Rest's FCM. Assudani *et al.* (2011) further argued that accommodating other people's personal experiences and perceptions was essential for learning and improving individuals' knowledge bases about emerging ethical issues in Business Studies teaching learning process for effective ethical decision-making.

Furthermore, experiential learning of Business Studies course by teacher trainees using personal experience vignettes influences ethical sensitivity through integration of diverse perspectives in the learning process. In line with this premise, Dagar and Yadav (2016) attributed changes in learners' ethical sensitivity in decision-making to the richness of vignette personal experience lessons in terms of the diverse experiences they present, which enables learners form grounded bases for class discussions and reflection on ethical-decision-making for higher learning achievement. Ismail and Ghazali (2011) established a relationship between diversity of personal experiences relating to ethical issues and the richness brought to the learning process for greater ethical sensitivity in decision-making during the teaching learning process for higher learning achievement. However, in instances where the application of personal experience vignettes in teaching Business Studies course is applied in contexts where learners do not have some pre-study or on-going work experience in business settings, learners initially exhibit lower ability to identify ethical issues. In the context of this study, where most undergraduate teacher trainees had limited experience of ethical issues in a business environment, the influence of personal experience vignettes on learners' ethical sensitivity was expected to be insignificant. However, Guzak and Hargrove (2011) perceive the limited experience of undergraduate Business Studies learners differently as a potential content for personal experience vignette development and growth with the right value systems.

Vignette types arise from various formats and strategies for passing information to learners including written, audio, online or pictorial. Sampson and Johannessen (2020) noted that the utilization of vignettes across different disciplines, and for more than five decades has prompted mutation into various formats. On the same note Oluoch, Odundo and Mwangi



(2018), as well as Mazanec (2005), separately indicated that vignettes come in the form of narratives, illustrations, repertoires, documentaries and scripts, among others. Still on point, Oluoch *et al.* (2018) reverberating Effelsberg, Solga and Gurt (2014) elaborated that vignettes could be constructed assimilated, abridged, anchored, truncated or scaffold in structure to cover single or multiple ethical issues. More still, Polit and Beck (2006) perceived vignette as brief descriptions of scenarios; while Jeffries and Maeder (2006) indicated that vignettes take the forms of cases and case stories. Polit and Beck (2006) elaborated that whereas case studies are long narrative descriptions of real or hypothetical situations in which learners are asked to identify or solve a problem, case vignette simulate the real world but are written by, and told from the perspectives of unusual situations with a special interest or common incidents with a wide educational interest. Jeffries and Maeder (2006) further described scenarios as narrative descriptions that contain a set of realistic assumptions and facts about the future, used to provide a unified context for decision-making.

Vignette present short narratives that describe a particular situation of interest. In a study on hypothetical vignette in empirical bioethics, Hughes, (1998) indicated various options of narratives including computer based, music, videos, comic book, flip book, cards, surveys or audiotapes. Teacher trainees are required to interpret the situation and then apply it to the issue being studied in Business Studies during the teaching-learning process Morrison, Stettler, and Anderson, (2004). Appropriate design of vignette narratives provide realistic situation for learners as a basis for answering specific questions and lending insight into the cognitive response process for ethical sensitivity and problem-solving in decision-making. Illustration is a vignette in graphic design in form of an image, display of objects or photographs. Vignette illustrations offer an immediate advantage of quick reflection and decision, which can then be followed with deeper investigation and analysis. Teacher trainees can practice thinking fast and thinking smart for making ethically sensitive decisions.

Repertoire vignette is a role-play, which serves as an effective approach to discuss abstract, complex and contested ethics concepts in Business Studies for higher learner achievement. Role-plays provide playfulness Straussman Jeffrey, (2018), which in the teaching-learning process, motivates learner interest in a given subject, by providing just enough detail to allow learner to act and practice the concepts and apply skills that cut across the Business Studies curriculum for ethical decision-making .Documentary type vignette is a short audio-visual scene or incident depicting a certain reality in a play or movie, while script type vignette is

written and expresses a certain moment, mood, aspect, setting, character, or object. It must be short, but descriptive, typically between 250 to 1000 words covering a few lines to help meet the specific purpose and objective of the topic. Vignette video clips and scripts must also be realistic, relevant and be easily understood by learners and promote ethical sensitivity in decision making for enhanced learning achievement Wasonet al. (2002). When inappropriately designed the use of long videos and texts can become boring and distract learner attention from the focus of the class leading to lower ability to make ethically sensitive decisions and low attainment in the Business Studies teaching-learning process.

Construction of vignette is the development of a framework on which each vignette should be formulated from conception, design, and administration to ensure it can elicit diverse beliefs and practices for promoting learner engagement Skilling & Stylianides (2019). If constructed carefully vignettes can be particularly effective for gaining insights into diverse interpretations and concerns that teacher trainees have about particular phenomena, such as student engagement in Business Studies and ability to identify ethical issues with sensitivity for decision making. Vignettes should be formulated attentively and aligned with the course content during the teaching-learning process in Business Studies lessons to capture learner beliefs, values and concerns for ethical sensitivity in decision-making Jeffiers and Meider, (2006). This would lead to more nuanced understanding of the ethical positions learner come with to the teaching learning process and the development process acquired through the appropriate use of vignette instructional method Oluoch, Odundo and Mwangi, (2018) Vignette may be constructed from the literature as well as from other sources, such as focus groups that offer an opportunity to gather information from a population of interest to the specific ethical issue being studied especially where little information on the topic exists Krueger & Casey (2000)

Constructed vignette are simulations depicting real life situations that provoke critical thinking for ethical sensitivity in decision making for enhanced learning. In support of this argument, Sims and Sauser (2011) indicated that experiences in teaching business ethics anchored on construction of vignette tend to avoid extreme dilemmas, which may be difficult to relate to real life situations. Appropriately constructed simulated vignette reflect real life situations that promote ethical sensitivity in learning among business studies teacher trainees. While constructing vignettes, abridging requires detailed scenarios or dilemmas presenting multiple interpretations as well as exploration about ethical sensitivity in decision-making

during teaching-learning of business. Pan and Sparks (2012) asserted that the use of abridged vignettes plus accompanying discussion questions play a significant role in the molding of teacher trainees critical thinking and ethical decision-making. Anchored vignettes are usually brief descriptions of hypothetical people or situations that are used to compare interpersonally incomparable or difficult to define concepts, definitions or responses from diverse individual groups on hypothetical situations, which research has shown need to be appropriate in the culture and language of learners. In this regard, Alon and Cannon (2000) have studied possible outcomes from using Internet-based experiential projects in international business classrooms, and postulated that anchored vignette are good in obtaining learners' views during experiential learning sessions. In connection to that, this study examined how anchored vignette influenced the degree of ethical sensitivity among the targeted learners at the University of Nairobi.

Weiss and Roberts (2018) examined the application of anchoring vignettes to adjust self-reported personality in Rwanda and Philippines, which were considered as comparative settings to compare effectiveness of anchoring vignettes and Likert scale. Anchoring vignette reported better measurement reliability and correlation structure, than using the Likert scale. In a later study Alon & Cannon, (2000) affirmed the findings of Weiss and Roberts (2018) and postulated that anchoring vignette improve cross-cultural comparison of self-reported personality, better than Likert-type scales, and confirmed that that anchoring vignette are good for obtaining learners' views during experiential learning sessions. Franken and Muris (2005) observed that self-reporting of personality attributes is a detailed process of decision-making within certain ethical parameters. In this regard, Franken and Muris (2005) presented self-reporting of personality and ethical decision-making as interchangeable terms, which creates ground for the position that anchoring vignettes are effective in influencing ethical decision-making when reporting personality traits during the teaching-learning process. An important causal connection between anchoring vignettes and decision-making may inform similar studies conducted among teacher trainees on ethical sensitivity in decision-making.

Truncated vignette are incomplete stories that stop at a point where the learner is invited to respond to ethical dilemmas during the development of critical thinking skills for making ethically sensitive decisions in business studies. According to Bentley (2012) truncated vignette are used in instruction to measure learner competence in subject matter for ethical sensitivity in decision-making during and after business studies teacher trainee sessions. In

addition, Bentley (2012) argued that truncated vignette is a plot with a beginning and middle section which is incomplete in many dilemmas for accelerated learning. Assessment vignette are truncated to pick out events which are logical in provoking better understanding of ethical sensitivity in decision-making among teacher trainees Shawver & Sennetti, (2009). However, where vignette are inappropriately truncated at a juncture that is not critical, inviting teacher trainees to engage in discussion using a truncated vignette and to identify ethical issues may be ineffective for evaluating ethical sensitivity. Appropriate point of truncating a vignette enhances learner achievement and mastery of content as it adequately supports teacher trainees to perceive ethical issues even before they are confronted with the whole scenario Ozdogan & Eser (2007) during the teaching-learning process.

Scaffolding vignette instruction embraces modeling of skills, by providing opportunities for releasing responsibility from the teacher to the learner in making ethically sensitive decisions for better management of teaching learning process. In support of this position (Clark & Graves, 2005) reiterated that teacher trainees learn better through guided practice, moment-to-moment verbal scaffolding which promotes making of ethically sensitive decisions for enhanced content mastery. The scaffolding instructional strategy draws extensively from Vygotsky's (1978), Zone of Proximal Development where learners become the teacher in small group sessions for better mastery of content on ethical sensitivity in decision-making.

Reciprocal teaching model (RTM) propounded by Palinscar and Brown (1984) is drawn from Vygotsky's (1978) social constructivist theory, which hinged on the model of Zone of Proximal Development (ZPD), that emphasized guided group discussions, questioning, clarification to enable the learner build knowledge from known to unknown for making ethically sensitive decisions during instruction. Based on this, ZPD is the actual distance between the known level of ethical sensitivity and anticipated competence in implementing decisions during teaching-learning process for enhanced scores. In addition, scaffolding enhances capabilities in independent problem solving for decision-making, collaborative guidance and critical thinking skills for building competence in making ethically sensitive decisions for better learning.

Experiential learning is transfer of responsibility from the teacher to the learner during instructional processes to boost capabilities as the teacher off loads functions and learner gains competence during the teaching learning. According to Baker and Comer (2011)

transfer of responsibility or scaffolding in learning business ethics provides a basis for ethical development among learners. Based on this, scaffolding occurs during instruction when the learner is moved from the comfort zone through the stretch zone as the learner gains competence on what was previously unknown dilemmas for ethically sensitive decision-making. In an earlier finding, Mazanec (2005) indicated that use of scaffolding vignette in teaching ethical sensitivity in business studies is useful for developing learner perceptions towards positive approach for decision-making. In instances where scaffolding is inappropriately used, lecturers tend to revert to teacher-centered approaches of teaching, which makes transfer of decision-making responsibility to the teacher trainee ineffective.

Utilization of vignette is the application instructional method including the frequency, timing, media, venue and approaches to shape ethical understanding and reasoning abilities in ethical decision-making during the teaching learning process Cohen, Pant, & Sharp (1993). In this regard, the effectiveness of vignettes' utilization depends on various aspects, which include appropriate use for positive influence on learner ability to make ethical decisions for better achievement. While supporting this argument, Gupta *et al.* (2009) affirmed that vignette utilization is critical in terms of how much learners are exposed to appropriate business scenarios at the right time during the teaching learning process. Intermittent use of vignettes during the teaching learning process fails to elicit in teacher trainees practice required for mastery of the instructional method Oluoch, Odundo and Mwangi (2021). Further, use of the same vignettes repeatedly may also cause boredom and a passive attitude towards ethical sensitivity in learner. The study sought to establish how utilization affects ethical decision-making among targeted learners. Effective utilization of vignettes also manifests better learning experiences, higher levels of course satisfaction, and a greater sense of connectedness among learners Oluoch, Odundo and Mwangi, (2018).

A balance in frequency, timing, media, venue and approaches in the utilization of vignette is recommended for best results in learner achievement (Oluoch, Odundo and Mwangi, 2021). In an earlier study Abubakar, Ismail and Mamat (2008) conducted in Malaysia, revealed that frequent exposure of learners to business dilemmas helps teacher trainees develop ethical judgment abilities in decision-making. In contrast, Hughes and Huby (2004) suggested that repeated use of same vignette may lead to a loss of interest from learners and also risks a 'carry over' effect where the vignette narratives may lose distinctiveness and ultimately effectiveness in ethical sensitivity for decision-making during the teaching learning process.

Frequency in the use of vignette should therefore be moderated with the use of other interventions and presentation of different types of vignette to overcome the monotony cited by Hughes and Huby (2004).

Timing in vignette instruction is sequencing and pacing as criteria to manage activity transitions in learning business ethics. As noted by Odundo and Gunga (2013), use of vignette instructional method as an experiential learning approach requires proper timing to enable learners reflect on experiences, draw conclusions, and test new knowledge for ethical sensitivity in decision-making during the teaching-learning process. Ismail and Ghazali (2011) argued that good timing of vignettes during Business Studies lessons provides a reflective learning experience for ethical sensitivity in decision-making, and yields higher learning achievement in acquisition and mastery of ethical skills. Vignette can therefore be used as an ice-breaker to start off a class, in the middle to motivate learners or at the end to elicit reflection regarding ethically sensitive issues Polit, (2013). As an instructional strategy, the use of vignette enables learning to take place through action, experience, discovery and exploration, which is not dependent on in-door class settings Kidwell & Valentine (2009). Based on this, ethically sensitive decisions as learning activities can be utilized both in class and outdoor settings, which make it very flexible as intervention for teaching business ethics. However, where appropriate setting is not well planned for and selected in advance the use of vignette for ethical sensitivity for decision-making in different settings may create unstructured learning during teaching process, which may lower learner achievement.

### **1.1.2 Ethical sensitivity in decision-making**

Ethics is a system of moral principles, revolving around the goodness and badness of decisions or actions, based on motives and consequences for ethical sensitivity in decision-making Suresh, (2011). In view of this, teacher activities in teaching learning process, has moral impact on learner and the development of teaching profession for ethically sensitive decision making among trainees McDonald, Ebelhar, Orehovec & Sanderson, (2006). Ethical sensitivity of teachers as agents of social change tends to improve learner competence in decision-making. In addition, appropriate emphasis on ethical sensitivity in decision-making and moral dimensions in Business Studies education programs may be attributed to inadequate awareness of ethical issues when presenting dilemmas during teaching learning process Willemseet al. (2005). In a later study Glanzer and Ream, (2007) supported Willemseet's view and indicated that less emphasis is given to ethics in business education

programs resulting in weak ethical sensitivity among teacher trainees Warnick and Silverman (2011). Vignette instructional strategies if appropriately integrated in teacher training programs tend to boost trainee capability in ethical sensitivity in decision-making during teaching learning process Oluoch & Odundo, (2018). More still, Kidwell & Valentine (2009) in an earlier study indicated that the more vignette is adapted the more learner is most likely to gain critical thinking capabilities in making ethically sensitive decisions. To achieve this, mastery of essential ethical guiding principles such as ethical responsibility, integrity, fairness, professionalism, confidentiality and respect for authority which most likely in build competencies in the teacher trainee for accelerated competence in making ethically sensitive decisions for better learner achievement.

According to Kidwell and Valentine (2009) ethical sensitivity in decision-making tend to influence learner propensity to gain competence in critical thinking capabilities which enables the learner to navigate issues arising from vignette used during instructions for higher learning achievement. Jeffries and Maeder (2006) opinionated that vignette as an instructional and assessment method offers learners details, depth and complexity enabling richer knowledge levels for higher attainment for teacher trainees. By implication learner exposed to ethical sensitivity through vignette instructional method, are likely to make effective decisions during the teaching-learning process. However, conceptualizing ethical sensitivity in decision-making as a cognitive ability or skill may not reduce barriers to effective mastery of issues arising from vignette for evaluation in class. Bebeau (2002).

While affirming assertions by Bebeau, (2002), Oluoch, Odundo and Mwangi (2018) elaborated that application of vignette instructional method in training of teachers promotes acquisition of ethically sensitive skills when exposed to real-life situations, encapsulating ethical controversies. According to Lind, Swenson-Lepper, and Rarick (1998) education programs emphasize decision-making as an essential component, which rotates around instructional planning, lesson delivery, evaluation processes, financial management and accountability.

Further analysis by Lind, Swenson-Lepper, and Rarick (1998) revealed that awareness of teacher trainee responsibility issues which may be inconsistent with ethical principles may impede mastery of making ethically sensitive decisions for improved learning. Ethical sensitivity is therefore a critical component in training of teachers and enhancing

effectiveness in making decisions within teaching-learning responsibilities Pan & Sparks (2012). However, indicators of ethical sensitivity in decision-making are likely to be different and should be selected depending on the scenario.

### **1.1.3 Vignette instructional method and ethical sensitivity**

Although vignette has been applied in training professionals in ethical sensitivity in decision-making little has been documented on the adoption in teacher training programs which remain grey in producing quality teachers with competence in implementing ethical principles for better learning achievement. Emanuel and Cross (2012) affirmed that vignette have been situated in health to uphold ethical sensitivity in decision making but inadequately anchored in teacher training programs to raise teacher responsibility for accelerated learning. Emanuel and Cross (2012) further reiterated that ethical sensitivity in decision making permeates health system while minimal attention has been placed on teacher trainee programs which weakens learning outcomes.

### **1.2 Statement of the Problem**

Vignette instructional method brings real life situations in class to elicit reactions from learners in enhancing ethical decision-making during the teaching-learning process. In instances where vignette instructional method adopts situations that learners cannot relate to, learning achievement and ethical sensitivity in decision-making is compromised. Context of vignette revolves around adoption of real-life ethical dilemmas drawn from organizational, structural, financial, marketing or human resource scenarios used to prepare trainees with appropriate skills for overcoming issues inherent in business ethical decision-making processes. Inappropriate skills among teacher trainees in adoption of vignette contexts during the teaching learning process of Business Studies tend to slow learner mastery of concepts for better attainment.

Content vignette may be presented during instruction in the forms of stories, reviews, textbooks, interviews or songs for improved mastery of ethical sensitivity in decision-making. In instances where content vignette does not adequately capture scenarios depicting sensitive issues, inadequate ethical decision-making processes may weaken learner capability and conceptualization in developing problem-solving skills in Business Studies ethics teaching-learning process. Vignette type comprises narratives, illustrations, repertoires, documentaries and scripts which determine ethical situations at stake and facilitate decisions



on how to prioritize identified issues for better understanding of concepts. However, in cases where vignette types are not well selected the process of recognizing that an ethical issue exists becomes confusing for learners and negatively affects the ability to make ethical decisions.

Constructing vignette simulate real life situations avoiding extreme dilemma scenarios which provoke ethical sensitivity in decision making during Business Studies lessons. However, experiences that do not represent normal and believable situations present difficulties for learners, when called upon to make ethically sensitive decisions during teaching learning process. Effectiveness of vignette utilization depends on appropriate adoption for positive influence on learner ability to make ethical decisions for better achievement. Worse still, intermittent use of vignettes during the teaching learning process fails to elicit in teacher trainers the practice required for mastery of the instructional process for ethical decision-making.

Even though vignette instructional method improves learner acquisition of skills and knowledge for better understanding, classical lecture approach still tends to dominate the teaching-learning process weakening the adoption of vignette as an experiential learning strategy, which in many instances improves learning achievement. Vignette as an experiential learning instructional strategy tend to bring real-life situations into class to boost mastery of content for enhanced learning achievement. However, in situations where vignette are inappropriately structured and applied, conceptualization of issues is weakened resulting in much lower learner ability to make ethically sensitive decisions. The study sought to establish the efficacy of adopting vignette as an instructional strategy in Business Ethics among teacher trainees and sensitivity in decision making for sustained learning achievement.

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

The purpose of the study was to establish effectiveness of adopting vignette instructional method on ethical sensitivity in decision making among Business Studies teacher trainees. The study further sought to determine how ethical sensitivity of Business Studies learners could be enhanced while making ethically sensitive decisions during the teaching-learning process for higher learning achievement.

#### **1.4 Objectives of the Study**

The goal of the study was to establish how vignette instructional method influenced ethical sensitivity in decision-making among undergraduate Business Studies teacher trainees at the University of Nairobi.

More specifically, the study sought to: -

1. Determine how context of vignette influence ethical sensitivity in decision-making among Business Studies teacher trainees.
2. Establish extent to which content of vignette influence ethical sensitivity in decision-making among Business Studies teacher trainees.
3. Examine how types of vignette influence ethical sensitivity in decision-making among Business Studies teacher trainees.
4. Establish effect of construction of vignette on ethical sensitivity in decision-making among Business Studies teacher trainees.
5. Assess utilization of vignette on ethical sensitivity in decision-making among Business Studies teacher trainees.

#### **1.5 Research Questions**

The study sought to address the following questions: -

1. To what extent does the context of vignette influence ethical sensitivity in decision-making among Business Studies teacher trainees?
2. How does the content of vignette influence ethical sensitivity in decision-making among Business Studies teacher trainees?
3. To what extent does a type of vignette influence ethical sensitivity in decision-making among Business Studies teacher trainees?
4. What are effects of vignette construction on ethical sensitivity in decision-making among Business Studies teacher trainees?
5. To what extent does utilization of vignette influence ethical sensitivity in decision-making among Business Studies teacher trainees?

#### **1.6 Null Hypotheses**

**H<sub>0</sub>1:** There is no significant correlation between context of vignette and ethical sensitivity in decision-making among Business Studies teacher trainees.

**H<sub>0</sub>2:** There is no significant correlation between vignette content and ethical

sensitivity in decision-making among Business Studies teacher trainees.

**H<sub>03</sub>:** There is no significant correlation between types of vignette and ethical sensitivity in decision-making among Business Studies teacher trainees.

**H<sub>04</sub>:** There is no significant correlation between vignette construction and ethical sensitivity in decision-making among Business Studies teacher trainees.

**H<sub>05</sub>:** There is no significant correlation between utilization of vignette and ethical sensitivity in decision-making among Business Studies teacher trainees.

### **1.7 Significance of the Study**

The findings are beneficial to Business Studies lecturers, teacher trainees and administrators in improving the quality of learning at different levels of education. Findings are further beneficial to curriculum developers such as Kenya Institute of Curriculum Development (KICD), teacher professional developers, researchers and implementers at different tiers of the school system. The findings will inform policy on pedagogy and pedagogical practices adopted by the Ministry of Education and regional stakeholders.

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

Business ethics is taught to Business Studies undergraduate teacher trainees at the University of Nairobi, however obtaining the requisite data depended on the willingness and honesty of such trainees. A key challenge experienced during data collection was that some trainees did not consider business ethics as an important component of their professional training as teachers. As a result, there was reluctance to participate and provide data on different elements of vignettes, as well as ethical sensitivity in decision-making. The study tackled the challenge by explaining the linkage between business ethics and the Business Studies course to enable trainees appreciate the importance of participating consistently in the study. Despite such effort, some learners still failed to provide the required data, while others provided contradictory responses. Both incomplete and contradictory data were excluded from analysis. The challenge was overcome by organizing sessions to train and sensitize respondents before data collection.

### **1.9 Delimitation of the Study**

The study covered undergraduate teacher trainees taking a course in Business Studies at the Department. The scope was delimited to those in the third- and fourth-years of study, having been subjected to experiential learning sensitization using vignette. The scope was delimited

by the desire to deepen the quality of experiential learning of business ethics at the Department by making the program more responsive to the need for acquiring of skills in ethical sensitivity among the trainees. More still, even though business ethics is offered in other academic departments within the University of Nairobi, including commerce and business administration, the scope of this study was delimited to the bachelor of education learners; which however, limits the generalizability of its findings to the entire institution.

### **1.10 Basic Assumptions of the Study**

The study assumed that business ethics is a compulsory unit to all Business Studies undergraduate teacher trainees; and that respondents would understand purpose of the study and answer the questions appropriately. The study further assumed that trainees who strongly agreed with perception statements were more likely to be knowledgeable about the various dimensions of vignette instructional method, including context, content, types, construction and utilization, and that such knowledge was essential for ethical sensitivity in decision-making.

### **1.11 Definition of Terms as Used in the Study**

<b>Business Studies learners:</b>	Quotation: Learners taking Business Studies course as part of the Bachelor of Education degree at the University of Nairobi.
<b>Business ethics:</b>	A system of rules that a person employs to decide if a business activity is right or wrong.
<b>Construction of vignette:</b>	The specific themes and methods through which vignettes can be developed, including simulation, abridging, anchoring, truncation and scaffolding.
<b>Content:</b>	The key sources where vignette can be extracted, including stories, interviews, textbooks, case studies, personal experiences, presentations, newspaper article reviews, diaries and debates, among others.
<b>Context of vignettes:</b>	Departments where vignettes are applied within an organization. This may include administration, operational, finance, marketing and human resource, ICT, and

procurement, among others. Each department has distinct ethical issues.

**Ethics:** Moral principles that enable teacher trainees to choose good or bad, wrong or right decisions, actions or behaviors.

**Ethical decision-making:** The process triggered by ethical content in a situation of evaluating and choosing among alternatives in a manner consistent with ethical principles.

**Ethical sensitivity:** Recognition by an individual that a situation in a vignette contains an ethical issue, and that his or her decision in choosing to do or avoid that course of action can potentially affect others.

**Influence:** A unit change in teacher trainees' ethical sensitivity in decision-making, in response to a proportionate unit change in applying vignette instructional method. The resulting change can either be positive or negative.

**Instructional methods:** The principles, strategies and activities adopted by lecturers to cause learning. Instructional methods can be driven by teachers or by learners, depending on the underlying principles, strategies and activities.

**Types of vignette:** The form in which vignettes are packaged, including narratives, illustrations, repertoires, documentaries, and scripts, among others.

**Utilization of vignettes:** Refers to various parameters around the use of vignettes to influence learning outcomes, including the frequency and timing of use; the media and venue where vignettes are applied; as well as approaches adopted to facilitate use of vignette.

**Vignette:** Instructional methods in the form of short descriptive scenarios in textual, pictographic, audio or visual forms; that simulate real-life events, practices, behaviors, opinions or beliefs, and used to cause learning.

**Business Studies learners:** Learners taking Business Studies course as part of the Bachelor of Education degree at the University of Nairobi

<b>Business ethics:</b>	A system of rules that a person employs to decide if a business activity is right or wrong.
<b>Construction of vignettes:</b>	The specific themes and methods through which vignette can be developed, including simulation, abridging, anchoring, truncation and scaffolding.
<b>Content:</b>	The key sources where vignettes can be extracted, including stories, interviews, textbooks, case studies, personal experiences, presentations, newspaper article reviews, diaries and debates, among others.
<b>Context of vignettes:</b>	The key departments where vignettes are applied within an organization. This may include administration, operational, finance, marketing and human resource, ICT, and procurement, among others. Each department has distinct ethical issues.
<b>Ethics:</b>	Moral principles that enable teacher trainees to choose good or bad, wrong or right decisions, actions or behaviors.
<b>Ethical decision-making:</b>	The process triggered by ethical content in a situation of evaluating and choosing among alternatives in a manner consistent with ethical principles.
<b>Ethical sensitivity:</b>	Recognition by an individual that a situation in a vignette contains an ethical issue, and that his or her decision in choosing to do or avoid that course of action can potentially affect others.
<b>Influence:</b>	A unit change in teacher trainees' ethical sensitivity in decision-making, in response to a proportionate unit change in applying vignette instructional method. The resulting change can either be positive or negative.
<b>Instructional methods:</b>	The principles, strategies and activities adopted by lecturers to cause learning. Instructional methods can be driven by teachers or by learners, depending on the underlying principles, strategies and activities.
<b>Types of vignettes:</b>	The form in which vignettes are packaged, including

narratives, illustrations, repertoires, documentaries, and scripts, among others.

**Utilization of vignettes:**

Refers to various parameters around the use of vignettes to influence learning outcomes, including the frequency and timing of use; the media and venue where vignettes are applied; as well as approaches adopted to facilitate use of vignettes.

**Vignettes:**

Instructional methods in the form of short descriptive scenarios in textual, pictographic, audio or visual forms; that simulate real-life events, practices, behaviors, opinions or beliefs, and used to cause learning.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter begins with an exposition of vignettes, case based learning, after which details the dimensions of vignette as an instructional method. This is followed by detailed outlook of context, content, types, construction and utilization which were critical in determining quality of ethical sensitivity in decision-making among Business Studies teacher trainees. The chapter concludes with philosophical, phenomenological foundations and approaches of the study, Kolb's Experiential Learning model, James Rest's Four Component Model and conceptual framework, which guides interplay of variables in the study.

#### **2.2 Vignette Instructional Method**

Vignette is a learner-centered instructional approach, which brings real life situations in class to help better understand concepts, ideas and perceptions for enhanced ethical decision-making during the teaching-learning process. Vignettes present short, concise and succinct scenarios, used in eliciting stimuli Hughes & Huby (2002) and therefore useful in assessing teacher trainees' attitudes or values in contextualized scenarios or situations. Vignettes selectively portray aspects of reality to which learners are asked to respond and provide ethically sensitive decisions during the teaching-learning process in Business Studies ethics course for improved learning achievement Lewis-Beck, Bryman & Liao(2004).

According to Hughes and Huby, (1998) vignette present stimuli in text or images, which learners are required to respond to, as scenarios depicted in short descriptive passages highlighting specific decision-making points during the teaching-learning process. When vignettes are appropriately structured and adopted during the teaching learning process, ethical decision-making will be realized if scenarios presented focus on specific content drawn from real life situations. Findings by Kandemir and Budd (2018) indicated that vignettes create various dilemmas, which offer opportunities for teacher trainees to interrogate, analyze and develop approaches for solving in-built problems from real life situations brought into the learning process for accelerated learner achievement. However, if inappropriately structured, vignettes tend to create more complex dilemmas among the learners, which tend to weaken conceptualization of content intended to build ethical sensitivity in decision-making during the teaching-learning process. On the same vein



Kandemir and Budd (2018), emphasized that the more complex the vignette is the more difficult it is for the learner to decipher intended ethically sensitive decision-making processes for enhanced learning achievement. In earlier findings by Jeffries and Maeder (2006) vignettes-based instructional method was identified to have accelerated active learner participation in ethically sensitive decision-making process during teaching-learning sessions, which is a prerequisite for effective content mastery and higher order thinking in Business Studies lessons.

Based on Jenkins et al. (2010), vignette depict use of fictionalized or fictional characters to stimulate learner-thinking capabilities on next steps in making ethically sensitive decisions for accelerated learning and achievement during the teaching-learning process. By implication fictional vignettes help in achieving better understanding of values held by learning groups and appropriateness in making ethically sensitive decisions during Business lessons. However, Sampson & Johannessen (2020) posited that use of real-life vignette encourage class to recall own experiences in society to explore accuracy of events determining ethical sensitivity in decision-making during teaching-learning process for better attainment. Real life vignettes present ethical dilemmas relating to recall of how learner resolved issues arising from the content delivered during instruction, drawing from sensitivity in decision-making even before the Business lessons Sampson & Johannessen (2020). The use of fictional or real life vignettes encourage Business studies teacher trainees to elicit ethical sensitivity in decision-making by drawing from own experiences of dilemmas thus supporting teaching-learning process for enhanced learning achievement. The effectiveness of vignettes instructional method, in terms of influence on learning outcomes, depends on the dimension of vignette materials used. Oluoch and Odundo (2018) identified five such dimensions, including the context, content, type, construction and utilization. In this study, the vignette instructional method was operationalized in terms of the five dimensions identified by Oluoch and Odundo (2018), with the analysis determining the effect of each on learners' ethical sensitivity in decision-making.

### **2.3 Case-Based Learning Approaches**

Vignette present short narratives that describe a particular situation of interest that belong to the Case-Based Learning (CBL) approaches. Vignette as an instructional method provides opportunity for learners to engage in discussions of specific scenarios that model real-life situations requiring ethical sensitivity in decision-making. Thistlethwaite (2020) established

that CBL as a small group-learning mode, features more thorough teacher–student communication and thus can achieve personalized teaching goals such as ability to make ethically sensitive decisions. The use of vignette in teacher education is an effective pedagogical strategy that provides opportunities for learning the multifaceted nature of teaching and learning ethical sensitivity in decision-making Tippins, Nichols, & Dana, (1999). Adoption of CBL instructional strategy may help learner develop higher-order thinking and reflection skills through reading, watching, observing and discussing scenarios drawn from complex real-life situations for mastery of ethical sensitivity and decision-making during the teaching and learning process Butler, Lee, & Tippins (2006).

However, development and implementation of instructional strategies for effective use of case based learning in the class situation still require ethical sensitivity for enhancing learner achievement Zottmann et al., (2012). Even though the potential of vignette as a case-based approach has been in-exhaustively discussed, the benefits of bringing real life situations in class require sustained efforts for inclusion to improve learning achievement Fitzgerald et al. (2009). In instances where providing real life situations through vignette as an instructional method is inappropriately structured and used, the promising strategy may yield low sensitivity in ethical decision-making for learning achievement among teacher trainees in ethical decision-making processes Oluoch, Odundo and Mwangi (2019).

According to Davis, DeZoort and Kopp (2006) case-based learning provides open-ended exploration of ethical issues that encourages debate and discussion of ambiguity which at the same time provides an efficient structure for goal-directed sensitivity in decision making and higher learner achievement. Ekeocha, Kidd, MacDougall, Matthews, Purkis and Clay (2012) described CBL as an instructional method that prepares teacher trainees for professional practice, using authentic real-life scenarios to stimulate learners' critical thinking skills. McLean (2016) confirms that CBL is a learner-centered approach, whose core tenet in Business Studies ethics course for teacher trainees is the application of short scenarios to aid teaching and learning in recognizing ethical issues and make sensitive choices to decide upon. Case Based Learning is best structured to fit between structured and guided learning, a process which fosters a deep approach to learning, where learners move from acquiring and reproducing knowledge, to seeking meaning through the application of knowledge so they see things in a different way Marton & Säljö (1997) Entwistle (2009).

However, critiques of CBL Minghong, Zhibiao, Jingru & Yaping (2019), argue that some negative learning experiences also occur during the CBL teaching learning processes. They report that some learners are skeptical or negative towards CBL courses, which require a significant amount of time in exchange for gains in knowledge on ethical sensitivity in decision-making. Experiencing CBL for the first time has also been found to be challenging to learners who lack self-organizing skills. Further complaints have been captured from introverted learners since they prefer to learn alone as their preferred personal learning style and feel uncomfortable in group learning. Therefore it is worth noting that individual learning styles need to be taken into account for successful implementation of CBL. Without intensive development of trainers, the CBL format may encourage lecturers to revert to traditional lecture method instead of acting as facilitators of discussions during the teaching-learning process. Case Based Learning may further encourage a spoon-feeding mentality of introverted learners, in which they expect peers or teachers to have the correct answers. A study by Kassebaum et al (1991) demonstrated that learners undertaking CBL format were better able to ask questions and make comments during class and CBL made the learning more enjoyable, though perhaps this is more accurate for extroverted learners. Learners in Medical school felt that the lecture method was more helpful in preparing for written exams Williams (2005), while vignette were very useful when preparing for practical ward work. The practical component is relevant to and applicable to Business Studies course where use of vignette instructional method would enhance practical sessions in ethical decision making for higher learner achievement.

Under the CBL vignette context, learners collaborate to analyze issues inherent in real-life cases or scenarios, in order to develop new knowledge for ethical sensitivity in decision-making, while lecturers become facilitators (McLean, 2016). In relation to this, Lee (2012) points out that CBL through vignette is guided and grounded on the constructivism school of thought, where learners generate new knowledge by interacting with their professional environment. Consequently, CBL through vignette instructional materials form the means through which learners understand their environment and develop new understanding of issues inherent in real-world scenarios for ethical decision-making Herreid (2007).

According to Dow, Boettcher, Diego, Karch, Todd-Diaz and Woods (2015), vignette elaborate that under CBL contexts, learners work in groups to analyze scenarios involving

one or more characters. Each scenario contains specific professional challenge or problem for which learners have to come up with appropriate ethical decisions with guidance Dow *et al.*, (2015). Case Based Learning through vignette is recognized for its versatility, storytelling power and efficient self-guided learning, which makes it popular with learners and lecturers, as reported by Thistlethwaite *et al.* (2012). The size of vignette groups range from 2 to 15 learners, while the proportion of time accorded to Case Based Learning approaches vary from two hours a day to year-long courses Dow *et al.*, (2015); Thistlethwaite *et al.*, (2012), which articulates issues requiring ethical sensitivity in decision-making for accelerated learning. These attributes suggest that the implementation of CBL through vignette approach in class varies across disciplines, institutions and lecturers for building ethical sensitivity in decision-making Williams (2005). However, a well-written story, a good documentary or illustration is not sufficient for successful CBL through vignette. There are several core attributes of successful instructional vignette to achieve intended outcomes such as relevance, authenticity, engaging and instructive scenarios (Kim *et al.*, 2006). In instances where scenarios are not appropriately selected and vignette are not adapted to include these core attributes learning achievement may most likely be low and targeted educational outcome may be completely missed.

Case Based Learning approaches through vignette have been applied in various disciplines, more particularly in medical, law, engineering and business courses, and are increasingly gaining ground in social sciences, including education Herreid (2007). According to Dow *et al.* (2015), vignette instructional method through CBL show that it is a beneficial strategy in many ways, including facilitation of collaborative learning, integration of learning, as well as development of learner intrinsic and extrinsic motivation to learn about ethical sensitivity in decision-making. Case Based Learning strategy through vignette is further commended for encouraging self-reflection and critical thinking among learners, promoting scientific inquiry, integrating knowledge and practice, and supporting the development of a variety of learning skills such as ethical decision-making and problem solving Williams (2005). According to Thistlethwaite *et al.* (2012) vignette approaches through CBL enhance ethical sensitivity in decision-making by providing a platform for learners to engage amongst themselves with the guidance of facilitators. The effectiveness of CBL through vignette has also been cited by Krain (2016), who described CBL as a means of engagement, which enables learners construct new knowledge and develop critical decision-making skills. However Ertmer and Koehler (2018) stated that when vignette instructional method through CBL is undertaken

without a clear structure and facilitation of discussion using specifically designed guiding questions by a trained facilitator, it may fail to provide effective discussion and ethical decision-making experiences and high learner achievement during the teaching and learning process.

#### **2.4 Vignette Context and Ethical Sensitivity in Decision-Making**

Context of vignettes is a situation where ethical decision-making (EDM) issues arise and are presented during teaching-learning process by business studies teacher trainees (BSTT). Developing ethically sensitive teachers, institutional managers and business leaders as noted by Krambia-Kapardis and Zopiatis (2011), starts with the training of prospective teachers while at university level and is better realized through the adoption of vignette instructional strategy. Findings by Glanzer and Ream (2011), indicated that less emphasis is given to ethics in education programs compared to other professional fields, such as medicine and law, which later creates a problem of lack of ethical sensitivity among teacher trainees as educators when facing challenging dilemmas in the teaching and learning process. Teacher trainee programs at different tiers of the education system are encouraged to incorporate ethical sensitivity in programs such as Business Studies course for enhanced achievement in decision-making (Oluoch & Odundo, 2018). Using vignette instructional method, presents real-life dilemmas to prepare teacher trainees with appropriate skills for overcoming ethical challenges inherent in class and work settings. This premise predicates on the realization that propagating ethical thinking and practices in learners is a process of changing mindsets, inculcating values and building cohesive society for sustained decision-making and achievement (Sims, 2002).

In support of this contention, Davis, DeZoort and Kopp (2006) argued that implementation of vignette instructional method in teaching ethical sensitivity in decision-making in Business Studies, require development of critical thinking scenarios and activities which accelerate learning. Further, accompanying discussion questions are vital for influencing ethical thinking of future teachers, since the effectiveness of experiential learning of ethical sensitivity in decision-making depends on the contexts of vignettes Sims (2002). Based on realization that ethical challenges vary significantly across the Business Studies curriculum content, ethical concerns prevalent in the financial sector, for example, differ significantly from ethical issues encountered in the marketing sector, operations or structure when planning a lesson requiring vignette specific to the context. According to Bloom's taxonomy

(1956) revised by Lorin and Krathwohl, 2001 application, analysis, synthesis and evaluation are the higher levels of learning which need to be captured in vignette to elicit ethical sensitivity in decision-making for accelerated learning achievement. Utilization of appropriately structured vignette tend to elicit higher levels of learning drawn from challenging ethical issues which provoke critical thinking, problem-solving skills and enhanced understanding for better achievement. Context vignette tend to expand learner knowledge of ethical sensitivity in decision-making which if appropriately structured stimulates better mastery and application of content. In addition vignette instructional method tend to generate interest in conceptualization and application of specialized course content drawn from varied aspects of Business Studies for ethical sensitivity in decision-making among teacher trainees.

Business teacher trainees require vignette-designing skills, which capture inherent ethical issues in Business Studies specialization to stimulate capability in decision-making for better learning achievement. Vignette if well constructed and anchored on learning objectives, offer practical scenarios depicting from real life situations to address ethically sensitive issues for appropriate decision-making process for sustained learning. The subsequent section focuses on sub-dimensions of vignette context in stimulating ethical sensitivity in decision-making among Business Studies teacher trainees at the University of Nairobi.

#### **2.4.1. Structural context vignette and ethical sensitivity in decision-making**

Structural vignettes arise from internal arrangement of instructional development for teaching-learning process of business studies for enhanced learning achievement. Structural dilemmas in planning for instruction tend to demand ethical sensitivity in decision-making to smoothen the teaching-learning process for sustained learner attainment. In support of this position, Oluoch, Odundo and Mwangi (2018) indicated that structured vignettes drawing from instructional planning brings into the class, scenarios depicting difficulties in the implementation of lessons for better learning achievement in Business studies. Inappropriate instructional planning tends to miss out aspects of structured vignettes weakening ethical sensitivity in decision-making during Business Studies teaching-learning process for better attainment. Arguments held by Davis, DeZoort and Kopp (2006) showed that use of structured vignettes supplemented with discussions and questions addressing scenarios of instructional leadership frameworks within Business Studies lessons emphasize sensitivity in ethical decision-making for higher learning attainment. However, according to Bentley

(2012) inappropriate skills among teacher trainees in pin pointing ethical sensitivity decision-making scenarios during the teaching learning process of Business Studies, tend to slow learner mastery of concepts for better attainment. To address this deficiency thorough teacher training during in-service need to be stepped up on identification and management of ethically sensitive decision-making process drawn from real-life situations for accelerated learning achievement.

The application of structural context vignettes in ethical sensitivity in decision-making during instructional planning and delivery of Business Studies content enhances opportunities for sustained learning achievement. In the views of Guzak and Hargrove (2011) consistent application of structural context vignettes in teaching with improvements in learners' awareness regarding ethical and unethical practices emanating from instructional development for teaching and learning processes enhances learning outcomes. Structural dilemmas before, during and after instruction and assessment tend to demand ethical sensitivity in decision-making to smoothen learning cycle for sustained learner attainment, Oluoch, Odundo & Mwangi (2018).

However, inappropriate instructional planning and delivery tends to miss out aspects of structured vignette, weakening ethical sensitivity in decision-making during Business Studies teaching-learning process for better attainment. According to Bentley (2012) inappropriate skills among teacher trainees in pin pointing ethical sensitivity decision-making scenarios during the teaching learning process of Business Studies, tend to slow learner mastery of concepts for better attainment. To address this deficiency thorough teacher training during in-service needs to be stepped up on identification and management of ethically sensitive decision-making process drawn from real-life situations for accelerated learning achievement.

In support of this position, DeZoort and Kopp (2006) observed that Business Studies teacher trainees learn to differentiate between right and wrong ethical practices within the structural context, analyze and contrast performance of teaching-learning capabilities in implementing ethically sensitive decisions for better learning. Arguments held by Oluoch, Odundo and Mwangi, 2019, emphasize that the more lecturers apply structural context vignette in instructional planning, the more ability to demonstrate mastery of ethical principles guiding decision-making within Business Studies context is likely to be realized. Additional findings

by (Oluoch *et al.*, 2019) revealed that, application of structural context vignette in instructional planning and assessment to support the training of prospective Business Studies teachers in making ethically sensitive decisions.

In earlier arguments by (Trevio, 2000), which were similarly confirmed by McNamara Smith and Murphy-Hill (2018) established a significant correlation between the use of structural context vignette in instructional planning for teaching business ethics and improvement in learners' ethical sensitivity in decision-making. More specifically Oluoch, Odundo, and Mwangi (2021), noted that most learners, 36 (87.3%), affirmed that structural context vignette improved perspectives about ethical issues inherent in Business Studies course content. On the same vein Oluoch *et al.* (2019) elaborated that structural context vignettes expose learners to organizational structural instructional planning dilemmas, which expand knowledge and shape ethical ideologies for making decisions and learning achievement.

In Netherlands, van Summeren (2018) examined the influence of organizational structure on ethical sensitivity in decision-making, and identified sensitization initiatives on codes of ethics to enhance ethical sensitivity using structural context scenarios influencing employees' ethical awareness and decision-making. In addition Van Summeren (2018) further argued that sensitization gave incentives to how employees think about the consequences accompanying different courses of action and choices in decision-making. Based on this, structural context vignette were considered essential for enabling employees understand what the organization stood for in terms of ethical values on various aspects, including financial management, human resource, marketing, strategic focus and corporate responsibility. While in instructional planning for Business teacher trainee, structural vignette may most likely boost learner ethical sensitivity in teaching-learning Business aspects for accelerated teaching-learning processes.

Butterfield, Trevio, and Weaver (2000) affirmed employee ethical sensitivity in decision-making and regularity of update about the ethical principles regulating structural functions of the organization and consequences for non-adherence. Further Butterfield *et al.* (2000) amplified that structural context vignette relay data to broaden knowledge on ethical issues, which influence sensitivity in decision-making for better understanding. Based on this dictum that knowledge is power, Butterfield *et al.* (2000) suggested that informed employees about ethical principles tend to improve quality of decisions for further training and management of



sensitive issues, which may arise during daily operations. Drawing from Butterfield *et al.* (2000) teaching learning process exposes teacher trainees to structural vignette, which are more likely to enhance mastery in making ethically sensitive decisions during instructional planning for better achievement.

More still, Detert, Treviño and Sweitzer (2008) affirmed that ethical principles governing structural functions are enshrined in organizational rules, regulations and codes of ethics for influencing sensitive decisions. While organizations use different methods to disseminate and provide instruction to staff, Detert *et al.* (2008) further opinionated that application of structural context vignettes to disseminate data on organizational ethical principles influenced employee ethical sensitivity in decision-making by enhancing awareness and fostering compliance through regularity of training. On the same vein McNamara Smith and Murphy-Hill (2018) asserted that training in decision making for teacher trainees emphasizes institutional rules and regulations for learners using different methods to enhance ethical sensitivity for higher learning attainment.

