

INTEGRITY AND DECISION-MAKING  
**Factors that Affect  
the Behaviour of Public  
Administration Employees**

RESEARCH REPORT

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Institute  
for Democracy  
and Mediation



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ADMINISTRATION EMPLOYEES  
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# ABSTRACT

The experimental model presented in this study aims to investigate the impact of emotions (including anxiety and enthusiasm) on the decision-making of public administration employees in situations with legal risk. Based on the Theory of Affective Intelligence, through this experiment it is aimed to identify (i) how emotions influence the request for additional information before making a decision after facing a risk situation; and (ii) the identification of factors that influence the ethical behaviour of public administration employees in the workplace. The use of pre-experiment and post-experiment questionnaires helped test the associations between factors such as education, background, income, level of integrity knowledge, and political knowledge with decision-making behaviour.

The results of the experiment showed that employees with in-depth knowledge of integrity rules show an increased desire to obtain information when faced with violations of rules in the workplace. The second analysis showed that factors such as integrity, political knowledge, age, gender, university studies abroad, monthly income and book reading are key factors that influence employees' willingness to report violations.

In conclusion, the research affirms that professional integrity is a key factor that influences the way dangerous situations are handled by public administration employees in Albania. To increase the level of integrity in these environments, it is recommended to organize trainings and promote a culture that values integrity and ethical action. Also, it is worth considering other factors such as political knowledge, age, gender, and income in developing strategies to encourage the reporting of cases of violations in administrative procedures.

# 1. PRESENTATION AND THEORETICAL FRAMEWORK

The Theory of Affective Intelligence was used to design the experiment. The phases of the experiment were drawn up through deduction. Its data generated information about the dominant factors influencing the behaviour of public administration employees, that can be considered with integrity or not.

The experimental model that was implemented was based on the assumption that emotions caused by a situation or event are transformed into elements inherent in decision-making. When public servants experience negative emotions due to certain information or situations, they tend to isolate themselves in interactions with individuals who are outside their group and seek additional information from sources that are more aligned with their perspectives. Consequently, this model implies that when public officials find themselves under pressure or face difficult situations in the workplace, they need more time to obtain additional information as well as more time to make decisions by manifesting behaviour with high integrity. According to today's literature, individuals with a higher level of education and more knowledge about professional integrity and ethics usually need more time to gather information before making decisions. Therefore, the experiment aimed to test whether **subjects in an anxious state would seek more information and be more willing to report compared to those in an enthusiastic or neutral state**. To achieve the main goal, the following steps were followed:

1. Testing the relationship between elements such as: education, background, income, level of knowledge about ethics and integrity, etc. with their behaviour (the decisions they make) in the workplace. This was accomplished by the data that was collected from the pre-experiment questionnaires.
2. On the other hand, the post-treatment questionnaire helped us to understand the emotions experienced by public officials (the subjects of the experiment) after facing the information given (the stimulant).
3. Next, we examined how the emotions caused by the stimulant are related to the level of education, the level of knowledge about ethics and integrity in the workplace as well as political knowledge.

Sixty-three civil servants of the public administration were involved in the conducted experiment and the partial field experiment model with dynamic process tracking was used. The participants in the experiment were employees of various state institutions from the Parliament of Albania, the Information and Data Protection Commissioner, the High Council of Prosecution, the Ministry of Justice, the Ministry of Health and Social Protection, the Ministry of the Interior, the Ministry of Finance and Economy, Ministry of Culture, Department of Public Administration, General Directorate of Taxation, and Institute of Public Health.