A study by McNamara, Smith and Murphy-Hill (2018) examined the connectedness of Association of Computing Machinery (ACM)'s code of ethics and ethical sensitivity in decision-making, using eleven structural vignettes, which captured structural and marketing dimensions for sustained competence in managing the business software environment. In addition, the code of ethics was expected to guide software development ethical decisions for the satisfaction of staff and consumers and maintaining institutional image. To achieve this, the organization emphasized strict compliance to the code of ethics through regularity of training for sustained sensitivity in decision-making for better service delivery. Findings by McNamara, Smith and Murphy-Hill (2018) indicated that out of 63 software engineering learners and 105 professional software developers elicited no significant statistical difference between those who were exposed to the code of ethics and the ones who were not taken through training on ethical sensitivity in decision-making for improved institutional image and customer satisfaction. Even though findings by McNamara, Smith and Murphy-Hill (2018) were drawn from multiple vignettes depicting sensitivity in decision-making, use of single vignette would have most likely delineated efficacy of different aspects of the code of conduct. Based on this, regularity and quality of training using structural vignette tend to boost learner ability to gain competence in ethically sensitive decision-making processes for the good of the customer and the wider society. To address gaps in the study by McNamara,

Smith and Murphy-Hill (2018) on use of multiple vignettes in training on ethical sensitivity in decision-making, single vignette is most likely to overcome missing links in the analysis.

#### **2.4.2 Operational context vignette and ethical sensitivity in decision-making**

Operational context vignette are scenarios for instructional planning which promote ethical sensitivity in decision-making on teaching-learning of quality, risk, supply chain and communication as components of Business studies for enhanced learning achievement. Operational context vignettes present scenarios, which locate precise areas that are ethically sensitive in decision-making during Business Studies teaching-learning processes Effelsberg, Solga and Gurt, (2014). By implication inappropriate skill training on the adoption of operation context vignette during Business lessons, tend to weaken learning attainment and mastery of content for improved learner capability. Based on this realization Oluoch, Odundo & Mwangi, (2018) argued that sustained quality training of Business studies teacher trainees on development and use of operational context vignette stimulates ethically sensitive decision-making skills during Business studies lessons for accelerated learning and achievement.

Operational context vignette are scenarios requiring learner ability to delineate ethical issues from course content for effective sensitivity in decision-making during the teaching-learning process Effelsberg, Solga and Gurt, (2014). By implication inappropriate skill training on the adoption of context vignette during instructional planning, tend to weaken ethical sensitivity in decision-making for better learning attainment. On the same vein Oluoch, Odundo and Mwangi, (2018) stressed that use of operational context vignette stimulates mastery of content for improved learner capability in ethically sensitive decision processes.

Based on this realization Oluoch, Odundo & Mwangi (2018) argued that sustained quality training of Business studies teacher trainees on development and use of operational context vignette stimulates ethically sensitive decision-making skills during Business studies lessons for accelerated learning and achievement. Experiential approaches using vignettes influence learners' ethical sensitivity by inculcating positive attitudes and values key in business operational decision-making. In view of the forgoing premise, Effelsberg *et al.* (2014) reported a correlation between the application of operational context vignettes and learners' ethical sensitivity in decision-making within business settings. The study further elaborated that operational context vignettes enabled learners to discuss ethical issues in an interesting,

organized and active way, which is essential for supporting decision-making within the teaching and learning process. According to Ertmer & Koehler (2015), scenarios are effective in educating teacher trainees about operational functions such as product quality, risk management, outsourcing and supply chain management, branding, external and internal communication which are content areas in Business Studies course, as well as developing individual ethical ideologies.

In the views of Detert, Treviño and Sweitzer (2008), later confirmed by Oluoch *et al.* (2019) found that the majority of learners, 37 (89.7%) affirmed that vignette derived from operational scenarios influenced their sensitivity to ethical issues dominating the operational context. In addition in-built ethical sensitivity training of Business teachers tend to generate competencies in making accurate decisions during the teaching learning process for sustained learning attainment. More findings were linked to the effectiveness of operational context vignettes in enhancing learner ethical awareness and improving adherence to ethical principles when addressing issues touching on operational processes, such as decision-making in instructional preparation and management of examinations.

#### **2.4.3 Financial context vignette and ethical sensitivity in decision-making**

According to Cope (2015) financial context vignettes present scenarios enabling learner internalization of ethical principles on decision-making which influence professional behavior in application of Business Studies lessons in Finance for higher mastery of content. While concurring with Towell, McFadden and Buhrow (2012) who acknowledged that use of financial context vignettes among Business Studies teacher trainees stimulates learner ethical sensitivity in decision-making during the teaching-learning process for improved learner achievement. While in concurrence, Cope (2015) noted that inappropriate use of financial context vignettes limits ability of teacher trainees to make ethically sensitive decisions during application of Business Studies lessons.

Considering range of corporate financial failures recently witnessed in the business sector, and systemic crises arising from unethical business operations may promote inappropriate ethical behavior, which is attributable to low decision-making skills among trainees in Financial management Cope (2015). While the need for incorporating ethical sensitivity in decision-making among teacher trainees in Finance and Accounting is widely ignored yet

emphasis is on teacher technical and professional skills, without being sensitive to moral issues which are components in daily performance of work.

Arguments held by Marques and Azevedo-Pereira (2009) indicated that financial environment is critical for institutional survival though it remains sensitive and fragile in terms of ethical blunders moving toward producing conscientious decision makers and administrators. While affirming the assertion, Effelsberg *et al.* (2014) stressed that training of financial management professionals should not only focus on informing about ethical regulations of the profession but also inspire ethical sensitivity in decision-making to internalize standards in enhancing trustworthiness. On the same vein Krain (2016) identified trust as one of the principles guiding ethical decision-making, which when anchored on financial context vignette to develop financial management robustness and trustworthiness may be realized. If appropriately structured and implemented financial context vignette is likely to enhance development of ethical sensitivity in decision-making within business settings for sustained learning. Cope (2015), indicated that appropriate association between financial context vignettes may be adopted to stimulate ethical sensitivity in decision-making within class setting for sustained learning achievement. In affirming the same position Oluoch, Odundo and Mwangi (2021) revealed that using financial context vignette to teach business ethics influenced learners' ethical awareness by deepening knowledge of common moral challenges in financial management for better understanding of the business environment. More still Cope (2015) asserted that employing financial context vignettes as resource material for developing ethical judgment tends to raise learner competence in ethical sensitivity during training for better learning attainment.

#### **2.4.4 Human resource context vignette and ethical sensitivity in decision-making**

Human resource context vignette are situations of real life or fictional passages depicting recruitment, remuneration, discrimination, safety and health, discipline and dismissal scenarios in planning for ethical sensitivity in decision- making for enhanced learner performance in Business Studies (Suresh, 2011). To achieve this goal, Business teacher trainee programs on instructional planning and adoption of human resource context vignettes helps in the development of ethically sensitive skills in decision-making during the teaching-learning process for improved learner achievement. Drawing from Suresh (2012), Ekuma and Smith (2012) stressed that inappropriate use of human resource context vignettes weakens

generation of ethically sensitive scenarios, which may not promote critical thinking for effective decision-making during Business Studies lessons.

The human resource context is prone to various ethical issues around functions such as employment, remuneration and benefits, discrimination, performance management, privacy, safety and health, restructuring and layoffs, training and development as well as industrial relations, among others (Suresh, 2011; Lukács & Udrescu, 2009). Ethical sensitivity in decision-making within the human resource context involves making choices about possible actions that serve the interests of both the organization and individual employees (Suresh, 2011).

Notably, human resource context ethical issues in teacher training program is inadequately studied limiting guidance on teacher trainee ethical sensitivity in decision making process and learning achievement. Marques and Azevedo-Pereira (2009) affirmed that linking usage of human resource context vignette and learning outcomes about ethical awareness and sensitivity in decision-making are critical components of teacher trainee programs. More observation by Marques and Azevedo-Pereira (2009) recognized that human resource context vignette were valuable resources for developing ethical sensitivity about good and bad management decisions affecting workers' interests, performance, safety and wellbeing during and after class. Even though the findings are useful in provoking ethical awareness competence in decision making may be compromised if ethical principles are not inbuilt in teacher training programs to improve leaning achievement. In spite of this, the study by Marques and Azevedo-Pereira (2009) were limited in applying analytical techniques in confirming human resource context vignette as a critical aspect for in building ethical sensitivity in decision making among teacher trainees for enhanced learning achievement.

#### **2.4.5 Marketing context vignette and ethical sensitivity in decision-making**

Rakesh (2012) indicated that marketing context vignette is deliberate and practical application of standards of ethical fairness in situations presented in Business Studies class that exhibit sensitivity in decision-making for improved learning achievement. If appropriately contextualized, marketing context vignette accelerates ethically sensitive decision-making focusing on moral rights and wrongs in behavioral practices for sustained learner achievement during Business Studies lessons. Further arguments by Barczyk, Casimer and Doris (2012), showed that marketing context vignettes may not promote critical

thinking exercises if inappropriately contextualized, which in turn limits learner ability to make ethically sensitive decisions during Business Studies sessions. By implication inappropriate adoption of critical thinking and problem solving exercises are likely to weaken learner capability in making decisions that recognize fairness, honesty and integrity during teaching-learning process for higher learning attainment.

Marketing context vignette function determines performance of a business entity by establishing and maintaining contact with customers Urbonavièius & Dikèius (2008). The marketing function enables business entities to win the trust of customers, increase sales revenue, improve market share, and enhance competitive advantage, among other benefits Guzak & Hargrove (2011); Urbonavièius & Dikèius, (2008). The desire to establish and maintain ties with customers is vital for the success of a business entity, but demanding to the marketing context in terms of strategies and tactics, some of which may have ethical implications Barczyk & Duncan (2012). This necessitates proper training of marketing professionals on marketing ethics, using appropriate instructional methods, in order to enhance ethical sensitivity in decision-making processes. Barczyk and Duncan (2012) further explain that ethical sensitivity is achieved when marketing professionals observe ethical principles when making marketing context decisions, such as taking ethical responsibility, trust, professionalism, confidentiality, honesty, respect for authority, and doing no harm, among others Oluoch & Odundo, (2018) Suresh (2011).

Marketing context vignette have been applied to teach business ethics at institutions of higher learning, purposely to develop ethical sensitivity among marketing professionals. Despite this, knowledge on the link between utilization of marketing context vignette and trainees' ethical sensitivity is weak.

A study by Guzak and Hargrove (2011), reported a significant association between marketing context vignettes and improvement in awareness of ethical challenges dominating the marketing context and potential solutions. The findings were attributed to the ability of marketing context vignette to generated interest, capture attention and motivate trainees to participate in the learning process. Based on this realization, the influence of marketing context vignette demonstrated by trainees increased reference to ethical principles when solving ethical problems inherent in the marketing function. Based on this, in an earlier study, Swenson-Lepper (2005) commended experiential learning using marketing context vignettes

for improving ethical sensitivity in decision-making when measuring sensitivity to conflicts of interest.

Furthermore, Oluoch, Odundo and Mwangi. (2019) established evidence of the impact of marketing context vignette on teacher trainee ethical sensitivity in decision-making. More explicitly, the study found that, 36 (87.2%), acknowledged that the application of marketing context vignette in the teaching of Business Studies, influenced ethical sensitivity in decision-making. Oluoch, Odundo and Mwangi (2019) concluded that by giving detailed and illustrative data on ethical and unethical marketing activities, marketing vignette influence teacher trainee ethical awareness in decision-making. However, Swenson-Lepper (2005), established that without training marketing context vignette would not be effective in reducing the harm that arises from unmanaged conflicts of interest. On this vein emphasis should be placed on delivery of training for sustained learning achievement and mastery of marketing context in ethically sensitive situations during the teaching-learning process.

### **2.5 Vignette Content and Ethical Sensitivity in Decision-Making**

Content of vignette is a scenario presented in song, case or textbook extract eliciting specific ethically sensitive situations and requiring appropriate decisions that promote acquisition of skills and competencies during business studies lessons for sustained learning achievement. According to Ismail and Ghazali, 2011, content vignette may be presented during instruction in the following forms stories, reviews, book texts, interviews or songs, which in totality raises the quality of sensitivity in decision-making during teaching-learning of Business Studies. In an earlier assertion, Hughes and Huby (2002) acknowledged the position of stories and interviews as ingredients of stimulating ethical sensitivity among learner during the teaching and learning of Business studies for improved learner achievement. In instances where content vignette does not adequately capture scenarios depicting sensitive issues, inadequate ethical decision-making processes may weaken learner capability in developing problem-solving skills in Business Studies. In an earlier study Morrison, Steattler & Anderson (2004), affirmed that using content vignette, enhances the development of problem-solving skills and sustained capability in making ethically sensitive decisions during teaching and learning of Business Studies lessons. However, Dagar and Yadav (2016) asserted that teaching business studies is most effective for learner achievement when devised by the learner from personal experiences during the teaching-learning process, which improves on learner-generated sensitivity in decision-making. By implication, content vignette

derived from existing stories, interviews and textbooks may not be as effective as learner-constructed scenarios drawn from personal experiences before, during and after the teaching-learning process of Business Studies.

The influence of vignette instructional method on ethical sensitivity in decision-making is a function of the content of such vignette. In view of this assertion role-plays, songs, case studies, presentations, newspaper article reviews, diaries, debates, are some of the common sources of vignette content influencing learning outcomes of business ethics courses Ismail & Ghazali, (2011). This study explored the extent to which vignette instructional method influenced a shift in learner perception, awareness, reasoning and ability to acquire ethical sensitivity in making decisions. From the work of Morrison, Stettler & Anderson (2004), this study acknowledged that even though vignette have several sources of content, it focused on five of them, including stories, interviews, textbooks, cases and personal experiences. Further, Dagar and Yadav (2016) asserted that the content of vignette can be derived from different sources; this study considered that knowledge from the cited vignette content can be integrated in training modules for effective teaching of Business Studies ethics course for ethical sensitivity in decision making.

Sources of knowledge for learners at the university level are diverse, and include lecturers' expertise, short narratives, historical events, textbooks, journals, policy briefs and Internet, among others. According to Hughes and Huby (2002), knowledge from such sources can be packaged and presented to learners studying Business Studies in the ethics module using vignette; and more specifically in the form of cases, interviews, stories, textbooks and personal experiences, which provide more effective stimuli for developing ethical sensitivity among learners during the teaching and learning process. In this regard, Stedham and Beekun (2013) suggested that the vignette instructional technique provides a valuable focus on which learners may reflect while dealing with difficult-to-explore and sensitive problems that require problem solving, decision making and often discussion with others.

Mudrack and Mason (2013) performed a critical analysis of business vignette by examining their content to identify overarching themes that influence ethical judgments. The study identified cases, stories and personal experiences, as common sources of vignette content influencing ethical judgments in Business Studies among teacher trainees. The study was motivated by the realization that awareness of vignette content often provides a path towards



in-depth understanding of ethical challenges operating in a business setting presented during the Business Studies class. The study further revealed that vignette sourced from various content sources influence ethical judgments differently. Consequently, the quality of ethical judgment is dependent on the content of vignette involved in the process Mudrack & Mason (2013). The study further observed that even though content of vignette often marks the starting point for ethical sensitivity in decision-making, in most empirical studies, the aspect is often considered much later or over looked, while much more focus is given to ethical judgment. This notwithstanding, the analysis failed to determine the causal relationship between the various sources of vignette content and ethical sensitivity in decision-making. Mudrack and Mason (2013) argued that studies hardly provide reasons for using specific sources of vignette content; however it is advisable to always strive for what approximates real-life and target appropriate content for higher learner achievement. In instances where selected content vignette do not mirror real-life situations learning achievement in ethical sensitivity for decision-making may not be sustained.

Gupta, Cunningham and Arya (2009), while comparing stated behaviors versus actual behaviors among business ethics learners, acknowledged that varied vignette content enabled learners to critique situations with an ethically sensitive lens. Consequently, this study examined the extent to which vignette in form of cases, interviews, stories, textbooks and personal experiences influenced ethical sensitivity in decision-making among Business Studies undergraduate teacher trainees.

### **2.5.1 Case Vignette and ethical sensitivity in decision-making**

A case provides vignette derived from a situation or happening that has educational value for ethical decision-making for a wide audience. Herman (1998) uses the term case vignette to describe a written description, photograph, or videotaped scene as a brief glimpse of an educational situation. Good cases arise in different ways, where some are unusual incidents while others are unusual presentations of a common occurrence with ethical connotations Kathiresan & Patro (2013). Case vignette method helps meet specific learning objectives in teaching sessions by helping learner recognize and interpret important data from a common dilemma problem. By discussing issues presented in a case, teacher trainees are enabled to correctly identify and determine ethical issues at stake, decide how to prioritize the identified issues and strive to ethical decisions for better learner achievement. In instances where cases are not well selected the process of recognizing that an ethical issue exists becomes confusing

for learners and negatively affects the ability to make ethical decisions Oluoch, Odundo and Mwangi (2019). Ethical sensitivity precedes making moral judgment, in that a learner must acknowledge the presence of an ethical issue or problem in a case before it can be evaluated and potentially resolved Lind & Swenson-Lepper, (2013). Lacking the ability to notice that a situation includes moral or ethical characteristics would leave teacher trainees unlikely to make thoughtful and defensible moral decisions.

Case vignette provide a snap-shot of in-depth and complex ethical dilemmas derived from unusual but real life or fictional incidents and unusual manifestations of a common occurrence with ethical connotations for decision-making during teaching leaning process Kathiresan (2013). Case vignette method helps meet specific learning objectives in teaching sessions and help learners recognize and interpret important data from a dilemma problem to apply in a practical instance. By discussing issues presented in a case, teacher trainees are enabled to correctly identify and determine ethical issues at stake decide how to prioritize the identified issues and strive to make ethically sensitive decisions and choices for better learner achievement Kathiresan (2013). According to Harland (2014), case vignette provide learners with empirical evidence in a contextually unique manner, and address a problem of interest within a teaching-learning setting or in a real life situation. However case vignette, as experiential learning methods, does not offer learners extensive, in-depth information about the subject topic. Case vignette with insufficient information provided may not allow learners to make ethically sensitive decisions and evaluate the impact of choices made. It is therefore advisable to derive cases from a real life, for instance discipline in class in a teaching-learning environment and provide sufficient information for decision-making.

While writing on leveraging change by learning, McDonald (2015) argued that teaching business ethics is paternalistic and unidirectional for decision-making among trainees. Consequently, change towards ethical sensitivity can be leveraged through interactive engagement with vignette derived from cases for better learner achievement. The adoption of such vignettes provides a new way of teaching business ethics and enabling learners to understand future professional practice as ethically and economically relevant in boosting competence in decision-making (McDonald, 2015). McDonald (2015) further argued that successful teaching of business ethics requires lecturers to make the course ethically and economically relevant for sustained leaning attainment. In instances where the Business Studies course fails to adopt a learner-centered instructional approach case vignette may

remain irrelevant and fail to provide an interactive platform for ethical decision-making. In relation to this, Oluoch Odundo and Mwangi. (2018) asserted that if appropriately used, vignettes derived from cases create a learning environment that is not only enjoyable, but also supportive of learner intellectual development. Furthermore, Kelter and Pope (2011) posited that utilization of vignette derived from cases is crucial for demonstrating potential of vignette instructional method to influence ethical sensitivity in decision-making. An article published by the American Psychological Association (2010) described cases as illustrations of business dilemmas with indicative measures for solving inherent ethical problems for higher mastery of content by teacher trainees across board.

Miller, Shoptaugh and Wooldridge (2011) posited that case vignette provide learners with opportunity for active involvement in the learning process, which in turn, leads to better retention of data. Case vignette enable learners to construct knowledge by studying ethical dilemmas developed from business settings. Jonson, McGuire and O'Neill (2015) noted that case vignette expose learners to individual and social experiences that enhance ethical sensitivity by stimulating critical thinking. On the other hand Freeman, Dunham, Fairchild, and Parmar (2015) arguing from a constructivist viewpoint, cautioned that only when properly constructed will case vignette provide an experiential framework that encourage learners to think, take views, and actively participate in instructional processes. The works of Jonson *et al.* (2015) and Freeman *et al.* (2015) demonstrate the significance of case vignette in stimulating intellectual discussions, focused on improving ethical sensitivity in decision-making for learning achievement in a learner-centered environment for teacher trainees.

Mudrack and Mason (2013) identified cases, stories and personal experiences as common vignette content influencing ethical judgments in business realms. Oluoch, Odundo and Mwangi. (2018), on the other hand, recognized the value of vignette in the form of cases in developing learners' ethical awareness in decision-making in teacher trainee education. Further, Mudrack and Mason (2013) emphasized the importance of tapping from various content when applying vignette instructional method to teach business ethics. While appreciating the importance of exposing learners to a variety of knowledge content, Massoudi (2010) noted that vignette in the form of cases encourage a culture of integrity by providing scenarios that depict diversity; from where learners develop ethical sensitivity in decision-making for higher learning achievement.

### **2.5.2 Interviews and ethical sensitivity in decision-making**

Interviews provide descriptive information about business experiences of practitioners that is useful in experiential learning on ethical issues for decision-making and accelerated learning. According to Miller *et al.* (2011), interviews in constructivists' learning perspective make learners actively participate during Business Studies ethics instructional process. Appropriate use of vignettes derived from interviews provide an experiential framework that enhances learner class participation rather than being passive receivers of knowledge. Agreeing with these sentiments, Sims and Sauser (2011) advised against traditional teacher-centered approaches in instructional process, which provide minimal opportunity for learners' participation in order to build ethical sensitivity among undergraduate business studies education learners. Further, Kish (2003) in support of this view indicated that the use of teacher-generated vignettes increase academic achievement, while learner-generated vignettes help learners achieve higher order thinking from interviews in sensitive areas of inquiry including ethical business scenarios. Inappropriate use of interview vignette creates non-interactive classroom situations, which can be overcome through adequate training of teacher trainees on the use of interview vignette instructional method for sustained achievement in ethical sensitivity in decision-making.

Interview vignette may influence learners understand ethical issues encapsulated by various topics under business ethics as noted by Dagar and Yadav (2016). In view of this, Assudani *et al.* (2011) argued that interview vignettes provided detailed data, which enabled learners to gain essential skills for discussing and reflecting on business ethical dilemmas from where ethical opinions were developed. Assudani *et al.* (2011) further elaborated that interview vignettes may be structured, semi-structured or unstructured, and identified the latter as the most detailed and effective in enhancing learners' knowledge of ethical issues in the business setting. Through such knowledge, learners became more sensitive about ethical challenges while making pertinent decisions Pan and Sparks (2012) consequently, revealing that learners taught using unstructured interview vignette were more likely to demonstrate ethical sensitivity in decision-making as compared to those instructed using structured interview vignette. Assudani, Chinta, Manolis and Burn (2011) further reported that vignette derived from unstructured interviews enabled learners to relax and focus on instructional objectives, as compared to structured interview vignette which may not give adequate ground to evaluate the extent of diversity in ethical sensitivity among learners owing to cultural differences (Chevalier, 2011).

According to Assudani, Chinta, Manolis and Burn (2011) which resonates with findings by Yadav (2016) emphasizing that unstructured interview vignette, increased learner ethical awareness in decision-making by giving more granular information than structured interview vignette, enabling learner to actively create new concepts, ideas, and meaning for improved understanding of sensitive ethical issues. More still, unstructured interview vignette enable learner to draw ideological opinion from past and current knowledge on ethical sensitivity in decision-making, unlike structured interview vignette that were characterized by rote learning, which weaken learner opportunity to think outside a pre-determined framework, Dagar and Yadav (2016) lowering mastery of content during teaching-learning process.

Interview vignette provide descriptive data about experiences that is useful in experiential learning of Business Studies promoting ethical sensitivity in decision-making for accelerated learning achievement. According to Miller (2011), interview vignette, from the constructivists' learning perspective, influences learner ethical sensitivity by encouraging active participation in instructional and learning process, instead of being passive receivers of knowledge for better learning achievement. While agreeing with these sentiments, Sims and Sauser (2011) chided the classical teacher-centered learning approaches for limiting learner participation in instructional processes; which in turn, constrains teacher trainee development in ethical sensitivity in decision-making for mastery of content and enhanced achievement. Furthermore, Kish (2003) revealed significant association between application of interview vignette, to teach online courses and improvement in learner ethical awareness skills, which is an essential pre-requisite for ethical sensitivity in decision-making. Kish (2003) commended interview vignette effectiveness in experiential instructional processes involving sensitive issues with ethical connotations. However where interview vignette may not be properly structured, content delivery to help teacher trainees internalize ethical principles necessary for decision-making during the teaching-learning process for higher achievement is likely to be compromised.

Pan and Sparks (2012) on reviewed behavioral ethics, established evidence suggesting consistent application of interview vignette in business ethics lessons had immense potential of improving learner ethical sensitivity in decision-making for accelerated learning. Pan and Sparks (2012) particularly argued that where learners were given opportunity to interact with business practitioners concerning ethical issues dominating business settings learner tends to

master skills necessary for stimulating learning for better attainment. Pan and Sparks (2012) further asserted that through such interactions, learner developed a measure of ethical sensitivity by listening and reflecting on experiences from practitioners for sustained mastery of concepts and learning attainment. Post-instruction exercises, which involved making decisions from business ethical scenarios demonstrated success of transfer from expert to learner for improved understanding. Pan and Sparks (2012) concluded that interview vignette provide a comprehensive platform for teaching business ethics for enhanced learner attainment. Findings by Pan and Sparks (2012) resonate with Oluoch, Odundo and Mwangi(2018), which stated that interview vignette enabled lecturers and learners to master, apply and display practical business ethical issues for decision-making in and out of class. Interview vignette are highly rated in improving learner ethical awareness in decision-making during the teaching learning process for higher learning achievement.

More still Harland (2014), argued that encouraging stepwise conversations about institutional ethical issues, tend to use interview vignette in promoting learner ethical awareness among Business Studies teacher trainees for improved decision-making and enhanced learning achievement. Furthermore, Oluoch and Odundo (2018) amplified interview vignette for being suitable in exploring sensitive aspects such as ethical dilemmas in learning for accelerated mastery and application of content. In view of the findings associating interview vignette with improved internalization of ethical principles guiding decision-making within various contexts, this study sought to establish how use of vignette content influenced learners' ethical sensitivity in decision-making at the University of Nairobi.

### **2.5.3 Vignette stories and ethical sensitivity in decision-making**

Use of stories content vignette in institutions of higher learning tends to provoke critical thinking among learner for ethical sensitivity in decision-making and enhanced learning achievement. According to Bradbury-Jones, Taylor & Herber (2014) indicated that instructors have used vignettes in the form of short descriptive stories to situate course content and stimulate intellectual reactions over the preceding five decades. However the focus and relevance of stories encourages accuracy to stimulate learner-thinking capabilities Sims and Sauser (2011). Use of inappropriate or irrelevant stories distracts learners during the teaching-learning process and by implication lowers attainment of ethical sensitivity in decision-making.

Vignette stories have over time been a powerful and successful method for situating course content and stimulating learner intellectual reactions and active participation in experiential learning for higher understanding of concepts (Bradbury-Jones, 2014). In the views of Ismail and Ghazali (2011) who affirmed that diverse contexts have impact on narrative vignette for learner ethical awareness and decision-making, through vignette stories for better understanding and accelerated learning. As propounded by Koleva, Graham, Iyer, Ditto and Haidt (2012) indicated that utilization of vignette stories to teach business ethics is significantly associated with learner ability to develop personal ethical sensitivity for mastery of content and accelerated learning. Further, Koleva, Graham, Iyer, Ditto and Haidt (2012) elaborated that through vignette stories, learner personal perceptions and opinions were shaped towards deeper understanding of ethical challenges for decision-making during the teaching-learning process for better understanding and enhanced attainment. On the same vein, Ismail and Ghazali (2011) revealed that vignette stories improved learner understanding of business ethical dilemmas, by influencing personal perceptions in form of beliefs, attitudes, behaviors, values and knowledge; which in turn, influenced teacher trainee ethical sensitivity in decision-making. Drawing from this, Odundo and Gunga (2013) observed that improvement in ethical ideology among teacher trainees pursuing Business Studies propagated a culture of integrity and creativity among learners for accelerated learning achievement.

However, Ismail and Ghazali (2011) connected the utilization of vignette stories and improvement in learners' ethical sensitivity by elucidating that only vignette that provide data on values, philosophies and culture in form of business dilemma stories influence learner knowledge, values and behavior for deeper critical thinking and achievement. Arguably, the knowledge obtained from business values, philosophies and organizational cultures enhance critical thinking in decision-making, which in turn, enables learner understand ethical dilemmas for effective decision-making and attainment. In support of this contention, Bentley (2012) argued that vignette instructional method, developed from stories enable learners to encounter practical ethical dilemmas, and complex business situations for deeper mastery of content and accelerated learning. More still, Bentley (2012) emphasized that experiential learning using vignette stories links learners to organizational values, which generate critical thinking and ethically sensitive decision-making ability for better learning. On the same vein, Petocz and Dixon (2011) while focusing on business sustainability and ethics added that vignette stories improve ethical sensitivity in decision-making by exposing learners to

organizational virtues such as truthfulness, honesty and fairness; thereby, instilling competence through self-assessment for sustained learning achievement.

Furthermore, Massoudi (2010) acknowledged the effectiveness of vignette stories in developing learner mastery of business concepts and principles for better understanding of real-life ethical experiences and accelerated learning achievement. In support of this position, Barczyk and Duncan (2012) argue that vignette stories stimulate learner ethical sensitivity in decision-making when exposed to business ethical scenarios, while allowing trainees to capture learner attention in class by cultivating a social learning environment. Vignette stories accelerate learner ethical sensitivity in decision-making, when exposed to business ethical scenarios; in addition to enabling teacher trainees to capture learner attention by nurturing a social learning atmosphere in class for accelerated learning. Similarly, Pan and Sparks (2012) argued that vignette stories may hasten development of ethical sensitivity by engaging learner emotions and cognitive abilities during experiential instructional processes. However, trainees tend to separate business, emotions and fail to emphasize a balance between engagement and productivity in an ethically sensitive decision-making process for improved learning. By implication business based decisions attract soberness devoid of emotions, which are likely to negatively impede appropriate judgment for accelerated learning attainment. The cited studies bring out the significance of vignette stories in developing learner ethical sensitivity in decision-making, which in turn, motivated the conduct this study.

Textbooks serve as a guide to business ethics phenomenon by providing a general outline of the concept. From textbooks, vignette can be extracted to relay information piecemeal, unit by unit in an orderly way to aid learners in the processing of information. As noted by Badua, Sharifi and Mediavilla (2014), extraction of vignettes from textbooks provides a learner-centered approach in teaching business ethics that assist thought processes. As a guide, vignette derived from textbooks are directly connected to business ethics course outline and would significantly influence development of learners' ethical sensitivity. Qualters (2010) writing on experiential learning methodologies noted that from textbooks, vignettes are extracted to relay information piecemeal in an orderly way to aid learners in processing of information. Textbooks therefore provide unit information on ethical principles, and if used appropriately, lead to positive influence in moral reasoning skills to enhance critical thinking among the business education teacher trainees. In support of this Massoudi (2010)



highlighted that textbooks systematically reinforce learners' desires towards being ethically sensitive by presenting a relatively straightforward approach to encouraging business learners to develop ethical ideology for core personal values. However, Jonson *et al.* (2015) noted that use of vignette textbooks is most effective within the context of experiential learning. Used within the traditional lecture method, textbook vignette remain ineffective for skill training in ethical sensitivity for decision-making. Campbell and Zegawaard (2012) agreed that textbooks provide sequential presentation of concepts and material that would help learner acquire skill on ethical decision-making for sustained learner attainment if appropriately used.

#### **2.5.4 Personal experiences and ethical sensitivity in decision-making**

Experiential learning approaches permit teacher trainees to bring personal knowledge and experiences about a subject into the learning process by which the learner demonstrate appropriateness of previously made decisions when faced with ethically sensitive situations (Petrina, 2004). On the other hand Davis et al (2006) established the relationship between personal experience vignette and learner ethical sensitivity in decision-making for enhanced learning achievement. Further arguments held by Davis et al (2006) reaffirms that involvement of personal experience vignette and accompanying discussion questions tend to influence ethical sensitivity among learners by accommodating divergent perspectives for accelerated learning. In addition to developing moral perceptions about ethically sensitive issues for improved learner achievement Harland (2014), asserted that personal vignette drawn from real life situations boost learner participation during the teaching-learning process for Business Ethics lessons. Argumentation by Assudani *et al.* (2011) acknowledged that learners' ability to accommodate other people's perspectives was itself a demonstration of fairness and higher learning achievement, since it is an application of principles defining ethical sensitivity in decision-making within Business Studies as presented by Rest's Four Component Model (1984). Assudani et al (2011) further argued that accommodating other people's personal experiences and perceptions was essential for learning and improving individuals' knowledge bases about emerging ethical issues in Business Studies teaching learning process for effective ethical decision-making.

Furthermore, experiential learning of Business Studies course by teacher trainees using personal experience vignettes influences ethical sensitivity through integration of diverse perspectives in the learning process. In line with this premise, Dagar and Yadav (2016)

attributed changes in learners' ethical sensitivity in decision-making to the richness of vignette personal experience lessons in terms of the diverse experiences they present, which enables learners form grounded bases for class discussions and reflection on ethical-decision-making for higher learning achievement. Ismail and Ghazali (2011) established a relationship between diversity of personal experiences relating to ethical issues and the richness brought to the learning process for greater ethical sensitive in decision-making during the teaching learning process for higher learning achievement. However, in instances where the application of personal experience vignette in teaching Business Studies course is applied in contexts where learners do not have some pre-study or on-going work experience in business settings, learners initially exhibit lower ability to identify ethical issues. In the context of this study, where most undergraduate teacher trainees had limited experience of ethical issues in a business environment, the influence of personal experience vignette on learners' ethical sensitivity was expected to be insignificant. However, Guzak and Hargrove (2011) perceive the limited experience of undergraduate Business Studies learners differently as a potential content for personal experience vignette development and growth in the right value systems.

### **2.5.5 Vignette Types and ethical sensitivity in decision-making**

Vignettes types arise from various formats and strategies for passing information to learners including written, audio, online or pictorial. Sampson and Johannessen (2020) noted that the utilization of vignettes across different disciplines, and for more than five decades has prompted mutation into various formats. On the same note Oluoch, Odundo and Mwangi (2018), as well as Mazanec (2005), separately indicated that vignettes come in the form of narratives, illustrations, repertoires, documentaries and scripts, among others. Still on point, Oluoch, Odundo and Mwangi (2018) reverberating Effelsberg, Solga and Gurt (2014) elaborated that vignette could be constructed as simulated, abridged, anchored, truncated or scaffold in structure to cover single or multiple ethical issues. More still, Polit and Beck (2006) perceived vignette as brief descriptions of scenarios; while Jeffries and Maeder (2006) indicated that vignette take the forms of cases and case stories for detailed understanding of concept to improve critical thinking skills for effective decision making during the learning process. Jeffries and Maeder (2006) further elaborated that whereas case studies are long narrative descriptions of real or hypothetical situations in which learners are asked to identify or solve a problem, case vignette simulate the real world but are written by, and told from the perspectives of unusual situations with a special interest or common incidents with a wide educational interest. Jeffries and Maeder (2006) further described scenarios as narrative

descriptions that contain a set of realistic assumptions and facts about the future, used to provide a unified context for ethical sensitivity in decision-making.

### **2.5.6 Vignette narratives and ethical sensitivity in decision-making**

Vignette present short narratives that describe a particular situation of interest. In a study on hypothetical vignettes in empirical bioethics, (Hughes, 1998) indicated various options of narratives including computer based, music, videos, comic book, flip book, cards, surveyor audiotapes. Teacher trainees are required to interpret the situation and then apply to the issue being studied in Business Studies during the teaching-learning process (Morrison, Stettler, and Anderson, 2004). Appropriate design of vignette narratives provide realistic situation for learners as a basis for answering specific questions and lending insight into the cognitive response process for ethical sensitivity and problem-solving in decision-making. Illustration is a vignette in graphic design in form of an image, display of objects or photographs. Vignette Illustrations offer an immediate advantage of quick reflection and decision, which can then be followed with deeper questions and analysis for sustained learning. Teacher trainees can practice thinking fast and thinking smart for making ethically sensitive decisions.

### **2.5.7 Vignette Repertoires and ethical sensitivity in decision-making**

Repertoire vignette is a role-play, which serves as an effective approach to discuss abstract, complex and contested ethics concepts in Business Studies for higher learner achievement. Role-plays provide playfulness (Straussman Jeffrey, 2018), which in the teaching-learning process, motivates learner interest in a given subject, by providing just enough detail to allow learner to act and practice the concepts and apply skills that cut across the Business Studies curriculum for ethical decision-making. Documentary type vignette is a short audio-visual scene or incident depicting a certain reality in a play or movie, while script type vignette is written and expresses a certain moment, mood, aspect, setting, character, or object. It must be short, but descriptive, typically between 250 to 1000 words covering a few lines to help meet the specific purpose and objective of the topic. Vignette video clips and scripts must also be realistic, relevant and be easily understood by learner and promote ethical sensitivity in decision making for enhanced learning achievement Wasonet al. (2002). When inappropriately designed the use of long videos and texts can become boring and distract learner attention from the focus of the class leading to lower ability to make ethically sensitive decisions and low attainment in the Business Studies teaching-learning process.

## **2.6 Vignette construction and Ethical Sensitivity in Decision-Making**

Construction of vignette is the development of a framework on which vignette should be formulated from conception, design, and administration to ensure it can elicit diverse beliefs and practices for promoting learner engagement Skilling & Stylianides (2019). If constructed carefully vignette may be particularly effective for gaining insights into diverse interpretations and concerns that teacher trainees have about particular phenomena, such as student engagement in Business Studies and ability to identify ethical issues with sensitivity for decision making. Vignettes may be formulated attentively and aligned with the course content during the teaching-learning process in Business Studies lessons to capture learner beliefs, values and concerns for ethical sensitivity in decision-making Jeffers and Meider (2006). This would lead to more nuanced understanding of the ethical positions learner bring to the teaching learning process and the development process acquired through the appropriate use of vignette instructional method Oluoch, Odundo and Mwangi (2021). Vignette can be constructed from literature as well as from other sources, such as focus groups that offer an opportunity to gather information from a population of interest to the specific ethical issue being studied especially where little information on the topic exists Krueger & Casey (2000)

Vignette is often constructed as simulations of real life situations. Sims and Sauser (2011), in an article on experiences in teaching business ethics, stressed that when constructing vignettes, educators should avoid extreme dilemma situations, which learners find difficult to relate to their real life experiences impeding ability to make ethically sensitive decisions. Simulated vignette should therefore be close to what is considered to be happening in real life situations, learning institutions and teacher trainee relevant Business studies contexts. In constructing vignette, abridging entails omitting scenario or dilemma details to provide room for multiple interpretations, as well as exploration in learning business ethics. Pan and Sparks (2012) asserted that the use of abridged vignette plus accompanying discussion questions play a significant role in the molding of teacher trainees critical thinking and ethical decision-making. Anchored vignette are usually brief descriptions of hypothetical people or situations that are used to compare inter-personally incomparable or difficult to define concepts, definitions or responses from diverse individual groups on hypothetical situations, which research has shown need to be appropriate in the culture and language of learners. In this regard, Alon and Cannon (2000) have studied possible outcomes from using Internet-based experiential projects in international business classrooms, and postulated that anchored

vignette are good in obtaining learners' views during experiential learning sessions. In connection to that, this study examined how anchored vignette influenced the degree of ethical sensitivity among the targeted learners at the University of Nairobi.

Weiss and Roberts (2018) examined the application of anchoring vignette to adjust self-reported personality in Rwanda and Philippines, which were considered as comparative settings to compare effectiveness of anchoring vignette and Likert scale. Anchoring vignette reported better measurement reliability and correlation of structure, than using the Likert scale. In a later study Alon & Cannon (2000) affirmed the findings of Weiss and Roberts (2018) and postulated that anchoring vignette improve cross-cultural comparison of self-reported personality, better than Likert-type scales, and confirmed that that anchoring vignette are good for obtaining learners' views during experiential learning sessions. Franken and Muris (2005) observed that self-reporting of personality attributes is a detailed process of decision-making within certain ethical parameters. In this regard, Franken and Muris (2005) presented self-reporting of personality and ethical decision-making as interchangeable terms, which creates ground for the position that anchoring vignette are effective in influencing ethical decision-making when reporting personality traits during the teaching-learning process. An important causal connection between anchoring vignette and decision-making can inform similar studies conducted among teacher trainees on ethical sensitivity in decision-making.

Truncated vignette present incomplete stories and stop at a critical juncture from where the learner is invited to respond for mastery of content arising from ethically sensitive decision-making process. Bentley (2012) indicated that, truncated vignette are used for instruction and assessment to measure learner mastery of the subject matter in ethical sensitivity for decision-making. Bentley (2012) noted that vignette is truncated by having a plot with at least a beginning and the middle section, which may be incomplete or abridged. In studying business ethics, assessment vignette are truncated to present events that are logical in promoting better understanding and achievement for ethical sensitivity in decision-making Shawver & Sennetti, (2009). However, where vignette are inappropriately truncated at a juncture that is not critical, inviting teacher trainees to engage in discussion using a truncated vignette and to identify ethical issues will be ineffective for evaluating ethical sensitivity. Appropriate point of truncating a vignette enhances learner achievement and mastery of content as it adequately

supports teacher trainees to perceive ethical issues even before they are confronted with the whole scenario Ozdogan & Eser (2007) during the teaching-learning process.

Scaffolding vignette instruction embraces modeling of skills, by providing opportunities for releasing responsibility from the teacher to the learner in making ethically sensitive decisions for better management of teaching learning process. In support of this position Clark & Graves, (2005) reiterated that teacher trainees learn better through guided practice, moment-to-moment verbal scaffolding which promotes making of ethically sensitive decisions for enhanced content mastery. The scaffolding instructional strategy draws extensively from Vygotsky's (1978), Zone of Proximal Development where learners become the teacher in small group sessions for better mastery of content on ethical sensitivity in decision-making.

Reciprocal teaching model (RTM) propounded by Palinscar and Brown (1984) is drawn from Vygotsky's (1978) social constructivist theory, which hinged on the model of Zone of Proximal Development (ZPD), that emphasized guided group discussions, questioning, clarification to enable the learner build knowledge from known to unknown for making ethically sensitive decisions during instruction. Based on this, ZPD is the actual distance between the known level of ethical sensitivity and anticipated competence in implementing decisions during teaching-learning process for enhanced scores. In addition, scaffolding enhances capabilities in independent problem solving for decision-making, collaborative guidance and critical thinking skills for building competence in making ethically sensitive decisions for better learning.

Experiential learning involves transferring responsibility of tasks to learners during instructional processes. According to Baker and Comer (2011) transfer of responsibility or scaffolding in learning business ethics provides a basis for ethical development among learners. In scaffolding during instruction, learners are allowed to propose a business ethics phenomenon for discussion, and management of the teaching and learning processes. Scaffold vignette are also known as instructional vignettes. Mazanec (2005) added that the use of scaffolding vignette in teaching business ethics is crucial for developing learners' perceptions towards a positive approach to decision-making. Where scaffolding is inappropriately used, lecturers tend to revert to teacher-centered approaches of teaching, which makes transfer of decision-making responsibility to the teacher trainee ineffective.

Constructing vignette rotates around specific themes with distinguished boundaries demarcating ethical issues arising from real life situations that inform sensitive decision-making areas for sustained learner understanding and attainment during teaching learning process Oluoch, Odundo and Mwangi (2021). In an earlier observation by Jeffries and Maeder (2004), vignette construction, revolve around distinguishable themes that provide useful foci and stimuli for consideration in ethical decision-making during teacher trainee learning processes. In addition Hamer (2000), posited that the use of multiple experiential learning techniques is beneficial in the construction of vignette, which stimulates critical thinking, problem solving and sustained mastery of ethically sensitive decision-making skills for acquisition of higher order thinking during teacher trainee learning processes. While supporting this position, Chavan (2007) asserted that Business Studies course content should be informed by real-life experiences in business environments which can be used in class settings, designed within the framework of experiential learning principles. In instances where construction of vignette may not be drawn from real-life experiences, hypothetical situations that are not consistent with or far removed from learner experience tend to impede application of decision-making skills for better learning. Vignette construction using examples that may not resonate with learner experiences is likely to generate confusion which slows down acquisition of skills and competencies during the making of ethically sensitive decisions for higher order thinking (Jeffries and Maeder, 2004). Vignettes can be constructed using various methods, including simulation, abridging, anchoring, truncating and scaffolding which if inappropriately arranged may weaken conceptualization of competencies expected in the teacher for making ethically sensitive decisions. Details of how each influences learner ethical sensitivity in decision-making are provided under the following sub-sections.

### **2.6.1 Simulated vignette and ethical sensitivity in decision-making**

Vignette is simulations of real-life situations, events and experiences that promote deeper understanding for effective sensitivity in decision-making (Sims & Sauser, 2011). In support of this assertion Porter, Riley & Ruffer, 2004 confirmed that as real-life simulations, vignette create situations or scenarios that prompt learner to react, respond or make decisions about the ethical situations learner is confronted with. Learner are then given opportunity to reflect on how dealing with each specific issue presented by the simulations influences knowledge, perceptions and behaviors. In view of this, Porter *et al.* (2004) observed that the extent to which simulated vignette influence learning outcomes depends on various factors, including

limitations of time, resources and training; which according to Sims and Sauser (2011) may reduce the effect of simulated vignette on learning outcomes. Inappropriate use of simulated vignette, which do not elicit reactions would lead to teacher trainees remaining passive and lower learning attainment.

Porter *et al.* (2004) further observed that vignette can simulate all types of situations, events or behaviors, ranging from extremely good to extremely bad. Thus Porter *et al.* (2004) suggested that simulated vignette should be as close to real-life experiences in institutions and business contexts, as possible. However, in the context of Business Studies, where concern is to model ethical thinking and practices, Sims and Sauser (2011) advises lecturers to avoid extreme situations, events or behaviors, because most teacher trainees find it either difficult to relate to odd situations.

Further examination of the literature reveals that no study, including those cited above have applied scientific analysis techniques to determine the influence of simulated vignette on learning outcomes, including ethical sensitivity in decision-making. Consequently, the study sought to fill the gap and was designed to determine how simulated vignette influenced how undergraduate Business Studies teacher trainees at the University of Nairobi made ethically sensitivity decisions when exposed to simulated vignette.

### **2.6.2 Abridged vignette and ethical sensitivity in decision-making**

Abridging is a method through which vignette for experiential learning are constructed by omitting some scenario or dilemma detail to evoke learners' thinking, analyses and interpretations for high order learning Jeffries and Maeder (2004). More explicitly, abridged vignette are deliberately left hanging, with the gaps providing opportunity for questions and discussions on vignette content to elicit ethically sensitive decisions for enhanced learning achievement. Learning activities enable learner to demonstrate mastery of course content and solve ethical problems inherent in abridged vignette during the teaching learning process. On the same note, Pan and Sparks (2012) observed that a good vignette should be brief, to the point, and packed with emotions to assess the ability of the learner to recognize and evaluate choices when faced with dilemmas.

Consequently, abridged vignette are likely to influence learners' ethical sensitivity in decision-making by creating room for active participation and reflection, which in turn,



shapes knowledge, perceptions and commitment to ethical principles during the teaching learning process. This point resonates with Pan and Sparks's conjecture, which held that the use of abridged vignettes, plus accompanying discussion questions, play a significant role in the molding teacher trainees in listening, reflection, questioning and response (Pan & Sparks, 2012). Inappropriate use of abridged vignette leads to inadequate preparation of teacher trainees to make decisions and clearly identify ethical issues in the scenarios presented during the teaching learning process. When there is lack of commitment to ethical principles learners find it difficult to identify ethical issues presented in vignette and to make decisions, which significantly lowers ethical sensitivity.

Despite the postulations connecting abridged vignettes and learning outcomes, including ethical sensitivity, the literature review process revealed the dearth of scientific empirical data about the subject. Besides, a good number of the studies highlighting relationship between the two aspects were more than ten years old. Based on these challenges, this study sought to determine the influence of abridged vignette on ethical sensitivity in decision-making among the targeted teacher trainees at the University of Nairobi.

### **2.6.3 Anchored vignette and ethical sensitivity in decision-making**

In experiential learning, vignette capture views from learners, which are scored against a pre-determined scale to elicit ethical discussions in class which promotes sensitivity in decision-making for better understanding. Anchored vignette are based on hypothetical situations, which may be drawn from appropriate culture and language of the learner for sustained learning achievement. Agreeing with this position, Alon and Cannon (2000) indicated that possible outcomes from using Internet-based experiential projects in international business classrooms, and postulated that anchored vignette are good in obtaining learners' views during experiential learning sessions for deeper mastery of ethically sensitive decision-making processes. This study examined how anchored vignette influence the degree of ethical sensitivity in decision-making among the targeted teacher trainee at the University of Nairobi.

In a study, Weiss and Roberts (2018) examined the application of anchoring vignettes to adjust self-reported personality in two comparative settings, namely, Rwanda and Philippines. The study, which compared the effectiveness of anchoring vignette instructional method and the original Likert scale, reported better measurement reliability and orthogonal

correlation structure, than those obtained using the Likert scale. The results suggest that anchoring vignettes improve cross-cultural comparison of self-reported personality, better than Likert-type scales. This confirms the notion that anchoring vignettes are good in obtaining learners' views during experiential learning sessions Alon & Cannon,(2000).

Franken and Muris (2005) observed that self-reporting of personality attributes is a detailed process of decision-making within certain ethical parameters. In this regard, the duo synonymized self-reporting of personality and ethical sensitivity in decision-making, which creates ground for one to believe that anchoring vignette instructional method are effective in influencing ethical sensitivity in decision-making when reporting personality traits. Even though the study is not within the realm of business ethics or Business Studies, it establishes a significant causal link between the anchoring vignette teaching approach and ethical awareness in decision-making, which may be used to guide comparable research in other domains such as education.

#### **2.6.4 Truncated vignette and ethical sensitivity in decision-making**

Truncation is a method used by lecturers to construct vignette to promote ethical sensitivity in decision making for better understanding. Bentley (2012), noted that truncated vignette is effective for eliciting discussion around ethical issues in instruction and assessment of Business Studies during the teaching learning process. Vignette are truncated by having a plot with at least a beginning and the middle section, which may be incomplete to provide options and choices in different directions for ethical decision-making for teacher trainees during the teaching and learning process. Truncated vignette present incomplete scenarios by stopping at critical junctures from where the learners are to react constructively, reflect and respond to questions for higher learning achievement.

Further, Jeffries and Maeder (2004) elucidated that in a truncated vignette, learners are requested to complete a storyline according to the criteria defined by course curricula; and the purpose is to assess if a particular problem-solving skill has been mastered. More explicitly, Hughes and Huby (2004) indicated that vignette is truncated to create opportunity for learners' active participation through discussions, responding to questions, and perspective sharing for better learning. The learning process also involves developing teacher trainees' creativity, especially when required to complete storylines. In this context of

business ethics, vignette may be truncated to enable learners develop ethical sensitivity in decision-making for sustained learning achievement.

In an earlier study, Cheek and Jones (2003) noted the effectiveness of truncated vignette in creating opportunity that maximizes learners' contribution in the learning process by bringing in diverse perspectives, which shapes knowledge and values. Even though the cited studies made effort to connect truncated vignettes and experiential learning outcomes, the literature review revealed two issues, limited application of scientific methods to explicitly determine the influence of truncated vignette and learning outcomes, including ethical sensitivity in decision-making and shortage of current data. In view of this, the study examined how truncated vignette influenced ethical sensitivity in decision-making among the undergraduate business ethics teacher trainees at the University of Nairobi.

#### **2.6.5 Scaffold vignette and ethical sensitivity in decision-making**

Scaffolding is a method through which vignette are constructed to facilitate experiential learning for ethical sensitivity in decision-making in the teaching and learning process (Baker & Comer, 2011). According to Baker and Comer (2011), scaffolding vignette involves transferring or scaffolding of responsibility to learners during instructional processes, including proposal of ethical situations, dilemmas or scenarios for discussion and to manage the instructional processes for higher learning achievement. Within the context of business ethics, Baker and Comer (2011) acknowledged that transferring such responsibilities provided a basis for learners to develop critical thinking and problem-solving skills in class situations, which undergird the making of ethically sensitive decisions. Constructing and applying scaffold vignette would stimulate ethical sensitivity in making decisions in professional realms among teacher trainees. Along the same line of thought, Mazanec (2005) noted that the application of scaffolding vignette instructional method to teach business ethics is crucial for developing learners' perceptions towards ethical decisions for learning achievement.

Similarly, Jeffries and Maeder (2009) connected scaffolding vignette with improvement in learning outcomes in terms of recognition and recall of course content by promoting learners participation and opportunity to drive the learning process during Business Studies sessions. Clark and Graves (2005) noted that the application of scaffolding vignette improved learning outcomes by granting autonomy to learners to decide on and manage learning activities

leading to higher learning achievement. Under the scaffolding model, lecturers offer required teaching in Business Studies before handing over responsibility to learner, albeit with some assistance, such as through methods like moment-to-moment verbal scaffolding and introduction of ethically sensitive issues that require decision-making. Eventually, learners collaborate in small groups, summarizing, questioning, clarifying, and predicting with less frequent instructor guidance for sustained mastery of decision-making skills (Jeffries & Maeder, 2009, Clark & Graves, 2005). The findings confirm potential of scaffolding vignette to influence learners' ethical sensitivity in decision-making for critical thinking and better mastery of content for enhanced learner achievement. Notably though none of the cited studies tested null hypotheses in order to deduce valid conclusions about use of scaffold vignette and ethical sensitivity in decision-making. The study further revealed inadequacy of recent research on the subject, which in turn, motivated the conduct of this study.

## **2.7 Vignette Utilization and Ethical Sensitivity in Decision-Making**

Utilization of vignette is application of instructional method which includes frequency, timing, media, venue and approaches to shape ethical understanding and reasoning abilities in ethical decision-making during the teaching learning process for mastery of content Cohen, Pant, & Sharp (1993). Effectiveness of vignette utilization depends on various aspects, which include appropriate use for positive influence on learner ability to make ethical decisions for better achievement. While supporting this argument, Gupta *et al.* (2009) affirmed that vignette utilization is critical in terms of how much learners are exposed to appropriate business scenarios at the right time during the teaching learning process. Intermittent use of vignette during the teaching learning process fails to elicit in teacher trainers the practice requires for mastery of the instructional method Oluoch, Odundo and Mwangi (2021). Further, the use of the same vignette repeatedly may also cause boredom and a passive attitude towards ethical sensitivity in learner. Effective utilization of vignettes also manifests better learning experiences, higher levels of course satisfaction, and a greater sense of connectedness among learners Oluoch, Odundo and Mwangi (2021). This study sought to establish how utilization affects ethical decision-making among targeted learners. Details of how each sub-dimension of vignette utilization influences learner ethical sensitivity in decision-making are provided under the following sub-sections.

A balance in frequency, timing, media, venue and approaches in the utilization of vignette is recommended for best results in learner achievement Oluoch, Odundo and Mwnagi (2021).

In an earlier study in Malaysia Abubakar, Ismail and Mamat (2008) revealed that frequent exposure of learners to business dilemmas helps teacher trainees develop ethical judgment abilities in decision-making. In contrast, Hughes and Huby (2004) suggested that repeated use of vignette may lead to a loss of interest from learners and also risks a ‘carry over’ effect where the vignette narratives may lose their distinctiveness and ultimately their effectiveness in ethical sensitivity for decision-making during the teaching learning process. Frequency in the use of vignette should therefore be moderated with the use of other interventions and presentation of different types of vignette to overcome the monotony cited by Hughes and Huby (2004).

Appropriate utilization of the vignette instructional method is critical for positive influences on learners’ decision making based on ethical sensitivity for accelerated learning. In this regard, Muñiz-Rodríguez, Alonso, Rodríguez-Muñiz, De Coninck, Vanderlinde and Valcke (2018) noted that the effectiveness of vignette utilization depends on various aspects, including the frequency, timing, media, venue and approaches to influence learning outcomes in Business Studies ethics course, including ethical perceptions, awareness, understanding and sensitivity. Effective implementation of vignette instructional method manifest through better learning experiences, higher levels of course satisfaction, and a greater sense of connectedness. In line with the foregoing observations, Gupta *et al.* (2009) argued that vignette utilization is useful in determining how much learner are exposed to appropriate business scenarios at the right time to unpack critical issues arising from ethical sensitivity in decision-making. In instances where there is inappropriate utilization of vignette instructional method including the frequency, timing, media, venue and approaches learners get bored and do not find the learning experience enriching therefore leading to low learning achievement. This study focused on determining how vignette utilization influenced ethical sensitivity in decision-making among the targeted trainees at the University of Nairobi. Details are provided in subsequent sub-sections.

### **2.7.1 Frequency of vignette utilization and ethical sensitivity in decision-making**

According to Jeffries and Maeder (2009) the frequency with which lecturers utilize vignette instructional method to teach Business Studies at the undergraduate level as influencer of learning outcomes of ethical awareness and sensitivity in decision-making among teacher trainees may be enhanced. Abubakar, Ismail, and Mamat (2008) found that learners need regular exposure to scenarios to identify existent ethical problems to acquire ethical

sensitivity in decision-making for higher learning achievement. Abubakar et al (2008) further explained the findings by observing that continuous implementation of vignette instructional method in class enabled learner to identify ethical issues more easily and respond to questions through the exercise of ethical sensitivity in decision-making. Similar findings postulated by Emerson, Walsh, Lobb, Hatton and Bradley *et al.* (2007), confirming that frequent implementation of vignette instructional method influenced learning outcomes by shaping ethical actions of learner. In instances where vignettes are seldom used, learner find it difficult to quickly identify ethical issues in different situations and more passive in following discussions leading to low learning achievement.

In Canada, Cohen, Pant and Sharp (2001) examined variations in ethical sensitivity in decision-making between business management learner and accounting professionals. One aspect of the study involved examining the frequency of vignette utilization and the extent to which respondents felt that a particular action was ethical or unethical based on specified criteria. The study by Cohen, Pant and Sharp (2001) established a significant relationship between the frequency with which respondents utilized vignette instructional method to teach business ethics and extent to which a particular business action was unethical, or otherwise. This implies that the regularity of use of vignette instructional method to teach business ethics is likely to determine extent to which the teacher is able to identify ethical and unethical business practices for in building sensitive decision-making skills.

In the United States of America, Ling, Hauck, Doyle, Percario and Henawi (2019) evaluated the use of ethical sensitivity in decision-making models for Anti-Retroviral Therapy (ART). The study involved implementation of vignette instructional method to stimulate ART therapists' ethical sensitivity in decision-making, which was based on several criteria, including obligations, moral ideals, consequences and bias. Among other findings, the study revealed a significant correlation between therapists' adherence to ethical sensitivity in decision-making criteria and two dimensions of vignette instructional method' utilization, including the frequency of exposure to vignette instructional method and the media through which vignette instructional method are presented. In this regard, the therapists who were exposed to medical vignette on ART had better odds of making ethical ART decisions than those who were exposed only a few times. Besides, those exposed to digital vignette demonstrated higher chances of making ethical ART decisions than those sensitized using paper-based vignette instructional method. Quite often, digital vignettes are more appealing

to youthful users than vignettes presented on paper, partly because of poor reading tendencies. However, both paper and digital vignettes provide effective media for use of vignette method and for discussion to elicit ethically sensitive decisions among learners including teacher trainees.

### **2.7.2 Timing of vignette utilization and ethical sensitivity in decision-making**

Timing in vignette instruction is sequencing and pacing as criteria to manage activity transitions in learning business ethics. As noted by Odundo and Gunga (2013), use of vignette instructional method as an experiential learning approach requires proper timing to enable learners reflect on experiences, draw conclusions, and test new knowledge for ethical sensitivity in decision-making during the teaching-learning process. Ismail and Ghazali (2011) argued that good timing of vignette during Business Studies lessons provides a reflective learning experience for ethical sensitivity in decision-making, and yields higher learning achievement in the acquisition and mastery of ethical skills. Vignette can therefore be used as an ice-breaker to start off a class, in the middle to motivate learners or at the end to elicit reflection regarding ethically sensitive issues Polit (2013). As an instructional strategy, the use of vignette enables learning to take place through action, experience, discovery and exploration, which is not dependent on in-door class settings Kidwell & Valentine (2009). Based on this, ethically sensitive decisions as learning activities can be utilized both in classroom and outdoor settings, which make it very flexible as intervention for teaching business ethics. However, where appropriate setting is not well planned for and selected in advance the use of vignette for ethical sensitivity for decision-making in different settings can create disharmony in the teaching-learning process leading to lower learner achievement.

Ismail and Ghazali (2011) supported the findings by arguing that optimal timing of vignette instructional method in the training of business ethics provides a reflective learning experience that yields better results in the acquisition and mastery of ethical skills for higher attainment. Even though the cited studies hinted that timing the usage of vignette instructional method had a significant influence on learning outcomes, the literature review process revealed that the subject remains understudied in terms of empirical studies. This motivated the study to examine how the aspect influenced learning outcomes in terms of the competence of undergraduate Business Studies teacher trainees at the University of Nairobi to make ethically sensitive decisions.

### **2.7.3 Media of vignette utilization and ethical sensitivity in decision-making**

Experiential learning is a resource-dependent process, which requires instructional resources such as visual aids, handouts, flipcharts, markers, overhead projectors and tape recorders, among others, in order to enhance the effectiveness of vignette instructional method in teaching Business Studies. The media used during experiential learning, involving vignette instructional method, influences learning outcomes in terms of reflective observation, ethical awareness and sensitivity in decision-making during the teaching learning process. More specifically, the study conducted by Bentley (2012) reported that the extent of change in learners' ethical thinking and predisposition depended on the media of vignettes' utilization. In this regard, Bentley (2012) noted that ICT-based vignettes were more appealing to learners than vignettes presented using printed material. Therefore Bentley (2012) acknowledged that the emergence of internet-based applications has changed the pace and extent to which learners' ethical sensitivity is expected to develop since learners now have a lot more information at hand on which to discuss and base personal decisions upon.

While concurring with the foregoing argument, Mateer, Ghent, Porter and Purdom (2013) affirmed that different forms of media influence experiential learning outcomes differently, with ICT-based media such as films, television shows, popular music and videos returning better outcomes in terms of meaningful and deep learning experiences, than print media. The authors elaborated the findings by attributing the effectiveness of ICT-based media in experiential learning to ability to instantly capture learners' attention and maintain interest in the learning content during the teaching learning process and beyond for . By maintaining learners' interests, ICT-based media was commended for supporting learners' efforts to hone their analytical skills. Despite these findings, the literature review process revealed that the relationship between usage of media vignettes in teaching business education and learners' ethical sensitivity was still grossly under-researched especially in education, thereby leading to scarce data. This encouraged the researcher to investigate the issue among the undergraduate Business Studies teacher trainees at the University of Nairobi.

### **2.7.4 Venue of vignette utilization and ethical sensitivity in decision-making**

Vignette instructional method enables learning to take place through action, experience, exploration and discovery, depending on the venue where learning activity is taking place Kidwell & Valentine (2009). Experiential learning activities can take place either in class, or



in outdoor settings, which makes it flexible for teaching Business Studies and developing learners' ethical sensitivity in decision-making for Adkins & Simmons (2004).

Adkins and Simmons (2004) also explained that originally, experiential learning using vignette was designed to take place outdoors to expose learners to real-life ethical dilemmas in actual business settings. However, the original idea of experiential learning has evolved to incorporate learning in class settings. In this regard, teachers and learners are expected bring real-world experiences to the classroom during the teaching learning process for. Experiential learning begins when learners explore and reflect on vignette scenarios brought into class. Ramburuth and Daniel (2011) explained that experiential learning takes place through direct engagement in the interrogation of real-life experiences in the outdoor setting, as well as in devised contexts such as classrooms, where learners are given the opportunity to acquire and apply knowledge and skills. However, none of the studies mentioned looked at how the location of vignette use affects learning results in terms of ethical awareness in decision-making. This challenge informed and influenced the conduct of this study.

### **2.7.5 Approach of vignette utilization and ethical sensitivity in decision-making**

The use of vignette may impact learners' perceptions, cognitive abilities, ethical awareness, and ethical sensitivity for accelerated learning Aflalo & Gabay (2013). In earlier findings Felton & Sims, 2005 identified three main approaches of vignettes' usage in experiential learning, including behaviorist, cognitive and humanist approaches. Under the behaviorist approach, vignettes are applied to the learning process as stimuli whose purpose is to elicit reactions, in the form of constructive arguments and counter-arguments, which are guided by lecturers Kidwell &Valentine (2009). The reactions influence learning outcomes, including awareness, perspectives, and in the context of Business Studies, ethical sensitivity in decision-making. Under the cognitive approach, vignettes are applied in the teaching-learning process to stimulate learner engagement, intended to activate critical thinking and analytical skills, Aflalo & Gabay, (2013). From the humanist perspective, vignette are applied in experiential learning to harmonize polarized societal perspectives about phenomena of interest, and bring to the fore the different ethical positions held by learners and lectures which are likely to boost sensitivity in decision- making during teaching learning processes Kidwell &Valentine (2009).

Aflalo and Gabay (2013), while arguing from the constructivist perspective, explained that the type of learning approach adopted using vignette determines the extent to which learners are able to construct their personal knowledge, develop cognitive skills and improve perceptions. According to Kidwell and Valentine (2009), the efficacy of vignette in the teaching of business ethics is a result of the lecturers' learning techniques. On the same vein, in an earlier study Felton and Sims, (2005) emphasized the need of appropriate approaches in experiential learning using vignette instructional method and cautioned that lack of teacher training in the use of experiential methods lead to underperformance of learners in acquiring skills to recognize ethical issues in vignette particularly through inadequate time for reflection.

More still, Felton and Sims (2005) postulated that experiential learning using vignettes is an effective learning approach that generates interest, promotes critical thinking and assures higher learner achievement during the teaching learning process. A critical examination of the cited publications reveals that none of sought to determine how the experiential learning approaches using vignette influenced teacher trainees' ethical sensitivity in decision-making. Most of the studies relied on inductions to connect the two aspects and the study subjects were mainly medical, social work or finance students. The gap stimulated the examination of the relationship between approaches of vignette utilization and learner ability to make ethically sensitive decisions-among Business Studies teacher trainees at the University of Nairobi.

## **2.8 Theoretical Framework**

The study adopted Kolb's Experiential Learning style model and Rest's Four-Component Model of Morality to provide perspectives about concepts, namely, vignette instructional method and ethical sensitivity in decision-making; as well as causal interaction between the concepts for better understanding and application of vignette instructional strategy in teaching and learning for ethical sensitivity. Kolb's Experiential Learning Theory, was intended to deepen understanding of the vignette instructional method, and Rest's Four-Component Model of Morality, provided the theoretical backing for ethical sensitivity in decision-making. Subsequent sections detail aspects of Kolb's and Rest's model parameters on learning and morality for ethical sensitivity in decision making among business studies trainees is provided as follows.

### **2.8.1 Experiential Learning Theory**

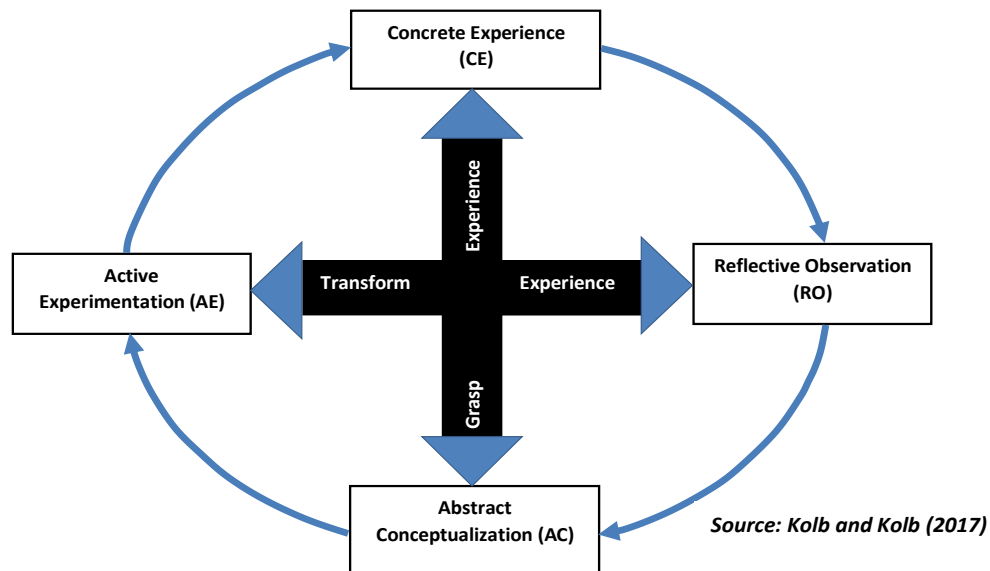
Experiential Learning Theory (ELT) was developed in 1984 by David Kolb in response to John Dewey's call for a suitable theory that would facilitate the intellectual understanding of experiential learning, which encompasses vignette instructional method Kolb & Kolb (2017). The ELT, which was first published in 1984, is a theory that synthesizes the constructs of previous theoretical frameworks, which for over a century centralized the concept of 'experience' while explaining human learning and development Kolb & Kolb (2017). The theory describes experiential learning as the process through which knowledge is generated by transforming and analyzing experiences, which are often packaged in the form of vignette Deryakulu, Büyüköztürk & Özçınar (2009).

According to McLeod (2017), ELT is anchored on six propositions, firstly, that learning is best conceived as a process, not in terms of outcomes; secondly, learning is a continuous process grounded in experience; and thirdly, learning requires the resolution of conflicts between dialectically opposed modes of adaptation to social contexts. The fourth proposition holds that learning is a holistic process of adaptation; learning, according to the fifth principle, generates knowledge via synergistic interactions between the individual and the environment; while learning, according to the sixth proposition, is the process of creating knowledge from experiences. The understanding of these propositions is essential for lecturers and teacher trainees to develop clear vignette instructional materials for better learning achievement Manolis *et al* (2012).

ELT's history makes it a dynamic and comprehensive theory for understanding the process of learning from and instructing through experience methods such as vignette Kolb & Kolb (2017). The theory is dynamic in the sense that it anchors on a learning cycle that is driven by the resolution of dual dialectics of action/reflection, and experience/abstraction, as indicated in Figure 2.1. In the holistic sense, ELT defines learning as a process of human adaptation, involving the whole person; thereby, suggesting that ELT is applicable not only in the formal class but also in other spheres of life. It also operates at all levels of human society, including individual, group, organizational and societal. ELT incorporates two interconnected theoretical ideas, namely, a four-stage learning cycle and learning styles, which together increase its efficacy in describing experience learning and, more particularly, utilizing vignette, to explain experiential learning.

### 2.8.1.1 Learning cycle

The four-stage learning cycle envisages that experiential learning occurs when students are guided and supported through four stages. This includes a real or practical experience, an encounter in a new situation and a reflection of the new situation, which entails assessing this situation in the context of earlier experiences and knowledge. This leads to abstract conceptualization (AC) and generalizations, which entail generating new concepts or modifying old ones. The final step of the cycle, active experimentation (AE), or testing, involves the applying new experiences in the environment Kolb & Kolb, (2017); McLeod (2017).



**Figure 2.1: Experiential learning cycle**

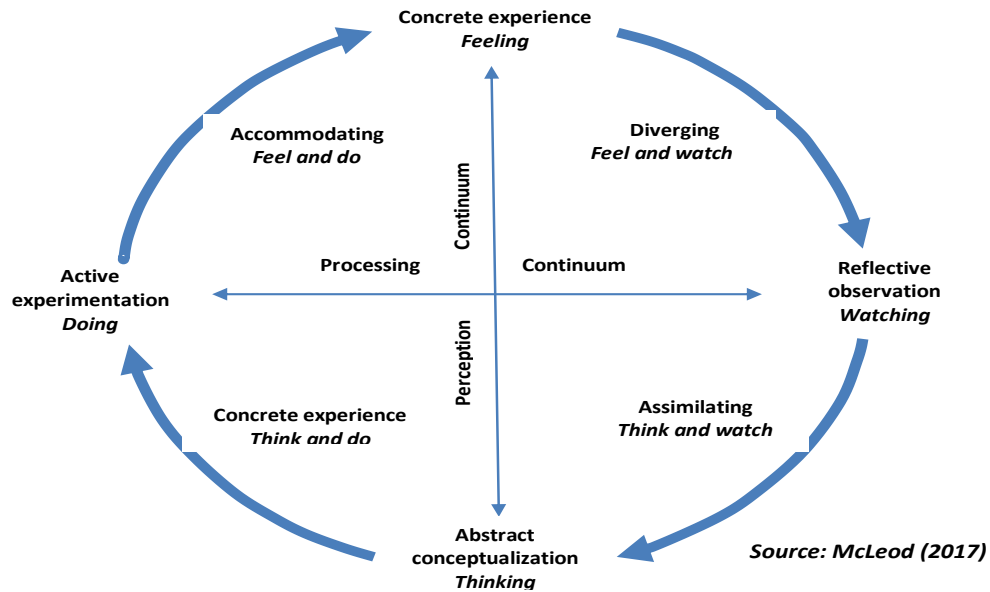
The experiential learning cycle combines experience, reflection, conceptualization, and action, implying that ELT views learning and instruction as a series of interconnected activities centered on four stages, each of which is mutually supportive of the next. McLeod, (2017); Kolb, (2015); Kolb, (1976). Even though experiencing learning can begin at any stage of the cycle and progress through the other phases, effective learning can only occur when a learner is able to complete all four stages of the cycle; hence, no one step can satisfy experiential learning on its own. Kolb & Kolb (2017). Individuals' preferences for certain phases tend to grow over time, which violates the fourth premise that learning is a systematic

process of adaptation. A skewed instruction or learning from experience constrains internalization of ethical principles in decision-making Manolis *et a.* (2012).

Experiential learning is cyclical instead of linear. It is unlike the traditional model of learning, in which lecturers convey facts to students for memory. Under the linear model of learning, instructors incline learners to receive knowledge passively, while under the ELT, learners are primed to participate actively in learning by engaging in critical reflective thinking and making informed judgments Kolb & Kolb (2017). ELT is also acclaimed for creating a unique relationship between lecturers, learner and the subject matter. More explicitly, the theory conveniently centralizes the subject of study for joint experience by lecturers and learners. As noted by Palmer (1998), instructional processes revolving around subjects of study are so real, vivid and vocal, that lecturers and learners are held accountable for their actions.

#### **2.8.1.2 Learning styles**

The ELT sets out four distinct learning styles, based on the experiential learning cycle. McLeod (2017) argued that learning styles vary in accordance with unique preferences and cognitive abilities of individual learners. The choice of learning styles is determined not by fixed personality traits, but by the synergistic interaction between learners and their social environments. Apart from environmental influences, Kolb and Kolb (2017) state that the choice of learning styles is influenced by two choices made by learners, namely, experiential learning style axes.(Kolb & Kolb, 2017; McLeod, 2017). As indicated in Figure 2.2, the learning style adopted by lecturers and learners is determined by the east-west axis or the processing continuum, which shows how learners approach a learning task; and the north-south axis or the perception continuum, indicating learners' emotional response to experiential instructional processes.



**Figure 2.2: Experiential learning styles**

The dynamic state of experiential learning styles arises from learners’ preferential tendencies regarding the dual dialectics of experience-conceptualization, and experimentation-reflective observation, indicated in Figure 2.2. In view of this, learning styles are perceived as different ways through which individuals use the experiential learning cycle McLeod (2017). Even though experiencing, reflecting, thinking, and acting are independent entities, they are inextricably connected to one another in their dialectic opposition. Learners, according to Kolb, cannot execute both learning activities on a single axis, such as thinking and feeling, at once, however, learners can combine actions inherent in two neighboring modes.

Diverging learning style combines the learning modes of concrete experience (CE) and reflective observation (RO), which fuses feeling and watching actions Sugarman (1985). Learners instructed using the style often prefers to watch rather than do, as well as use imagination to solve learning problems. According to DiMuro and Terry (2007), learners instructed using the diverging learning style often experience a situation, which they examine keenly through various perspectives to facilitate experiential learning. Such learners tend to perform better in situations that require imagination, creativity and quick generation of ideas through brainstorming sessions (Turesky & Gallagher, 2011). Kolb and Kolb (2005) felt that learners instructed through the diverging learning style are more likely to work in groups, demonstrate strong communication skills and accept personal feedback. Vignette is known to package and present dilemma situations, which require learners to actively brainstorm their

way to make ethically-sound decisions. Learners skilled in the application of diverging styles are imaginative, emotional and often work in groups for what (McLeod, 2017).

Assimilating style, which combines reflective observation (RO) and abstract conceptualization (AC), involves thinking and watching within the context of experiential learning Sugarman, (1985). Learners skilled in the application of assimilating style require clear explanations rather than practical opportunities; they excel at understanding a wide range of data and organizing logically. In this regard, DiMuro and Terry (2007) observe that learners instructed using this style are likely to focus on logical arrangement of a wide variety of data, because by default, they are interested in logical, valid and well-thought data (Kolb & Kolb, 2005). Such learners are more interested in ideas, logical theories and abstract concepts inherent in vignette instructional method (McLeod, 2017). Furthermore, Turesky and Gallagher (2011) believe that learners embracing the assimilating style are likely to be strong in systematic planning, organizing, analyzing and engaging in inductive reasoning; while Kolb and Kolb (2005) felt that such learners have a taste for experiential learning through reading, lectures and critical analysis of various aspects of data on the application of vignette in experiential learning.

The converging learning style integrates the abstract conceptualization (AC) and active experimentation (AE), which involves doing and thinking at the same time Manolis et al. (2012); Sugarman (1985). Learners who are skilled in the application of converging styles use ideas and theories acquired from the learning process to solve problems and find solutions to dilemma situations presented in the form of vignette DiMuro & Terry (2007). Learners instructed on how to apply the converging style are likely to become proficient in using solutions to past problems to solve new problems. Such learners are not only good at finding practical uses for ideas and theories, but also in setting goals, solving problems and making good decisions Turesky & Gallagher (2011).

Lastly, the accommodating style integrates active experimentation (AE) and concrete experience (CE), which entails doing and feeling Manolis et al., (2012); Sugarman, (1985). Learners embracing this learning style prefer active involvement in concrete situations, which entail experiencing something new and carrying out plans that involve new experiences through which they learn DiMuro & Terry (2007; Kolb & Kolb, (2005). According to

McLeod (2017), learners demonstrate affinity to the accommodating learning style by relying on practical experimental activities to solve learning problems and make good decisions, which, Kolb and Kolb (2005) believe are more inclined on intuition than logic.

### **2.8.1.3 Relevance ELT to the study**

As noted by Keeton and Tate (1978), instruction in the context of experiential learning, keeps learners connected to objects of study; thus, an experiential learner is different from a learner who only reads about, hears about, talks about or writes about realities but never comes into contact with them as part of the learning process Kolb & Kolb (2017). Vignette instructional method is an element of experiential learning that captures and presents situations of dilemma, which triggers learners' critical thinking, analysis and decision-making March (2010). More explicitly, vignette instructional method enables learners to actively investigate, explore and judge subjects under study. In this regard, learners receive data through concrete experiences with the subject matter, which they transform through reflection and conceptualization; as well as by acting to change the world, including the data attended to in the new experience.

The process of connecting vignette instructional method with real-life experiences of the Business Studies curriculum content, engaging critical analysis and reflection, creating abstract conceptualizations, as well as actively testing and proving hypothesis and finally making ethically sensitive decisions implicates learners undergoing the four stages of the ELT's experiential learning cycle. As noted by Effelsberg *et al.* (2014), the implementation of vignette instructional method, incorporating practical ethical dilemmas, is essential for flexible learning processes, which involve acquisition of abstract concepts for use in various situations during the teaching and learning process for teacher trainees. Experiences gained from using vignette instructional method with practical dilemmas agree with the core tenets of ELT, especially the one that trains on forming new concepts based on fresh experiences. This supports the idea behind the study, which holds that learning is a process in which knowledge is created through the transformation of experience and not merely through provision of information about ethical issues in real life.

The course's conformity to the experiential learning cycle determines how well business ethics learners can use ethical concepts in making ethical choices, as well as the learning styles adopted by lecturers and learners alike. This implies that ethical sensitivity in decision-



making is a process that involves learners' cognitive orientations. In view of this, ELT provides an important framework to enable readers understand the concept of vignette instructional method within the context of experiential learning in relation to ethical sensitivity in decision-making for teacher trainees.

### **2.8.2 Four-Component Model of Morality**

James Rest developed the Four-Component Model of Morality (FCM) in 1982 to enable scholars and practitioners understand the process of ethical decision-making. The model describes four independent psychological processes that he claimed were indispensable in ethical decision-making processes Lepper, (1996); Rest & Narvaez, (1994); Rest, (1983). Rest named the components as 'moral sensitivity', 'moral judgment', 'moral motivation', as well as 'moral implementation or action'. Each component of the model has been developed through empirical research since the early 1980s Rest & Narvaez, (1994). The model postulates that the development of skills for making ethical decisions, or demonstrating ethical actions in any context, follows the four psychological processes Al-Taweel, (2015); You & Bebeau, (2013); Rest & Narvaez, (1994).

Even though research suggests that some components interact or influence others in the process of ethical decision-making, Rest maintained that each has distinct functions Lepper, (1996). The four components, according to Panzl & McMahon (1989), are not qualities that define an ideal moral person; rather, they are fundamental units of analysis for tracing the chain of events that underpin individual judgments or acts within specific ethical situations. Rest further clarified that the model neither follows a linear path nor a time-bound sequence of events; thus, which according to Lepper (1996), suggests that interactions between the model's components are not simple. For example, an individual's way of defining what is morally right, which falls under component 2, may affect his/her interpretation of the situation, as enunciated under component 1. This further suggests that development of ethical decisions and execution of ethical actions doesn't follow a logical order. The following subsections provide details about each component.

#### **2.8.2.1 Model's concepts**

##### **2.8.2.1.1 Moral sensitivity**

Moral sensitivity involves interpretation of social situations for moral issues, including knowing and understanding possible courses of actions, identification of the people likely to

be affected by each course of action and how concerned parties, including individuals involved in decision-making processes, would consider such consequences to be detrimental to their well-being and interests (Weaver, Morse & Mitcham, 2008; Lepper, 1996). According to Lind and Swenson-Lepper (2016), moral sensitivity refers to an individual's ability to evaluate, understand, and detect morals in a social context that cause concern among stakeholders.

Notably though, interpreting ethical situations is not an easy task for most people; as misinterpretations often occur either intentionally or accidentally. Intentional misinterpretation of social situations arises when individuals deliberately block their consciousness from recognizing inherent moral issues. Whereas some individuals are slow to pick out such issues, others tend to be hyper-sensitive about the same. Besides, whereas certain ethical situations arouse strong emotions even before cognitive activities, others require individuals to carefully weigh facts before making decisions. The rate at which individuals interpret social situations for moral concerns is a key determinant of ethical decision-making (You & Bebeau, 2013; Rest & Narvaez, 1994).

#### **2.8.2.1.2 Moral judgment**

The moral judgment component entails analyzing possible courses of action and deciding on one that is morally fair and just. The component is based on the premise that once an individual has established the various lines of possible actions, the next step dwells on self-questioning about the line of action that is most justified (Lind & Swenson-Lepper, 2016; You & Bebeau, 2013; Lepper, 1996; Rest & Narvaez, 1994). Lind and Swenson-Lepper (2016) explained that this component delves into an individual's ability to make the most appropriate moral decision. This requires one to balance competing values, apply elements of a moral system, and use some decision-making criteria. Based on this, the primary concern of research should be to determine the extent to which people define and distinguish what is morally right from what is wrong.

Panzl & McMahon (1989) observed that making moral judgments is an intuitive attribute of humans; meaning that they are either genetically inclined to make such judgments or are influenced by social experiences to choose between morally right and wrong decisions or actions. Moreover, people's intuitions concerning right and wrong decisions or actions vary from one individual to another, depending on the strength of moral convictions. Similarly,

Lepper (1996) noted that at the onset, people are intuitively programmed to identify moral actions, which prompts them to make moral judgments, under simple as well as complex circumstances. In view of this, empirical studies should concentrate on establishing how such intuitions arise and what factors influence their application in real-life moral situations.

#### **2.8.2.1.3 Moral motivation**

This component is about prioritizing moral values over personal values, such that the resultant decision signifies what is morally right. In professional contexts, moral motivation is about the importance given to professional values, over and above personal values Brabeck, McCubbin, Rogers, Ting, Warner, Sirin & Weaver, (1998). In their effort to expound the component, Lind and Swenson-Lepper (2016) and in an earlier study Panzl and McMahon (1989) explained that humans ascribe to a multitude of values, which in moral contexts, are classifiable as moral or non-moral, with the latter encapsulating aspects such as career, money, property, power, affectionate relationships, and aesthetic preferences, among others (Lind & Swenson-Lepper, 2016). An earlier study by You & Bebeau (2013), elaborated that people are often confronted with tough choices between moral and non-moral values. Quite frequently, the pursuit of non-moral objectives becomes so compelling and appealing that some people opt to act in ways that jeopardize moral principles. Such situations require individuals to develop strong skills and ability to sacrifice personal interests to avoid trading moral for non-moral values in decision-making process (Panzl & McMahon, 1989).

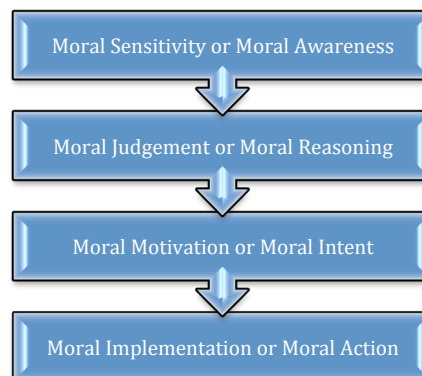
Still on the point, Lind and Swenson-Lepper (2016) as well as Lepper (1996), in an earlier study (1989) separately observed that in situations where one chooses personal over moral values, he or she is likely to make unethical decisions. However, this does not mean that the individual is deficient in moral sensitivity or judgment. More specifically, Lepper (1996) explained that such individuals simply don't care about doing what is morally right due to the motivation to pursue personal values, which in most societies, are considered essential for the attainment of higher social statuses.

#### **2.8.2.1.4 Moral implementation**

Moral implementation entails a sequence of actions taken by an individual to make moral decisions or to demonstrate a moral action Panzl & McMahon (1989). You & Bebeau, 2013 pointed out that assertiveness, perseverance, resoluteness, courage, self-discipline, competent

implementation skills, strong personal convictions, as well as ego are some of the essential attributes that individuals at the center of ethical decision-making processes should adorn in order to work around obstacles, overcome frustrations, resist distractions and focus on desired ethical outcomes. Lind and Swenson-Lepper (2016) further explained that under this component, an individual requires a strong resolve to overcome challenges and obstacles, which may prevent him from making a moral decision or demonstrating a moral action. Without such resolve, some individuals are likely to distort the sense of obligation and manipulate situations to make alternative courses of actions more appropriate, regardless of their moral standing Panzl & McMahon (1989).

Still on the same point, Lepper (1996) noted that an individual may embrace the model's first three components, including sensitivity to moral issues, good moral judgment and ability to prioritize moral, over personal values. However, without moral character, he/she is likely to succumb to obstacles, frustrations, distractions, pressure or fatigue; thereby, inhibiting moral decisions or actions. In view of this, Lepper (1996) amplified importance of all the model's components, which should be adopted in the right order for individuals to make moral decisions or perform moral actions. However, Rest (1983) cautioned against assuming that the model's implementation follows a linear path by arguing that natural decision-making processes have no predictable pattern of occurrence. Each component of Rest's model raises distinct questions about the degree to which cognitive and experiential basis affect the process of moral decision-making. Further each component can be separately examined as postulated by Miller Rodgers & Bingham (2014). The specific focus of this study is the first component of moral sensitivity as a representation of ethical awareness defined by Rest's model.



**Figure 2.3: Rest's Four-Component Model Adapted from Rest, J. R. (1986)**

### **2.8.2.2 Moral sensitivity in decision-making**

The focus of this study was to determine how implementation of vignette instructional methods to teach Business Studies at the undergraduate level influenced variations in the model's first component, namely, moral sensitivity in decision-making. James Rest originally focused on what he termed as 'moral sensitivity' and later with Narvaez as interchangeable with 'moral awareness' Rest & Narvaez (1994), which he defined as the ability of decision-makers to interpret social situations for moral issues, identify possible corrective actions and perceive how such actions would influence the welfare and interests of other people, either directly or indirectly You & Bebeau, (2013); Weaver *et al.*, (2008); Panzl & McMahan, (1989). However, professional contexts have tended to adopt a set of ethical codes to guide decision-making processes Weaver *et al.*, (2008), which focuses on what is prescribed as what ought to be done. In this study, moral sensitivity was substituted with ethical sensitivity anchoring the choice of what ought to be done on the person of the teacher trainee during actual decision making points presented in vignette as an instructional method during the teaching-learning process.

Even though Rest (1983) dispelled the assumption that ethical decision-making, within the model's framework, follows a linear path, Lind and Swenson-Lepper (2016) notes that solving an ethical problem starts by recognizing that the problem exists, which suggests the existence of some order in the model's application to solve ethical quandaries. Notably though, recognizing the existence of an ethical issue is distinct from taking action to address the issue. This makes ethical sensitivity an indispensable precursor to ethical decision-making, because one must acknowledge the presence of an ethical problem before evaluating and identifying possible measures to solve it. Consequently, an individual lacking the ability to recognize that a situation includes an ethical problem is less likely to make ethical decisions Weaver *et al.* (2008).

In view of the above, Business Studies education programs should provide knowledge and skills to enable teacher trainees respond to ethical issues dominating business studies curricula content in ways, which according to Brabeck *et al.* (1998), are ethically defensible and consistent with their professional ethical codes. In this regard, ethical sensitivity also involves knowing and understanding professional codes of conduct and recognizing when and how they apply. Consequently, teacher trainees and lecturers have the responsibility to act within the ethical codes of the teaching profession when making decisions to solve ethical

dilemmas. Still on point, Bebeau (2002) explained ethical sensitivity in professional practice as a process that involves perceiving issues from the viewpoint of other individuals, including from legal, institutional and national perspectives. Ethical sensitivity, as defined by Naudé (2015), is a significant precursor to ethical judgments that involves knowledge of the ability to detect ethical concerns that exist in a social setting.

### **2.8.2.3 Measuring ethical sensitivity**

The literature reveals three types of tasks that have been applied by scholars in various fields and contexts to measure ethical sensitivity, including production tasks, recognition tasks, and self-assessment tasks Lind & Swenson-Lepper, (2013). Production tasks involve asking participants to provide appropriate responses to open-ended questions about a particular scenario, such as social work, as done by Sanders and Hoffman (2010). Recognition tasks entail surveys where participants are tasked to read hypothetical vignette containing ethical dilemmas. From the reading, participants are tasked to identify ethical issues inherent in the situation, select a suitable ethical theory that befitting the scenario, or choose an appropriate course of action they would consider should they be engrossed in such situations.

Self-assessment tasks facilitate measurement of ethical sensitivity by tasking participants to review descriptions of behaviors and rate such behaviors on a pre-determined ethical scale. For instance, Simga-Mugan Daly, Onkal and Kavut (2005) tasked participants to judge whether a particular conduct was ethical or unethical. Those who ranked specific behaviors as more unethical were considered to be ethically sensitivity. Based on the same principle, Tirri and Nokelainen (2007) developed the Ethical Sensitivity Scale Questionnaire (ESSQ) to enable researchers evaluate the extent to which a social situation is ethically problematic.

In this study, the recognition tasks approach was adopted to measure ethical sensitivity. In this regard, participants were presented with a test hypothetical vignette, requested to read, and tasked to state the most appropriate decision they would make from the situation. The responses were judged against a set of five ethical principles, namely, acknowledging ethical responsibility, behaving professionally, keeping discretion, maintaining honesty, and honoring authority According to Lind and Swenson-Lepper (2013), decisions made by business professionals should be evaluated according to how they reflect indicators of ethical sensitivity, which are often encoded in the content of such decisions. Details regarding the

connection between ethical sensitivity and ethical principle are described under the following sub-sections.