## 1.1 AFFECTIVE INTELLIGENCE THEORY

Marcus and MacKuen<sup>1</sup> proposed the Theory of Affective Intelligence (AI)<sup>2</sup> which suggests that emotions stimulate the need to learn and improve decision making. In their research, it was tested how different

1 Marcus, G., M. MacKuen, 1993. "Anxiety, Enthusiasm, and the Vote: The Emotional Underpinnings of Learning and Involvement During Presidential Campaigns", *The American Political Science Review*, Vol. 87, Jo. 3 (Sep. 1993), f. 672

2 Marcus, G. E., et al, 2000. *Affective intelligence and political judgment*. Çikago: University of Chicago Press.



emotions stimulate the decision-making process and influence it. According to them, the temperament system regulates intensive positive emotions and such as joy and enthusiasm, and acts routinely, while the surveillance system regulates anxiety and alerts to unexpected dangers. Although enthusiasm strengthens existing choices, anxiety stimulates intensive information processing, thereby improving the quality of decision-making.

Despite the growing interest of researchers in the Theory of Affective Intelligence and its application in various fields, very few experimental tests have been conducted to test its assumptions. However, there are data and evidence that show that negative feelings (anxiety) increase the need for information<sup>3/ 4</sup>. In the conditions that sensations cause emotions, the way these emotions are translated into decision-making is also related to the formation, beliefs and attitudes of individuals<sup>5</sup>. According to researchers, most people process information one-sidedly, especially when they receive sophisticated information with strong political opinions<sup>6</sup>. Consequently, it is important to determine the degree of political information. The same explanation applies when measuring the level of knowledge of ethical rules in the workplace.

3 Valentino, N., et al, 2008. "Is a Worried Citizen a Good Citizen? Emotions, Political Information Seeking, and Learning via the Internet", *Political Psychology*, Vol. 29, Jo.2.

4 Redlawsk, D.P., et al 2007. "Affective Intelligence and Voting: Information processing and learning in a campaign", në Neuman, Marcus, Crigler&MacKuen, *The Affect Effect: Dynamics of Emotions in Political Thinking and Behavior*, Çikago: University of Chicago Press.

5 Lodge, M., Taber, C. 2005. "The Automaticity of Affect for Political Leaders, Groups, and Issues: An Experimental Test of the Hot Cognition Hypothesis", *Political Psychology*, Vol. 26, Jo. 3, f. 455.

6 Schreiber, D., 2007. "Political Cognition as Social Cognition: Are We All Political Sophisticates?", në *The Affect Effect: Dynamics of Emotions in Political Thinking and Behavior*, edituar nga Neuman, Marcus, Crigler & MacKuen.

## 2. EXPERIMENTAL DESIGN

The participants in the experiment are 63 public administration employees. They were randomly divided into two equal groups (experimental and control group) and placed in two different halls. The separation between the two groups enabled the creation of different experimental conditions for both groups which faced two situations, or different experimental factors. The control group serves to validate the comparison between the two groups and to highlight the difference.

The experiment was conducted in three phases. Before starting each phase, to both groups were communicated the phase and steps to follow. The transition from one phase to another was accompanied by a 10-minute break, without the right to leave the hall or communicate. No phone use or questions that could affect concentration of the participants were allowed. The first phase involved the completion of the same questionnaire by both groups. The second phase involved conveying information through a video to both groups. The video content was different for the experimental group compared to the control group. The third phase involved completing the questionnaire after the video was shown for both groups. The main difference between the groups was the script of the video and the information provided in the second phase. Meanwhile, the questions of the first phase and the third phase are the same for both groups. The three phases of the experiment were conducted at the same time and in the same way for both groups.

### 2.1 PRE-EXPERIMENT PHASE

Participants in the experiment answered three sets of questions during the pre-experiment session. The first set of questions contained general information about the study participants. The second set of questions assessed the participants' knowledge about the current Albanian politics, the political system and foreign policy priorities.

### 2.2 EXPERIMENT PHASE

After completing the pre-experiment questionnaires, subjects were presented with an experimental stimulant. During this phase, treatment scenarios<sup>7</sup> in the form of "private information" were used. Each stimulant material presented during the experiment was used to elicit different emotional cues: anxiety, joy, and neutral state (no emotion) as a form of control.