#### **2.8.2.3.1 Ethical sensitivity and taking ethical responsibility**

Decision-making processes within the business environment often produce outcomes, which sometimes, are not predictable with accuracy. This means that the outcomes of decision-making processes can either reflect well or badly on the decision-maker. Based on this, Brabeck *et al.* (1998) advised that decision-makers should recognize that decision-making processes may result to favorable or unfavorable outcomes. However, making ethical decisions is a process that requires decision makers to demonstrate commitment to abide by such outcomes regardless of their effect on the individual or organization. Brabeck *et al.* (1998) elaborated that one's recognition that he/she is responsible for decisions taken to solve an ethical issue, is a vital bridge between knowledge of the right course of action and performing the action itself Weaver *et al.*, (2008); Brabeck *et al.*, (1998). Such commitment signifies ethical sensitivity.

In this study, teacher trainees' decisions arising from the test hypothetical vignette were screened for evidence of commitment to take ethical responsibility. Pertinent literature shows that commitment to take ethical responsibility in a business environment manifests through various indicators. However, in this study only the following were applied to achieve the goal: concern about organizational well-being; as well as avoidance of actions such as passing blame, issuing disclaimer statements, over-dependence on colleagues for inputs and self-pity Armstrong, (2016); Mintz, (2014).

#### **2.8.2.3.2 Ethical sensitivity and acting with professionalism**

Decision-making tasks in Business Studies course curriculum exposes teacher trainees to various leadership and class management challenges, with valuable lessons for career development. The manner in which teacher trainees conduct themselves when addressing such challenges, including making apposite decisions, under various conditions, shows the level of professionalism and also defines the value of outcomes to be realized for learning achievement. Along the same line of thought, Brooks (2019) observed that professionalism transcends adherence to professional codes of conduct, to embrace internalization of organizational values for ethical judgment and action when faced with decision points; while McKay (2019) associated professionalism with quality of outputs and value for

organizations. In relation to this study, the demonstration of professionalism in ethical decision-making was considered a sign of ethical sensitivity. Although related literature reveals numerous indicators of professionalism; in this study, teacher trainees' decisions related to the test hypothetical vignette, were appraised against the following indicators: courtesy, composure, as well as avoidance of complaints and emotional remarks (Rest, 1984).

#### **2.8.2.3.3 Ethical sensitivity and confidentiality**

In the Business Studies course curriculum, decision-making tasks touch on various aspects, some of which may be highly sensitive and critical to the existence and performance of teacher trainees, lecturers and institutions. The extent to which data about the decision-making process and sensitive outcomes are kept confidential is a demonstration of ethical sensitivity. As noted by McMahon (2020), workers in a business environment have the obligation to keep all data on internal matters confidential. In this study, teacher trainees' decisions were evaluated for signs of commitment to maintain confidentiality of the decision-making process and their outcomes. This was gauged against actions such as keeping confidential data under lock and key; seeking permission before sharing confidential data; disclosing data to colleagues only when necessary and authorized; in addition to keeping confidential data in designated places McMahon, (2020; Jules Halpern Associates, (2010).

#### **2.8.2.3.4 Ethical sensitivity and honesty**

Decision-making processes within Business Studies course curriculum are vulnerable to subversion, particularly where the outcome is perceived to be highly potential for personal interests. This thought suggests that some decision-makers may fall into the trap of making decisions that serve the interests of certain individuals at the expense of integrity. Demonstrating honesty by making decisions that serve organizational interests is a sign of ethical sensitivity in decision-making processes. David (2019) explained that honest decisions propagate trust, and form the basis of organizational performance. In this study, decisions made by teacher trainees' from the test hypothetical vignette were examined for evidence of honesty based on the following indicators: reference to organizational policies on how to handle confidential data, complying with orders issued by superiors, giving credit where it's due and admitting mistakes when they occur without blaming others David, (2019); Picincu (2019).



#### **2.8.2.3.5 Ethical sensitivity and respect for authority**

In Business Studies course curriculum, decisions are made as part of routine obligations. However, there are occasions when authorities influence decision-making processes to achieve certain pre-meditated outcomes. Regardless of prevailing circumstances, decision-making processes are likely to end-up with outcomes that either fail to conform to expectations of concerned authorities or portray superiors in bad light. The realization that decision-making processes may or may not conform to expectations of superiors is an element of ethical sensitivity. In this study, the decisions made by teacher trainees' were examined for signs of respect for authority, based on the following indicators: compliance with superiors' requests or demands, avoidance of personal attacks on the character of those in authority, as well as recognizing the rights of superiors access confidential data Heathfield (2020); Mueller (2017).

#### **2.8.2.4 Relevance of Four Component Model to the study**

The model is not only dynamic but also comprehensive in explaining decision-making processes in real-life situations with ethical connotations within the Business Studies course curriculum. The model is applauded for enabling educators and researchers to understand how ethical decision-making take place at the individual level; as well as some of the reasons behind declining moral standards in society. Based on this, educators have been able to design effective age-specific experiential academic programs that connect real-life experiences with learners' career aspirations in various fields. Such programs are intended to influence ethical sensitivity by enabling learners to take perspectives and predict the consequences of their decisions on the welfare and interests of those involved, including superiors, peers and juniors.

Even though all the four components are essential for understanding ethical decision-making processes, the focus of this study was on the first component, viz. moral sensitivity, which involves an individual's ability to notice moral dimensions of real-life situations. Moral sensitivity further involves interpretation and comprehension of special characteristics of the situations with ethical dimensions, including the actors involved, the actions taken, and the context. Having developed through research for about three decades, the model provided important clues about the measurement of ethical sensitivity, including in the use of production tasks, recognition tasks, and self-assessment tasks.

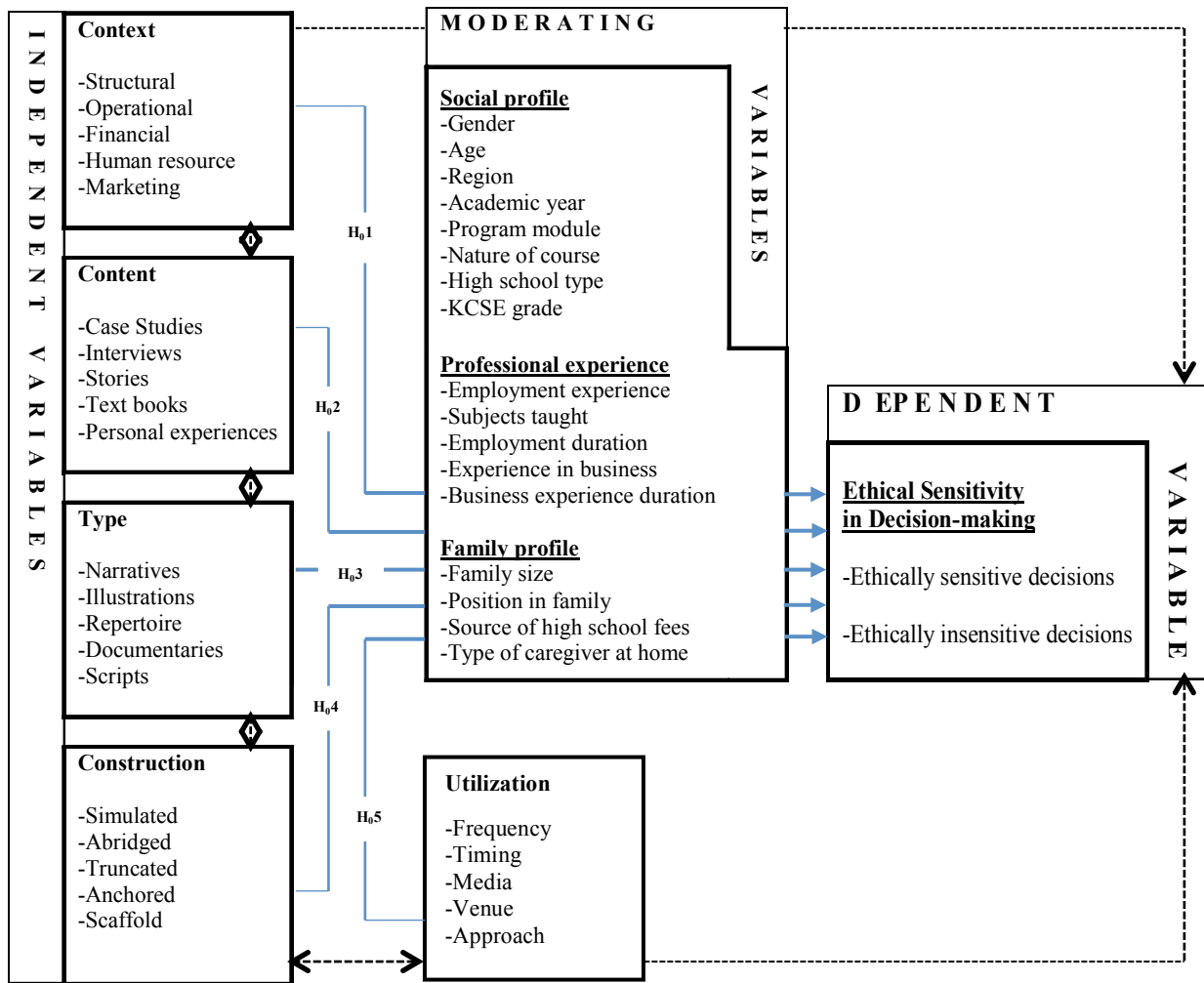
For this study, the recognition tasks approach was the most relevant; and it involved tasking participants to read a hypothetical vignette incorporating an ethical dilemma; identify inherent ethical issues; and choose an appropriate course of action. The model and pertinent empirical literature further provided five principles underlying the concept of ethical sensitivity, including recognizing ethical responsibility, acting professionally, preserving discretion, honesty, and respecting authority; which enabled the study to evaluate ethical decisions made by participants to establish the level of ethical sensitivity. In view of the above, the model supported the study by providing in-depth perspectives concerning ethical decision-making process, the most appropriate approach for measuring ethical sensitivity, and the principles for evaluating ethical decisions made by the undergraduate Business Studies teacher trainees at the University of Nairobi.

## **2.9 Conceptual Framework**

The perceived framework highlighted how vignette influences ethical sensitivity in decision-making among undergraduate Business Studies teacher trainees. The dependent variable, 'ethical sensitivity in decision-making', had two possible outcomes, either 'ethically sensitive decisions' or 'ethically insensitive decisions'. The decisions made by learners concerning the hypothetical vignette presented in Box 1, was evaluated and judged against five ethical principles, embracing ethical responsibility, acting professionally, protecting confidentiality, upholding honesty, and exhibiting respect for authority.

The conceptual framework presented in Figure 2.3 was developed based on the assumption that regular implementation of vignette instructional method in the context of experiential learning is likely to influence teacher trainees' ability to recognize and interpret ethical situations in Business Studies course content; as well as conform to ethical principles when making decisions. The conceptual framework indicates five dimensions of vignette instructional method, namely, context, content, type, construction and utilization, which were designated independent variables. The framework also shows how each dimension of vignette instructional method hypothetically connects to ethically sensitive decision-making, which was designated the dependent variable. The framework further indicates teacher trainees' attributes, categorized into three groups, namely, social profile, professional experience and family background. These were designated as moderating variables. Also visible on the framework are five primary linkages between each independent variable and

the dependent variable, through the set of moderating variables. The primary linkages represent five null hypotheses -  $H_{01}$ ,  $H_{02}$ ,  $H_{03}$ ,  $H_{04}$  and  $H_{05}$ , as listed under section 1.6 in Chapter one. The framework postulates that each dimension of vignette instructional method influences ethical sensitivity in decision-making. However, such influence is moderated by trainees' attributes. Furthermore, each dimension of vignette instructional method was operationalized in terms of five indicators, which were transformed into perception statements. The latter were measured using a five-point Likert scale, calibrated as strongly agree, agree, undecided, disagree and strongly disagree. Furthermore, the broken lines show secondary linkages between the dimensions of vignette instructional method as well as between the dimensions and the dependent variable. Secondary linkages between the independent variables were treated as collinearity effects, which were addressed under multivariate analysis, using binary logistic regression.



**Figure 2.4: Nexus between vignette instructional method and ethical sensitivity in decision-making**

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter provides details regarding the principles, methods, procedures and processes that were undertaken in order to implement the study. More specifically, the chapter describes the research design, as well as methodological procedures that were applied to determine sample sizes, sample participants, prepare data collection instruments, ensure the validity and reliability of such tools, collect data, safeguard the rights of participants, in addition to processing, analyzing and interpreting the output so as to fulfill objectives of the study.

#### **3.2 Research Design**

Research design is a strategy or a plan used to guide research processes, including data sourcing, processing, analysis and interpretation (Setia, 2016; Kothari, 2010). This study applied cross-sectional survey design to capture, process, analyze and interpret requisite data. The design was chosen because it enables social science researchers to capture both quantitative and qualitative data, used to determine causal relationships between independent and dependent variables. Besides, cross-sectional survey designs are known to be more cost-effective than alternatives such as longitudinal designs Rindfleisch, Malter, Ganesan and Moorman (2008), which was appropriate for this study in capturing quantitative and qualitative data.

In cross-sectional survey designs, snapshot data is collected once, minimizing the vulnerability of research studies to confounding factors such as respondents changing their minds or taking too long to respond. The design is further acclaimed for its capacity to generate a wider range of data using diverse measurement scales, including interval, ratio, nominal and ordinal Wang & Cheng, (2020); Setia, (2016). Despite the positive attributes, cross-sectional surveys are faulted for being vulnerable to non-response as well as lack of appropriate mechanisms for ensuring that the data provided by respondents is truthful and not manipulated to conceal behaviors or practices perceived to be socially unacceptable Rindfleisch *et al.*, (2008). This makes the design inappropriate for studies that focus on sensitive data such as social behavioral attributes. Various measures were taken to offset weaknesses of the cross-sectional survey design, including involving class representatives in mobilization of participants and follow-up of self-administered questionnaires. Before the

field work begun, participants were informed about the study and respondents' anonymity was ensured, as well incorporation of methodological triangulation.

### **3.3 Target Population**

In social science research, a target population is the entire group of elements that can provide data, which is relevant to objectives of a study Johnson & Christensen, (2012). This study targeted Bachelor of Education teacher trainees taking Business Studies course at the University of Nairobi. More specifically, the study targeted teacher trainees in the third- and fourth-year of study. Data obtained from the Department of Educational Communication and Pedagogical Studies at the School of Education (hereafter referred to as the 'Department'). According to the data, there were 219 teacher trainees pursuing Business Studies in the targeted cohorts, with 107 (48.9%) in their third year and 112 (51.1%) in their fourth year. The fourth- and third-year trainees were targeted because they had been exposed to business ethics course at the Department for at least three and two years, respectively. The study hypothesized that trainees' ethical sensitivity in decision-making would be influenced by exposure to a business ethics course, regardless of the teaching approach used.

### **3.4 Sample and Sampling Procedures**

In research, samples are subsets of the population that are not only observable, but also analyzable at a reasonable cost in order to estimate population parameters Taherdoost, (2018; Nieuwenhuis, (2007). Notably, samples should represent key aspects of targeted populations as much as possible, because when samples are either too small or too flooded with particular attributes of the population, studies end up with distorted findings due to sampling error. However, Mugenda and Mugenda (2003) advised that where a population is too small to be sampled, it's logical to include all its elements in a study, in accordance with the principles of a census (Parker, 2014).

#### **3.5.1 Sample size**

The use of samples to estimate population parameters is one of the principles propagated by the positivist school of thought (Dudovskiy, 2018). As stated under section 3.4, this study targeted a finite population of 219 undergraduate Business Studies teacher trainees, composed of 107 trainees (48.9%) in the third-year and 112 of them (51.1%) in the fourth-year of study. Based on this, a sample size was calculated using Cochran's technique for calculating the sample size (Cochran, 1963).

$$n_i = \frac{Z^2pq}{d^2} = \frac{1.96^2 \times 0.489 \times 0.511}{0.05^2} = 383.97 \quad n_i = \frac{Z^2pq}{d^2} = \frac{1.96^2 \times 0.489 \times 0.511}{0.05^2} = 383.97(1)$$

Where:  $n_i$  = sample size,  $Z$  = confidence level: 1.96,  $p$  = proportion of teacher trainees in the third-year: 0.489 and  $q$  = proportion of teacher trainees in the fourth-year ( $1-p$ ): 0.511. The output was then adjusted for design effects using the correction factor indicated in formula 2:

$$nf = \frac{n_i}{1 + \frac{n_i}{N_i}} = \frac{383.97}{1 + \frac{383.97}{219}} = 139.46 \dots\dots\dots(2)$$

Where  $nf$  denotes the sample size correction factor,  $n_i$  denotes the computed sample size of 383.97, and  $N_i$  denotes the population of 219 participants. The correction process obtained a sample size of 139 teacher trainees who were contacted, mobilized, consented and issued with self-administered questionnaires. Using formula 3, the sample size was proportionally distributed between the two strata based on the population distribution: -

$$n_o = f * sN_o \dots\dots\dots(3)$$

Where  $n_o$  = stratum sample size;  $f$  = the sampling fraction ( $n_i/N_i$ ) and  $sN_o$  = the stratum population (Taherdoost, 2018; Kozak & Zieliński, 2005). The quotient of the desired sample size ( $n_i$ ) and the target population ( $N_i$ ) yielded a sampling fraction ( $f$ ) of 0.6368. Using the sampling fraction, proportionate samples for each stratum were computed, as indicated in Table 3.1.

**Table 3.1: Proportionate distribution of samples**

Year of Study	Population	Sampling fraction	Proportionate samples
Third-Year	107	0.6368	68
Fourth-Year	112	0.6368	71
<b>Total</b>	<b>219</b>	<b>0.6368</b>	<b>139</b>

From the sample of 139 teacher trainees, 116 participated in the study successfully by filling and returning questionnaires, which translates to a questionnaire return rate of 83.5%. In addition, 4 focus group discussions were conducted with teacher trainees - 2 among those in third-year and another 2 among those doing their fourth-year. Each FGD session had 7 participants, meaning that a total of 28 teacher trainees participated in the FGDs. More still, 3 key informant interviews were conducted with lecturers teaching Business Studies course at the University of Nairobi. The samples were conveniently determined, based on the

principles of the constructive school of thought (Kaushik & Walsh, 2019). All the four FGD sessions and three KIIs, targeted by the study were conducted successfully (P. 1 and P.2).

### **3.5.2 Sampling procedures**

The study applied both probability and non-probability sampling procedures to select participants in each category. The sample of teacher trainees was picked using a stratified random selection strategy. The procedure involved stratifying the sampling frame of 219 teacher trainees into two strata, based on year of study. The study obtained two serialized lists of the trainees' names, one for third-years and another one for fourth-years, from the class list. Each class list was further stratified on the basis of gender, to ensure proportionate representation of male and female business teacher trainees. A simple random sampling procedure was applied on each class list to select participants, using the serialized class list of the trainees, correspondingly-serialized folded pieces of paper and a lottery drum. The method used was withdrawal without replacement. Those sampled were informed by their respective class representatives. Taherdoost (2018) described stratified random sampling as a probability procedure, which ensures that elements whose population may be small in the sampling frame are proportionately represented in the sample. The application of stratified random sampling in this study enabled a fair representation of the trainees across the targeted years and disaggregated by gender.

Based on this, teacher trainees not sampled in the first round were selected purposively for inclusion in focus group discussions (FGDs), which yielded two FGD groups, each consisting of six participants in each stratum. In total four groups were formed and their members informed about when to participate in the process by their respective class representatives using email communication and *WhatsApp* messages. Three lecturers handling third and fourth year Business Studies class were purposively selected to participate in the study through key informant interviews (KIIs). Purposive sampling is a non-probability method that allows researchers to determine and recruit participants with the necessary information for a research. Mugenda and Mugenda (2003) observed that purposively selected participants are often handpicked drawing from their experiences or other attributes relevant to the study objectives.



### **3.6 Research Tools**

To gather the necessary data, teacher trainees filled in a questionnaire, while FGD guide and a KII guide were employed for teacher trainees. The tools were designed to capture data on the implementation of vignette instructional method by the teacher trainees and manifestations of ethical sensitivity in decision-making, preceded by recognition of ethical issues, aspects of rendering ethically sensitive judgements, as well as perceptions regarding the effectiveness of ethically sensitive choices among the participants in ethically questionable situations. Details are provided under the following sub-sections.

#### **3.6.1 Self-administered questionnaire**

The questionnaire was applied to source data from the sampled teacher trainees. The instrument was structured into three sections, with the first one capturing data on trainees' background attributes, including age, gender, year of study, program of study, employment history, and experience in business, among other aspects. Section two sourced for data on the implementation of vignette instructional method in relation to ethical sensitivity in decision-making. More specifically, the section captured participants' perceptions on various dimensions of vignette instructional method under five themes, including usefulness of vignette instructional method in business contexts, sources of vignette instructional method content, types of vignettes in shaping ethical sensitivity, vignette construction for teaching business ethics, as well as vignette instructional method utilization in teaching business ethics. In this regard, the instrument contained sets of five perception statements, under each theme, upon which the teacher trainees were required to indicate their views on a five-point Likert scale, calibrated as "Strongly agree (5)", "Agree (4)", "Undecided (3)", "Disagree (2)" and "Strongly disagree (1)." The third section sourced data on the teacher trainees' ethical sensitivity in decision-making practices after exposure to training in Business Studies course (see Appendix IV).

#### **3.6.2 Focus group discussion guide**

The FGD guide was also designed to capture data on teacher trainees' perception on various dimensions of vignette instructional method, including usefulness of vignette instructional method in Business Studies course contexts, sources of vignette instructional method content, types of vignettes in shaping ethical sensitivity in decision-making, vignette construction for teaching Business Studies course, as well as vignette instructional method utilization in

teaching Business Studies course. Even though the instrument focused on the same themes as the self-administered questionnaire, the questions were transformed by making them open-ended, so as to capture as diverse perceptions as possible regarding the implementation of vignette instructional method and teacher trainee perceptions on ethical sensitivity in making ethically sensitive decisions (see Appendix V).

### **3.6.3 Key informant interview guide**

The interview schedule was structured to source data on lecturers' understanding of vignette instructional method application in teaching, activation of teacher trainees' ethical sensitivity in decision-making in class situations. The instrument also sought data on policy, administrative and management aspects influencing the effectiveness of experiential learning using vignettes, *apropos* identifying ethical issues in dilemma situations and making of decisions with ethical sensitivity (see Appendix VI).

### **3.7 Pilot-testing**

Pilot-testing enables researchers to determine the applicability and effectiveness of the proposed data collection approaches, methods, tools, as well as the duration and cost of data collection. Pilot-testing also establishes the applicability of data processing and analysis techniques, particularly in terms of their effectiveness in fulfilling objectives of a study. In this regard, Noble and Heale (2019) affirmed that pilot-testing enables researchers to identify approaches, processes and procedures that are feasible and those unfeasible in order to make a study more focused in addressing its objectives at the least cost possible. Pilot-testing is also complimented for tapping participants' views on data collection tools, which enable researchers to improve questions in terms of clarity, content and sensitivity, as well as adjust approaches used in data collection (Noble & Heale, 2019).

In view of the above, pilot-testing was conducted at the Department targeting undergraduate teacher trainees doing their second year, who were sampled in accordance with the procedures described under section 3.5 of this chapter. The said cohort was targeted for pilot-testing because they had been exposed to business ethics course for at least one year, which presumably had influenced their ethical sensitivity in decision-making. The cohort was also targeted for pilot-testing to manage the risk of contamination effect, had the tools been pilot-tested among the third- and fourth-year trainees. The pilot study was conducted between February and March, 2018. Based on the pilot test results, participant feedback, and fresh

insights, necessary modifications were made, including rephrasing of confusing questions and instructions, deletion of irrelevant questions, addition of new and more focused questions, and language moderation, among other things. As part of pilot testing, the study determined the validity and reliability of the data collection tools.

### 3.7.1 Validity of data collection tools

According to Heale & Twycross, (2015), social science research indicates that a high level of validity is desirable as it determines the quality of data and its usefulness. The extent to which a tool actually captures what it purports to measure is what constitutes validity. Validation of tools was undertaken to enhance quality of instruments capturing formulation of questions, simplicity and clarity of language as well as scrutiny by supervisors and peers. The suggestions by reviewers were used to improve quality of the tools. Attention was particularly paid to clarity, content, language, instructions, and relevance to objectives. In addition, Content Validation Index (CVI) was used to assess validity of the tools. Further, reviewers examined questions and relevance to objectives. The formula applied to compute the CVI was adopted from Heale & Twycross, (2015); Polit & Beck, (2006).

$$CVI = \left[ \frac{x_r}{\sum(x_r + x_i)} \right] \times 100 \dots\dots\dots(4)$$

Where, CVI is the Content Validation Index,  $x_r$  is the number of items rated as relevant to study objectives, and  $x_i$  is the number of items rated as irrelevant. Literature reveals a rating scale upon which the output of CVI is judged (Heale & Twycross, 2015; Polit & Beck, 2006). In this regard, a CVI value of 50% or more indicates that the contents of a tool are fairly or strongly valid; while a CVI value of less than 50% indicates a weak or lack of content validity. In this study, the computation obtained a CVI of 88%, for the self-administered questionnaire, 90% for the teacher trainees' FGD guide, and 90% for the lecturers' interview guide. In each case, the results suggest that content validity was above the minimum threshold prescribed in pertinent literature, including Polit and Beck (2006). Some of the advantages of the CVI method include objectivity in determining the validity of data collection tools, and ensuring the contents of such tools are fairly represented in the CVI determination process (Heale & Twycross, 2015; Polit & Beck, 2006).

### 3.7.2 Reliability of data collection tools

Data collection tools are considered to be reliable when they are able to consistently capture the same data repeatedly from the same participants, under the same conditions (Heale &

Twycross, 2015; Kothari, 2010; Ritter, 2010). The inconsistency of data captured using a particular tool, between any two periods, signals the manifestation of random error. This may arise during data collecting owing to the inaccuracy of the data gathering tool (Heale & Twycross, 2015).

Even though there are many techniques that can be used to determine reliability of data collection tools, this study applied Cronbach’s alpha ( $\alpha$ ) to determine the extent to which the tools were reliable. As noted by Taber (2018), Cronbach’s alpha is particularly accurate in determining the consistency of tools designed to measure respondents’ attitudes and perceptions such as ethical sensitivity in decision making in the case of this study. While Heale and Twycross (2015); described Cronbach’s alpha as a coefficient of reliability, which measures internal consistency, in terms of how closely related a set of items are as a group. Cronbach’s alpha is expressed as a function of the number of test items and the average inter-item correlation, as indicated below: -

$$\alpha = \frac{kr}{[1 + (k-1)r]} \dots\dots\dots(5)$$

Where  $k$  is the number of indicators or items and  $r$  is the mean inter-item correlation. Cronbach’s alpha generally increases as inter-correlations among test items increase, and is thus, known as an internal consistency estimate of reliability of test scores (Ritter, 2010). The value of Cronbach’s alpha is judged against the criterion in Table 3.2.

**Table 3.2: Criteria for judging the value of Cronbach’s alpha**

<b>Cronbach’s alpha</b>	<b>Internal consistency</b>
$\alpha \geq 0.9$	Excellent
$0.8 \leq \alpha < 0.9$	Good
$0.7 \leq \alpha < 0.8$	Acceptable
$0.6 \leq \alpha < 0.7$	Questionable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

Source: Ritter (2010)

In this study, the Scientific Package for Social Sciences (SPSS) was used to determine Cronbach's alpha coefficients for all the data collection tools, using data obtained from the pilot study and that yielded by the main study. In this regard, the results in Table 3.3 show that for the self-administered questionnaire for teacher trainees, reliability analysis yielded a Cronbach's alpha of 0.767, which according to the scale presented in Table 3.2 falls within the acceptable range.

**Table 3.3: Cronbach's alpha for the self-administered questionnaire**

<b>Case Processing Summary</b>			
		N	%
Cases	Valid	116	100.0
	Excluded <sup>a</sup>	0	.0
	Total	116	100.0

a. Listwise deletion based on all variables in the procedure.

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.767	55

Based on the same principle, the analysis obtained a coefficient of 0.841 for the FGD guide and 0.866 for the KII guide. In both cases, the outputs show that the data collection tools used in this study were above the average threshold for internal consistency based on the judgment criterion presented in Table 3.2.

### 3.8 Data Collection

Debriefing sessions with the third and fourth year teacher trainees and lecturers from the Department were used to induct the respondents on the use of vignette instructional method during three two-hour sessions. The induction process on the use of vignette instructional methods with the respondents used class notes, PowerPoint presentations and signed nominal roles to confirm the process. Teacher trainees were also trained on how to develop learner-generated vignettes, which they did individually and in class group-work sessions and take-away assignments. The study adopted the induction sessions to explain key concepts, hypothesized causal relationships between concepts, purpose, voluntary participation, as well as expectations. At the end of the debriefing session, self-administered questionnaires were

administered to teacher trainees, and dates for FGD and KII sessions were scheduled. In addition regular follow-ups to authenticate self-administered questionnaires were carried out.

Data collection process was implemented between May and November, 2018. Before the onset of data collection, the researcher acquired necessary documents to facilitate the process, as required by law. In this regard, the authorization letter for data collection was obtained from the National Commission for Science, Technology and Innovation (NACOSTI). Data collection authorization was supported by an introductory letter from the Department. Copies of both letters were shared with all participants to introduce the study during the debriefing meeting, which was also used for consenting as a respondent. The data collection process involved holding meetings with the class representatives who supported the study through coordination of communication between the researcher and the participants.

### **3.9 Data Analysis Techniques**

Quantitative and qualitative techniques were used to process, analyze and interpret data to generate blended findings. Quantitative data was cleaned, coded digitalized while open-ended data were categorized into themes drawn from daily summaries to produce interim and final qualitative analyses. Quantitative data analysis was performed at two levels, namely, descriptive and inferential. Whereas descriptive analysis generated frequency distributions and percentages; inferential analysis applied bivariate and multivariate techniques to determine relationships between independent, moderating and dependent variables. The statistical techniques included contingency with Chi-square ( $\chi^2$ ) statistic, Spearman's Rank Correlation, and binary logistic regression.

Chi-square ( $\chi^2$ ) statistic is a non-parametric statistical measure, often applied to determine the existence of statistical associations between two variables measured at nominal and/or ordinal scales (Siegel, 2016; Moore, Notz & Flinger, 2013). Application of the  $\chi^2$  test necessitates preparation of cross-tabulations of the variables, which also generates significance test results. In this study,  $\chi^2$  test was applied to determine the association between participants' background attributes, including gender, age, year of study, among others and ethical sensitivity in decision-making practice.

A non-parametric statistical measure as propounded by Spearman's Rank Correlation Coefficient was used to determine correlation between paired data that is measured at interval

in order to generate ratio and ordinal scales. In a sample, it is denoted by  $r_s$  and its value ranges between -1 and 1 (McFarland & Yates, 2016; Sedgwick, 2012). The larger the absolute value of  $r_s$ , in either direction, the stronger the degree of correlation between the two variables (McFarland & Yates, 2016). As noted by Lehman (2005), the Coefficient is used as a statistical method to aid with either proving or disproving null hypotheses. In this study,  $r_s$  was used to test the validity of null hypotheses, and the rejection level was set at 95% confidence level. The results from Spearman's Rank Correlation Coefficient analysis are interpreted on a defined scale; thus, 0.00 to 0.19 is a 'very weak' correlation; 0.20 to 0.39 is 'weak'; 0.40 to 0.59 is 'moderate'; 0.60 to 0.79 is 'strong'; while 0.80 to 1.00 signify a 'very strong' relationship (McFarland & Yates, 2016). In this study, the technique was applied to determine the correlation between the perception statements about the vignette instructional method's execution and decision making flowing from ethical sensitivity.

Notably though, both  $\chi^2$  test and  $r_s$  can only establish the presence of statistical associations and correlations between any two variables, they cannot determine the magnitude and direction of statistical influence or effect of an independent variable on a dependent variable (McFarland & Yates, 2016; Sedgwick, 2012). In order to assess the impact of vignette teaching method adoption on positions of ethical sensitivity in decision-making among the targeted teacher trainees, a binary logistic regression methodology was used. . The model predicts a dichotomous variable from a set of independent variables, while considering the effect of moderating variables (Tranmer & Elliot, 2012; Field, 2006). In this study, the purpose of the model was to determine variation in the making of ethically sensitive decisions that was referable to vignette instructional method (Tranmer & Elliot, 2012; Wuensch, 2006).

In the model, the predicted variable takes the value 1 with a probability of success  $\theta$ , or the value 0 with probability of failure  $1-\theta$ . In this study, the dependent variable was ethical sensitivity in decision-making. The binary outcomes were ethically sensitive decisions or ethically insensitive decisions. The model is expressed as indicated in formula (6): -

$$\text{Logit}[\theta(Y)] = \log \left[ \frac{\theta(Y)}{1-\theta(Y)} \right] = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 \dots + \beta_i X_i + \varepsilon_i \dots \dots \dots (6)$$

Where  $Y$  = the predicted variable is the outcome variable, which in this case, ethical sensitivity in decision-making;  $\theta(Y)$  =the probability that a particular learner made an

*ethically sensitive* decision;  $1-\theta(Y)$  = the probability that a particular learner made an *ethically insensitive* decision;  $\alpha$ =constant term of the equation;  $\beta_1, \beta_2 \dots \beta_i$  = regression coefficients associated with independent variables;  $X_1, X_2 \dots X_i$  = independent variables and  $\varepsilon_i$ = the error term.

Given a set of independent and moderating variables, a binary logistic regression model uses the maximum likelihood estimation (MLE) method to convert a dependent variable into a logit variable, which is the natural log of the probability that a particular learner made an ethically sensitive decision or not. The log likelihood ratio, denoted by  $-2 \log$  likelihood and also known as the regression model's predictive strength, is calculated using the MLE technique in a binary logistic regression model. Tranmer and Elliot (2012), explains that the *-2 log likelihood* reflects how well variance in a dependent variable is accounted for by independent variables, when the influence of moderating variables is factored into the regression model.

Binary logistic regression model was particularly suitable for this study, because it accepts all types of independent variables irrespective of the scale of measurement. Besides, unlike linear regression, the distributions of independent variables are not assumed in binary logistic regression. The study focused on the following outputs  *$\beta$  coefficients, Odds Ratios (OR), Hosmer-Lemeshow goodness-of-fit statistic, and Nagelkerke's  $R^2$*  (Tranmer & Elliot, 2012; Field, 2006; Wuensch, 2006). The Statistical Package for Social Sciences (SPSS) and Microsoft Excel packages were applied to facilitate all the quantitative analyses.

Furthermore, the qualitative data sourced through FGD with teacher trainees and KII were processed and analyzed following the three steps prescribed by Best and Khan (2004). In this regard, data were transcribed and organized under five clusters, including content of vignette instructional method, context of vignette instructional method, types of vignette instructional method, construction of vignette instructional method and utilization of vignette instructional method, in line with objectives of the study. In addition, the data were transcribed to produce transcripts, while the third step involved thematic analysis of the transcripts, which was done using Nvivo 12 for Windows. The coding process, which was inductive, involved categorization of qualitative data into containers known as nodes. The process involved use of three types of codes, which included theme, correlation, and sentiment codes. Theme codes were used to identify emerging themes and sub-themes from the data, correlation codes



were used to establish connections between relationship in implementation of the instructional method of vignette and making of decisions that were ethically sensitive. While, sentiment codes were applied to capture outstanding views expressed by participants expressed as participants' voices.

### **3.10 Ethical Considerations**

The research observed social science research ethics on respect for individuals' right to self-determination, voluntary participation, anonymity and confidentiality (Silverman, 2010; Sims, 2010; Dench, Iphofen & Huws, 2004). Permission to undertake the study was duly granted by NACOSTI (Appendix) and the University of Nairobi (Appendix) . The study was conducted with the cognizance that targeted teacher trainees and lecturers have the right to decide on whether to participate or not. The study guided teacher trainees and lecturers through the consenting process, by explaining purpose of the study, its potential benefits to teacher trainees regarding their professional development and the importance of voluntary participation. Participants were further informed about their right to withdraw consent of participation at any time before or during data collection, without affecting the services provided to them by the Department.

In addition, the study was conducted with the knowledge that participants in a research process have the right to be protected from physical, social or psychosocial harm that may be caused by, or emerge spontaneously as a result of participation the process. Participants were assured that data would be kept confidential, and that codes would be used to guarantee anonymity and confidentiality of names. In relation to this, teacher trainees responding to the self-administered questionnaires were advised not to indicate their names anywhere on the tools.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION**

#### **4.1 Introduction**

The chapter has been structured in five thematic areas viz: questionnaire return rate, ethical sensitivity in decision-making, bivariate analysis of participant's background profile and ethical sensitivity in decision-making. Further sections in the chapter include a bivariate analysis of effect of vignette instructional method on the making of ethically sensitive decisions, as well as multivariate analysis of the interaction between vignette instructional method and ethical sensitivity in decision-making. The details are presented and discussed under the following sections and sub-sections.

#### **4.2 Questionnaire Return Rate**

Questionnaire return rate is the proportion of teacher trainees that either fill and return a questionnaire or successfully participate in an interview to its conclusion, in relation to the total number of people requested to participate in a research process. Questionnaire return rate is one of the indicators that bolster the credibility of research outputs, particularly because a low return rate creates room for sampling error, which affects the accuracy of population parameters that are estimated using such small samples (Werner, 2004). 139 self-administered questionnaires were issued to the targeted teacher trainees, who were asked to provide the required data and return completed questionnaires within seven days.

Findings revealed that of the 139 questionnaires issued, 116 were completed. This suggested a questionnaire return rate of 83.5% which is above the minimum threshold for accurate prediction of population parameters from samples, as well as for making valid conclusions Werner (2004). Furthermore, focus group discussion (FGD) sessions and key informant interviews (KIIs) were conducted successfully. The success was linked to administrative and coordination support provided by the class representatives.

#### **4.3 Ethical Sensitivity in Decision-making Contexts**

The goal was to determine how implementation of vignette instructional method to teach Business Studies influences teacher trainee ethical sensitivity in decision-making. According to Rest's Four Component Model, 1984 (FCM), ethical sensitivity connotes the ability of decision-makers to recognize and interpret social situations for ethical issues; identification

of possible corrective actions and perception about suitability of actions in addressing sensitivity. Ethical sensitivity is realized when a decision-maker adheres to ethical principles, such as taking responsibility, operating appropriately, keeping confidentiality, upholding honesty, and honoring authority. With this in mind, the hypothetical vignette presented in Box 1 was provided in the questionnaire, with instructions requesting participants to read and make appropriate decision out of the situation.

**VIGNETTE:**

Lisa and you are Business Studies teaching candidates at Kitenge High Institution, a medium-sized boarding school for guys. Your class recently finished preparing for end-of-term examinations. Your unit's leader has asked you to deliver to the test office. Lisa and you were working late that night when the Principal called and requested you to bring up a copy of the draft Business Studies end-of-term test right now. You found that your unit head had sealed the copy and written "Final Copy, Confidential" on the envelopes when you checked it. Additionally, your component head may be out of the county conducting an exam management course, and you know you won't be able to reach him for advice. The Principal, by chance, has a kid in your class who is always at the top of his class.

Even though Rest's four component model (1984) emphasizes parameters of ethical decision-making and action as ethical sensitivity, judgment, motivation and action as critical components for decision-making in a business setting. This study was anchored on ethical sensitivity and awareness in making decisions from sensitive issues afflicting the business environment for better learning. Decisions made by participants were evaluated for ethical sensitivity against principles of ethical sensitivity postulated by Rest (1984) viz: taking responsibility, operating appropriately, keeping confidentiality, upholding honesty, and honoring authority. The assessment was to establish proportion of participants' decisions that exhibited adherence to the criteria that define ethical sensitivity in decision-making for enhanced learning and improved problem solving skills. The results in Table 4.1 show that of the 116 participants, 24 (20.7%), affirmed taking ethical responsibility in decisions made during teacher training process; while, 92 (79.3%) did not take ethical responsibility for actions taken. This was blamed on teacher trainee's inability to identify and relate ethically sensitive decisions arising from scenarios drawn outside the class into the learning process. Further findings indicated that 34 (29.3%), acted with professionalism in the decision-making process, which was attributable to enhanced knowledge of ethical responsibility drawn from life experiences on ethical decision-making at individual level.

**Table 4.1: Proportion of teacher trainees adhering to ethical principles**

<b>Ethical</b> <b>decision-making</b>	<b>Yes</b>		<b>No</b>		<b>Total</b>	
	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
Taking ethical responsibility	24	20.7	92	79.3	116	100.0
Acting with professionalism	34	29.3	82	70.7	116	100.0
Maintaining confidentiality	51	44.0	65	56.0	116	100.0
Upholding honesty	14	12.1	102	87.9	116	100.0
Showing respect for authority	26	22.4	90	77.6	116	100.0

The findings further revealed that 51 (44.0%) maintained confidentiality in decision-making process; while 65 (56.0%) failed to maintain confidentiality by not seeking consultation with anyone and to protect examination integrity. Those who showed signs of upholding honesty in decision were 14 (12.1%), by making effort to clearly frame ethical questions from the principle's request. On the other hand 102 (87.9%) showed no signs of ensuring honesty in decisions by not raising ethical questions with the principle's request. Lastly, 26 (22.4%) participants indicated signs of showing respect for legitimate authority in the decision-making process where the immediate supervisor was considered as legitimate authority, while 90 (77.6%) considered seniority of the principle as legitimizing his authority even though his request was not work related. This highlighted the high cultural power distance among teacher trainees, where authority is legitimized by a person's role. The results suggest that the majority of teacher trainees were not aware of the ethical principles underlying ethical decision-making within the business context. Besides, awareness of ethical principles by teacher trainee seemed to vary from one ethical principle to another. Most teacher trainees' judgments were driven by the concept of keeping secrecy, which accounted for 51 (44.0%), followed by performing professionally, which accounted for 34 (29.5%), and guaranteeing honesty, which accounted for the smallest number of participants, 14 (12.1%). Despite this, the study could not establish the extent to which the observed pattern of adherence to ethical principles by teacher trainees had been influenced by experiential learning among teacher trainees, as the matter was beyond its scope.

The data in Table 4.1 were combined to determine the mean proportion of teacher trainees who made morally sensitive decisions vs those who did not. As a result, the study found that 30 (25.7 percent) of the 116 individuals made morally sensitive judgments, whereas 86 (74.3 percent) made ethically insensitive decisions. As a result, the regression analysis – ethical

responsiveness in decision-making – was coded with two alternative values: ethically sensitive choice (coded '1') and ethically insensitive decision (coded '2'). The kind of bivariate and multivariate analysis done under the following conditions is determined by ethical sensitivity in decision-making, which is a binary variable with only two values.

#### **4.4. Teacher Trainee Profile and Ethical Sensitivity in Decision-Making**

Respondents' socio-demographic and professional attributes were likely to influence perceptions on ethical decision-making and the underlying principles. Teacher trainees' attributes were postulated to have a moderating effect between the implementation of vignette instructional method and ethical sensitivity in decision-making. Teacher trainee data was generated on gender, age, religion, academic year of study, program module, high school type and the grade scored at the Kenya Certificate of Secondary Education (KCSE). In this section, trainee's socio-demographic and professional attributes were cross tabulated against estimates of ability to make ethically sensitive decisions. This was done to determine variables that were likely to cause a moderating effect on the relationship between implementation of vignette instructional method and ethical sensitivity in decision-making.

Findings in Table 4.2 revealed that teacher trainees participated in the study with 59 (50.9%) males and 57 (49.1%) females, which shows that more males participated in the study than females. In addition, on ethical sensitivity in decision-making, the findings revealed that 17 (56.7%) of those who made ethically sensitive decisions ( $n=30$ ) were females and 13 (43.3%) were males. Females were found to be slightly more ethically sensitive than males, a finding which has been confirmed by earlier studies (Owhoso, 2002). Further, 46 (53.5%) males and 40 (46.5%) females were found to be ethically insensitive in decisions, confirming the perception that females are more ethically sensitive than males in dilemma situations. Despite this affirmation, there was a weak significant effect between teacher trainees' gender and ethical sensitivity in decision-making ( $F = 0.556$ ,  $df = 1$  &  $p\text{-value} = 0.456$ ). The ethical sensitivity of male and female teacher trainees was similar and comparable. This implied that trainees' gender was less likely to moderate the influence of vignette instructional method on ethical sensitivity in decision-making ambits. Findings by Roxas and Stoneback, 2004 observed that there was statistically significant gender differences in ethical sensitivity, concluding that women apply stricter ethical standards than men because of socialization that emphasizes ambition assertion and competition for males while stressing harmony, warmth, and caring for females. These findings are significant for teacher trainees as educators.

**Table 4.2: Teacher trainees' socio-demographic attributes and ethical sensitivity in decision-making**

Teacher demographic attributes	trainees' socio-	Ethical sensitivity in decision-making						Chi square results		
		Ethically sensitive		Ethically insensitive		Total		$\chi^2$	df	$\rho$ -value
		Freq	Percent	Freq	Percent	Freq	Percent			
<i>Gender</i>										
Male		13	43.3	46	53.5	59	50.9	0.556	1	0.456
Female		17	56.7	40	46.5	57	49.1			
<b>Total</b>		<b>30</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>	<b>116</b>	<b>100.0</b>			
<i>Age</i>										
<23 years		20	66.7	53	61.6	73	62.9	10.148	2	0.006**
23-25 years		7	23.3	33	38.4	40	34.5			
26 years+		3	10.0	0	0.0	3	2.6			
<b>Total</b>		<b>30</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>	<b>116</b>	<b>100.0</b>			
<i>Religion</i>										
Christian		29	96.7	84	97.7	113	97.4	0.000	1	1.000
Muslim		1	3.3	2	2.3	3	2.6			
<b>Total</b>		<b>30</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>	<b>116</b>	<b>100.0</b>			
<i>Academic year</i>										
Third year		18	60.0	73	84.9	91	78.4	6.740	1	0.009**
Fourth year		12	40.0	13	15.1	25	21.6			
<b>Total</b>		<b>30</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>	<b>116</b>	<b>100.0</b>			
<i>Program module</i>										
Module 1		23	76.7	82	95.3	105	90.5	6.998	1	0.008**
Module 2		7	23.3	4	4.7	11	9.5			
<b>Total</b>		<b>30</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>	<b>116</b>	<b>100.0</b>			
<i>High school type</i>										
Mixed day		2	6.7	12	14.0	14	12.1	1.502	3	0.682
Mixed boarding		3	10.0	9	10.5	12	10.3			
Boys' boarding		11	36.7	33	38.4	44	37.9			
Girls' boarding		14	46.7	32	37.2	46	39.7			
<b>Total</b>		<b>30</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>	<b>116</b>	<b>100.0</b>			
<i>KCSE grade</i>										
A-		0	0.0	7	8.1	7	6.0	14.384	4	0.006**
B+		11	36.7	10	11.6	21	18.1			
B		9	30.0	17	19.8	26	22.4			
B-		10	33.3	51	59.3	61	52.6			
C+		0	0.0	1	1.2	1	0.9			
<b>Total</b>		<b>30</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>	<b>116</b>	<b>100.0</b>			

The findings in Table 4.2 showed that 73 (61.6%) teacher trainees were aged below 23 years, 40 (34.5%) were in the 23-25 years age bracket, while 3 (10.0%) were aged 26 years and above. On ethical sensitivity in decision-making, 20 (66.7%) teacher trainees (n=30) under the age of 23 made morally sensitive decisions and 7 (23.3%) between 23 and 25. Those who made morally insensitive decisions (n=86) comprised 53 (61.6%) teacher trainees under the age of 23 and 33 (38.4%) teacher trainees between 23 and 25. The bivariate and multivariate

analyses yielded a  $\chi^2$  value of 10.148 ( $df = 2$  &  $p\text{-value} = 0.006$ ), demonstrating a significant relationship between teacher trainees' age and ethical sensitivity in decision-making. Furthermore, the findings suggest that ethical sensitivity in decision-making varied significantly with the age of teacher trainees, implying that the causal link between the use of vignette instructional techniques and trainees' ethical sensitivity in decision-making is likely to be moderated by age. In support of this an earlier study by Vitell, Singh and Paolillo, 2003, established a positive relationship between age and strictness of ethical sensitivity in decision-making, finding that people may tend to be more ethical as they grow older. However, in a departure from Vitell, Singh and Paolillo, 2003, an earlier study by Ede, 2000 found that younger people upheld stricter ethical judgments than older people due to idealism of youth. But from the other hand, Barnett and Valentine (2004) found no correlation between age and ethical sensitivity in decision-making. Despite these differences, the theoretical consensus appears to corroborate the findings of this study, which suggest that as people become older, their capacity to apply applicable ethical norms increases, perhaps leading to a reduction in ethical insensitivities. This makes ethical sensitivity for decision-making training for teacher trainees particularly essential and urgent.

Regarding religion, the results in Table 4.2 indicate that 113 (97.4%) teacher trainees were Christians. Christians made up the majority of those who exhibited ethical sensitivity in decision-making, 29 (96.7 percent), as well as those who made morally insensitive decisions, 84 percent (97.7 percent). However, the relationship between religion and ethical decision-making was not significant ( $\chi^2 = 0.000$ ,  $df = 1$  &  $p\text{-value} = 1.000$ ). This implies that religion was less likely to moderate the relationship between vignette instructional method and trainees' ethical sensitivity in decision-making, much as it has a significant role in decisions that people make. These findings are consistent with a 2012 study in Nigeria on Corporate Governance and ethical sensitivity of Christian and Muslim directors of listed companies, which inferred that both Christianity and Islam have an important role to play in the ethical sensitivity in decision-making of individuals (Auchi, Auchi, Iyoha, 2012).

Table 4.2 shows that 91 (78.4%) of the 116 teacher trainees were in their third year of study, while 25 (21.6%) were in their fourth year of study. In terms of ethical sensitivity in decision-making, 18 (60.0 percent) of the 30 teacher trainees who did so were in their third year, and 12 (40.0 percent) were in their fourth year. 73 (84.9%) of those who made morally insensitive actions ( $n=86$ ) were in their third year, whereas 13 were in their fourth year (15.1 percent). In a contingency analysis, however, the year of study did not appear to be a significant factor in

molding learners' ethical sensitivity to decision-making ( $2 = 0.000$ ,  $df = 1$  &  $p\text{-value} = 1.000$ ). This shows that ethical sensitivity did not vary significantly between teacher trainees in third and fourth year of study, which implies that year of study was unlikely to moderate the relationship between vignette instructional method and teacher trainees' ethical sensitivity in decision-making. The findings were inconsistent with Kohlberg (1981) theory that learner who have a better understanding of complex and nuanced issues is likely to display more sophisticated levels of moral reasoning necessary for sensitivity in decision-making. Grounded on this position, it was evident that learner who frequently hypothesize positive relationships between cognitive development which improves ethical judgment in intricate dilemma situations for enhanced learning. Based on this, the evidence appears not to support Kohlberg's (1981) view that there is a direct correlation between moral understanding, cognitive development and ethical sensitivity in decision-making. In addition, Swaidan et al., (2003) did not find a link between education and ethical judgments, while Chiu, (2003) indicated that there was a negative relationship between cognitive development and ethical sensitivity in decision-making. Even though the results seemed to negate Kohlberg's findings which associates higher level of cognitive development with higher order moral development which tended to influence ethical sensitivity in decision making for sustained learning achievement. Findings of this study showed that higher levels of cognitive development may encourage teacher trainee to more fully consider alternate perspectives or extenuating circumstances irrespective of ethical sensitivity in decision making by learner.

Findings in table 4.2 further indicated that of the 116 teacher trainees, 105 (90.5%) were pursuing studies through module 1 or the regular program, and 11 (9.5%) were in module 2, popularly known as the 'Parallel Program'. In the context of ethical sensitivity in decision-making, those who were ethically sensitive in their decisions ( $n=30$ ) were 23 (76.7%) teacher trainees in module 1, and 7 (23.3%) in module 2. Among those who made ethically insensitive decisions ( $n=86$ ), up to 82 (95.3%) were pursuing their studies under module 1, while 4 (4.7%) were in module 2. In a contingency analysis, a  $\chi^2$  value of 6.998 ( $df = 1$  &  $p\text{-value} = 0.008$ ). This suggests that teacher trainees' program of study had a significant effect on ethical sensitivity in decisions-making. By inference, the program module was likely to moderate the influence of vignette instructional method on the ability of trainees' to make ethically sensitive decisions.



Findings showed that type of school attended was less likely to moderate the relationship between vignette instructional method and teacher trainee ethical sensitivity in decision-making, the results in Table 4.2 show that 46 (39.7%) teacher trainee studied in girls' boarding schools, 44 (37.9%) indicated boys' boarding schools, and 14 (12.1%) stated mixed day schools. Of the 30 teacher trainees who made ethically sensitive decision 14(46.7%) were previously in girls' boarding schools, while 11 (36.7%) attended boys' boarding. On the other hand, respondents who exhibited insensitivity in ethical decision-making were (n=86), 33 (38.4%) had earlier secondary education in boys' boarding schools while 32 (37.2%) attended secondary education in girls' boarding schools. Based on this findings indicated that there was no significant effect of the type of school attended and ethical sensitivity in decision-making ( $\chi^2 = 1.502$ ,  $df = 3$  &  $p$ -value = 1.682) for enhanced learning achievement.

Table 4.2 depicts that of the 116 teacher trainees, 61 (52.6%) attained a mean grade of B- in the Kenya Certificate of Secondary Education (KCSE), 26 (22.4%) scored a mean grade of B, while 21 (18.1%) had an average grade B+. Of the 30 teacher trainees who were ethically sensitive, 11 (36.7%) attained a mean grade of B+, and 10 (33.3%) indicated grade B-. In the category of teacher trainees, who displayed ethical insensitivity in their decisions (n=86), 51 (59.3%) had achieved a mean score of B-, and 10 (11.6%) mentioned grade B+. Based on this, the analysis generated a  $\chi^2$  value of 14.384 ( $df = 4$  &  $p$ -value = 0.006); which suggested that the mean grade attained by teacher trainees at the KCSE significantly associated with ethical sensitivity in decision-making. This means that the KCSE mean grade was likely to moderate the relationship between the vignette teaching technique and the ethical sensitivity of trainees in decision-making. Notably, the percentage of those who were morally sensitive was higher among teacher trainees with a grade of B+ (36.7%), whereas proportion of those who were ethically insensitive was greater among those with a grade of B- (59.3%). This finding is also in consistent with Kolberg's findings that cognitive capacity is linked to ethical sensitivity. Kolberg's observation, however, has been disputed severally. What a learner would do in a hypothetical situation may not always be what one may perform during practice.

Furthermore, teacher trainees were natives of 34 counties, meaning that the sample covered about 72.3% of the country. The highest proportion of teacher trainees came from Kiambu and Kisumu Counties, each with 8 (6.9%) teacher trainees. This was followed by West Pokot and Nakuru counties, each with 7 (6.0%) teacher trainees. Kiambu had the highest proportion of teacher trainees making ethically sensitive decisions at 4 (13.3%), followed by West Pokot

and Tharaka Nithi, each with 3 (10.0%) teacher trainees. Contrastingly, Kisumu had the highest proportion of teacher trainees making ethically insensitive decisions at 7 (8.1%), followed by Nakuru and Migori counties at 6 (7.0%). Contingency analysis revealed a  $\chi^2$  value of 28.311 (df = 33 &  $\rho = 0.700$ ), which suggests lack of a significant association between teacher trainees' home county and ethical sensitivity in decision-making. This implies that trainees' home county is less likely to moderate the influence of vignette instructional method on ethical sensitivity in decision-making.

Findings on professional experience in work and business, as in Table 4.3 showed that of the 116 teacher trainees, 83 (71.6%) had no employment experience; while 33 (28.4%) had some experience. In connection to ethical sensitivity in decision-making, among the 30 teacher trainees who demonstrated ethical sensitivity in decision-making, 16 (53.3%) had no employment experience, while 14 (46.7%) had some work experience. The participants who exhibited ethical insensitivity in decisions (n=86) consisted of 67 (77.9%) teacher trainees with no employment experience and 19 (22.1%) with some work experience. Finding revealed significant association between teacher trainee work experience and ethical sensitivity in decision-making ( $\chi^2 = 5.446$ , df = 1,  $\rho$ -value = 0.020) for accelerated learning. This finding implied that teacher trainee with some work experience and learners with no work experience were significantly different in embracing ethical sensitivity in decision-making for high order thinking. This implied that teacher trainee professional experience was likely to moderate the relationship between vignette instructional method and competence in making ethically sensitive decisions. Drawing from antecedents, contradiction may exist among teacher trainee with variegated work experience which stimulates cognitive development and variability in making ethically sensitive decisions for accelerated learning. Further the finding affirm Chiu (2003) who found that work experience lessens the strictness of ethical judgment in decision-making, while Kidwell et al. (1987) and Weeks et al. (1999) indicated that work experience tended to embrace stricter ethical sensitivity in judgment for stimulating critical thinking for making quality decisions. Further analysis drawn from Barnett and Valentine, (2004); Schepers, (2003) confirmed that there is no correlation between work experience and ethical sensitivity in making quality decision which are basically individual value system. Further analysis confirmed finding by Hunt and Vitell (2007) that socialization in the workplace influences regularity of adoption of ethical sensitivity in decision-making for improved decision-making.

The results in Table 4.3 show that teacher trainees with employment experience were undertaking various subject combinations, with nearly one-half, 16 (48.5%), mentioning business studies and mathematics, while 4 (12.1%) indicated Business Studies with physical education, and another 4 (12.1%) taught Kiswahili and religious studies. Of the 9 teacher trainees who made ethically sensitive decision 5 (55.6%) pursued business and mathematics as specialization while 2 (22.2%), undertook Business Studies and geography. The findings affirmed that teacher trainees pursuing the forgoing specializations tended to display competence in evaluating ethical sensitivity in making decisions. Among the 24 teacher trainees whose decisions lacked ethical sensitivity, 11 (45.8%) indicated taking Business Studies-mathematics combination, while 4 (16.7%) had Kiswahili and religious education as teaching subjects. Based on this, the analysis obtained a  $\chi^2$  value of 12.743 (df = 7 &  $p = 0.079$ ), which suggested subject combinations taken, significantly associated with ethical sensitivity in decision-making. This implies that active experimentation is likely to moderate the influence of vignette instructional method on trainees' ethical sensitivity in decision-making, depending on subject combinations.

**Table 4.3: Teacher trainees' professional experience and ethical sensitivity in decision-making**

Teacher trainees' professional experience	Ethical sensitivity in decision-making						Chi square results		
	Ethically sensitive		Ethically insensitive		Ethically sensitive		Ethically insensitive		
	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent	Freq
<i>Employment experience</i>									
Yes	14	46.7	19	22.1	33	28.4			
No	16	53.3	67	77.9	83	71.6	5.44	1	0.020
<b>Total</b>	<b>30</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>	<b>116</b>	<b>100.0</b>	6		***
<i>Subjects taught</i>									
Business + geography	2	22.2	1	4.2	3	9.1			
Business + mathematics	5	55.6	11	45.8	16	48.5			
Business + history	1	11.1	1	4.2	2	6.1			
Business + physical education	1	11.1	3	12.5	4	12.1	12.7	7	0.079
Kiswahili + religious studies	0	0.0	4	16.7	4	12.1	34		*
Kiswahili + history	0	0.0	3	12.5	3	9.1			
English literature	0	0.0	1	4.2	1	3.0			
<b>Total</b>	<b>9</b>	<b>100.0</b>	<b>24</b>	<b>100.0</b>	<b>33</b>	<b>100.0</b>			
<i>Employment duration</i>									

<1 year	4	44.4	22	91.7	26	78.8			
1-2 years	3	33.3	2	8.3	5	15.2	9.88	2	0.007
>2 years	2	22.2	0	0.0	2	6.1	6		***
<b>Total</b>	<b>9</b>	<b>100.0</b>	<b>24</b>	<b>100.0</b>	<b>33</b>	<b>100.0</b>			
<i>Experience in business</i>									
Yes	23	76.7	40	46.5	63	54.3			
No	7	23.3	46	53.5	53	45.7	6.98	1	0.008
<b>Total</b>	<b>30</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>	<b>116</b>	<b>100.0</b>	1		***
<i>Business experience duration</i>									
<1 year	2	16.7	35	68.6	37	58.7			
1-2 years	4	33.3	12	23.5	16	25.4	5.35	2	0.024
>2 years	6	50.0	4	7.8	10	15.9	5		**
<b>Total</b>	<b>12</b>	<b>100.0</b>	<b>51</b>	<b>100.0</b>	<b>63</b>	<b>100.0</b>			

\*,\*\*,\*\*\* show significance at  $p < 0.1$ ,  $p < 0.05$  and  $p < 0.01$  error margins, respectively

Regarding the duration of employment, the results presented in Table 4.3 show that of the 33 teacher trainees with some employment experience, 26 (78.8%) had been employed for less than 1 year, while 5 (15.2%) indicated an experience of 1 to 2 years. More still, of the 9 teacher trainees whose decisions were ethically sensitive, 4 (44.4%) indicated an experience of less than 1 year, while 3 (33.3%) were in the 1 to 2 years category. Of the 24 teacher trainees whose decisions were ethically insensitive, 22 (91.7%) were in the less than 1 year category of experience, while 2 (8.3%) indicated 1 to 2 years. A significant association between the employment duration and ethical sensitivity in decision-making was observed ( $\chi^2 = 9.886$ ,  $df = 2$  &  $p$ -value = 0.007). This suggested that ethical sensitivity in decisions varied significantly among teacher trainees in the three categories of employment experience. Consequently, the duration of employment was likely to moderate the relationship between vignette instructional method and teacher trainees' ethical sensitivity in decision-making.

Teacher trainees were requested to indicate if they had experience in doing business. Findings in Table 4.3 show that of the 116 teacher trainees, 63 (54.3%) had some experience in business, but 53 (45.7%) had no experience in business. Teacher trainees that made ethically sensitive decisions 23 (76.7%) had some business experience and 7 (23.3%) did not have any experience in business. The category of teacher trainees who displayed ethical insensitivity ( $n=86$ ), included 40 (46.5%) teacher trainees with experience in business and 46 (53.5%) with none. Contingency analysis revealed a significant association between teacher

trainees' experience in business and ethical sensitivity in decision-making ( $\chi^2 = 6.981$ ,  $df = 1$  &  $p$ -value = 0.008). This suggests that ethical sensitivity varied between teacher trainees with experience in business and those lacking such experience. This suggests trainees' experience in business was likely to moderate the relationship between vignette instructional method and ethical sensitivity in decision-making.

Regarding the duration of business experience, the results in Table 4.3 show that of the 63 teacher trainees with some experience in business, 37 (58.7%) had been in business for less than 1 year, while 16 (25.4%) indicated 1 to 2 years' experience. In the context of ethical sensitivity in decision-making, the results showed that of the 12 teacher trainees who demonstrated ethical sensitivity in decisions, 6 (50.0%) had more than 2 years of experience in business, while 4 (33.3%) indicated 1 to 2 years of similar experience. Of the 51 teacher trainees whose decisions were ethically insensitive, 35 (68.6%) had been in business for less than 1 year, while 12 (23.5%) stated 1 to 2 years of similar experience. Contingency analysis generated a  $\chi^2$  value of 5.355 ( $df = 2$  &  $p = 0.024$ ); thereby, suggesting up to 95% chance that the duration of business experience and ethical sensitivity in decision-making were significantly associated. In other words, the duration of teacher trainees' experience in business was likely to moderate the relationship between vignette instructional method and ethical sensitivity in decision-making.

Regarding teacher trainees' family profile, the results in Table 4.4 show that of the 116 teacher trainees, 77 (66.4%) reported a family size of less than 5 people, while 31 (26.7%) indicated a family size of 5 to 9 people. Regarding ethical sensitivity in decision-making, of the 30 teacher trainees who displayed ethical sensitivity, 19 (63.3%) indicated a family size of less than 5 people, and 9 (30.0%) stated a family size of 5 to 9 people. The category of teacher trainees whose decisions were ethically insensitive ( $n=86$ ), consisted of 58 (67.4%) teacher trainees with a family size of less than 5 people and 22 (25.6%) who indicated a family size of 5 to 9 people. Based on this, the analysis revealed lack of a significant association between teacher trainees' family size and ethical sensitivity in decision-making ( $\chi^2 = 0.222$ ,  $df = 2$  &  $p$ -value = 0.895), which implies that teacher trainees' family size was less likely to have a significant moderating effect on the influence of vignette instructional method on ethical sensitivity in decision-making.

The results in Table 4.4 further show that respondents ranked differently in families in terms of responsibility in the family. In this regard, 82 (70.7%) teacher trainees indicated ranks that were below the 4<sup>th</sup> mark, while 33 (28.4%) were in positions ranging between 4<sup>th</sup> and 6<sup>th</sup> mark. As regards ethical sensitivity in decision-making, the results indicated that of the 30 teacher trainees who demonstrated ethical sensitivity in their decisions, 25 (83.3%) were in positions below the 4<sup>th</sup> mark, while 4 (13.3%) indicated 4<sup>th</sup> to 6<sup>th</sup> positions. Contrastingly, in the category of 86 teacher trainees who demonstrated ethical insensitivity, 57 (66.3%) were in positions below the 4<sup>th</sup> mark, while 29 (33.7%) indicated 4<sup>th</sup> to 6<sup>th</sup> positions. Based on this, the analysis generated a  $\chi^2$  value of 7.031 (df = 2 &  $p = 0.030$ ), which suggested up to 95% chance that teacher trainees' position in the family significantly associated with ethical sensitivity in decision-making. The results further implied that teacher trainees' position in the family was likely to moderate the influence of vignette instructional method on ethical sensitivity in decision-making.

**Table 4.4: Teacher trainees' family profile and ethical sensitivity in decision-making**

Teacher profile	trainees'	family	Ethical sensitivity in decision-making				Total		Chi square results		
			Ethically sensitive		Ethically insensitive		Freq	Percent	$\chi^2$	df	$\rho$ - value
			Freq	Percent	Freq	Percent					
<i>Family size</i>											
<5 people			19	63.3	58	67.4	77	66.4	0.22 2	2	0.895
5-9 people			9	30.0	22	25.6	31	26.7			
10 people+			2	6.7	6	7.0	8	6.9			
<b>Total</b>			<b>30</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>	<b>116</b>	<b>100.0</b>			
<i>Position in family</i>											
<4th position			25	83.3	57	66.3	82	70.7	7.03 1	2	0.030**
4th-6th position			4	13.3	29	33.7	33	28.4			
>6th position			1	3.3	0	0.0	1	0.9			
<b>Total</b>			<b>30</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>	<b>116</b>	<b>100.0</b>			
<i>Source of high school fees</i>											
Father			21	70.0	51	59.3	72	62.1	4.99 9	4	0.287
Mother			4	13.3	8	9.3	12	10.3			
Guardian			1	3.3	16	18.6	17	14.7			
Sponsored			2	6.7	8	9.3	10	8.6			
Father and mother			2	6.7	3	3.5	5	4.3			
<b>Total</b>			<b>30</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>	<b>116</b>	<b>100.0</b>			
<i>Type of caregiver at home</i>											
Both parents			23	76.7	54	62.8	77	66.4	4.24 8	3	0.236
Father			0	0.0	2	2.3	2	1.7			
Mother			6	20.0	16	18.6	22	19.0			
Guardian			1	3.3	14	16.3	15	12.9			
<b>Total</b>			<b>30</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>	<b>116</b>	<b>100.0</b>			

\*, \*\*, \*\*\* show significance at  $p < 0.1$ ,  $p < 0.05$  and  $p < 0.01$  error margins, respectively

The results in Table 4.4 show that of the 116 teacher trainees, 72 (62.1%) stated that high school fees were paid by fathers, 17 (14.7%) indicated guardians, while 12 (10.3%) mentioned mothers. Concerning the ability to make ethical decision, which were ethically sensitive, of the 30 teacher trainees whose decisions were ethically sensitive, 21 (70.0%) said high school fees were paid by fathers, while 4 (13.3%) mentioned mothers. The 86 teacher trainees whose decisions were ethically insensitive comprised of 51 (59.3%) whose fees were

paid by fathers and 16 (18.6%) whose fees were paid by guardians. However, cross tabulation analysis revealed lack of a significant relationship between the person paying high school fees and ethical sensitivity in decision-making ( $\chi^2 = 4.999$   $df = 4$  &  $\rho$ -value = 0.287). The results imply the person paying high school fees was less likely to cause a moderating effect on the relationship between vignette instructional method and teacher trainees' ethical sensitivity in decision-making.

The results in Table 4.4 further show that most teacher trainees, 77 (66.4%), were staying with both parents at home, 22 (19.0%) were staying with mothers, while 15 (12.9%) indicated guardians. In connection to ethical sensitivity in decision-making, the results showed that in the category of teacher trainees who demonstrated ethical sensitivity ( $n=30$ ), 23 (76.7%) were staying with both parents, while 6 (20.0%) indicated that they were staying only with a mother. The majority of individuals who made morally insensitive decisions ( $n=86$ ) reported that they were staying with both parents at home, with 54 (62.8%) indicating they lived with only their mother, and 16 (18.6%) indicating that they were staying with both parents at home. The analysis obtained a  $\chi^2$  value of 4.248 ( $df = 3$  &  $\rho = 0.236$ ), which suggests lack of a significant association between the person with whom teacher trainees stayed at home and ethical sensitivity in decision-making. In other words, the person with whom teacher trainees stayed at home was less likely to moderate the influence of vignette instructional method on ethical sensitivity in decision-making.

Additional findings showed that vignette instructional method and teacher trainee competence in ethical sensitivity in decision-making was moderated by participant demographic except gender and academic year of study. The factors were incorporated in the regression analysis to determine moderating effect on the influence of vignette instructional method on ethical sensitivity in decision-making. The results were presented under section 4.6.

#### **4.5 Vignette Instructional Method and Ethical Sensitivity in Decision-Making**

Further analysis revealed that the concept of vignette instructional method was measured under five dimensions viz: as factors of intercultural competence in decision-making, consider context, content, kinds, construction, and application. The aspects were summarized in five view statements, to which teacher candidates were asked to respond on a five-point Likert scale, with 'strongly agree,' 'agree,' 'undecided,' and 'disagree' as the options and



‘strongly disagree’ to establish ability to evaluate and make ethically sensitive decisions. The views expressed by teacher trainees were cross-tabulated against ethical sensitivity in decision-making, which was measured using ethical sensitivity of decisions made by teacher trainees about the dilemma created by hypothetical vignette presented in Box 1. The results have been presented under each of the following sub-sections, following the study objectives’ sequence.

#### **4.5.1 Context of vignette and ethical sensitivity in decision-making**

The context of vignette was measured using five perception statements. The first statement postulated that ‘vignette instructional method enhances the ability to make ethical decisions in different leadership frameworks’. The results presented in Table 4.5 show that of the 116 teacher trainees, 62 (53.4%) strongly agreed with the assertion, while 32 (27.6%) agreed. On the lower side of the scale, 6 (5.2%) teacher trainees disagreed with the statement, while 7 (6.0%) indicated strong disagreement. Overall, 94 (81.0%) teacher trainees agreed that the vignette instructional approach improves capacity to make ethical judgments in various leadership frameworks, whereas 13 (11.2%) disagreed. In relation to ethical sensitivity in decision-making, the results showed that of the 30 teacher trainees who demonstrated ethical sensitivity, 10 (33.3%) agreed with the assertion, while 5 (16.7%) disagreed strongly. Of the 86 teacher trainees used, 53 (61.6%) strongly agreed that vignette instructional method enhances the ability to make ethical decisions in different leadership frameworks, while 4 (4.7%) disagreed that it does not necessarily improve the evaluating capacity of the teacher trainee to make ethically sensitive decision. The analysis generated a  $\chi^2$  value of 14.023 (df = 4 &  $p = 0.007$ ), which suggested up to 99% chance that ethical sensitivity in decision-making was significantly associated with the perception that ‘vignette instructional method enhances the ability to make ethical decisions in different leadership frameworks’.

**Table 4.5: Perceptions on context of vignettes and ethical sensitivity in decision-making**

Contexts of vignettes	Ethical sensitivity in decision-making						Chi square results		
	Ethically sensitive		Ethically insensitive		Ethically sensitive		Freq	Percent	Freq
	Freq	Percent	Freq	Percent	Freq	Percent			
<i>Enhance teacher trainees' ability to make ethical decisions in different leadership situations</i>									
Strongly agree	9	30.0	53	61.6	62	53.4	14.023	4	0.007** *
Agree	10	33.3	22	25.6	32	27.6			
Undecided	4	13.3	5	5.8	9	7.8			
Disagree	2	6.7	4	4.7	6	5.2			
Strongly disagree	5	16.7	2	2.3	7	6.0			
<b>Total</b>	<b>30</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>	<b>116</b>	<b>100.0</b>			
<i>Develop individual's ethical sensitivity in regard to organizational operations</i>									
Strongly agree	5	16.7	33	38.4	38	32.8	15.376	4	0.004** *
Agree	11	36.7	34	39.5	45	38.8			
Undecided	8	26.7	17	19.8	25	21.6			
Disagree	3	10.0	2	2.3	5	4.3			
Strongly disagree	3	10.0	0	0.0	3	2.6			
<b>Total</b>	<b>30</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>	<b>116</b>	<b>100.0</b>			
<i>Expose teacher trainees to financial standards necessary in ethical sensitivity in decision-making</i>									
Strongly agree	12	40.0	40	46.5	52	44.8	13.017	4	0.011**
Agree	6	20.0	32	37.2	38	32.8			
Undecided	3	10.0	9	10.5	12	10.3			
Disagree	7	23.3	4	4.7	11	9.5			
Strongly disagree	2	6.7	1	1.2	3	2.6			
<b>Total</b>	<b>30</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>	<b>116</b>	<b>100.0</b>			
<i>Expose teacher trainees to human resource management ethical issues</i>									
Strongly agree	6	20.0	21	24.4	27	23.3	8.318	4	0.081*
Agree	11	36.7	48	55.8	59	50.9			
Undecided	6	20.0	7	8.1	13	11.2			
Disagree	6	20.0	6	7.0	12	10.3			
Strongly disagree	1	3.3	4	4.7	5	4.3			
<b>Total</b>	<b>30</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>	<b>116</b>	<b>100.0</b>			
<i>Expose teacher trainees to marketing ethical related concepts and contents</i>									
Strongly agree	17	56.7	50	58.1	67	57.8			

Agree	4	13.3	28	32.6	32	27.6			
Undecided	4	13.3	0	0.0	4	3.4	15.68	4	0.003**
Disagree	3	10.0	4	4.7	7	6.0	4		*
Strongly disagree	2	6.7	4	4.7	6	5.2			
<b>Total</b>	<b>30</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>	<b>116</b>	<b>100.0</b>			

\*,\*\*,\*\*\* show significance at  $p < 0.1$ ,  $p < 0.05$  and  $p < 0.01$  error margins, respectively

The vignette teaching approach, according to the second perception statement, "promotes individual ethical awareness in decision-making in the context of company operations." Table 4.5 shows that 45 (38.8%) of the 116 teacher trainees agreed with the assertion, with another 38 (32.8%) strongly agreeing. Only 5 (4.3 percent) strongly disagreed with the statement, whereas 3 (2.6 percent) significantly disagreed. The total number of teacher trainees who agreed that the vignette teaching approach improves individual ethical sensitivity in decision-making with reference to organizational operations was 83 (71.6 percent), while 8 (6.9%) disagreed. The number of teacher trainees who made morally sensitive judgments was (n=30). Eleven (36.7%) teacher trainees agreed with the statement, whereas three (10.0%) strongly disagreed. 34 (39.5 percent) of individuals who made ethically insensitive judgments agreed with the assertion, whereas 2 (2.3 percent) disagreed. Furthermore, contingency analysis yielded a  $\chi^2$  value of 15.376 (df = 4 &  $p = 0.004$ ).

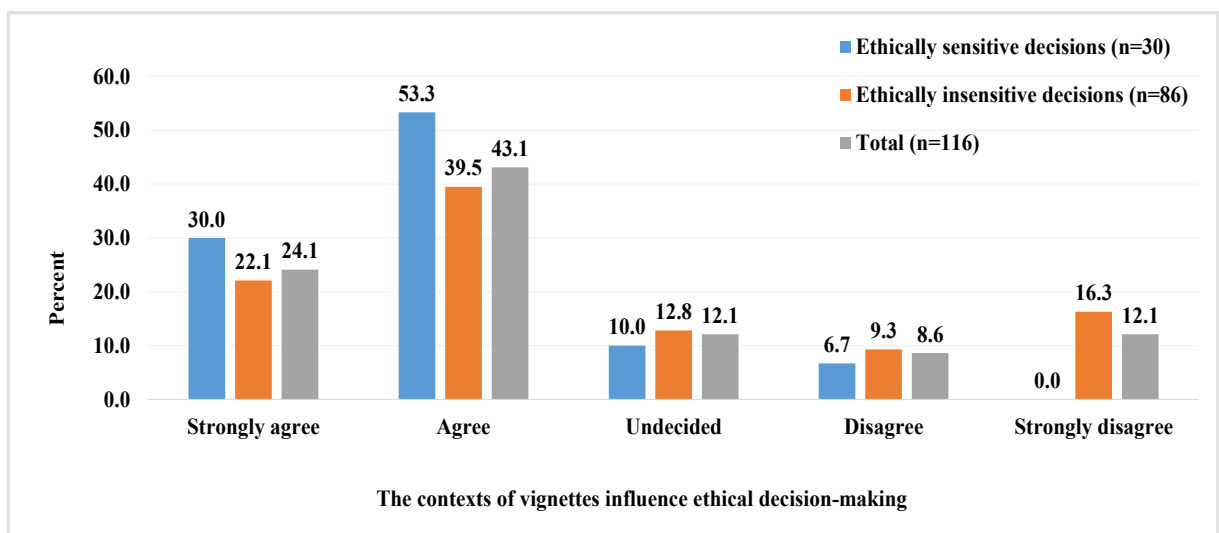
The third perception statement was 'vignette instructional method exposes teacher trainees to financial standards necessary in ethical sensitivity in decision-making'. Finding in Table 4.5 indicated that 52 (44.8%) teacher trainees strongly agreed vignette instructional approach provide teacher trainees to maintaining financial integrity which improves sensitivity in decision making for enhanced learning. While 38 (32.8%) agreed with the perception statement. Those who disagreed were 11 (9.5%), while 3 (2.6%) strongly disagreed. Overall, 90 (77.6%) teacher trainees agreed that the vignette teaching technique exposes them to financial principles that are important for developing ethical sensitivity in decision-making, whereas 14 (12.1%) disagreed. In terms of ethical sensitivity in decision-making, the findings revealed that 12 (40.0%) of teacher trainees who demonstrated ethical sensitivity in decisions (n=30) strongly agreed with the assumption, whereas 7 (23.3%) concurred. In the group of teacher candidates who made morally insensitive judgments (n=86), 40 (46.5%) strongly agreed with the assumption, whereas 32 (37.2%) agreed. The data demonstrated that the view that the vignette teaching approach exposes teacher trainees to financial norms essential in ethical sensitivity in decision-making is substantially linked with ethical sensitivity in decision-making ( $\chi^2 = 13.017$ , df = 4 &  $p = 0.011$ ).

'The vignette teaching technique instills human resource management idealism and relativism in teacher trainees,' according to the fourth perspective statement. Table 4.5 shows that 59 (50.0 percent) of the 116 teacher trainees agreed with the proposition, with 27 (23.3 percent) indicating high agreement. According to the findings, 12 (10.3 percent) teacher candidates disagreed with the assertion, while 5 (4.3 percent) strongly disagreed. The majority of teacher trainees, 86 (74.1 percent), agreed with the claim, while just 17 (14.6 percent) disagreed. Table 4.5 also reveals that 11 (36.7 percent) of teacher candidates who made morally difficult judgments (n=30) agreed with the proposition, 6 (20.0 percent) strongly agreed, and another 6 (20.0 percent) disagreed. There were 48 (55.8%) who agreed with the assumption, 21 (23.3%) who strongly agreed, and 6 (7.0%) who disagreed among the 86 teacher trainees whose actions were determined to be morally insensitive. The results had a  $\chi^2$  value of 8.318 (df = 4 & p = 0.081), indicating that there was a 90% likelihood that ethical sensitivity in decision-making was connected with the view that the vignette teaching approach instills human resource management idealism and relativism in teacher training.

The fifth perception statement indicated that 'vignette instructional method exposes teacher trainees to marketing ethical related concepts and contents'. As indicated in Table 4.5, 67 (57.8%) teacher trainees strongly agreed with the assertion, while 32 (27.6%) agreed. Out of 89(85.4%) agreed that vignette instructional strategy enhances teacher trainee capability in adopting ethical sensitivity in marketing for effective decision-making for sustained learning achievement. While 7 (6.0%) participants disagreed, 6 (5.2%) strongly disagreed an indication that marketing vignette as a teaching style is limited in scope and content for building evaluating capacity among teacher trainees for accelerated decision-making. Cumulatively, 99 (85.3%) teacher trainees affirmed usefulness of marketing vignette instructional style as a crucial strategy in building competence in evaluating ethically sensitive decision for enhanced learning. While 13 (11.2%) confuted it. Contextualizing ethical sensitivity in decision-making teacher trainees who made ethically sensitive decisions (n=30), 17 (56.7%) strongly agreed 4 (13.3%) agreed, while 3 (10.0%) disagreed. Of the (n=86) participants who demonstrated ethical insensitivity in decisions nearly two-thirds, 50 (58.1%) strongly agreed, 28 (32.6%) agreed. While 4 (4.7%) disagreed that vignette instructional method exposes teacher trainees to marketing ethical related concepts and contents. The impression that the vignette teaching technique exposes teacher trainees to marketing ethical related ideas and materials had a significant influence on ethical sensitivity

in decision-making ( $\chi^2 = 15.684$ ,  $df = 4$  &  $p$ -value = 0.003), according to cross-tabulation. This revealed that ethical sensitivity among teacher candidates differed considerably based on how much they agreed or disagreed with the perceived statement.

Bivariate analysis involved aggregation of the five perception statements covered in this section in order to determine teacher trainees' optimal views on the relationship between vignette instructional method context and ethical sensitivity in decision-making. Aggregate bivariate analysis was measured using five-point Likert scale which was calibrated as strongly agree, agree, undecided, disagree and strongly disagree. Additional analysis in Figure 4.1 showed that context vignette, 116 teacher trainees of which 50 (43.1%) agreed with the usefulness of evaluative capacity of ethical sensitive in decision-making, while 28 (24.1%) agreed strongly that the context of vignette used in Business Studies influenced teacher trainees' ability to make ethically sensitive decisions. To support this position, the trainees acknowledged that various departments within the professional setting were different in terms of ethical risks, which in turn, shaped employees' sensitivity. The higher the situations with ethical implications within a context, the more the employees developed sensitivity to ethical risks. Contrastingly, 10 (8.6%) teacher trainees disagreed, while 14 (12.1%) disagreed strongly that the context of vignette used in influenced teacher trainees' ability to make ethically sensitive decisions. These participants believed that sensitivity to ethical issues was innate in employees, and had no connection with the professional environment.



#### **Figure 4.1: Context of vignette and ethical sensitivity in decision-making**

The correlation coefficient of Spearman's rank ( $r_s$ ) was used to determine the relationship between context vignette and ethical awareness in decision-making. The vignette contexts were shown to be substantially linked with the capacity to make morally sensitive decisions, with an  $r_s$  of -0.222 ( $-value = 0.017$ ). The null hypothesis ( $H_0$ ), which stated that there is no significant link between the setting of the vignette and ethical sensitivity in decision-making, was rejected since it contradicted the findings. As more than just a result, the alternative hypothesis was chosen, claiming that the context of the vignette and ethical awareness in decision-making have a substantial link.

In relation to the quantitative findings, FGD participants affirmed that institutions consist of various departments, including administration, operations, human resource, finance and marketing, among others, within which decisions are made as often as necessary. Besides, each department has experiences that are unique to its core functions. Differences in functions, ethical moments in the finance unit differ from those in the operations units or instructional methods. Participants observed that, depending on the sensitivity of their tasks, the frequency of circumstances requiring ethical sensitivity in decision-making varied among departments. Participants stated that a person managing cash on a regular basis in the financial context has greater ethical dilemmas than someone working in operations. One of the outstanding sentiments about this point indicated that, "...the management of financial resources is very sensitive and demands a high level of ethical sensitivity to be able to make ethically correct decisions. There are many temptations handling cash in an organization." The structural environment was highlighted by participants as an area prone to ethical problems, problems that often clashed with policies and strategic direction.

More still, KIIs sessions established that most lecturers implemented vignette instructional method inadvertently when teaching Business Studies ethics course to instill competence in sensitivity in decision making processes. As teaching materials, vignettes were yet to be incorporated into the curriculum. More still, the implementation of vignette instructional method to deliver courses, including Business Studies ethics course, was largely a personal initiative. Even while some course materials include a few vignettes in the form of cases or anecdotal stories, most lecturers created their own vignettes that mimicked ethical dilemmas from diverse contexts, according to participants. The analysis revealed that the challenge was how to ensure that vignettes developed out of lecturers' personal innovation were made



<i>in-depth knowledge on ethical issues</i>							
Strongly agree	16	53.3	50	58.1	66	56.9	
Agree	7	23.3	29	33.7	36	31.0	
Undecided	2	6.7	7	8.1	9	7.8	15.259
Disagree	2	6.7	0	0.0	2	1.7	4
Strongly disagree	3	10.0	0	0.0	3	2.6	0.004***
<b>Total</b>	<b>30</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>	<b>116</b>	<b>100.0</b>	
<i>Interviewing business practitioners instills ethical sensitivity in them</i>							
Strongly agree	17	56.7	37	43.0	54	46.6	
Agree	6	20.0	36	41.9	42	36.2	
Undecided	1	3.3	5	5.8	6	5.2	9.955
Disagree	1	3.3	5	5.8	6	5.2	4
Strongly disagree	5	16.7	3	3.5	8	6.9	0.041**
<b>Total</b>	<b>30</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>	<b>116</b>	<b>100.0</b>	
<i>Stories enable teacher trainees to encounter practical business ethical dilemmas</i>							
Strongly agree	11	36.7	24	27.9	35	30.2	
Agree	8	26.7	31	36.0	39	33.6	
Undecided	3	10.0	23	26.7	26	22.4	
Disagree	3	10.0	4	4.7	7	6.0	9.123
Strongly disagree	5	16.7	4	4.7	9	7.8	4
<b>Total</b>	<b>30</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>	<b>116</b>	<b>100.0</b>	0.058*
<i>Textbook extracts assist thought process in learning business ethics</i>							
Strongly agree	10	33.3	38	44.2	48	41.4	
Agree	11	36.7	32	37.2	43	37.1	
Undecided	3	10.0	14	16.3	17	14.7	11.481
Disagree	4	13.3	1	1.2	5	4.3	4
Strongly disagree	2	6.7	1	1.2	3	2.6	0.022**
<b>Total</b>	<b>30</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>	<b>116</b>	<b>100.0</b>	
<i>Personal experiences enhance business moral</i>							



*perception  
among  
teacher  
trainees*

Strongly agree	10	33.3	28	32.6	38	32.8		
Agree	9	30.0	43	50.0	52	44.8		
Undecided	6	20.0	13	15.1	19	16.4		
Disagree	3	10.0	0	0.0	3	2.6	12.128	4 0.016**
Strongly disagree	2	6.7	2	2.3	4	3.4		
<b>Total</b>	<b>30</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>	<b>116</b>	<b>100.0</b>		

\*, \*\*, \*\*\* show significance at  $p < 0.1$ ,  $p < 0.05$  and  $p < 0.01$  error margins, respectively

Interview questions companies and organizations inspires ethical sensitivity in teacher trainees,' according to the second viewpoint statement. According to Table 4.6, 54 (46.6 percent) of the 116 teacher trainees strongly agreed with the statement, 42 (36.2 percent) agreed, 6 (5.2 percent) disagreed, and 8 (6.9%) severely disagreed. According to the results of the cumulative analysis, 96 (82.8 percent) of teacher trainees agreed with the claim, while 14 (12.1 percent) disagreed. In the category of teacher trainees whose judgments were morally sensitive (n=30), the cross-tabulation analysis indicated that up to 17 (56.7 percent) strongly agreed with the statement, 6 (20.0 percent) agreed, and 5 (16.7 percent) strongly disagreed. 37 (43.0 percent) strongly agreed with the argument, 36 (41.9 percent) agreed, and 5 (5.8%) disagreed among those who made ethically insensitive actions (n=86). The impression that questioning business practitioners instills ethical sensitivity in learners (2 = 9.955, df = 4 & -value = 0.014) was found to have a significant influence on ethical sensitivity in decision-making. As a result, including interviews into the vignette instructional technique is likely to impact ethical awareness among teacher candidates, influencing decision-making.

Finally, teacher trainees responded to the perception statement that "stories help teacher trainees to confront actual business ethical issues". Table 4.6 shows of the 116 teacher trainees, 35 (30.2%) strongly agreed with the assertion, and 39 (33.6%) agreed. On the lower part of the scale, 7 (6.0%) teacher trainees disagreed with the statement, and 9 (7.8%) strongly disagreed. In all, 74 (63.8 percent) teacher trainees agreed with the statement, while just 16 (13.8 percent) disagreed. Furthermore, 11 (36.7 percent) teacher trainees who made ethically sensitive judgments (n=30) agreed, 8 (26.7 percent) strongly agreed and 5 (16.7 percent) strongly disagreed with a perception that stories assist teacher trainee to confront business ethical issues for effective decision making. There were 24 (27.9%) who strongly agreed with the statement, 31 (36.0%) who agreed, and 4 (4.7%) who disagreed among those

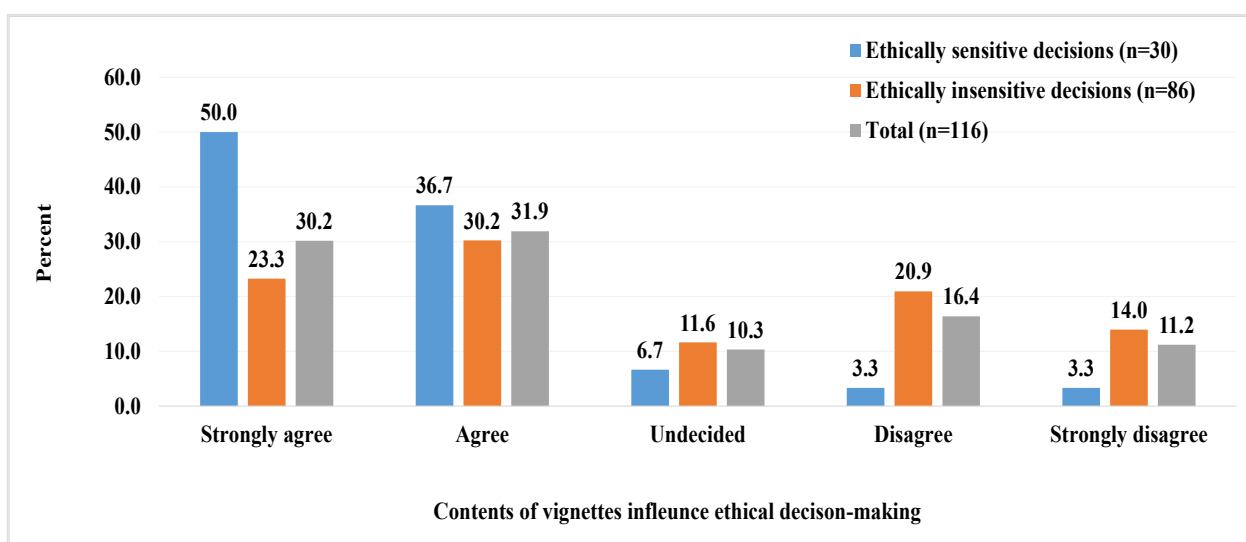
whose decisions were determined to be morally insensitive (n=86). The analysis yielded a  $\chi^2$  value of 9.123 (df = 4 & p = 0.058), implying that there is a 90% likelihood that ethical sensitivity in decision-making is connected with the belief that tales enable teacher trainees to meet actual business ethical challenges. This revealed that the amount to which tales were employed in the vignette instructional approach influenced the likelihood of teacher trainees making morally sensitive judgments.

'Textbook excerpts aid cognitive process in understanding business ethics,' according to the fourth viewpoint statement. Table 4.6 shows that 48 (41.4%) teacher trainees highly agreed with the proposition, 43 (37.1%) agreed, and 5 (4.3%) disagreed, while those who severely disagreed were just three (2.6 percent). The majority of teacher trainees, 91 (78.4%), agreed with the statement, while 8 (6.9%) expressed disagreement. In terms of ethical sensitivity in decision-making, the study found that 10 (33.3 percent) strongly agreed, 11 (36.7 percent) agreed, and 4 (13.3 percent) disagreed among the 30 teacher trainees whose judgments were ethically sensitive. In the group of persons who made morally insensitive decisions (n=86), 38 (44.2%) strongly agreed with the assertion, whereas 32 (37.2%) strongly disagreed. As a result of the study, it was discovered that ethical sensitivity in decision-making and the view that textbook extracts assist in the learning of business ethics were substantially connected ( $\chi^2 = 11.481$ , df = 4, and p-value = 0.022). The findings also revealed that incorporating textbook excerpts into the vignette instructional approach was likely to have an impact on ethical sensitivity among teacher candidate

'Personal experiences boost business moral perspective among teacher trainees,' according to the sixth perception statement. Table 4.6 shows that 52 (44.8 percent) of the 116 teacher trainees agreed with the perception statement, 38 (32.8 percent) strongly agreed, and 4 (3.4 percent) strongly disagreed. In addition, the majority of teacher trainees, 90 (77.6%), agreed with the view, while just 7 (6.0%) disagreed. Further investigation revealed that 10 (33.3%) of the 30 teacher trainees whose judgments were ethically sensitive strongly agreed with the statement, 9 (30.0%) agreed, and just 3 (10.0%) disagreed. 43 (50.0 percent) agreed with the assumption, 28 (32.6 percent) strongly agreed, and 2 (2.3 percent) strongly disagreed among those whose decisions were morally insensitive (n=86). In contingency analysis, a significant effect was found, with a  $\chi^2$  value of 12.128 (df = 4 & p = 0.016), indicating that ethical sensitivity in decision-making was significantly associated with the perception that personal experiences enhance business moral perception among teacher trainees, and that including

personal experiences in the vignette instructional method was critical for influencing teacher trainees' ethical sensitivity in decision-making.

The ideal opinions of teacher trainees on the link between the content of the vignette teaching technique and ethical sensitivity in decision-making were determined by aggregating the five perception statements. Figure 4.2 shows that 37 (31.9%) of the 116 teacher trainees agreed that the content of vignettes affected ethical sensitivity in decision-making, with 35 (30.2%) strongly agreeing, 19 (16.4%) disagreeing, and 13 (11.2%) very disagreeing.



**Figure 4.2: Content of vignettes and ethical sensitivity in decision-making**

Learners who agreed or strongly agreed with the statement linking vignette content to ethical sensitivity in decision-making had been exposed to a variety of vignette content, including cases, stories, role-plays, and interviews, among other things, which served as a useful focus for reflection and critical analysis. Participants noted that interaction with vignette of various content sources shaped perceptions about effectiveness of content in conveying the intended messages. This however, depended on various attributes, including the depth, relevance and ease of decoding and relating with messages contained by the vignettes. Trainees either disagreed or strongly disagreed with the assertion based their views on weaknesses of the content of vignettes with which they were familiar. For example, role-plays were associated with inaccuracy and the difficulty of teacher trainees with no prior teaching or business experience to identify with real-world scenarios conveyed by role-play vignettes.

Based on the data in Figure 4.2, the study found a Spearman's rank correlation coefficient  $r_s$  of 0.218 ( $-value = 0.019$ ), showing that the content of the vignette is significantly connected with teacher trainees' ethical sensitivity in decision-making. Because the data contradicted the null hypothesis ( $H_0$ ), which indicated that there is no significant relationship between vignette content and ethical sensitivity in decision-making, it was rejected. As a consequence, the alternative hypothesis that vignette content has a strong association with ethical awareness in decision-making was accepted. Similarly, Mudrack and Mason (2013) reported the content of vignette facilitated in-depth understanding of real-world ethical issues inherent in teaching about business settings, meaning that the content of vignettes had a significant bearing on learning outcomes, including ethical sensitivity in decision-making. However, the quality of learning outcomes varied with the various contents of vignettes (Mudrack & Mason, 2013).

Furthermore, FGD participants stated that content of vignette had a significant impact on ethical sensitivity in decision-making, particularly in terms of the amount of data contained, as well as ease of decoding and relating data to real-life situations requiring ethical decisions. Cases, interviews, and personal experiences were selected as principal material sources for experiential learning of Business Studies ethics course, utilizing vignette instructional method by participants. The sources were particularly appreciated for providing in-depth data in the form of vignette that is easy to decipher, articulate with peers and relate to real-life ethical situations during experiential learning of business ethics. An outstanding sentiment about the point indicated that, "...I prefer cases because they provide clear data that helps me to understand real problems and make effective decisions that are acceptable to the concerned people." In light of these findings, the ELT proposes that learners' ideas, cognitive choices, and capacity to build new concepts from new experiences are influenced by experiences obtained by employing the vignette teaching approach with real-life ethical scenarios (Kolb & Kolb, 2017). As a result, participants suggested that cases, interviews, and personal experiences be included in training modules to improve the effectiveness of experiential business ethics learning.

Most lecturers unintentionally utilized the vignette instructional approach in the form of cases, according to key informant interviews. Some subjects in the undergraduate Business Studies curriculum, according to participants, included historical cases that enhanced explanations of the concepts presented. In keeping with the ideals of ELT, frequent users of the vignette teaching technique in form of cases note that such materials help teacher trainees

to relate theoretical concepts to real-life circumstances (Manolis *et al.*, 2012). Notable sentiments in relation to the point indicated that, "...cases are effective resources for experiential teaching, particularly in this era of reality-based education, where teacher trainees need exposure to lived experiences. We also don't want to continue teaching theories and telling teacher trainees abstract things, rather we are keen on provoking imaginations using background knowledge and experiences, so that they become more effective interpreters of the world in which they live." According to the sixth preposition of ELT, learning is about creating knowledge from experiences with the environment. This claim argues that the vignette teaching approach creates an important link between concepts taught in lecture halls or documented in books and lived experiences, which is critical for experiential learning (Manolis *et al.*, 2012).

Most teacher trainees found the vignette teaching approach in the form of stories engaging when used during lectures, according to some professors, and trainees tended to recall such stories readily over time. In relation to integrating tales in instructing early year trainees, one instructor recited a famous saying ascribed to Confucius, "...tell me and I forget, teach me and I learn, engage me and I remember. The lecturer further opined that when stories revolved around ethical issues, teacher trainees grasped a few virtues that such stories brought forth. This made stories relevant for teaching Business Studies ethics course.

#### **4.5.3 Bivariate analysis, types of vignette and ethical sensitivity in decision-making**

Teacher candidates were asked to express their thoughts on the first statement, which said that "issue analysis through narratives strengthens judgment views." According to the data in Table 4.7, 49 (42.2 percent) of the 116 teacher trainees strongly agreed with the assertion, whereas 36 (31.0 percent) agreed. On the low end of the scale, ten (8.6%) teacher candidates disagreed, while five (4.3%) severely disagreed. Cumulative analysis showed that 85 (73.2%) teacher trainees affirmed the assertion, while 15 (12.9%) expressed contrasting views.

Ten (33.3 percent) of teacher trainees who made morally difficult judgments (n=30) strongly agreed with the statement, whereas seven (23.3 percent) agreed. There were four people who strongly disagreed (13.3 percent). In the group of people who made morally insensitive judgments (n=86), 39 (45.3%) strongly agreed with the statement, 29 (33.7%) agreed, and 8 (9.3%) disagreed. The findings had a  $\chi^2$  value of 12.026 (df = 4 & p = 0.017) based on the cross-tabulations, indicating that there was a 95 percent likelihood that ethical sensitivity in

decision-making and the belief that issue analysis through narratives strengthen judgment perspectives were substantially linked. This further suggested that application of problem analysis type of vignette was likely to influence ethical sensitivity among teacher trainees.

The second perception statement indicated that illustrations in vignette help in the acquisition of cognitive ethical skill among teacher trainee. Table 4.7 indicates that 64 (55.2%) participants strongly agreed while 34 (29.3%) agreed that mastery of ethical cognitive skills tend to improve teacher trainee capability in making critically sound and considered decisions. Those who disagreed were 7(6.0%), while 5 (4.3%) indicated strong agreement. Cumulatively, findings revealed that 98 (84.5%) were positive on the usefulness of cognitive development as a prerequisite for making ethically sensitive decisions, while 12 (10.3%) negated the position that sensitivity in decision-making is minimally influenced by sustained cognitive development. Findings further showed that teacher trainee made decisions, which were ethically sensitive (n=30) while 12 (40.0%) strongly agreed with the position. On the same vein, 5 (16.7%) agreed, while 6 (20.0%) disagreed an indication that, cognitive development may not necessarily influence sensitivity in decision-making. On the usefulness of illustrations in conveying components of ethical sensitivity in decision-making among business studies, 52 (60.5 percent) strongly agreed and 29 (33.7 percent) agreed among respondents whose decisions were morally insensitive (n=86). Based on this, the findings received a  $\chi^2$  value of 26.440 (df = 4 & p = 0.000), indicating that the perception that illustrations aid in the acquisition of cognitive ethical skill among teacher trainees was significantly related to the perception that illustrations help in the acquisition of ethical sensitivity in decision-making; as a result, the use of vignette kinds for illustration was most likely impacting teacher trainee capacity to practice ethical sensitivity in decision-making.

**Table 4.7: Perceptions on the types of vignette and ethical sensitivity in decision-making**

Vignette instructional method' types	Ethical sensitivity in decision-making						Chi square		p- value
	Ethically sensitive		Ethically insensitive		Total		$\chi^2$	df	
	Freq	Percent	Freq	Percent	Freq	Percent			
<i>Problem analysis through narratives enhances judgment perspectives</i>									
Strongly agree	10	33.3	39	45.3	49	42.2	12.026	4	0.017**
Agree	7	23.3	29	33.7	36	31.0			
Undecided	7	23.3	9	10.5	16	13.8			
Disagree	2	6.7	8	9.3	10	8.6			
Strongly disagree	4	13.3	1	1.2	5	4.3			
<b>Total</b>	<b>30</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>	<b>116</b>	<b>100.0</b>			
<i>Illustrations help in acquisition of cognitive ethical skill among teacher trainees</i>									
Strongly agree	12	40.0	52	60.5	64	55.2	26.440	4	0.000**
Agree	5	16.7	29	33.7	34	29.3			
Undecided	3	10.0	3	3.5	6	5.2			
Disagree	6	20.0	1	1.2	7	6.0			
Strongly disagree	4	13.3	1	1.2	5	4.3			
<b>Total</b>	<b>30</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>	<b>116</b>	<b>100.0</b>			
<i>Repertoires provide a behavioral transformation in ethical sensitivity in decision-making</i>									
Strongly agree	6	20.0	26	30.2	32	27.6			

Agree	8	26.7	41	47.7	49	42.2	12.08 4	4	0.017**
Undecided	8	26.7	12	14.0	20	17.2			
Disagree	4	13.3	5	5.8	9	7.8			
Strongly disagree	4	13.3	2	2.3	6	5.2			
<b>Total</b>	<b>30</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>	<b>116</b>	<b>100.0</b>			
<i>Documentaries provide short descriptions of ethical business situations</i>									
Strongly agree	13	43.3	53	61.6	66	56.9	14.29 8	4	0.006**
Agree	6	20.0	21	24.4	27	23.3			
Undecided	5	16.7	6	7.0	11	9.5			
Disagree	1	3.3	5	5.8	6	5.2			
Strongly disagree	5	16.7	1	1.2	6	5.2			
<b>Total</b>	<b>30</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>	<b>116</b>	<b>100.0</b>			
<i>Scripts build ethical sensitivity through sharing of reflection exercises</i>									
Strongly agree	11	36.7	27	31.4	38	32.8	8.342	4	0.080*
Agree	8	26.7	42	48.8	50	43.1			
Undecided	7	23.3	15	17.4	22	19.0			
Disagree	2	6.7	1	1.2	3	2.6			
Strongly disagree	2	6.7	1	1.2	3	2.6			
<b>Total</b>	<b>30</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>	<b>116</b>	<b>100.0</b>			

\*, \*\*, \*\*\* show significance at  $p < 0.1$ ,  $p < 0.05$  and  $p < 0.01$  error margins, respectively

'Repertoires promote a behavioral shift in ethical awareness in decision-making,' according to the third perceptual statement. Table 4.7 shows that 49 (42.2 percent) of the 116 teacher trainees agreed with the proposition, while 32 (27.6%) strongly agreed. In contrast, 9 (7.8%) teacher candidates disagreed with the statement, with 6 (5.2%) strongly disagreeing. The majority of teacher trainees, 81 percent (69.8%), agreed with the claim, while 15 percent (12.9 percent) disagreed. In terms of ethical sensitivity in decision-making, the findings



revealed that of the 30 teacher trainees who made morally sensitive judgments, none of them were female.

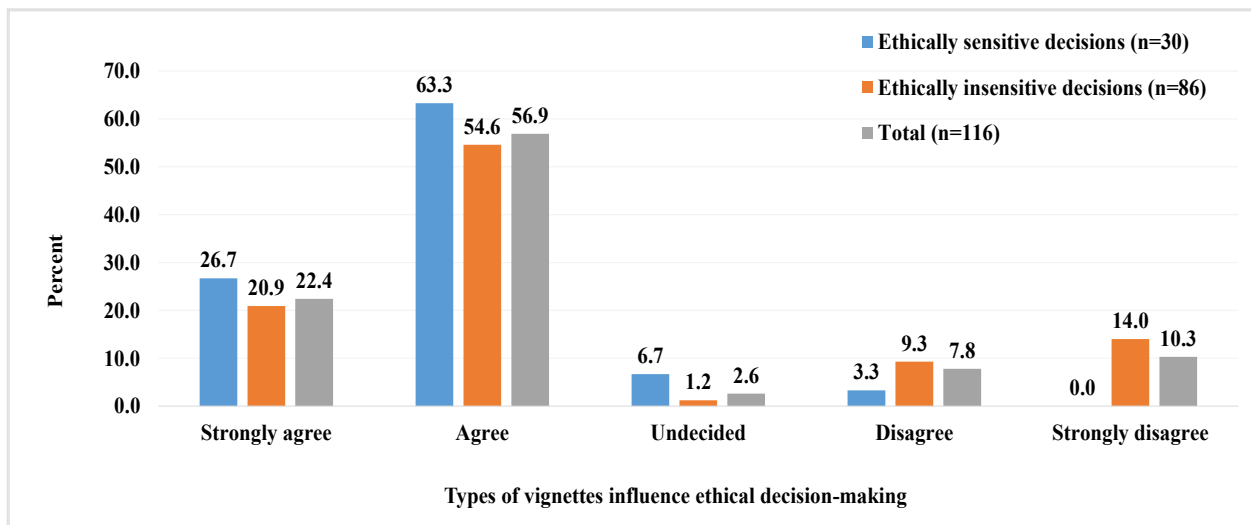
There were 41 (47.7%) who agreed with the statement, 26 (30.2%) who expressed strong agreement, and 5 (5.8%) who disagreed among those who made morally insensitive actions (n=86). As a result, the research discovered a significant relationship between ethical sensitivity in decision-making and the belief that repertoires give a behavioral change in ethical sensitivity in decision-making ( $F = 12.084$   $df = 4$  &  $p\text{-value} = 0.017$ ). This indicated that repertoires were likely to impact the level of ethical awareness and decision-making among teacher trainees by up to 95%.

Teacher candidates were also asked to comment on the fourth perception statement, which said that "documentaries give concise summaries of ethical business problems." Table 4.7 shows that 66 (56.9%) teacher trainees highly agreed with the statement, while another 27 (23.3%) agreed, 6 (5.2%) disagreed, and another 6 (5.2%) strongly disagreed. While the majority of teacher trainees, 93 (80.2 percent), agreed with the statement, 12 (10.3 percent) disagreed. In terms of ethical sensitivity in decision-making, the group of teacher trainees who made ethically sensitive decisions (n=30) included 13 (43.3 percent) who strongly agreed with the claim, 6 (20.0 percent) who agreed, and 5 (16.7 percent) who strongly disagreed. 53 (61.6 percent) strongly agreed with the statement, 21 (24.4 percent) agreed, and 5 (5.8%) disagreed among those whose decisions were determined to be morally insensitive (n=86). Cross tabulation revealed a significant relationship between ethical sensitivity in decision-making and viewpoints represented in the films ( $F = 14.298$ ,  $df = 4$  &  $p\text{-value} = 0.006$ ). The use of documentary-style vignettes was likely to impact ethical awareness among teacher trainees when making judgments in this respect.

The fifth perception statement claimed that 'scripts build ethical sensitivity through sharing of reflection exercises'. The results presented in Table 4.7 showed that 50 (43.1%) teacher trainees agreed with the statement, 38 (32.8%) indicated strong agreement, 3 (2.6%) disagreed; while another 3 (2.6%) strongly disagreed. Collectively, the analysis revealed that 88 (75.9%) teacher trainees endorsed the statement, while 6 (5.2%) indicated contrary thoughts. As regards ethical sensitivity in decision-making, the results showed that of the 30 teacher trainees who demonstrated ability to make ethically sensitive decisions, 11 (36.7%) indicated strong agreement with the statement, 8 (26.7%) agreed, while only 2 (6.7%) disagreed. In the group of 86 teacher candidates who made morally insensitive actions, 42

(48.8%) agreed with the statement, while 27 (31.4%) strongly agreed. As a result, the analysis yielded a  $\chi^2$  value of 8.342 (df = 4 & p = 0.080), indicating that there is a 90% likelihood that ethical sensitivity in decision-making and beliefs that personal experiences promote business moral perspective among teacher trainees are substantially related. This also implies that using a vignette educational style based on personal experiences increased the level of ethical awareness among teacher candidates, which in turn altered decision-making processes.

In addition, the analysis incorporated aggregation of the five perception statements discussed in this section in order to identify teacher trainees' optimum perspectives on the relationship between vignette types and ethical sensitivity in decision-making. In this regard, Figure 4.3 shows that of the 116 teacher trainees, 66 (56.9%) agreed that types of vignettes influenced ethical sensitivity in decision-making, while 26 (22.4%) strongly agreed. Those who disagreed with the assertion were 9 (7.8%), while 12 (10.3%) indicated strong disagreement. Furthermore, the trainees who either agreed or strongly agreed with assertion supported their views by indicating that the type of vignette used by lecturers varied in terms of various attributes, including ability to stimulate active participation, interest, confidence and creativity among trainees. In view of this, learning outcomes, including ethical sensitivity in decision-making, varied with type of vignette implemented by lecturers. Those who either disagreed or disagreed strongly with the assertion argued that the type of vignettes used by lecturers played a relatively smaller role in influencing learning outcomes, compared to issues such as lecturers' capacity, consistency in applying vignette instructional method and availability of teaching and learning materials.



**Figure 4.3: Correlation between types of vignettes and ethical sensitivity in decision-making**

In summary, 42 (48.8%) of the 86 teacher candidates who engaged in morally reprehensible behavior agreed with the statement, while 27 (31.4%) strongly agreed. As a consequence, the analysis generated a  $\chi^2$  value of 8.342 ( $df = 4$  &  $p = 0.080$ ), suggesting that there is a 90% chance that ethical sensitivity in decision-making and perceptions that personal experiences develop business moral viewpoint are significantly connected among teacher trainees. This also means that utilizing a vignette instructional approach based on personal experiences raised ethical awareness among teacher candidates, affecting decision-making processes. Previous studies such as Fuller (2018), Krambia-Kapardis and Zopiatis (2011), as well as McMahan and Harvey (2006), among others, also established a correlation between type of vignettes and ethical sensitivity in decision-making. McMahan and Harvey (2006), for example noted that implantation of narrative vignettes influenced learners' ability to develop own convictions about experiences of the business environment, which indicated changes in ethical sensitivity.

Focus Group Discussion participants also identified the types of vignettes that enhanced their knowledge, ethical sensitivity and ethical sensitivity in decision-making. Based on the order of relative importance, participants mentioned illustrations, videos or documentaries, role-plays, also known as repertoires, narratives and scripts. Illustrations in the form of pictures were also cited as important instructional materials for experiential learning and ethical sensitivity in decision-making because they provoke thoughts and discussions. However, some participants pointed out that, illustrations are often prone to misinterpretations, unless accompanied by explanatory notes. In the words of a participant, "...pictures need explanations because a picture speaks a thousand words, which can be misinterpreted. For example, if you post a picture on Whatsapp without explanation, it will be difficult to know what it is about." In this regard, participants associated illustrations with catching the attention of teacher trainees and improving their cognitive skills, which are necessary for ethical sensitivity in decision-making during the teaching learning process.

Furthermore, a participant explained how role-plays, which have been used by health sector players to improve awareness and knowledge regarding HIV/AIDS and drug abuse among youths. Role-plays are used with the intention of helping youth make informed and ethically sensitive decisions regarding their lifestyles. The respondent described role-play as, "...a powerful type of vignette that influences young people to make responsible decisions regarding their sexual life". Still on this point, one lecturer claimed that, "...role plays make



Strongly agree	13	43.3	41	47.7	54	46.6			
Agree	7	23.3	32	37.2	39	33.6			
Undecided	6	20.0	5	5.8	11	9.5	9.910	4	0.042**
Disagree	0	0.0	4	4.7	4	3.4			
Strongly disagree	4	13.3	4	4.7	8	6.9			
<b>Total</b>	<b>30</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>	<b>116</b>	<b>100.0</b>			

*Abridging of vignette instructional method is significant in developing ethical sensitivity*

Strongly agree	7	23.3	22	25.6	29	25.0			
Agree	16	53.3	59	68.6	75	64.7			
Undecided	1	3.3	0	0.0	1	0.9	9.445	4	0.051*
Disagree	2	6.7	3	3.5	5	4.3			
Strongly disagree	4	13.3	2	2.3	6	5.2			
<b>Total</b>	<b>30</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>	<b>116</b>	<b>100.0</b>			

*Truncation of vignette instructional method enhances ethical sensitivity in decision-making from storylines*

Strongly agree	10	33.3	31	36.0	41	35.3			
Agree	8	26.7	42	48.8	50	43.1			
Undecided	8	26.7	10	11.6	18	15.5	10.94	4	0.027**
Disagree	3	10.0	1	1.2	4	3.4	9		
Strongly disagree	1	3.3	2	2.3	3	2.6			
<b>Total</b>	<b>30</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>	<b>116</b>	<b>100.0</b>			

*Anchoring of vignette instructional method is good in getting ethical views of teacher trainees*

Strongly agree	14	46.7	39	45.3	53	45.7			
Agree	7	23.3	40	46.5	47	40.5			
Undecided	6	20.0	7	8.1	13	11.2	14.34	4	0.006**
Disagree	2	6.7	0	0.0	2	1.7	9		*
Strongly disagree	1	3.3	0	0.0	1	0.9			
<b>Total</b>	<b>30</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>	<b>116</b>	<b>100.0</b>			

<i>Scaffolding allows teacher trainees to propose their views on ethical sensitivity in decision-making</i>						
Strongly agree	20	66.7	42	48.8	62	53.4
Agree	1	3.3	23	26.7	24	20.7
Undecided	5	16.7	15	17.4	20	17.2
Disagree	1	3.3	3	3.5	4	3.4
Strongly disagree	3	10.0	3	3.5	6	5.2
<b>Total</b>	<b>30</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>	<b>116</b>	<b>100.0</b>

*\*, \*\*, \*\*\* show significance at  $p < 0.1$ ,  $p < 0.05$  and  $p < 0.01$  error margins, respectively*

Following findings on context of ethical sensitivity in decision-making, of the 30 teacher trainees who made ethically sensitive decisions, 13 (43.3%) strongly agreed 7 (23.3%) agreed, while 4 (13.3%) strongly disagreed an indication that contextualizing vignette may not necessarily stimulate ethical sensitivity in critical thinking. Of the (n=86) teacher trainees who made ethically insensitive decisions 41 (47.7%) strongly agreed, 32 (37.2%) agreed while 4 (4.7%) negated the position doubting the significance of simulation of vignette as an instructional strategy for accelerated sensitivity in making ethical decision. On the same premise contingency analysis generated a  $\chi^2$  value of 9.910 (df = 4 &  $p = 0.042$ ), showing that ethical sensitivity in decision-making and perception that simulation of vignette instructional style provided scenarios that enhanced ethical sensitivity which were significantly associated. This implies that vignette construction through simulation is likely to influence ethical sensitivity among teacher trainees and the ability to make ethical decisions.

The second perception statement, claiming that 'abridging of vignettes is crucial in fostering ethical awareness,' elicited responses from teacher candidates. Table 4.8 shows that 75 (64.7 percent) teacher trainees agreed with the statement, with 29 (25.0 percent) strongly agreeing. On the other hand, 5 (4.3 percent) of teacher candidates disagreed with the claim, and 6 (5.2 percent) strongly disagreed. According to the results of the cumulative analysis, 104 (89.7%) teacher trainees agreed with the claim; nevertheless, 11 (9.5%) had opposing views. In terms of ethical considerations in decision-making, There were 16 (53.3%) teacher trainees who agreed with the statement, 7 (23.3%) who strongly agreed, and 4 (13.3%) who strongly disagreed in the category of teacher trainees who made morally difficult judgments (n=30).

Among those who made morally insensitive judgments (n=86), 59 (68.6%) agreed with the statement, whereas 22 (25.6%) disagreed. Contingency analysis demonstrated a significant relationship between ethical sensitivity in decision-making and perception, indicating that abbreviating the vignette instructional approach is important in establishing ethical sensitivity ( $\chi^2 = 9.445$  df = 4 & p-value = 0.051). This means that abbreviating the vignette teaching approach is likely to have an impact on ethical sensitivity among teacher trainees, resulting in improved ethical sensitivity in decision-making.

Table 4.8 shows that 50 (43.1 percent) teacher trainees agreed with the third perception statement, which claimed that "truncation of vignette instructional approach promotes ethical sensitivity in decision-making from stories," and that 41 (35.3 percent) strongly agreed. 4 (3.4%) of teacher candidates disagreed with the statement, while 3 (2.6%) strongly disagreed. Overall, the findings revealed that 91 (78.4%) teacher trainees agreed with the proposition, while 7 (6.0%) disagreed. In terms of ethical sensitivity in decision-making, the findings revealed that 10 (33.3%) of the 30 teacher trainees who shown ethical sensitivity in their decisions (n=30) strongly agreed with the statement, 8 (26.7%) agreed, and 3 (10.0%) expressed disagreement. 42 (48.8%) of those whose actions were morally insensitive (n=86) agreed with the assertion, 31 (36.0%) expressed strong agreement, and 2 (2.3%) expressed strong disagreement. As a result, the analysis yielded a  $\chi^2$  value of 10.949 (df = 4 & p = 0.027), indicating that ethical sensitivity in decision-making and the belief that truncating vignettes improves ethical sensitivity in decision-making from stories were substantially linked. This means that shortening the vignette instructional approach is likely to have an impact on teacher trainees' ethical awareness and plot decision-making.

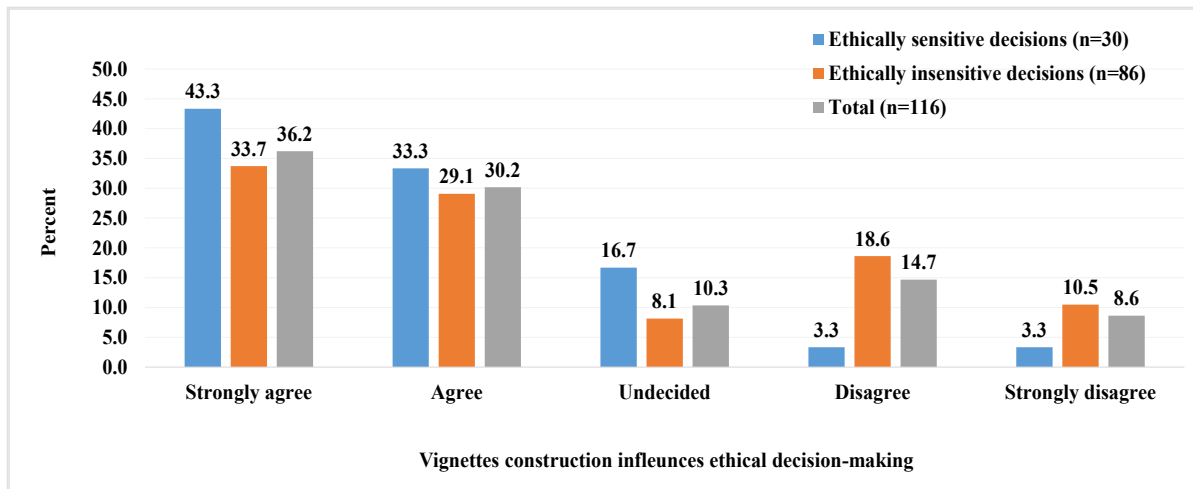
'Anchoring of vignette teaching approach is excellent in gaining ethical ideas of teacher trainees,' according to the fourth perception statement. According to Table 4.8, 53 (45.7 percent) teacher trainees strongly agreed with the proposition, 47 (40.5 percent) agreed, and just two (1.7 percent) disagreed. Overall, the results showed that the majority of teacher trainees agreed with the statement, with 100 (86.2%) agreeing and 3 (2.6%) disagreeing. Further analysis reveals that the group of teacher trainees who made morally sensitive judgements (n=30) included 14 (46.7 percent) who strongly agreed with the statement, 7 (23.3 percent) who agreed, and 2 (6.7 percent) who disagreed. 40 (46.5%) of individuals who made morally insensitive judgments (n=86) agreed with the statement, with 39 (45.3%) indicating strong agreement. According to the findings, there is a 99 percent likelihood that ethical sensitivity in decision-making and the belief that the anchoring vignette teaching

approach is effective in eliciting ethical opinions from teacher trainees are substantially associated ( $\chi^2 = 14.349$ ,  $df = 4$ ,  $p = 0.006$ ). As a result, the anchoring vignette is expected to have an impact on teacher trainees' ethical sensitivity in decision-making.

Furthermore, teacher candidates commented on the fifth perception statement, stating that "scaffolding permits teacher candidates to suggest ethical sensitivity in decision-making viewpoints." Table 4.8 shows that 62 (53.4 percent) teacher trainees strongly agreed with the statement, whereas 24 (20.7 percent) agreed, 4 (3.4 percent) disagreed, and 6 (5.2 percent) expressed extreme disagreement. According to the results of the cumulative analysis, up to 86 (74.1%) teacher trainees agreed with the statement, while 10 (8.6%) disagreed. Twenty (66.7 percent) of the 30 teacher trainees who made ethically sensitive decisions strongly agreed with the statement in terms of ethical sensitivity in decision-making, whereas 3 (10.0 percent) were adamantly opposed. 42 (48.8%) strongly agreed with the assertion, 23 (26.7%) agreed, and 3 (3.5%) voiced strong disagreement among those whose decisions were morally insensitive ( $n=86$ ). The analysis yielded a  $\chi^2$  value of 9.047 ( $df = 4$  &  $p = 0.060$ ), indicating that there is a 90% likelihood that ethical sensitivity in decision-making and the belief that scaffolding helps teacher trainees to suggest ethical sensitivity in decision-making viewpoints are substantially linked. This means that employing scaffolding to develop vignettes is likely to influence ethical sensitivity in decision-making among teacher trainees.

The ideal opinions of teacher trainees on the link between vignette building and ethical sensitivity in decision-making were determined by combining the findings of five perception statements. Further analysis in Figure 4.4 indicated that of the 116 teacher trainees, 42 (36.2%) strongly agreed that vignette construction influences ethical sensitivity in decision-making, while 35 (30.2%) agreed. 17 (14.7%) of the 116 teacher trainees disagreed, while 10 (8.6%) strongly disagreed, indicating that the building of vignettes as a constructional style may not always affect ethical awareness in decision making during the teaching learning process. Figure 4.4 also shows differences in views between teacher trainees who made morally sensitive judgments and those who made ethically insensitive decisions.





**Figure 4.4: Correlation between vignette construction and ethical sensitivity in decision-making**

The correlation analysis yielded a spearman's rank correlation coefficient  $r_s$  of 0.184 ( $-value = 0.034$ ) based on the data in Figure 4.4, indicating a substantial association between teacher trainees' perspectives on vignette production and ethical sensitivity in decision-making. The null hypothesis (H04) that there is no significant link between vignette production and ethical sensitivity in decision-making was rejected since it was false. As a result, the alternative hypothesis that there is a link between the development of the vignette teaching approach and ethical awareness in decision-making has been accepted.

Similar findings were obtained through FGD sessions, where participants avowed that vignette instructional method construction influences knowledge and skills for ethical sensitivity in decision-making. In this regard, participants identified abridged, anchored, simulated, scaffold and truncated vignette instructional method. Participants noted that each style of vignette instructional method construction was unique in terms of the line of action taken towards the construction of reality, the aspects of reality captured, attributes of content, and the extent to which targeted teacher trainees are involved in the application of resulting vignette instructional method during experiential learning of Business Studies ethics course. Participants further identified factors that should be considered when developing vignette instructional method, including ensuring internal consistency of content, clarity, logical flow of thoughts as well as the ease of decoding and identifying ethical dilemmas. In the words of an FGD participant, "...vignette instructional method is only useful if constructed clearly and in a logical manner," while another participant observed that "...when vignettes are unclear, teacher trainees find it hard to decode the meaning of ethical dilemmas and to apply the same in decision-making processes." More specific to the content, good vignettes should be:

plausible, real and relevant to targeted teacher trainees; devoid of extreme situations, such as eccentric characters or disastrous events; and presented in a format that is appropriate for targeted teacher trainees. In this regard, another FGD participant explained that, "...teacher trainees find it easier to relate to vignette instructional method that contain events or experiences that are common in society than to those that present unusual or extreme events; such vignettes are not useful in training for ethical sensitivity in decision-making processes." The content should also integrate critical stages that stimulate emotion, imagination, exploration of the subject matter, brainstorming, critical reflection and discussion among teacher trainees towards ethical sensitivity in decision-making; as well as embrace a sense of summary by avoiding unnecessary details that would either slow down or derail the plot.

Similarly, KII sessions revealed that even though most lecturers were not fully skilled on vignette instructional method construction, they had some ideas about the standards that should guide the process. For instance, one KII participant said that, "...before applying a vignette in class, one needs to do proper research to ensure the scenario created is relevant to lesson content, logical and clear to teacher trainees, otherwise one risks confusing teacher trainees." On the same note, another lecturer pointed out that, "...a scenario needs a-straight-forward language so that teacher trainees are not confused". Still on the need for focus, logical flow and clarity, a participant pointed out that, "...now the problem with case stories is that some teacher trainees are often carried away from vignette instructional methods' main theme by funny characters or events. So when using this particular type of vignette, one should edit, and sort out the content presented to teacher trainees to minimize the risk of misinterpretation".

#### **4.5.5 Bivariate analysis of vignette utilization and ethical sensitivity in decision-making**

Teacher trainees were asked to judge level of agreement on the five-point ordinal scale to determine perception on utilization of vignette as an instructional style on ethically sensitive decision making skills for critical thinking. 'Continuous adoption of the vignette teaching approach helps teacher trainees to answer to moral concerns,' according to the first statement. According to Table 4.9, almost half of teacher candidates strongly agreed with the statement, with 65 (56.0%) very agreeing, 32 (27.6%) strongly agreeing, and 8 (6.9%) strongly disagreeing. The majority of teacher trainees, 97 (83.6 percent), agreed with the claim, while 11 (9.5 percent) expressed their disagreement.

In terms of ethical sensitivity in decision-making, 11 (36.7 percent) of the 30 teacher trainees who made ethically sensitive judgments agreed with the assumption, 10 (33.3 percent) strongly agreed, and 5 (16.7 percent) strongly disagreed. 55 (64.0 percent) of individuals who made morally insensitive actions (n=86) expressed strong agreement with the assertion, 21 (24.4 percent) agreed, and 3 (3.5 percent) strongly disagreed. The analysis yielded a  $\chi^2$  value of 13.140 (df = 4 & p = 0.011) as a result of this, it found that ethical sensitivity in decision-making is substantially linked with the perception statement that ongoing adoption of the vignette teaching approach helps teacher trainees to react to moral questions. In other words, the findings suggest that continued use of the vignette teaching approach is likely to have an impact on ethical sensitivity among teacher candidates and ethical sensitivity in decision-making.

**Table 4.9: Teacher trainees' perceptions on vignette utilization & ethical sensitivity**

Utilization of vignette instructional method	Ethical sensitivity in decision-making						Chi square results		
	Ethically sensitive		Ethically insensitive		Total				
	Freq	Percent	Freq	Percent	Freq	Percent	$\chi^2$	df	p-value
<i>Continuous implementation of vignette instructional method enables teacher trainees to respond to moral questions</i>									
Strongly agree	10	33.3	55	64.0	65	56.0	13.14 0	4	0.011**
Agree	11	36.7	21	24.4	32	27.6			
Undecided	2	6.7	6	7.0	8	6.9			
Disagree	2	6.7	1	1.2	3	2.6			
Strongly disagree	5	16.7	3	3.5	8	6.9			
<b>Total</b>	<b>30</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>	<b>116</b>	<b>100.0</b>			
<i>Right timing in vignette instructional method usage is vital for reflection on ethical experiences</i>									
Strongly agree	11	36.7	50	58.1	61	52.6	16.44 7	4	0.002***
Agree	12	40.0	30	34.9	42	36.2			
Undecided	2	6.7	6	7.0	8	6.9			
Disagree	2	6.7	0	0.0	2	1.7			
Strongly disagree	3	10.0	0	0.0	3	2.6			
<b>Total</b>	<b>30</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>	<b>116</b>	<b>100.0</b>			
<i>Use of ICT-based vignette instructional method enhances individual ethical sensitivity development</i>									
Strongly agree	11	36.7	25	29.1	36	31.0	9.269	4	0.055*
Agree	8	26.7	42	48.8	50	43.1			
Undecided	6	20.0	13	15.1	19	16.4			
Disagree	3	10.0	6	7.0	9	7.8			
Strongly disagree	2	6.7	0	0.0	2	1.7			
<b>Total</b>	<b>30</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>	<b>116</b>	<b>100.0</b>			
<i>Exposure to life experiences out of class help in building ethical sensitivity</i>									
Strongly agree	13	43.3	53	61.6	66	56.9	10.88 2	4	0.028**
Agree	11	36.7	30	34.9	41	35.3			
Undecided	2	6.7	2	2.3	4	3.4			
Disagree	2	6.7	0	0.0	2	1.7			
Strongly disagree	2	6.7	1	1.2	3	2.6			
<b>Total</b>	<b>30</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>	<b>116</b>	<b>100.0</b>			
<i>Multi-approach usage has significance in building ethical sensitivity</i>									
Strongly agree	14	46.7	39	45.3	53	45.7	11.49 5	4	0.022**
Agree	7	23.3	36	41.9	43	37.1			
Undecided	3	10.0	6	7.0	9	7.8			
Disagree	3	10.0	5	5.8	8	6.9			
Strongly disagree	3	10.0	0	0.0	3	2.6			
<b>Total</b>	<b>30</b>	<b>100.0</b>	<b>86</b>	<b>100.0</b>	<b>116</b>	<b>100.0</b>			

show significance at  $p < 0.1$ ,  $p < 0.05$  and  $p < 0.01$  error margins, respectively

Second perception postulated that right timing in vignette instructional method usage is vital for reflection on ethical experiences for sensitivity in decision making. Table 4.9 indicates that of the 116 teacher trainees, 61 (52.6%) strongly agreed with the statement, while 42 (36.2%) agreed. Contrastingly, only 2 (1.7%) respondents disagreed with the statement, while 3 (2.6%) voiced out a strong disagreement. Cumulatively, finding showed that most teacher trainees, 103 (88.8%) affirmed that vignette instructional strategy is vital for developing reflection skills on ethical sensitivity in decision making for critical learning. 5 (4.3 percent) of the 116 teacher trainees strongly disagreed, suggesting that vignette training may not always maintain learner sensitivity in decision-making. In terms of ethical sensitivity in decision-making, 12 (40.0 percent) of the 30 teacher trainees who made ethically sensitive decisions agreed with the statement, 11 (36.7 percent) strongly agreed, and 3 (10.0 percent) strongly disagreed. In the group of 86 teacher candidates who made morally insensitive actions, 50 (58.1%) expressed significant agreement with the statement, whereas 30 (34.9%) did not. Relying on this, the analysis yielded a  $\chi^2$  value of 16.447 ( $df = 4$  &  $p = 0.002$ ), indicating that there is a 99 percent chance that ethical sensitivity in decision-making is significantly associated with teacher trainees' views on the perception statement asserting that proper timing in the use of the vignette instructional method is critical for ethical reflection. This shows that when the vignette teaching approach is used, the ethical sensitivity of teacher trainees, as well as ethical sensitivity in decision-making, is likely to be influenced.

The third perspective statement, 'usage of ICT-based vignette instructional technique increases individual ethical sensitivity development,' elicited more responses from teacher candidates. Table 4.9 shows that 50 (43.1%) teacher trainees agreed with the proposition, with 36 (31.0%) strongly agreeing. However, 9 (7.8%) teacher trainees disagreed with the premise that using an ICT-based vignette instructional style improved individuals' ability to embrace ethical sensitivity in decision making for accelerated learning, and 2 (1.7%) strongly disagreed, arguing that a variety of instructional models congregate in the realization of ethical sensitivity in decision making.

The majority of teacher candidates, 86 (74.1 percent), agreed with the assumption, while just 11 (9.5 percent) disagreed. In terms of ethical sensitivity in decision-making, the results in Table 4.9 show that 11 (36.7 percent) of the teacher trainees who made ethically sensitive decisions ( $n=30$ ) strongly agreed with the statement, whereas 8 (26.7 percent) agreed. However, 3 (10.0 percent) strongly disagreed with the statement, whereas 2 (6.7 percent) definitely disagreed. 42 (48.8%) agreed with the assertion, 25 (29.1%) strongly agreed, and 6

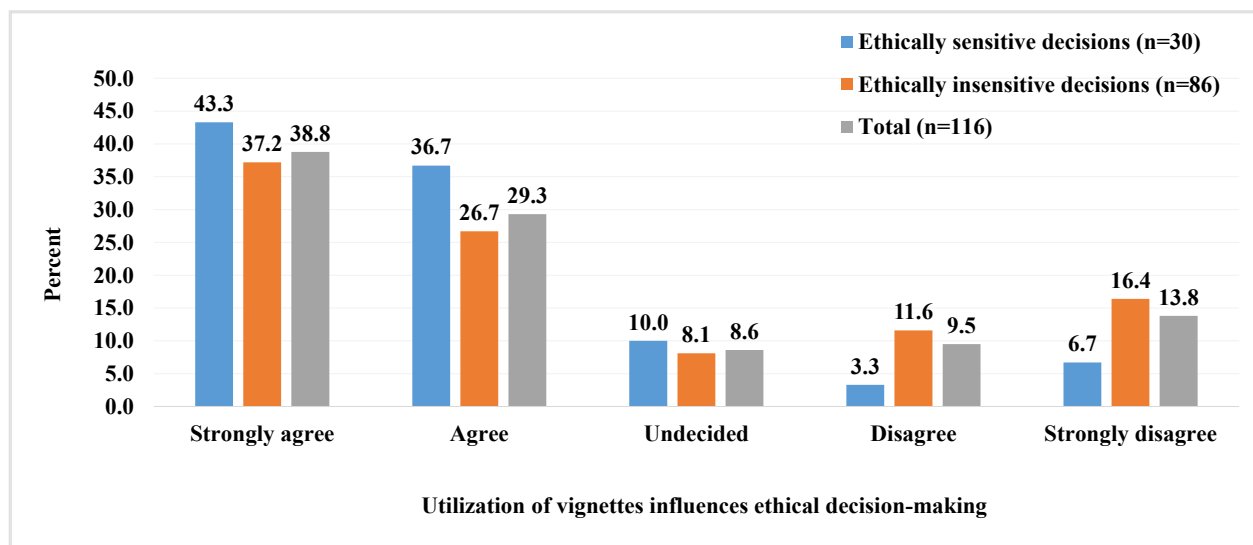
(7.0%) voiced disagreement among those whose decisions were morally insensitive (n=86). Contingency analysis demonstrated a significant link between ethical sensitivity in decision-making and the belief that using an ICT-based vignette teaching technique improves individual ethical sensitivity development ( $\chi^2 = 9.269$ ,  $df = 4$  &  $p\text{-value} = 0.055$ ). The findings reveal that ethical sensitivity in decision-making is strongly linked to teacher trainees' opinions on the use of ICT-based vignette instructional methods, implying the use of ICT-based vignette instructional methods is likely to impact ethical sensitivity among teacher trainees.

The survey also elicited teacher candidates' opinions on the fourth perception statement, which said that 'exposure to life situations outside of the classroom aids in the development of ethical awareness.' Table 4.9 shows that more than half of the teacher candidates, 66 (56.9%), strongly agreed with the statement, 41 (35.3%) agreed, and just 3 (2.6%) strongly disagreed. Further investigation indicated that the statement was accepted by a cumulative majority of 107 (92.2 percent), with only 5 (4.3 percent) rejecting it. Furthermore, among teacher candidates who shown ethical sensitivity in their judgments (n=30), 13 (43.3%) strongly agreed with the statement, 11 (23.3%) agreed, and 2 (6.7%) disagreed. The statement was highly agreed with by 53 (61.6%) of teacher trainees who made morally insensitive judgments (n=86), whereas 30 (34.9%) disagreed. According to the cross-tabulation, ethical sensitivity in decision-making and the belief that exposure to life events outside of the classroom aids in the development of ethical sensitivity are significantly related ( $\chi^2 = 10.882$ ,  $df = 4$  &  $p\text{-value} = 0.028$ ). This implies that exposure to real-life situations by teacher candidates is likely to impact ethical sensitivity and ethical sensitivity in decision-making.

Under the execution of the vignette teaching technique, the fifth perception statement indicated that the use of several approaches is important in developing ethical awareness. Table 4.9 shows that 53 (45.7%) teacher trainees highly agreed with the proposition, 43 (37.1%) agreed, 8 (6.9%) disagreed, and 3 (2.6%) severely disagreed. The analysis further revealed that, collectively, up to 96 (82.8%) teacher trainees upheld the statement, while 11 (9.5%) voiced out their dissent. Drawing from ethical sensitivity in decision-making multi-approach may be used to significantly build critical thinking skills necessary for sustained learning achievement. Accordingly, teacher trainee decisions who were ethically sensitive (n=30) comprising 14 (46.7%) who strongly agreed that vignette versatility as an instructional style tend to inform capability in sensitivity during the decision-making process.

Out of 116 teacher trainees 7 (23.3%) disagreed, 3 (10.0%) strongly disagreed indicating that the use of multi-faceted vignette instructional style has significant contribution in building ethically sensitivity decisions. Among teacher trainees who made morally insensitive judgments (n=86), 39 (45.3%) strongly agreed, 36 (41.9%) agreed, and 5 (5.8%) disagreed, suggesting that the multimodal vignette instructional method does not decisively increase teacher trainees' capacity to make ethically sensitive decisions. As a result, the analysis produced a  $\chi^2$  value of 11.495 ( $df = 4$  &  $p = 0.022$ ), indicating that there is a 95 percent likelihood that ethical sensitivity in decision-making is substantially linked with the assertion that multi-approach utilization is important in developing ethical sensitivity. This meant that using a complex vignette was likely to have an impact on ethical sensitivity in decision-making among teacher candidates.

The goal of the study was to evaluate teacher trainees' ideal perspectives of the link between the execution of the vignette teaching technique and ethical sensitivity in decision-making by aggregating their views on all of the perception statements in this sub-section. Figure 4.5 shows that 45 (38.8%) of the 116 teacher trainees strongly agreed that using the vignette teaching style influences ethical awareness in decision-making, whereas 34 (29.3%) strongly disagreed. 11 (9.5 percent) of teacher candidates disagreed with the statement, with 16 (13.8 percent) expressing significant disagreement. Figure 4.5 depicts the viewpoints of teacher candidates who made morally sensitive decisions vs those who made ethically insensitive actions.



**Figure 4.5: Bivariate relationship between vignette utilization & ethical sensitivity**

The study also yielded a Spearman's rank correlation coefficient  $r_s$  of -0.275 ( $p$ -value = 0.003), indicating that there is a 99 percent possibility that teacher trainees' views on vignette instructional technique implementation are strongly related to ethical sensitivity in decision-making. The fifth null hypothesis ( $H_0$ ), which indicated that there is no significant link between vignette instructional technique adoption and ethical sensitivity in decision-making, was rejected as a result of this. This led to adoption of the alternative hypothesis, which claimed that there is a strong link between vignette teaching technique implementation and ethical awareness in decision-making.

A noteworthy finding from the FGD sessions was the relationship between the use of vignette instructional methods and improvements in teacher trainees' skills for ethical sensitivity in decision-making. Participants in the focus group discussed the scheduling, location, medium, techniques, and frequency of using vignettes as an educational strategy. For example, when it comes to scheduling, some participants stated that they interact with vignettes in resource materials before Business Studies ethics classes, while others do so during teachings, and yet others do it towards the conclusion of class, each group having their own reasons. Those who interacted with vignettes prior to lessons, for example, explained that it helped them not only improve their knowledge and perceptions of the subject matter, but also generate multiple ideas, which enriched their participation in business ethics lessons and encouraged learner-centered engagements with their peers. "I connect with resource materials featuring vignettes before classes since it helps me refresh my memory and prepare ideas for discussion during lessons," said one FGD participant. "I interact with vignettes on a regular basis as a method of internalizing abilities for making ethical judgments," another participant said. It also aids in the formation of my opinions on a variety of real-life issues."

Participants cited group and individual emails as usual ways for vignette materials to be sent to them when it came to the media. Teacher trainees further observed that technological advancements facilitated sharing of vignette materials. Timely engagement with such resource materials was critical for effective learning of Business Studies ethics course and for developing individuals' ethical sensitivity. Nonetheless, given that decision-making is entirely an individual affair, some participants indicated their preference for individual engagement with vignettes before participating in group discussions, and then making individual decisions. Participants commended group sessions as forums for teacher trainees to share thoughts, beliefs and experiences; thereby, generate multiple ideas, which inform



ethical sensitivity in decision-making processes. In the words of a participant, "...it is like getting the many ideas together and then you think alone, it's like the group discussion is adding you what you lack."

In the same vein, lecturers noted that vignette are particularly good for triggering discussions during group brainstorming sessions where lecturers and teacher trainees bring out different scenarios that relate to topics being discussed. One lecturer observed that "...discussing vignettes in groups helps teacher trainees to develop critical thinking, as the mind joggles to solve real-life problems," which according to the participant, makes vignettes useful teaching resources as an instructional method. Besides, lecturers are able to evaluate learner's understanding of the concepts for teaching business studies ethics course through the examples that emerge during group discussions. They are also able to judge whether or not teacher trainees are in consensus regarding what ethical decisions they would make when faced with situations similar to those projected by vignettes.

Participants also indicated the frequency with which vignettes are used as one of the key factors impacting ethical sensitivity in teacher trainee decision-making. Some participants claimed that frequent exposure to vignettes helped teacher candidates gain knowledge, abilities, and experience making morally difficult judgments. A participant once mentioned that as the frequency of exposure grows, so does the experience and confidence in making morally correct judgments. Even in cases when ethical awareness did not improve, most learners' confidence in expressing their ideas increased.

More still, KII sessions revealed that most lecturers use vignettes inadvertently in almost every topic to elaborate discussions behind the concepts taught. The challenge with inadvertent implementation of vignette instructional method is that lecturers tend to overuse the types with which they are familiar. Key informants identified cases and stories as the most common types of vignettes applied by lecturers. Some participants connected the challenge with delayed integration of vignette instructional method in the curriculum, as instructional resources. This means that most lecturers in the Department apply vignette instructional method in their teaching as an innovative personal initiative. Some participants contrasted the situation at the Department with that of the law school and medical school, where case vignette instructional method is used extensively to stimulate trainees' thinking about solutions to legal problems or medical problems respectively.

Despite this, regular users explained that they integrate vignette instructional method in their lessons because vignettes provoke teacher trainees to think critically, be innovative, and analyze situations before making decisions. More explicitly, participants argued that vignette instructional method stimulates teacher trainees' minds to solve real-life problems, and that is something, which cannot be accomplished using lectures. To support this assertion, one participant noted that, "...I use vignette in my lessons very frequently because they enable teacher trainees to acquire skills of learning by doing." Contrastingly, irregular users of vignettes justified their inconsistency by saying that vignettes are more demanding than lectures, particularly in terms of preparation time.

Furthermore, some lecturers distinguished between applying vignette instructional method to support Business Studies ethics course delivery and training teacher trainees about vignette instructional method as an instruction and learning methodology. Whereas some lecturers applied vignette instructional method unwittingly, others made deliberate efforts to include vignette instructional method in their lessons as instructional resources. Regardless of the underlying circumstances, participants noted that frequent exposure to vignettes influenced some teacher trainees of Business Studies ethics course to apply the same in teaching practice, vignette instructional method made teaching enjoyable and interesting. At the onset, most teacher trainees were unaware of vignette instructional method, but after the induction and sensitization sessions, they found vignette instructional method interesting and applicable to teaching practice. One participant supported this assertion by stating that, "...up to 85% of the teacher trainees responded to an examination question that was set using a vignette, because they could easily remember the story". The participant went further to explain that about 95% of those who attempted the question, scored all the possible marks. This illustrates that vignette instructional method are effective instructional and assessment resources, when applied correctly. However, none of the KII participants trained teacher trainees on vignette instructional method, as a teaching and learning methodology, particularly because the Department was yet to integrate vignette instructional method as a course unit in teacher training curriculum.

#### **4.6 Influence of Vignette on Ethical Sensitivity in Decision-Making: Multivariate Analysis**

Bivariate analyses in sections 4.4 and 4.5 revealed that ethical sensitivity in decision-making by the teacher trainees of Business Studies correlates with all the five aspects of vignettes that

were covered by this study, including context of vignettes, content of vignettes, types of vignettes, as well as construction and utilization of vignettes. Bivariate analysis also reveals a significant relationship between ethical sensitivity in decision-making and many components of teacher trainees' characteristics, such as age, academic year, and program module. In addition to nature of the course, KCSE grade, employment experience, and experience in business, duration of experience in business and teacher trainees' position in the family in terms of responsibility. The five dimensions of the vignette instructional method (independent variables) were incorporated into the binary logistic regression model to determine their impact on teacher trainees' ethical sensitivity in decision-making (dependent variable), while the teacher trainees' background attributes were included as moderating factors.

#### **4.6.1 Collinearity diagnostics**

Collinearity diagnostics were used before the variables were included in the regression analysis to identify possible inter-correlations between independent variables, as well as between moderating variables, that had significant effects on the regression model's accuracy in explaining ethical sensitivity in decision-making. The standard error (SE) associated with regression coefficients ( $\beta$ ) indicates collinearity. If the SE value is more than 2.0, the pair of variables in the test are correlated, according to the rule of thumb. This demonstrates that SE values greater than 2.0 are subject to collinearity effects, which can inflate or deflate regression coefficients and odds ratios (OR).

As a result, there were no indicators of collinearity among the independent variables in the study; however, collinearity was detected between experience in business and duration of business experience. In this case, the variable with a weaker effect on regression coefficients ( $\beta$ ) was excluded from analysis. Consequently, duration of business or work in business context experience was dropped from the regression model.

#### **4.6.2 Odds ratios**

The results of the regression model were interpreted from Odds Ratios (OR), which is the likelihood of a unit change in the numeric value of a dependent variable in response to a proportionate unit change in the value of an independent variable. OR is obtained by exponentiation beta coefficients ( $\beta$ ), as indicated in the second column. The results presented in Table 4.10 shows that teacher trainees who strongly agreed that the context of vignettes

improves their ethical sensitivity in decision-making were 3.9 times more likely than their peers who strongly disagreed ( $p$ -value = 0.004,  $OR = 3.877$ , C.I. = 2.087-7.202). The findings show that there is a 99 percent possibility that the difference in ethical sensitivity and the likelihood of making morally sensitive judgments between the two groups is statistically significant.

Teacher trainees who believed that the context of vignettes impacts ethical sensitivity in decision-making had nearly 2.3 times the probability of making ethically sensitive judgments as their colleagues who strongly disagreed ( $p$ -value = 0.025,  $OR = 2.349$ , C.I. = 1.386-3.151). The results reveal that the two groups differed significantly in terms of ethical sensitivity and the likelihood of making morally sensitive decisions in this circumstance. Notably, the higher the likelihood of making morally sensitive judgments, the more the teacher trainees thought that vignette setting impacts ethical sensitivity in decision-making, and vice versa. This means that it's critical to teach teacher candidates how to recognize the circumstances in which vignettes are used in Business Studies ethics classes in order to develop ethical awareness in decision-making during the teaching-learning process.

**Table 4.10: Summary results of the adjusted logistic regression model**

I. Independent Covariates	B	SE	Wald	df	sig.	EXP(B)	95% C.I. for EXP(B)	
							Lower	Upper
<b>Context of vignette instructional method</b>			<b>24.958</b>	<b>4</b>	<b>0.000**</b>			
Strongly agree	1.355	0.316	18.387	1	0.004**	3.877	2.087	7.202
Agree	0.854	0.269	10.079	1	0.025**	2.349	1.386	3.151
Undecided	0.565	0.199	8.061	1	0.027**	1.759	1.191	2.599
Disagree	0.152	0.281	0.293	1	0.236	1.164	0.671	2.019
Strongly disagree (RC)	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000
<b>Content of vignette instructional method</b>			<b>13.667</b>	<b>4</b>	<b>0.013**</b>			
Strongly agree	0.604	0.188	10.322	1	0.022**	1.829	1.266	2.644
Agree	0.474	0.198	5.731	1	0.058*	1.606	1.090	2.368
Undecided	0.340	0.161	4.460	1	0.080*	1.405	1.025	1.926
Disagree	1.712	0.616	7.724	1	0.366	0.181	0.054	0.604
Strongly disagree (RC)	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000
<b>Types of vignette instructional method</b>			<b>37.022</b>	<b>4</b>	<b>0.000**</b>			
Strongly agree	1.807	0.312	33.543	1	0.000**	6.092	3.305	8.229
Agree	1.447	0.300	23.265	1	0.000**	4.250	2.361	6.652
Undecided	0.745	0.265	7.904	1	0.028**	2.106	1.253	3.541
Disagree	0.148	1.143	0.017	1	0.315	1.160	0.123	2.895
Strongly disagree (RC)	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000
<b>Construction of vignette instructional method</b>			<b>5.344</b>	<b>4</b>	<b>0.051*</b>			
Strongly agree	0.489	0.286	2.923	1	0.053*	1.631	0.931	2.856
Agree	0.135	0.286	0.223	1	0.080*	1.145	0.653	2.005
Undecided	0.186	0.233	0.637	1	0.176	1.204	0.763	1.902
Disagree	0.687	0.775	0.786	1	0.808	0.503	0.110	1.298
Strongly disagree (RC)	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000
<b>Utilization of vignette instructional method</b>			<b>16.309</b>	<b>4</b>	<b>0.009**</b>			
Strongly agree	0.728	0.201	13.118	1	0.018**	2.071	1.397	3.071
Agree	0.646	0.212	9.285	1	0.025**	1.908	1.259	2.891
Undecided	0.596	0.225	7.017	1	0.026**	1.815	1.168	2.821
Disagree	0.288	0.441	0.426	1	0.256	1.334	0.562	2.166
Strongly disagree (RC)	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000

**II. Moderating Covariates**

<b>Age</b>			<b>13.11</b>	<b>2</b>	<b>0.018**</b>			
			<b>7</b>					
<23 years	-	0.615	9.068	1	0.177	0.157	0.047	0.524
	1.852							
23-25 years	-	0.316	8.811	1	0.519	0.391	0.211	0.727
	0.938							
26 years+ (RC)	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000
				00				
<b>Academic year</b>			<b>11.00</b>	<b>1</b>	<b>0.020**</b>			
			<b>8</b>					
Third year	-	0.698	8.914	1	0.633	0.124	0.032	0.489
	2.084							
Fourth year (RC)	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000
				00				
<b>Program module</b>			<b>6.214</b>	<b>1</b>	<b>0.021**</b>			
Module 1	0.625	0.276	5.128	1	0.035**	1.868	1.088	2.209
Module 2 (RC)	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000
				00				
<b>KCSE grade</b>			<b>6.828</b>	<b>4</b>				
A-	0.773	0.417	3.436	1	0.027**	2.166	0.957	3.905
B+	0.457	0.436	1.099	1	0.063*	1.579	0.672	2.712
B	0.230	0.470	0.239	1	0.118	1.259	0.501	2.162
B-	0.522	0.465	1.260	1	0.052*	1.685	0.677	2.193
C+ (RC)	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000
				00				
<b>Employment experience</b>			<b>1.992</b>	<b>1</b>	<b>0.091*</b>			
Yes	0.305	0.424	0.517	1	0.106	1.357	0.591	2.114
No (RC)	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000
				00				
<b>Experience in business</b>			<b>1.656</b>	<b>1</b>	<b>0.088*</b>			
Yes	0.278	0.747	0.138	1	0.109	1.320	0.305	2.709
No (RC)	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000
				00				
<b>Position in family</b>			<b>7.199</b>	<b>2</b>	<b>0.031**</b>			
<4th position	0.605	0.276	4.805	1	0.039**	1.831	1.066	3.145
4th - 6th position	0.368	0.335	1.207	1	0.078*	1.445	0.749	2.786
>6th position (RC)	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000
				00				
<b>Constant</b>	<b>4.270</b>	<b>0.695</b>	<b>37.74</b>	<b>1</b>	<b>0.000**</b>	<b>71.522</b>	<b>38.316</b>	<b>99.624</b>
			<b>7</b>		<b>*</b>			

\*, \*\*, \*\*\* show significance at  $\rho < 0.1$ ,  $\rho < 0.05$  and  $\rho < 0.01$  error margins, respectively

RC = Reference Category

Table 4.10 also shows that teacher candidates who strongly agreed that the content of vignettes influences their ethical sensitivity in decision-making had about 1.8 times the odds of making ethically sensitive decisions as those who strongly disagreed (-value = 0.022, = 0.604, OR = 1.829, C.I. = 1.266-2.644). The findings reveal that the two groups differed considerably in terms of ethical sensitivity and the likelihood of making morally sensitive

judgments by up to 95%. Table 4.10 also reveals that teacher trainees who agreed that the content of vignettes impacts their ethical sensitivity in decision-making were nearly 1.6 times as likely to make ethically sensitive judgments as those who disagreed strongly ( $p$ -value = 0.058,  $\beta$  = 0.474, OR = 1.606, C.I. = 1.090-2.368). The results indicated that there was a substantial difference between the two groups in terms of the likelihood of making morally sensitive judgments, but only at a 90% confidence level. The findings imply that the higher the likelihood of making morally sensitive judgments, the more the teacher trainees think that the content of vignettes impacts ethical sensitivity in decision-making, and vice versa.

Furthermore, the findings revealed that teacher trainees who strongly agreed that types of vignettes influence their ethical sensitivity in decision-making were about 6 times as likely as their colleagues who strongly disagreed ( $p$ -value = 0.000,  $\beta$  = 1.807, OR = 6.092, C.I. = 3.305-8.229) to follow ethical principles in their decisions. The difference was large, implying that the two groups differed considerably in terms of ethical sensitivity and the likelihood of making morally sensitive judgments. Furthermore, individuals who agreed that the types of vignettes have an impact on their ethical sensitivity in decision-making had nearly 4.1 times the likelihood of making ethically sensitive judgments as those who expressed significant disagreement ( $p$ -value = 0.000,  $\beta$  = 1.447, OR = 4.250, C.I. = 2.361-6.652). The variation was significant at 99% confidence level. Generally, teacher trainees who expressed positive views regarding the influence of vignette types on ethical sensitivity in decision-making were themselves more likely to make decisions that comply with ethical principles than their colleagues who indicated negative views about the same. This implies that enabling teacher trainees to understand and use different the types of vignettes is vital for improving their propensity to make decisions that conform to ethical principles during the teaching learning process.

Teacher trainees who strongly agreed that vignette creation impacts their ethical sensitivity in decision-making were roughly 1.6 times more likely to make ethically sensitive judgments than those who strongly disagreed ( $p$ -value = 0.053,  $\beta$  = 0.489, OR = 1.631, C.I. = 0.931-2.856). The findings imply that there is a 90 percent possibility that there was statistically significant variance in ethical sensitivity and probabilities of following ethical principles while making judgments between the two groups of teacher trainees. Furthermore, teacher trainees who agreed that vignette construction influences their ethical sensitivity in decision-making had approximately 1.1 times the odds of making ethically sensitive decisions as their colleagues who strongly disagreed ( $p$ -value = 0.080,  $\beta$  = 0.135, OR = 1.145, C.I. = 0.653-2.005). The

findings imply that the higher the likelihood of making ethically sensitive judgments, the more the teacher trainees believed that vignette composition influenced their ethical sensitivity in decision-making. This implies that teaching teacher trainees and helping them to understand how vignettes are constructed is vital for improving conformance with ethical principles when making decisions in a business context in the Business Studies ethics course.

The results also show that teacher trainees who strongly agreed that using vignettes influences their ethical sensitivity in decision-making had about 2 times the odds of being ethically sensitive in their decisions as their colleagues who strongly disagreed (-value = 0.018, = 0.728, OR = 2.071, C.I. = 1.397-3.071), and the difference was significant (-value = 0.018, = 0.728, OR = 2.071, C.I. = 1.397-3.071). Furthermore, teacher candidates who believed that using vignettes impacts their ethical sensitivity in decision-making were 1.9 times more likely to make ethically sensitive judgments than those who disagreed strongly ((-value = 0.025, = 0.646 OR = 1.908, C.I. = 1.259-2.891); the difference is statistically significant at the 95 percent confidence level. The findings revealed that the larger the percentage of teacher trainees who think that using vignettes impacts their ethical sensitivity in decision-making, the more likely they are to follow ethical standards while making judgments. As a result, it's critical for teacher candidates to grasp how vignettes are utilized in the corporate world in order to improve ethical awareness and ethical sensitivity in decision-making.

-Of-fit refers to the strength with which it predicts a dependent variable from a set of independent and moderating variables. This study determined the model's strength in explaining variation in teacher trainees' ethical sensitivity when making decisions from the set of five independent variables, namely, context of vignettes, content of vignettes, types of vignettes, construction of vignettes and utilization of vignettes, and moderating variables including teacher trainees' age, academic year, program module, KCSE grade, employment experience, experience in business, as well as position in family using. The goodness-of-fit metric Hosmer-Lemeshow (H-L) and Nagelkerke's R<sup>2</sup> were used. In this regard, the regression model yielded a Nagelkerke's R<sup>2</sup> of 0.575, implying that the model explained up to 57.5 percent of the probabilities of a Business Studies undergraduate student making an ethical option in the face of an ethical dilemma. The findings imply that the model was somewhat accurate in predicting the impact of vignettes on ethical sensitivity in decision-making by The University of Nairobi Business Studies undergraduate teacher trainees.



When the resulting  $\chi^2$ -value is larger than 0.05, the H-L goodness-of-fit statistic indicates that a logistic regression model is well-fitting observed data at an acceptable level, suggesting that the model's forecast does not substantially depart from the observed frequencies. The H-L table in this study has a  $\chi^2$  value of 6.223, 4 degrees of freedom, and a  $p$ -value of 0.287, which is more than 0.05. This result shows that the model was a good match for the data. Furthermore, omnibus testing of model coefficients yielded a calculated  $\chi^2$  value of 33.193, with 9 degrees of freedom and a  $p$ -value of 0.000, which was significant at the 99 percent confidence level, indicating that the model coefficients are significant.

#### **4.7 Discussion of Findings**

The section provides discussion of findings, drawn from objectives.

##### **4.7.1 Context of vignette in Business Studies and ethical sensitivity in decision-making**

Each department within a business entity is unique in terms of ethical sensitivity of its core functions and the frequency of experiences that demand ethical sensitivity in decision-making. Instructional materials for experiential learning should categorize professional contexts within educational institutions, based on the richness of experiences and ethical issues around its core business. The richer the context in terms of experiences and ethical sensitivity, the more emphasis it deserves in instructional resources used for experiential instruction/learning of business ethics. The richness of contexts varies from one organization to another. It may thus be mistaken for teacher trainees to believe that contextual experiences apply universally. This means that each business setting requires custom-made vignettes in order to properly develop teacher trainees with decision-making abilities. As noted by Krambia-Kapardis and Zopiatis (2011), implementation of vignette instructional method depicting various business contexts can be useful in shaping teacher trainees' ethical sensitivity in decision-making.

The study also found that the setting of illustrations directly influenced teacher trainees' professionalism in outcome, meaning that the more they appreciated the link between vignette context and socially responsible sensitivity in decision-making, the more likely they were to make ordinarily prudent decisions. In relation to these findings, According to Dretske (2000), perceptions and knowledge are intimately linked, which means that when individuals gain more knowledge, their views shift in lockstep, either favorably or unfavorably depending on how closely the phenomena in question corresponds to societal norms.

However, regardless of adherence to the aforementioned rules, an increase in knowledge allows one to generate intelligent perceptions. It implies that increasing teacher trainees' understanding of vignette settings is critical for enhancing ethical sensitivity and predisposition to make judgments that are ethically sound. In addition, improving knowledge on the contexts of vignettes is likely to inspire teacher trainees to go an extra mile in maintaining ethical sensitivity, which is an indispensable antecedent to ethical decisions. Furthermore, most lecturers applied vignettes inadvertently in their teaching, due to lack of a comprehensive policy framework to facilitate integration of vignettes in the curriculum as instructional resources; and also that there was lack of in-depth knowledge of vignette instructional method. Even though some lecturers created and applied vignettes out of their personal innovation, it was difficult to tell the extent to which such vignettes were relevant to the various ethical contexts within business setting. As a result, participants stressed the importance of training on how to use vignettes in various corporate contexts, such as leadership, finance, marketing, and product development, among others.

#### **4.7.2 Contents of vignette and ethical sensitivity in decision-making**

The findings emphasized the relevance of teachers receiving vignette content training in order to improve ethical awareness in decision-making. The stronger the influence of vignette contents on teacher trainees, the more likely they are to make ethical decisions. This suggests that for ethical awareness in business decision-making, a complete understanding of the contents of vignettes is essential. Outstanding mechanical elements such as case studies, interviews, and personal observations should be used in corporate governance curriculum to maximize the efficacy of experienced organizational behavior instruction/learning.

Case studies are noted for providing rich, in-depth data that strengthens teacher trainees' knowledge and abilities, both of which are necessary for building ethical awareness in teachers. Oluoch et al. (2018) found that case studies promote peer engagement and active involvement in experiential business ethics instruction/learning with greater knowledge and understanding. Teacher candidates who participate actively in learning processes improve their ability to remember information and translate it into action. Case studies, according to Dagar and Yadav (2016), are an excellent source of vignette content that improves ethical awareness in learners' decision-making. Hughes and Huby (2002), who saw case studies as valuable stimuli for building ethical awareness among Business Studies learners, emphasized the value of case studies in experiential learning utilizing the vignette teaching approach. As

a result, using case studies as teaching materials in business ethics modules is expected to increase the likelihood of teacher trainees making morally sound judgments in their schools.

Interviews are also a valuable source of information for vignette-based practical learning of corporate ethics. Interviews with corporate executives give vignettes that help trainees learn how to break down complicated challenges into simple ethical concerns that can be articulated and related to real-life circumstances, enhancing the effectiveness of experiential learning. Candidates for teacher positions who have these skills are more prepared to make ethical judgments. As Harland (2014) points out, vignettes gathered from interviews with business practitioners provide teacher candidates with abilities for stepwise examination and debate of ethical challenges, which is the process of making ethical decisions. Interviews, which are based on the real-world experiences of business leaders, have become an important component of instructional materials for improving the effectiveness of experiential business ethics instruction/learning by enhancing the ability of teacher trainees to make ethically sensitive decisions.

Personal experiences with certain parts of institutional business serve as an important source of content for vignettes, which provide teacher trainees with firsthand knowledge and abilities for making morally challenging judgments. More specifically, vignettes based on personal experiences help teacher candidates develop knowledge and confidence to participate actively in experiential learning sessions, increasing the likelihood of making ethical judgments. According to Oluoch et al., personal experiences, in combination with accompanying discussion questions, are vital for establishing ethical awareness, stimulating critical thinking, and boosting peer engagement among teacher trainees (2018). As ethical awareness and critical analysis grow, teacher trainees have a better likelihood of making morally sound judgments that contribute to the institution's mission.

Overall, the contents of the vignettes give extensive information that is not only straightforward to interpret and communicate, but also easy to link to real-life ethical issues during practical business ethics instruction/learning. Despite the fact that the contents of vignettes ranked fourth in terms of effect on ethical sensitivity in decision-making, its influence was found to be significant, making it an important factor to consider when improving the effectiveness of experiential business ethics instruction/learning at the Department.

In addition, FGD sessions reported a significant link here between contents of the collection of a large amount instructional technique and ethical attentiveness in judgement call, with analyses, media appearances, and past observations being the most key determinant of teaching assistant trainees' moral intensity in decision-making. The cited content sources were identified because they provide detailed data that is not only easy to decode and articulate, but also easy to relate to real-life ethical situations during experiential instruction/learning of business ethics. Key Informant Interviews also identified case studies as the most commonly applied by lecturers, particularly because they provide data that enable teacher trainees to integrate theoretical principles to real-world scenarios; and lecturers to move from teaching abstractions to provoking trainees' mental faculties to become effective interpreters of reality. In this regard, vignette instructional method in the form of case studies create a valuable linkage between the concepts taught in lecture halls or documented in books and lived experiences, which is essential for experiential learning. KII sessions also identified stories as commonly applied by lecturers in experiential instruction/learning of business ethics. When stories revolve around ethical issues, teacher trainees tend to pick one or two virtues, which improve ethical sensitivity and place them in better positions to make ethical decisions.

#### **4.7.3 Types of vignette and ethical sensitivity in decision-making**

The more the teacher trainees understood how vignette types affected ethical sensitivity in decision-making, the more likely they were to make ethically sensitive judgments in ethical situations, implying that vignette knowledge and ethical decision-making are linked.. Thus, a unit change in teacher trainees' knowledge about the types of vignette is likely to cause a proportionate change in the odds of their decisions becoming more ethically sound. At the Department, knowledge of the types of vignette can be improved by enriching the content of training modules with a variety of vignette, developing supplementary resource materials on the types of vignettes, with clear explanations of their suitability to particular ethical scenarios, as well as strengths and weaknesses, among other aspects.

The suitability of a particular type of vignette is defined by the subject area. In this regard, whereas some subjects are best explained by illustrations or video documentaries, others are best packaged in the form of scripts or repertoires, while others should be narrated as stories. In this study, illustrations in the form of pictures emerged as important instructional materials

for provoking thoughts and discussions in the context of experiential learning. Ismail and Ghazali (2011) also link illustrations with the acquisition of cognitive skills and self-motivation towards ethical sensitivity in decision-making; while Krambia-Kapardis and Zopiatis (2011) advocate for illustrations as essential instructional materials for instilling ethical judgment in experiential learning. Despite such positive contributions to experiential learning, illustrations are prone to misinterpretations; thus, necessitating the integration of explanatory notes.

More still, role plays are suitable for improving awareness and knowledge on various issues that affect the life and health of teacher trainees, in order to stimulate responsible and ethically-sensitive actions. The importance of role plays in enhancing conscience and responsible actions is also cited by Ismail and Ghazali (2011); while Deponte (2004) and Kochan *et al.*(2002) linked role plays with positive transformation of behavior, which is essential fortification of teacher trainees with skills to manage peer influence and make ethical decisions.

Determining the suitability of a particularly type of vignette for a particularly topic, primarily relies on the professionalism of lecturers, and is informed by the strengths and weaknesses of each. For instance, a script would be chosen because it permits teacher trainees to make references at a later date, while a picture may not be chosen because it is prone to misinterpretation, unless accompanied by descriptive notes. Further, a repertoire would be chosen because it enhances teacher trainees' skills to cope with peer pressure and encourages positive behavioral transformation. The choice of the type of vignettes for experiential instruction/learning of business ethics is also guided by factors such as affordability, accessibility, and acceptability to teacher trainees. As noted by Harland (2014), choosing the right types of vignettes for experiential learning is vital for the development of ideological thinking in a field of study, as well as improvement of skills for ethical sensitivity in decision-making among scholars in that domain.

Knowledge on the types of vignettes may also be improved by encouraging lecturers and teacher trainees alike to develop publications on the subject. Correct and detailed knowledge is an indispensable pre-requisite for ethically sensitive decisions in institutions and business settings. Having ranked first in terms of the odds of ethical sensitivity in decision-making by teacher trainees, it means that most teacher trainees involved in the study understand the types of vignettes: however, this should not lessen attention and resources allocated for

developing teacher trainees' knowledge on this aspect of vignette instructional method. It should be noted that improving knowledge on the types of vignettes is just as important as improving teacher trainees' knowledge on other components of vignettes adoption in inferential learning. Enabling teacher trainees to understand the types of vignettes is also essential for improving the odds of ethically sensitive decisions in institutions and business milieus.

#### **4.7.4 Construction of vignette and ethical sensitivity in decision-making**

As teacher candidates recognize the link between vignette building and ethical sensitivity in decision-making, their chances of making ethically sensitive judgments rise accordingly. This means that understanding the architecture of the vignette teaching approach and ethical awareness in decision-making are inextricably linked. As a result, increasing teacher trainees' awareness of the various kinds of vignette building is likely to increase ethical sensitivity, hence increasing the likelihood of ethical judgments in educational institutions and corporate settings. In relation to these findings, Oluoch and Odundo (2018) observed that various styles of vignette construction contribute to experiential learning and decision-making processes in different ways. For instance, the abridged method creates opportunity for brainstorming, exploration and multiple interpretations; anchored vignettes subject teacher trainees to experiences ranging from normal to unusual occurrences, which stimulate imagination and critical thinking; while simulated vignettes subject teacher trainees to situations that are similar to what happens in real institutional or business contexts, for easy connection and understanding.

In view of this, creating and/expanding opportunities for transmitting knowledge to teacher trainees regarding vignette construction should be accorded due priority at the Department in terms of instructional materials, mentorship and funding. This may be achieved by improving the depth, scope of instructional methods and resources. The latter should be clear on various indicators of quality to which constructed vignettes should conform, including internal consistency, clarity, logical flow, plausibility, relevance to business ethics teacher trainees, moderation of ethical dilemmas and format, among other indicators.

The opportunities for knowledge transfer to teacher trainees may be expanded by involving them in the development of locally-adapted supplementary resource materials, and research activities themed around vignette construction; as well as improving funding for research

projects on vignette instructional method and experiential learning. Having ranked fifth in the order of relative importance *vis-à-vis* variance in ethical sensitivity in decision-making, construction of vignettes was the least known and understood aspect of vignettes adoption in experiential learning. In view of this, interventions aimed at improving teacher trainees' knowledge on vignette construction should be prioritized in the Department's pedagogical plans and budgets. There is also need to sensitize the University's curriculum content developers about the importance of vignette instructional method in teaching courses such as business ethics. Sensitizing this group is essential for action aimed at integrating vignettes in course materials as instructional resources.

#### **4.7.5 Utilization of vignette in teaching and ethical sensitivity in decision-making**

The use of vignettes affected teacher trainees' ethical awareness in decision-making, as they recognized, so did the odds of complying with ethical principles when making decisions out of ethical quandaries. Teacher trainees' sense of appreciation is a function of how much they know about the various facets of vignette utilization in experiential instruction/learning of business ethics, including the timing, venue, media, frequency and approaches. This means that understanding the aforementioned aspects of vignette use is likely to impact ethical sensitivity in decision-making among teacher candidates. Inferentially, a unit increase in understanding of how vignettes are used is expected to result in a unit increase in the likelihood of teacher trainees making morally sensitive judgments in their professional realms. As a result, the Department should provide training to improve teacher trainees' knowledge of how vignettes should be employed in practical business ethics education and learning. As teacher candidates develop valuable information, skills, and experience in the use of vignettes, they grow more aware of ethical dilemmas and capable of making morally sound judgments. This might be accomplished by allocating a segment of training modules to maximizing the use of vignettes.

Increase the amount of times teacher trainees interact with relevant instructional resources individually, both inside and outside lecture halls, to improve their knowledge and abilities on vignette use. The more often a student is exposed to the vignette educational approach, the more experience and confidence they will have in making morally sound judgments. This may be accomplished by providing teacher candidates with appropriate instructional resources, as well as involving them in relevant research activities and development of publication materials. When teacher trainees engage with instructional materials, they not only improve their understanding of the subject matter and perceptions, but also develop

multiple ideas, which when brought to the direct view of peers and lecturers, make lessons more interesting, learner-centered and effective in enhancing ethical sensitivity. Similar views were expressed by Ismail and Ghazali (2011) who advocated for prior experience with vignettes before lessons, and defended their view by saying that timely engagement with vignette materials provide teacher trainees with opportunity for reflection, which is critical in the mastery of sound ethical skills.

Improving teacher trainees' knowledge on the utilization of vignette instructional method also requires appropriate measures that encourage teacher trainees to read a head of group discussions, as well as design specialized media venues for peer-to-peer idea sharing, with organization to measure engagement rules. Bentley (2012) observes that internet-based media provides a platform for timely dissemination of instructional materials; thereby, enabling teacher trainees to study ahead of lessons, as individuals or as groups. Collaboration is very crucial for teacher candidates to build strong interpersonal skills, which are necessary for addressing issues and processing and utilizing ethical sensitivity information in decision-making. This necessitates the Department re-educating lecturers and level of the education on how to encourage group learning in business ethics, which may entail building an atmosphere in which teacher trainees are held accountable both as individuals and as members of study groups.

In terms of ethical sensitivity in decision-making, vignette use was placed third in the order of relative significance, implying that teacher trainees' awareness of the component was neither strong nor weak, but lacking. This highlights the importance of the Department prioritizing interventions aimed at improving teacher trainees' knowledge of how to implement the vignette instructional method in order to improve ethical awareness, socially responsible specificity, and the capabilities of teacher trainees to make ordinarily prudent professional decisions. In view of the above, Nicholas, Rowlands and Jamali (2010) observed that improving teacher trainees' knowledge, skills and experience in ethical sensitivity in decision-making depends on how vignettes are utilized in terms of frequency, timing, medium, venue and approach. Similarly, Abubakar *et al.* (2008) singles out the frequency of exposure to business dilemmas as a key factor influencing learners' ethical judgment skill, particularly by correctly responding to ethical questions necessary for ethical sensitivity in decision-making.



Findings concur with Ertmer and Koehler (2018) indicating that structure and facilitation of discussion during utilization of vignette, accompanied by guiding questions and responses by teacher trainees may be specifically designed to provide effective vignette case-based discussion experiences for ethical sensitivity in decision making. Vignette instructional strategy stimulates adoption of online and in-class discussions as tools guiding teacher trainee competence in making ethically sensitive decision during the teaching learning process Levin, (1995). Utilization of multifaceted vignette instructional strategy increased demand for online and blended learning among teacher trainee for building capacity in ethical sensitivity in decision making.

#### **4.7.6 The model's goodness-of-fit and significance**

Having accounted for 57.5% of the odds of a trainee making ethical decisions from ethical dilemmas, the regression model provides a moderate but significant prediction of teacher trainees' proclivity to making decisions that are ethically sensitive. This suggests that the data was neither effective nor ineffective in describing professionalism in decision-making between many undergraduate Business Studies teacher candidates. The implication is that the aspects of vignettes covered by the study are vital for improving ethical sensitivity among the teacher trainees, hence, the need for lecturers to apply vignette instructional method in teaching business ethics. The study's elements of the vignette teaching technique are expected to increase teacher trainees' awareness of the major characteristics of the vignette instructional method, such as context, content, kinds, construction, and use. This is expected to increase ethical awareness in decision-making by roughly 58%.

Notably though, improving instructional practices, methods and resources calls for pedagogical reforms, which however, may be challenging without adequate preparation of lecturers and teacher trainees alike. In this regard, Chew, Ng, Lee and Ambrose-Yeoh *et al.* (1999) caution that pedagogical reforms may be resisted if perceived to invalidate old skills, practices, habits and assumptions. Change is a process that triggers fear and involves shifts in the mindset. It may not be enough to imbue lecturers on experiential learning using vignette instructional method; thus, the Department should develop a clear strategy for assisting lecturers and teacher trainees to understand the meaning and need for such reforms, as well as manage issues arising from the process.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter begins with summary of findings followed by conclusions and recommendations drawn from objectives. The recommendations are structured under the following themes viz; recommendations for policy, practice and further research. The chapter concludes with contribution to the body of knowledge by objectives and perceived frame works for teaching and learning of ethical sensitivity in decision-making.

#### 5.2 Summary of Findings

The purpose of this study was to see how the vignette teaching approach affected ethical awareness in decision-making among The University of Nairobi Business Studies undergraduate teacher trainees. Further, the study generated data that influenced pedagogical policy reforms, as well as administrative and management interventions focused on improving the effectiveness of experiential teaching and learning of Business Studies ethics. To achieve this vignette was used to stimulate the ability of teacher trainees to consistently make ethically sensitive decisions drawn from dilemmas for effective teaching and learning. Use of vignette was found to improve performance of responsibility within the work situations and sensitivity in decision-making during the teaching and learning process. Findings informed and supported policy engagements at various administrative levels in improving allocation of resources to support pedagogical reforms, to produce morally sensitive and responsible business teacher trainee to raise decision making skills and accelerated learning.

The study's findings were intended to encourage research into the relationship between experiential teaching and learning of a Business Studies ethics course employing vignettes to improve ethical awareness in decision-making among teacher trainees not only at the Department but across the country, but also in other departments offering business ethics course within the institution, and beyond. It is critical to improve ethical sensitivity and ethical sensitivity in decision-making among teacher trainee graduates entering the job market by deepening and widening understanding of the vignette instructional approach and its use in experiential learning. In accordance with the study's aims, the findings have been summarized under the following sub-sections.

### **5.2.1 Context vignette in business studies and ethical sensitivity in decision-making**

The research looked at structural, operational, financial, human resource, and marketing aspects of the vignette environment in a Business Studies course. According to the data, the majority of teacher trainees, 99 (85.3 percent), agreed that the marketing context vignette improved their capacity to make morally sensitive judgments. This was followed by structural context vignette instructional method, as declared by 94 (81.0%) teacher trainees. This is fairly comparable to the findings of an earlier study by Oluoch, Odundo and Mwangi (2019), in which 41 (87.3%) structured context vignette boosted teacher trainee ethical sensitivity in decision-making, they said. In addition, 90 (77.6%) business teacher trainees indicated that finance context vignette stimulated ability to embrace ethical sensitivity in decision-making. While 86 (74.1%) trainees argued that human resource and operational context vignette were pointed by 83 (71.6%) as accelerating sensitivity in decision-making. The marketing environment that influences teacher trainee ethical sensitivity in decision-making is the subject of the Vignette teaching technique. While the operational context vignette revealed the lowest number of teacher trainees and decision-making sensitivity. The findings suggested that the usefulness of vignettes as an educational strategy for enhancing experience learning may vary depending on the situations in which they were used.

The initial null hypothesis, that there is no significant link between context vignette and ethical sensitivity in decision-making, was rejected because context vignette was strongly connected with ethical sensitivity in decision-making ( $r_s = -0.222$ ,  $-value = 0.017$ ). An alternate hypothesis positing a substantial link between two factors was instead accepted. Structure, financial, and marketing context vignettes were recognized as impacting ethical sensitivity in decision-making in the focus groups. Furthermore, each setting determines ethical sensitivity and the frequency of encounters requiring sensitive moments for rapid learning in its own way. More still, KIIs revealed that vignette are inadvertently used in promoting experiential learning yet vignette has not been integrated in business studies curriculum as instructional strategy. Based on this realization, weak in-depth knowledge of vignette instructional method tend to slow down its adoption in implementing experiential learning and sensitivity in decision making. Even though application of vignette out of individual innovation drawn from immediate environment may be difficult to establish the extent to which such an instructional approach maybe relevant in varying ethical contexts within the teaching learning process. The participants emphasized that detailing teacher trainee processes on application of vignette as manifested in each context of business

environment which may rotate around leadership, finance, marketing, or instructional development for learner independence in making ethically sensitive decisions during the teaching-learning process.

According to multivariate analysis, teacher trainees who strongly agreed that the context of the vignette influenced ethical sensitivity in decision-making were 3.9 times more likely than colleagues who strongly disagreed to make more ethically sensitive decisions (-value = 0.004, = 1.355, OR = 3.877, C.I. = 2.087-7.202). Furthermore, when compared to colleagues who expressed strong disagreement, teacher trainees who agreed that the context of the vignette influenced ethical sensitivity in decision-making had 2.3 times the odds of making ethically sensitive decisions (-value = 0.025, = 0.854, OR = 2.349, C.I. = 1.386-3.151). The first scenario revealed that the difference in likelihood of making morally sensitive judgments between two groups was statistically significant at the 99 percent confidence level. In the second situation, there was a substantial difference between two groups at the 95 percent confidence level. Significantly, the more mastery of vignettes demonstrated by teacher trainees may influence ethical sensitivity in decision-making, the more likely trainees were to make ethically sensitive judgments during the teaching learning process. Teacher trainees maybe required to raise own understanding of contexts of vignette in boosting application of experiential learning strategies in sensitive business environment for sustained learning achievement.

Additionally, the context vignette had a favorable and substantial effect on ethical awareness in decision-making. The context vignette scored second in size of variation in ethical sensitivity in decision-making (Wald = 24.958, -value = 0.000), according to Wald statistic values. At the 99 percent confidence level, the difference between teacher trainees who strongly agreed that the context vignette affected ethical sensitivity in decision-making and teacher trainees who strongly disagreed with the assertion was statistically significant. While variation between teacher trainees who agreed and ones who strongly disagreed was significant at 95% confidence level. This reaffirms that the more trainees acknowledge usefulness of context vignette as determinants of ethical sensitivity in decision-making the more vignette as an instructional approach will be embraced during the teaching learning process.

### **5.2.2 Content of vignette and ethical sensitivity in decision-making**

Content vignette include cases, interviews, stories, textbooks, and personal experiences which are critical in determining enhanced learning through ethical awareness in decision-making. Cumulatively, up to 102 (87.9%) teacher trainees affirmed that cases influence their ability to make ethical decisions as a relevant and useful resource material. This was followed by interviews, which was declared by 96 (82.8%) teacher trainees; textbooks, 91 (78.4%) teacher trainees; personal experiences, 90 (77.6%) teacher trainees; while stories were cited by 74 (63.8%) teacher trainees. The cases impacted on teacher trainees' ability to make ethically sensitivity decisions for enhanced learning achievement. Whereas stories influenced least number of teacher trainees, according to the data. The findings show that impact of vignette on ethical sensitivity in decision-making differed depending on content of vignette necessary to stimulate deeper understating for accelerated learning. Content vignette were significantly associated with ethical awareness in decision-making for critical thinking and problem solving. ( $r_s = 0.218$ ;  $p$ -value = 0.019); thus, the alternative null hypothesis, that there is no significant relationship between vignette content and ethical awareness in decision-making, was rejected. Consequently, the alternative hypothesis, suggesting a significant correlation between the two aspects, was accepted. More still, FGDs sessions revealed that the content of vignette instructional method correlated significantly for ethical sensitivity in decision-making. Case studies, interviews and experiences which are primary influencers of teacher trainee's ethical sensitivity in decision-making provide a fertile ground for problem solving and accelerated learning for better achievement. In addition, cited content sources were identified as providing detailed data that was not only easy to decode and articulate, but related to real-life ethical situations which stimulated experiential learning of Business Studies which entrenched sensitivity in decision- making.

Key Informant Interviews identified cases as most commonly applied during the teaching learning process to entrenched ethically sensitive decision making skills among business teacher trainees. Findings revealed that as lecturer move from teaching abstractions to provoking imaginations for assisting the learner to become effective interpreters of reality through inbuilt awareness of sensitivity in decision-making for better learning. Drawing from this, vignette instructional method as presented in cases created valuable linkage between concepts in scenarios presented in class, ethical issues arising and possible decisions arising from the teaching learning process. KII courses focused on tales used by lecturers to develop

ethical awareness in decision-making abilities during the teaching-learning process. Further research revealed that tales about ethical concerns tended to highlight qualities that were important in enhancing ethical awareness in decision-making for better learning outcomes.

Teachers who strongly agreed that the content vignette affected ethical sensitivity in decision-making had 1.8 times the likelihood of making ethically sensitive judgments as colleagues who strongly disagreed ( $p$ -value = 0.022,  $p$  = 0.604, OR = 1.829, C.I. = 1.266-2.644). Furthermore, those who believed that the content vignette affected decision-making were 1.6 times more likely to make morally sensitive judgments than those who disagreed strongly ( $p$ -value = 0.058,  $p$  = 0.474, OR = 1.606, C.I. = 1.090-2.368). The first scenario demonstrated a substantial difference in likelihood of making morally sensitive judgments for rapid learning between two groups at the 95 percent confidence level. In the second case, the difference between the two groups was significant at a 90% confidence level. Notably, the more teacher trainees recognize the position of content vignette as critical instruction approach, the more the strategy influenced ethical sensitivity in decision-making.

Findings showed that content vignette determined positively ethical sensitivity in decision-making among teacher trainee, which means that more teacher trainees recognized the instructional approach as influencing ethical sensitivity in decision-making for sustained learning achievement. Judging from the value of Wald statistic, vignette content rank fourth in relative importance, based on the odds of ethical sensitivity in decision-making (Wald = 13.667,  $p$ -value = 0.013); which was confirmed as teacher trainees acknowledge the position of content vignette in establishing ethical sensitivity in decision-making where the odds make ethically decisions to increase proportionately.

### **5.2.3 Types of vignette and ethical sensitivity in decision-making**

Study covered various types of vignette, including narratives, illustrations, repertoires (role plays), documentaries and scripts. Most participants, 98 (84.5%), affirmed that illustrations determined level of awareness on ethical issues required to maintain sensitivity in decision-making for improved learning. This was followed by documentaries, as stated by 93 (80.2%) teacher trainees; scripts, as mentioned by 88 (75.9%) teacher trainees; narratives, 85 (73.2%) teacher trainees; as well as role plays, 81 (69.8%) teacher trainees. Illustrations influenced teacher trainee decision making skills which are anchored on sensitive issues presented in vignette. In addition role-play showed least proportion of teacher trainees who embraced

ethical sensitivity in decision making which were drawn from vignette as an instructional method. Findings suggested that each type of vignette determined level of ethical sensitivity in decision-making by teacher trainee viewed differently on account of relative strength.

The types of vignettes were found to be substantially connected with ethical sensitivity in decision-making ( $r_s = -0.395$ ,  $-value = 0.000$ ), indicating that the null hypothesis of no significant association between type and ethical sensitivity in decision-making was rejected. As a result, the hypothesis that there is a strong relationship between personality type and ethical sensitivity in decision-making was accepted. In addition, qualitative findings, sourced through FGDs, reveal that illustrations, videos, role plays, narratives and scripts are important types of vignettes that improve teacher trainees' knowledge, skills, ethical sensitivity and the ability to make ethically sound professional decisions. Notably though, illustrations in the form of pictures should be accompanied with brief explanations about themes and purpose, in order to lessen the risk of misinterpretation. Even though quantitative results revealed that role-plays influenced the least proportion of teacher trainees regarding ethical decisions, FGD participants noted that role-plays are effective in shaping behavior change among youth. More still, key informants felt that role-plays imprinted vivid memories in the minds of teacher trainees, while equipping them with skills to link theoretical knowledge with lived experiences. Furthermore, about three-quarters of teacher trainees (75.9%), identified scripts, as the type of vignettes that influences their decision-making. Key informants affirmed that scripts are influencers of ethical sensitivity in decision-making, specifically in providing easy reference at a later date and enabling teacher trainees to link scripts to ethical issues delivered.

Participants who strongly agreed that vignette type influenced ethical sensitivity in decision-making were about 6 times as likely to follow ethical principles when making decisions as colleagues who strongly disagreed ( $-value = 0.000$ ,  $= 1.807$ ,  $OR = 6.092$ ,  $C.I. = 3.305-8.229$ ), according to multivariate findings. Furthermore, teacher trainees who believed that vignette type affected ethical sensitivity in decision-making had almost 4.1 times the likelihood of making ethically sensitive judgments as peers who expressed significant disagreement ( $-value = 0.000$ ,  $= 1.447$ ,  $OR = 4.250$ ,  $C.I. = 2.361-6.652$ ). In each case, the variance was significant at the 95% confidence level, implying that the probability of making morally sensitive decisions for rapid learning differed considerably between the two groups.

In addition, type of vignette caused a positive influence on ethical sensitivity in decision-making for critical thinking and problem solving skills. Based on the value of Wald statistic, type of vignette rank first in odds of ethical sensitivity in decisions-making (Wald = 37.022,  $\rho$ -value = 0.000). Notably though, teacher trainees who expressed positive views linking type of vignette and ethically sensitive in decision-making were more likely to make appropriate decisions that comply with principles than colleagues who indicated negative position. This suggested that enabling teacher trainees to understand type of vignette was vital for improving propensity to make decisions that conform to ethical perspective.

#### **5.2.4 Vignette construction and ethical sensitivity in decision-making**

Vignette is constructed around specific themes with clear boundaries, including simulation, abridging, truncation, anchoring and scaffolding. Cumulative findings show that most teacher trainees, 104 (89.7%), associated abridged vignette with improving ethical sensitivity in decision-making skills. At the second position were anchored vignettes as stated by 100 (86.2%) teacher trainees; while simulated vignettes emerged third, 93 (80.2%) teacher trainees. This was followed by truncated vignettes, 91 (78.4%) teacher trainees, and scaffold vignettes with 86 (74.1%) mentions. The aggregate results revealed that vignette creation is substantially connected with ethical sensitivity in decision-making ( $r_s = 0.184$ ,  $-value = 0.034$ ), rejecting the fourth null hypothesis that vignette building has no significant association with ethical sensitivity in decision-making. Rejection of the null hypothesis suggested that vignette instructional method's construction was a significant factor in experiential teaching and learning of Business Studies ethics course, because it significantly influenced teacher trainees' proclivity to making ethically sensitive decisions. In this regard, the alternative hypothesis was accepted.

These findings were confirmed by FGD participants who linked abridged, anchored, simulated, scaffold and truncated vignettes to improvements in ethical sensitivity in decision-making. In this regard, each style of vignette construction was considered unique in terms of the series of actions leading to the imitation of reality, the aspects of reality captured, content and participation of teacher trainees in the application of outcome vignettes. However, regardless of the construction styles, participants suggested that the construction process should ensure internal consistency of content, clarity, logical flow of thoughts as well as the ease of decoding and identifying ethical dilemmas.



The FGD participants further observed that well-constructed vignettes should be: plausible, real and relevant for targeted teacher trainees; devoid of extreme situations, such as eccentric characters or disastrous events, which teacher trainees may find difficult to connect with lived experiences; and presented in a format that is appropriate for targeted teacher trainees. Well-constructed vignettes should rouse emotion, imagination, exploration of the subject matter, critical reflection and discussion among teacher trainees towards ethical sensitivity in decision-making; as well as embrace a sense of urgency by avoiding unnecessary details that would either slow down or derail the plot. More still, KII sessions revealed that even though most lecturers were not skilled on vignette construction, they expressed valid thoughts about the standards that should guide the process, including the need to ensure that scenarios packaged in vignettes are not only relevant to lesson content, but also logical and presented in a language that is clear to teacher trainees. Participants further cited the need for vignettes to be edited and content sorted to minimize the risk of misinterpretation by teacher trainees. (Include criteria for vignette construction from literature)

Similarly, teacher candidates who strongly believed that vignette creation affected their ethical sensitivity in decision-making were 1.6 times more likely to make ethically sensitive judgments than those who strongly disagreed ( $p$ -value = 0.053,  $OR$  = 1.631, C.I. = 0.931-2.856). Furthermore, individuals who believed that vignette creation affected their ethical sensitivity in decision-making had almost 1.1 times the likelihood of making ethically sensitive judgments as those who strongly disagreed ( $p$ -value = 0.080,  $OR$  = 1.145, C.I. = 0.653-2.005). In each example, the data indicated that there was a 90 percent possibility that differences in the probabilities of adhering to ethical standards while making judgments between the two groups of teacher trainees were statistically significant.

The more teacher trainees understood how vignette construction influenced ethical sensitivity in decision-making, the more likely trainees were able to make ethically sensitive decisions. This emphasized usefulness of teacher trainee need to learn and develop skills on how to construct own vignette as a prelude to developing ethically sensitive decision-making skills. According to the Wald statistic (Wald = 5.344,  $p$ -value = 0.051), the development of vignettes had a positive, substantial, but little impact on ethical sensitivity in decision-making. In relation to other dimensions of vignette instructional method covered by the study, construction of vignettes ranked fifth in terms of the odds of enabling trainees to make ethically sensitive decisions.

### **5.2.5 Vignette utilization and ethical sensitivity in decision-making**

Various facets of vignette utilization with potential to guide teacher trainee ethical sensitivity in decision-making which were frequently anchored on use, timing, media, venue and approaches that stimulate adoption of ethical principles during the teaching learning process. Overall, 107 (92.2 percent) teacher trainees linked the location of vignette use with improved ethical sensitivity in decision-making abilities. This was followed by 103 (88.8%) teacher trainees citing the time of vignette use, 97 (83.6%) teacher trainees citing the frequency of use, 96 (82.8%) teacher trainees citing the techniques, and 86 (74.1%) teacher trainees citing media usage. The study also discovered a significant link between vignette use and ethical sensitivity in decision-making ( $r_s = -0.275$ ,  $-value = 0.003$ ), resulting in the rejection of the fifth null hypothesis, according to the study, there is no link between the use of vignettes and ethical awareness in decision-making situations. Consequently, alternative hypothesis, postulated a significant correlation between two aspects which was accepted. The finding amplified significant role of vignette utilization as an instruction approach enhanced ethical sensitivity in decision making for sustained learning and achievement.

Similarly, FGD sessions established that vignette instructional method utilization influenced trainee position in acquiring ethically sensitive decision-making skills necessary for sustained learning achievement. Various aspects of vignette utilization found that engaging with different scenarios before, during and after lessons on sensitivity in decision making skills was critical in building capacity for sustained learning. More specifically, frequency of exposure to challenging learning environment tended to influence extent to which trainees were able to accumulate knowledge, skills and experience for making ethical decisions. On the same vein, FGD participants noted that as frequency of exposure increased proportionately to experience and confidence in ethical decision- making.

The amount to which teacher trainees could gather knowledge and abilities for making ethical judgments was affected by the frequency with which they were exposed to vignettes, according to KII participants. As the frequency of exposure increased, so did experience and confidence in making ethical judgments. Ling et al. (2019) found that therapists who were exposed to a medical narrative on ART had a greater chance of making ethical ART judgments than trainees who were simply exposed a few times. At the Department, most lecturers used vignettes inadvertently to elaborate discussions behind the concepts taught - a situation that led to over application of particular types of vignettes, including cases and

stories. This was attributed to the realization that the Department was yet to integrate vignette instructional method in the curriculum, as instructional resources for experiential teaching and learning. This implies that implementation of vignette instructional method in the teaching of Business Studies ethics course was largely a personal initiative. Consistent utilization of vignette remains essential for developing teacher trainee critical thinking and innovation in solving real-life problems, which cannot be achieved by predominantly using lectures. However, inconsistent implementation of vignette instructional method was attributed to the perception that vignette demanded more time to prepare and apply than lectures.

The timing as propounded by some FGD participants interacted with resource material on vignette ahead of lesson, group discussions, while others did so during and after teaching learning process. Notably though, pre-lesson engagement with resource material remained the most important for improving teacher trainees' knowledge and perceptions. This, in turn, resulted to several benefits, including: development of diverse ideas on ethical sensitivity in decision-making, which enriched Business Studies ethics lessons, as well as inspiration of learner-centered engagements during such lessons. Similarly, KII participants felt that prior interaction with vignettes was good for triggering discussions during group brainstorming sessions, where lecturers and teacher trainees exchanged views about ethical dilemmas. In this regard, lecturers believed that group discussions were important because they enabled teacher trainees to develop critical thinking skills for analyzing ethical problems.

Besides exchanging views, group discussion sessions enabled lecturers to evaluate learner's understanding of ethical issues arising from various contexts of the business setting, as well as teacher trainees' consensus regarding ethical decisions they would make when in situations similar to those contained in vignettes. Still on the same, FGD participants indicated that some teacher trainees preferred studying resource materials on vignettes individually before engaging with peers in group discussions and later making own decisions. Even though ethical sensitivity in decision-making is an individual affair, teacher trainees appreciated group discussions for generating multiple ideas, which informed ethical sensitivity in decision-making at the individual level.

Even though most lecturers applied vignettes unwittingly, others planned the inclusion of vignette instructional method in the experiential instruction and learning of Business Studies ethics course. Regardless of the circumstances, the application of vignettes influenced teacher trainees of business ethics in different ways, including implementation of vignette instructional method in their teaching practice, interest in examination questions packaged in terms of vignettes, and improved performance in learning outcomes and examinations. This further illustrated that vignettes were effective instructional and assessment resources, when applied correctly.

Teacher trainees who strongly agreed that using vignettes affected ethical sensitivity in decision-making had twice the chances of being ethically sensitive in decisions as those who strongly disagreed (-value = 0.018,  $\chi^2 = 0.728$ , OR = 2.071, C.I. = 1.397-3.071). Furthermore, trainees who agreed that using vignettes affected ethical sensitivity in decision-making were 1.9 times more likely to make ethically sensitive judgments than those who disagreed strongly (-value = 0.025,  $\chi^2 = 0.646$ , OR = 1.908, C.I. = 1.259-2.891). There was a substantial difference between the groups in terms of the likelihood of making morally sensitive judgments.

Notably, the greater the likelihood of adhering to ethical principles when making judgments based on ethical problems, the more teacher trainees internalize that the use of the vignette teaching approach affected ethical sensitivity in decision-making. This meant that increasing trainee understanding of various aspects of vignette use aided in the development of ethical sensitivity in decision-making. The Wald statistic (Wald = 16.309, -value = 0.009) revealed that using vignettes had a positive and substantial impact on ethical sensitivity in decision-making. The use of vignettes came in third, depending on the likelihood of teacher trainees making morally difficult decisions.

#### **5.2.6 The models' goodness-of-fit and significance**

The regression model generated a Nagelkerke's  $R^2$  value of 0.575, which implied that collective effect of dimensions of vignette instructional method which included *context*, *content*, *types*, *construction* and *utilization* explained 57.5% of the odds of a Business Studies undergraduate trainee making ethically sensitive decisions out of a dilemma. In evaluating the impact of vignettes on ethical awareness in decision-making by Business Studies teacher trainees at the University of Nairobi, the model was reasonably strong. Furthermore, the Hosmer-Lemeshow table yielded a -value of 0.287, which was greater than 0.05, showing

that the model was a good fit for the data, and omnibus tests of model coefficients indicated that model-fit was statistically significant ( $F$  value = 33.193,  $df = 9$  &  $p$ -value = 0.000).

### **5.3 Conclusions**

This section draws conclusions from the findings of the study, which are summarized under section 5.2, to demonstrate how the findings respond to objectives of the study.

#### **5.3.1 Context vignette and ethical sensitivity in decision-making**

Whereas the vignette's context had a considerable favorable impact on trainees' ethical sensitivity in decision-making, it was placed second in terms of the strength of the effect. Integrating vignettes in real-life situations in teaching materials to boost trainee knowledge and perceptions may improve the probabilities of teacher trainees making morally sensitive judgments. Improving teacher trainee knowledge on context of vignette which was vital for raising competence in making ethically sensitive and accelerating chances of making decisions anchored on ethical principles.

#### **5.3.2 Content vignette and ethical sensitivity in decision-making**

The content vignette had a considerable beneficial impact on trainees' ethical sensitivity in decision-making, despite the fact that there was skepticism that this method would increase trainees' capacity to make morally sensitive judgments in a variety of situations. Based on the probabilities of ethical awareness in decision-making, the content of the vignette was placed fourth in relative relevance. Nonetheless, to increase the efficacy of experiential education and learning, material sources such as cases, interviews, and personal experiences may be incorporated into Business Studies ethics courses to improve trainee competency in ethical sensitivity in decision-making.

#### **5.3.3 Types of vignette and ethical sensitivity in decision-making**

Types of vignette caused a significant positive influence on teacher trainee development of ethical sensitivity in decision-making skills. This indicated that unit improvement in teacher trainee knowledge about types of vignette caused proportionate improvement in the odds of decisions becoming more ethically sound. Having ranked first in the odds of ethical sensitivity in decision-making, by implication most teacher trainees understood types of vignette. However, this should not lessen attention and resources allocated for developing teacher trainees' knowledge on this aspect of vignette instructional method. Improving

knowledge regarding the types of vignettes is just as important as improving knowledge on the other components of vignette instructional method; and remains vital for improving the odds of making ethically sensitive decisions.

#### **5.3.4 Construction of vignette and ethical sensitivity in decision-making**

Construction of vignette positively influenced teacher trainee ethical sensitivity in decision-making for improved knowledge of dilemmas arising from scenarios delivered in class. Vignette construction was likely to stimulate ethical sensitivity among trainees which enhanced the odds of ethical decisions within teaching learning process, as well as inculcating skills of unpacking dilemmas for sustained learning achievements. Construction of vignette ranking fifth in the odds of making ethically sensitive decisions stimulating greater awareness on utilization and development of appropriate dilemmas that elicit varied principles for better learning. Appropriately constructed vignette tended to improve by creating and expanding opportunities for transmitting knowledge to trainees on development on instructional materials, mentorship on use of dilemmas for effective teaching and learning. This may be achieved by improving the scope and depth of instructional resources, which should meet quality standards in terms of internal consistency, clarity, logical flow, plausibility, relevance to business ethics teacher trainees, moderation of ethical dilemmas and format. The opportunities for knowledge transfer to teacher trainees may be expanded by involving them in the development of locally-adapted supplementary resource materials, and research activities themed around vignette construction; as well as improving funding for research projects on vignette instructional method and experiential learning

#### **5.3.5 Utilization of vignette and ethical sensitivity in decision-making**

The use of vignettes has a considerable favorable impact on trainee ethical awareness when making decisions. This revealed that better understanding of how vignettes are used resulted in a corresponding increase in the likelihood of making morally sensitive judgments during the teaching-learning process. This was in third place in terms of relative importance, implying that teacher trainee understanding of vignette use in connection to ethical sensitivity in decision-making was neither strong nor weak, but rather lacking. However, this was enhanced by improving trainee understanding of how vignette should be used in experiential learning of Business Studies ethics for enhanced learning achievement. To achieve this, dedicating training resources for optimize utilization of vignette; in increasing the times trainee interact with vignette instructional materials within and outside class.

### **5.3.6 The model's goodness-of-fit and significance**

By accounting for 57.5% of the odds of a teacher trainee making ethical decisions from ethical dilemmas, the regression model provided a moderate but significant prediction of teacher trainees' proclivity to making decisions that are ethically sensitive. The model was neither strong nor weak in explaining ethical sensitivity in decision-making, among undergraduate Business Studies teacher trainees. The presumption was that components of the high contrast instructional method were critical for improving ethical sensitivity in decision making among teacher trainees, which necessitated lecturers using the vignette instructional method in teaching business ethics, as well as enabling trainees to master context, content, types, construction, and use of the vignette instructional method improved sensitivity in decision making and learner achievement. This resulted in a 58 percent increase in ethical awareness in decision-making, demonstrating the utilization of a range of instructional approaches, which was difficult to achieve without proper preparation by lecturers and trainees prior to, during, and after the instructional process.

## **5.4 Recommendations for Policy and Practice**

The recommendations presented in this section are derived from the findings and conclusions of the study, and they target the Department's leadership, lecturers and module developers.

### **5.4.1 Policy Development**

1. Framework to guide pedagogical reforms at the Department involving adoption of new instructional practices, methods and resources, involving vignettes.
2. Clear strategy for assisting lecturers and teacher trainees embrace the reforms as well as manage issues arising from the process.
3. Quality standards to guide lecturers in constructing vignettes for Business Studies ethics course, focusing on internal consistency, clarity, logical flow, plausibility, relevance to Business Studies ethics teacher trainees, moderation of ethical dilemmas and format, among other indicators.

### **5.4.2 Practice**

1. Review instructional resource materials for business ethics course (at the Department) to integrate new data on all the five dimensions of vignette instructional method adoption, including context, content, type, construction and utilization. Incorporate relevant

vignette on various ethical situations within educational institutions or business contexts, in order to improve knowledge, skills and experience for ethical sensitivity in decision-making.

2. Integrate vignette in teaching methods to enable lecturers and teacher trainees identify and incorporate vignette in their teaching plans, and thus capture teaching objectives more effectively.
3. Integrate vignette instructional method in the training of lecturers on what they are and how useful they are as instructional resources.
4. Expand opportunities for knowledge transfer to teacher trainees by involving them in relevant research projects themed around the various dimensions of vignette instructional method.
5. Involve teacher trainees in the development of publications on vignette instructional method and ethical sensitivity in decision-making.
6. Encourage lecturers to develop locally adapted supplementary resource materials on vignette and ethical sensitivity in decision-making within educational institutions and business contexts.
7. Improve budgetary allocation for developing instructional resource materials on vignettes; conducting relevant research on various aspects of vignettes in relation to ethical sensitivity in decision-making; developing publications, and providing relevant training forums to lecturers.
8. Promote group learning in business ethics to improve peer-to-peer exchange of ideas, as well as encourage learner-centered engagements, which are effective in developing ethical sensitivity and decision-making skills.

### **5.5 Recommendations for Further Research**

1. The researchers developed a regression model that accounts for around 58 percent of the variance in the likelihood of a learner making an ethically sensitive decision in the face of an ethical dilemma. This implies that the sample is modest in assessing the impact of vignettes on moral decision - making in undergraduate Business Studies teacher trainees' decision-making. Even though the effect was statistically significant, there is need for similar studies conducted in the future to adopt better designs, have bigger samples and incorporate more aspects of vignette in order to develop models with more accurate estimates of the causal link between the vignette teaching approach and ethical sensitivity



in decision-making among University of Nairobi undergraduate Business Studies teacher trainees.

2. The scope of this study was delimited to the bachelor of education teacher trainees, yet business ethics is a common course for teacher trainees pursuing bachelor of commerce in accounting, finance, procurement and marketing, as well as business administration. Even though the study reveals that the influence of vignettes on ethical sensitivity in decision-making is significant, it may be misleading to assume that the findings of this study would hold true to teacher trainees in other departments offering a course in business ethics. In view of this, future studies should cover teacher trainees in other departments because of variations in experiences, needs, challenges and priorities across departments. Further, similar studies conducted in the future should be scaled-up to cover teacher trainees in other public and private universities, in order to bear significant impact on the academic policy and practice at the sub-sector and sector levels.
  
3. A critical essence of experiential learning is the transferability of knowledge and skills from one context to another. In this study, the focus was on how teacher trainees apply the knowledge acquired through experiential learning using vignette instructional method to make ethically sensitive decisions. The study did not go to the extent of determining how teacher trainees apply experiential learning using vignettes in their work or social spheres, which is limiting the nexus between theory and practice. In view of this, future studies should determine how teacher trainees transfer knowledge acquired through experiential learning to other contexts of their professional and social life.

### **5.6 Contribution of the Study to Knowledge**

The study contributes to knowledge by bringing out the importance of teacher trainees' knowledge of the various dimensions of vignette instructional method *vis-à-vis* ethical sensitivity in decision-making, as well as by demonstrating the relative importance of each aspect of vignette instructional method, in terms of variation in the odds of teacher trainees making ethically sensitive decisions. The contributions per objective are summarized in Table 5.1.

**Table 5.1: Contribution of the study to knowledge**

Objective	Contribution
<p>1. Determine how the context of vignette instructional method influences ethical sensitivity in decision-making among Business Studies teacher trainees.</p>	<ul style="list-style-type: none"> <li>• The study contributes by demonstrating how vignettes applied in each context within educational institutions or business entities influence teacher trainees' ethical sensitivity and the odds of making decisions that are ethically sensitive.</li> <li>• The study informs its audience that the risk of unethical decisions varies across departments within an institution or a business setting, based on the core functions of each, and the sensitivity of such functions to ethical issues.</li> <li>• In view of this, the study informs lecturers about the need to improve Business Studies ethics course by developing and integrating vignette instructional method from contextual areas whose core functions are ethically sensitive.</li> </ul>
<p>2. Establish how the content of vignettes influences ethical sensitivity in decision-making among Business Studies teacher trainees.</p>	<ul style="list-style-type: none"> <li>• The effectiveness of vignette instructional method in experiential learning depends on the content of such vignettes in terms of cases, interviews, stories, textbooks and personal experiences. The study contributes to knowledge by demonstrating the influence of vignette contents on ethical sensitivity in decision-making, in relation to the influence of other dimensions of vignette instructional method.</li> <li>• In this regard, the study indicates that the content of vignettes ranks fourth in the order of relative importance, based on the odds of making ethically sensitive decisions.</li> <li>• The study further demonstrates that the more teacher trainees know about the content of vignettes, the more they are likely to make decisions that are ethically sensitive.</li> </ul>
<p>3. Examine influence of the types of vignettes on ethical sensitivity in decision-making among the undergraduate teacher trainees.</p>	<ul style="list-style-type: none"> <li>• The effectiveness of experiential learning using vignettes, in terms of ethical sensitivity in decision-making, depends on the types of vignettes used in the learning process, particularly in terms of relevance to the subject matter and audience, as well as ease of application by lecturers.</li> <li>• In view of this, the study informs its audience that types of vignettes ranked first in terms of the odds of making ethically sensitive decisions. The study</li> </ul>

	<p>demonstrates that the more teacher trainees appreciate the causal linkage between types of vignettes and ethical sensitivity in decision-making, the higher the chances of them making ethically sensitive decisions.</p> <ul style="list-style-type: none"> <li>• Knowledge of the types of vignettes is likely to inform and improve teacher trainees' ethical sensitivity to issues arising in their professional spheres.</li> </ul>
<p>4. Establish the influence of construction of vignettes on ethical sensitivity in decision-making among the undergraduate Business Studies teacher trainees.</p>	<ul style="list-style-type: none"> <li>• Construction of vignettes emerges as an important aspect that determines the extent to which experiential learning using vignettes influences ethical sensitivity in decision-making.</li> <li>• The study contributes to knowledge by demonstrating that teacher trainees' appreciation of the causal connection between vignette construction and ethical sensitivity in decision-making is important in determining their likelihood of making ethical decisions.</li> <li>• In terms of relative importance, vignette construction ranked fifth and based on this, the study informs lecturers that a small proportion of teacher trainees understand the construction of vignettes and how it influences ethical sensitivity and the odds of making ethically sensitive decisions.</li> </ul>
<p>1. Determine how utilization of vignettes influences ethical sensitivity in decision-making among the undergraduate Business Studies teacher trainees.</p>	<ul style="list-style-type: none"> <li>• The effectiveness of experiential learning using vignette instructional method depends on how much teacher trainees know about the utilization of vignettes in terms of the frequency of use, timing, media, venue and approaches.</li> <li>• The study contributes to knowledge by demonstrating that the higher the level of knowledge regarding the nexus between utilization of vignettes and ethical sensitivity in decision-making, the greater the odds of teacher trainees making ethically sensitive decisions.</li> <li>• The study further contributes by revealing that knowledge of vignette utilization ranks third in terms of the odds of ethical sensitivity in decision-making. Consequently, it holds that knowing how vignettes are utilized in experiential learning is important for both lecturers and teacher trainees alike.</li> </ul>

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## APPENDICES

### Appendix I: Letter of Transmittal

Oluoch Mary Prisca,  
P.O. Box 30197 – 00100,  
NAIROBI.  
Email: [prioluoch@gmail.com](mailto:prioluoch@gmail.com)  
Tel: 0720873606

8<sup>th</sup> February, 2018.

Dear Sir/Madam,

#### **RE: ACADEMIC RESEARCH**

My name is Prisca Oluoch, and I'd like to introduce myself. At the University of Nairobi, I'm pursuing a PhD. I'm conducting research as part of my Doctor of Philosophy in Business Studies requirements study titled *Influence of vignette instructional method on ethical sensitivity in decision-making among Business Studies teacher trainees at the University of Nairobi, Kenya*. The purpose of this study is to see how the vignette teaching approach affects ethical awareness in decision-making among University of Nairobi undergraduate Business Studies teacher trainees, with the intention of generating data that will influence pedagogical policy reforms, as well as administrative and management interventions focused on improving the effectiveness of experiential instruction/learning of business ethics using vignette instructional method on the ability of learners to consistently make ethically sensitive decisions in their positions of responsibility within work stations and business realms.

I respectfully request your participation in the interview. Participants will get no direct benefits from the study, and there are no dangers associated with participating. You have the option to drop out of the research at any point prior to your participation. It will be impossible to recognize the data you have supplied after that. Your information will be kept totally secret and used solely for the purposes of this study. Only my supervisors will have access to the data as part of the thesis evaluation. There will be no information in the thesis or publications that may be used to identify you. You provide your permission for me to use your data for the mentioned goals – thesis and publications – by filling out the questionnaire. Thank you for taking the time to read this.

Yours sincerely,

Oluoch Mary Prisca  
**PhD Candidate**

Department of Educational Communication and Technology,  
UNIVERSITY OF NAIROBI

**Appendix II: Authorization Letter from University of Nairobi**

12<sup>th</sup> February, 2018

**TO WHOM IT MAY CONCERN**

**SUBJECT: OLUOCH PRISCA MARY MUDHUNE – REG. NO. E81/52182/2017**

This is to certify that **Oluoch Prisca Mary Mudhune** has defended her PhD proposal successfully at the Department and School levels towards achieving the Doctor of Philosophy in Business Studies of the University of Nairobi.

She is currently undertaking her research on *Influence of Vignette instructional method on Ethical sensitivity in decision-making among Business Studies Learners at the University of Nairobi, Kenya*. Any assistance accorded to her during data collection will be highly appreciated.

Yours sincerely,

**PROF. PAUL A. ODUNDO**

**CHAIRMAN,**

**DEPARTMENT OF EDUCATION COMMUNICATION AND TECHNOLOGY**

## Appendix III: Authorization Letter



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,  
2241349,3310571,2219420  
Fax:+254-20-318245,318249  
Email: dg@nacosti.go.ke  
Website : www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/31548/21573**

Date: **21<sup>st</sup> March, 2018**

Prisca Mary Oluoch  
University of Nairobi  
P.O Box 30197-00100  
**NAIROBI.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Influence of vignettes on ethical decision-making among business education students at the University of Nairobi,”* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **20<sup>th</sup> March, 2019.**

You are advised to report to **the Vice Chancellor, University of Nairobi, the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**DR. STEPHEN K. KIBIRU, PhD.**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The Vice Chancellor  
University of Nairobi.

The County Commissioner  
Nairobi County.

## **Appendix IV: Self-Administered Questionnaire for Learners**

### **INFLUENCE OF VIGNETTE INSTRUCTIONAL METHOD ON ETHICAL SENSITIVITY IN DECISION-MAKING AMONG BUSINESS STUDIES TEACHER TRAINEES AT THE UNIVERSITY OF NAIROBI, KENYA**

#### **A. INTRODUCTION AND CONSENT**

Hello. My name is **Prisca Oluoch**. I'm a PhD student at the University of Nairobi. In order to complete the prerequisites for the Doctor of Philosophy in Business Studies, I'm undertaking research. The study's goal is to collect data that will inform programming, financing, and policy choices aimed at enhancing business ethics training and pushing students to become better lecturers, leaders, and businesspeople in the future.

You have been recognized as a self-administered questionnaire respondent. I sincerely beg your assistance by completing the questionnaire, which should take no more than 20 minutes. Participants will get no direct benefits from the study, and there are no dangers associated with participating. You have the option to drop out of the research at any point prior to your participation. It will be impossible to recognize the data you have supplied after that.

Your information will be kept totally secret and used solely for the purposes of this study. Only my supervisors will have access to the data as part of the thesis evaluation. There will be no information in the thesis or publications that may be used to identify you. By completing and sending the questionnaire, you give me permission to use your information for the given goals, namely producing the thesis and publishing it. Please do not provide your name in any of the questions on the survey. Thank you for your consideration.

Yours sincerely,

Oluoch Mary Prisca

**PhD Candidate**

Department of Educational Communication and Technology,  
UNIVERSITY OF NAIROBI

P.O. Box 30197 – 00100,  
NAIROBI.

Email: [prioluoch@gmail.com](mailto:prioluoch@gmail.com)

Tel: 0720873606

## B. BACKGROUND DATA

Please Tick (✓) to mark the answer that most closely resembles your position

1.1 Gender	Male ..... 1 Female ..... 2
1.2 Year of Study Academic	Third ..... 1 Fourth ..... 2 Other ..... 3
1.3 KCSE Grade	_____
1.4 Programme of Study	Regular ..... 1 Parallel/Module II ..... 2
1.5 Teaching Subjects	_____ _____ _____ _____
1.6 County	_____
1.7 Sub-County	_____
1.8 High School Attended	Boarding ..... 1 Day ..... 2 Mixed ..... 3 Boys/Girls only ..... 4
1.9 Age	< 23 years ..... 1 23-25 years ..... 2 26 years+ ..... 3
1.10 Business experience	Yes ..... 1 No ..... 2
1.11 Business experience duration	< 1 year ..... 1 1-2 years ..... 2 More than 2 years ..... 3

1.12 Employment/Internship history	Yes ..... 1 No ..... 2
1.13 Employment/Internship history duration	< 1 year ..... 1 1-2 years ..... 2 More than 2 years ..... 3
1.14 Family Size	< 5 people ..... 1 5-9 people ..... 2 10 people+ ..... 3
1.15 Your position in the family	<4 <sup>th</sup> position ..... 1 4 <sup>th</sup> - 6 <sup>th</sup> position ..... 2 >6 <sup>th</sup> position ..... 3
1.16 Ethnicity	_____
1.17 Religion	_____

**C. IMPLEMENTATION OF VIGNETTE INSTRUCTIONAL METHOD AND ETHICAL SENSITIVITY IN DECISION-MAKING**

State how much you agree or disagree with the following features of the vignette instructive method's use in corporate ethics education. Please check the relevant box next to each code.

**1-Strongly Agree, 2–Agree, 3 – Uncertain, 4 – Disagree, and 5- Strongly Disagree**

Usefulness of vignette instructional method in business contexts		1	2	3	4	5
<b>1.1</b>	Improve your capacity to make ethical judgments in a variety of leadership situations.					
<b>1.2</b>	Individual ethical awareness to organizational processes should be developed.					
<b>1.3</b>	Introduce students to the financial norms that are required for ethical decision-making.					
<b>1.4</b>	Incorporate in participants a sense of optimism and skepticism in personnel management.					

1.5	Introduce students to marketing ethical principles and material.					
<b>Sources of Vignette instructional method Content</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2.1	Learners get in-depth knowledge of ethical concerns through case studies.					
2.2	Conducting interviews business professionals instills ethical awareness in students.					
2.3	Learners can confront realistic business ethical challenges through stories.					
2.4	Extracts from textbooks aid in the study of business ethics.					
2.5	Learners' moral perceptions of business are improved through personal experiences.					
<b>Types of vignettes in Shaping Ethical Sensitivity</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
3.1	The use of narratives to analyze problems improves judgment views.					
3.2	Illustrations aid in the development of cognitive ethical skills in students.					
3.3	Repertoire promotes ethical awareness in decision-making through changing one's conduct.					
3.4	Short explanations of ethical business dilemmas are provided in documentaries.					
3.5	Through the sharing of reflection tasks, scripts help to develop ethical sensitivity.					
<b>Vignette instructional method Constructions for experiential learning of business ethics</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
4.1	The use of a simulated vignette educational approach provides scenarios that improve ethical awareness.					
4.2	The use of abridged vignette educational methods is important in the development of ethical awareness.					
4.3	The storyline's ethical judgments are aided by a truncated vignette					
4.4	The anchored vignette educational approach is effective in eliciting ethical perspectives from students.					



4.4	Learners can use scaffolding to propose ethical awareness in decision-making.					
<b>Vignette instructional method' utilization in Teaching Business Ethics</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
5.1	Learners who are exposed to the vignette educational style on a regular basis are able to answer to moral issues.					
5.2	Use of the vignette educational style at the right time to allow for ethical reflection					
5.3	Individual ethical awareness development is enhanced via an ICT-based vignette educational strategy.					
5.4	Outside of class, exposure to real-life events aids in the development of ethical awareness.					
5.5	The use of several approaches is important for developing ethical awareness.					

#### D. VIGNETTE AND ETHICAL SENSITIVITY IN DECISION-MAKING

The following scenario necessitates a variety of ethical practices learned via the study of business ethics. After attentively reading the narrative, you must react to the questions presented.

##### VIGNETTE:

Lisa and you are Business Studies teacher trainees at Kitenge High School, which is a mid-sized boys boarding school. Recently your unit completed setting end of term exams. Your head of unit requested you to deliver to the exam office. Lisa and you were working late that night when you received a call from the Principal, who asked you to immediately hand over a copy of the draft Business Studies end of term exam. When you examined the copy, you discovered that your unit head had sealed it and written "Final Copy, Confidential" on the envelope. Meanwhile your unit head is out of the country attending a workshop on exam management and you know it would be impossible to contact him for consultation. By coincidence the Principal has a son in your class and who is always top of his class.

How would you handle the principal's request?

##### 1.1 Select one response Yes/No

	Yes	No	Comment on your response
Accepting the principal's request is a moral obligation.			
Was the principal's request well-thought-out?			
Is there a danger of losing secrecy if you accept the principal's request?			
Honesty			
Accepting the principal's request demonstrates respect for authority.			

**1.2 Please rate the importance of each issue in making your decisions.**

**1 = Very important 2 = Important 3 = Indifferent 4 = Unimportant 5= Very Unimportant**

<b>CONSIDERATION IN MAKING DECISIONS</b>	<b>Score</b>	<b>Comments</b>
Taking personal responsibility		
Acting with professionalism		
Maintaining confidentiality		
Upholding honesty		
Showing respect for legitimate authority		

**THANK YOU FOR YOUR TIME**

## **Appendix V: Focus Group Discussion Guide for Learners**

### **INFLUENCE OF VIGNETTE INSTRUCTIONAL METHOD ON ETHICAL SENSITIVITY IN DECISION-MAKING AMONG BUSINESS STUDIES TEACHER TRAINEES AT THE UNIVERSITY OF NAIROBI, KENYA**

#### **A. INTRODUCTION AND CONSENT**

Hello. Prisca Oluoch is my name. At the University of Nairobi, I'm pursuing a PhD. In order to complete the prerequisites for the Doctor of Philosophy in Business Studies, I'm undertaking research. The purpose of the study is to generate data that will influence programming, funding and policy decisions focused on improving training in business ethics, and motivating learners to become a better crop of lecturers, leaders and business people in the future.

You have been identified as a participant in the Focus Group Discussion. I respectfully request your participation in the FGD session, which will run around 50 minutes. Participants will get no direct benefits from the study, and there are no dangers associated with participating. You have the option to drop out of the research at any point prior to your participation. It will be impossible to recognize the data you have supplied after that.

Your information will be kept totally secret and used solely for the purposes of this study. Only my supervisors will have access to the data as part of the thesis evaluation. There will be no information in the thesis or publications that may be used to identify you. By staying until the end of the FGD session, you give me permission to use your data for the given reasons, namely producing the thesis and publishing it. Thank you for taking the time to read this.

Yours sincerely,

Oluoch Mary Prisca

**PhD Candidate**

Department of Educational Communication and Technology,  
UNIVERSITY OF NAIROBI.

P.O. Box 30197 – 00100,  
NAIROBI.

Email: [prioluoch@gmail.com](mailto:prioluoch@gmail.com)

Tel: 0720873606

2.0	<b>SECTION B: BACKGROUND DATA</b>		
2.1	Date of the FGD	_____	
2.2	No. of participants	_____	
2.3	Gender	MALES	FEMALES
		TOTAL	
2.4	Year of study	_____	
2.5	Venue	_____	
2.6	Facilitator's name	_____	
2.7	Note-taker's name	_____	
3.0	<b>SECTION C: VIGNETTE INSTRUCTIONAL METHOD AND ETHICAL SENSITIVITY IN DECISION-MAKING</b>		
3.1	What are vignette instructional method? Why are vignette instructional method important in the learning of business ethics?		
3.2	<i>[IF NOT CLEAR, PROBE: How do vignette instructional method help learners to understand business ethics?]</i>		
3.3	What are the key dimensions of vignette instructional method that should be considered when adopting vignette instructional method in learning business ethics?		
3.4	<i>[IF NOT CLEAR, PROBE FOR: context, content, type, construction and utilization]</i>		
3.5	What are the benefits of applying vignette instructional method in your studies?		
3.6	What do we mean when we talk about the context of vignette instructional method?		
3.7	What are the key areas in an organization with functions that are ethically sensitive?		
3.8	<i>[IF NOT CLEAR, PROBE FOR: structural, operations, finance, human resource, and marketing]</i>		
	What are some of the experiences that you have encountered from each of the cited contexts?		
	Do you think the vignette instructional method obtained from each context influence		

	learners' ethical sensitivity in decision-making? <i>IF YES OR NO, ASK:</i> How so? Please explain.
3.9	What do you understand about the contents of vignette instructional method? What are the key dimensions of vignette instructional method' content with experiences that influence learners of business ethics?
3.10	<i>[IF NOT CLEAR, PROBE FOR: case studies, interviews, stories, textbooks and personal experiences]</i>
3.11	What experiences have you personally encountered in the cited content sources?
3.12	Do vignette instructional method obtained from the stated content sources influence learners' ethical sensitivity in decision-making? Please explain how.
3.13	What are the types of vignettes that you know and how do they influence the learning of business ethics?
3.14	<i>[IF NOT CLEAR, PROBE FOR: illustrations, documentaries, scripts, narratives and repertoires]</i>
3.15	Do you have experiences with the types of vignettes in 3.11 above? <i>IF YES, ASK:</i> What experiences have you personally encountered with vignette instructional method of the stated types?
3.16	Do such vignette instructional method influence learners' ethical sensitivity in decision-making? Please explain how.
3.17	What comes to your mind when talk about construction of vignette instructional method? What are the styles of vignette instructional method' construction that you know, and how do they influence the learning of business ethics?
3.18	<i>[IF NOT CLEAR, PROBE FOR: simulated, abridged, truncated, anchored and scaffold]</i>
3.19	As a learner of business ethics, have you ever had any experience with vignette instructional method associated with the stated construction styles?
3.20	<i>IF YES, ASK:</i> Please explain your experiences with simulated, abridged, anchored and scaffold vignette instructional method as a learner of business ethics.
3.21	How do such vignette instructional method influence learners' ethical sensitivity in decision-making?
3.22	
3.23	What do you understand with the concept 'utilization of vignette instructional method'? What are the various facets of vignette instructional method' utilization that you know, and how do they influence the learning of business ethics?
3.24	<i>[IF NOT CLEAR, PROBE FOR: timing, venue, frequency, approach, and media]</i>

How often should learners utilize vignette instructional method? Please explain why you say so.

What is the most appropriate timing for using vignette instructional method? Please explain why you say so.

At what place should learners interact with vignette instructional method? Please explain why you say so.

What approaches should be used when using vignette instructional method? Please explain why you say so.

What are the appropriate media through which learners access vignette instructional method? Please explain why you say so.

How does each of the cited dimensions of vignette instructional method influence learners' ethical sensitivity in decision-making?

**THANK YOU FOR YOUR TIME**

## **Appendix VI: Key Informant Interview Guide for Lecturers**

### **INFLUENCE OF VIGNETTE INSTRUCTIONAL METHOD ON ETHICAL SENSITIVITY IN DECISION-MAKING AMONG BUSINESS STUDIES TEACHER TRAINEES AT THE UNIVERSITY OF NAIROBI, KENYA**

#### **A. INTRODUCTION AND CONSENT**

Hello. Prisca Oluoch is my name. I attend the University of Nairobi as a student. In order to complete the prerequisites for the Doctor of Philosophy in Business Studies, I'm undertaking research. The study's goal is to come up with new ideas data that will influence programming, funding and policy decisions focused on improving training in business ethics and motivating learners to become a better crop of business people and leaders in the future, who would care for the business enterprise and its role in the community and society.

You've been recognized as a key informant in a study at the University of Nairobi looking at the impact of the vignette teaching approach on ethical awareness in decision-making among Business Studies students. I respectfully request your participation in the interview. Participants will get no direct benefits from the study, and there are no dangers associated with participating. You have the option to leave the study at any point during your participation or within two days of the interview. It will be impossible to recognize the data you have supplied after that.

Your information will be kept totally secret and used solely for the purposes of this study. Only my supervisors will have access to the data as part of the thesis evaluation. There will be no information in the thesis or publications that may be used to identify you. You provide your permission for me to use your data for the mentioned goals – thesis and publications – by filling out the questionnaire. Thank you for taking the time to read this.

Yours sincerely,

Oluoch Mary Prisca

**PhD Candidate**

Department of Educational Communication and Technology,  
UNIVERSITY OF NAIROBI

P.O. Box 30197 – 00100,  
NAIROBI.

Email: [prioluoch@gmail.com](mailto:prioluoch@gmail.com)

Tel: 0720873606

## **B. QUESTIONS**

Q1. Do you use vignette instructional method as an instructional method when delivering your business ethics lessons? Please explain why so? IF NOT CLEAR, PROBE: What motivates or discourages you from applying vignette instructional method in your teaching?

Q2. How consistent are you in applying vignette instructional method in your teaching? IF CONSISTENT, ASK: How so? IF INCONSISTENT, ASK: Please explain why so?

IF NOT MENTIONED, PROBE FOR:

- a) Availability and accessibility of instructional resources
- b) Availability and accessibility of supervisory support
- c) Availability and accessibility of technical support for ICT-based vignettes
- d) Funding availability and sufficiency
- e) Training needs/skill gaps
- f) Welfare and motivational needs
- g) Curriculum implementation support systems

Q3. Do you teach your learners about vignette instructional method as a instruction/learning methodology? Please explain why so? IF YES, ASK: What dimensions of vignette instructional method do you teach your learners and why?

IF NOT CLEAR, PROBE FOR:

- a) The contexts in which vignette instructional method should be applied
- b) Content of vignette instructional method
- c) Types of vignette instructional method
- d) Construction of vignette instructional method and
- e) Utilization of vignette instructional method
- f) Principles of ethical decisions
- g) Others

Q4. How do your learners respond to the implementation of vignette instructional method in teaching in terms of:-

- a) learning achievement?
- b) self-awareness?
- c) ethical sensitivity, and
- d) compliance with ethical principles when making decisions?

IF UNCLEAR, PROBE FOR Positive or negative changes in the cited elements of outcome

Q5. Going forward, what measures should be taken and by who to encourage consistent implementation of vignette instructional method in teaching business ethics at institutions of higher learning? What should be done differently? In your view, what would be the order of importance of such measures?

**THANK YOU FOR YOUR TIME**



## Appendix VII:



**P1 Group photo after vignette sensitization session**





**P2 Focus Group Discussion sessions (FDGs)**