In the experimental group, a scenario (stimulant) was used which describes a situation where a public administration official is faced with a request to accelerate a procurement contract that has problems in the tendering process and in fulfilling the contract criteria. The employee discovers a possible personal relationship between the superior and the winning bidder, raising concerns about favoritism and integrity. This scenario was used to test the influence of anxiety (fear) on seeking additional information. While in the control group, a scenario was used which describes a situation where an employee of the procurement department receives a request from the superior to accelerate a procurement contract for a major project and finds that the tendering process and the selection of the winning bidder were carried out in compliance with the rules and without favoritism. This scenario was used to test the influence of enthusiasm on the desire to seek additional information.

<sup>7</sup> The scenarios used were written for the purpose of this experiment.

The stimulant was presented in the form of a video where the script was presented with audio (the same voice was used in both groups), accompanied by subtitles and printed text. The video was accompanied by neutral soundtrack for both groups. (The text used for the stimulus can be found in Appendices 2 and 4).

In neuropsychology research, visual stimuli have been widely used to elicit emotions<sup>8</sup>. In the experiment conducted, stimulants from different modalities—text, sound, and images—depicting real-life situations were combined. The pictures and scenarios showed people in situations similar to those described in the text, displaying nonverbal expressions that indicate the emotions experienced.

## 2.3 POST-TREATMENT PHASE

In the post-intervention phase, the subjects involved in the experiment were immediately asked to describe how they felt after listening and reading the material. Appendix 5 shows the types of emotions you were asked for: joy, pride, hope, anger, sadness, contempt, fatigue, fear and anxiety. Then the participants were then asked to provide information about: (i) how much time they intend to spend over the next week gathering the necessary information from various sources about the event they heard about; (ii) the list of topics they would like to read more about. The number of topics listed, in addition to the previously mentioned questions, was also used as an approximate measurement of the desire to seek information. Secondly, after being exposed to the stimulant, participants answered a series of questions indicating their attitudes about the event. They have made an assessment regarding decision-making, willingness to report misconduct and perceptions of the institution's integrity culture.

8 Baumgartner, T., et al, 2006. "From Emotion Perception to Emotion Experience: Emotions Evoked by Pictures and Classical Music." *International Journal of Psychophysiology* 60 (1).

### 3. METHODOLOGY AND DATA ANALYSIS

The research was based on the Theory of Affective Intelligence assuming that:

**P1:** Individuals experiencing **negative emotions** tend to obtain **more information** before **making a decision, strongly applying integrity rules.**

**P2:** Individuals who experience **positive emotions** **make decisions more easily and do not delve into information,** being more inclined to not follow the rules of integrity.

In this study, ANOVA analyzes were used to evaluate the impact of emotions on the level of information and reaction to procurement procedures.

Initially, it was analyzed if there are statistically significant differences in the emotions created between the experimental group and the control group after facing the stimulant, in order to evaluate the impact of emotions on the reactions to the received information. Then, the relationship between the generated emotions and the level of information demand was analyzed, testing the hypotheses that negative emotions lead to the search for more information, while positive emotions influence the making of faster and less detailed decisions. Finally, it has been analyzed how the generated emotions influence the willingness to react to situations with perceived high risk for corruption, also examining the influence of political knowledge, awareness of ethics and other factors.

#### 3.1 ANALYSIS OF THE DIFFERENCE IN EMOTIONS CREATED AFTER THE STIMULANT IN THE EXPERIMENTAL AND CONTROL GROUP (ANOVA)

Firstly, it was tested if there is a difference between the experimental group and the control group regarding the emotions created after facing the stimulant (video). The analyzed variable is: 'generated emotions'<sup>9</sup> after facing the stimulus. To analyze the 'generated emotions', the response alternatives for both groups were coded as follows:

**Negative emotion:** frequency of responses 'not at all' and "not much'

**Neutral:** frequency of answers 'somewhat'

**Positive emotion:** frequency of responses: 'a lot'

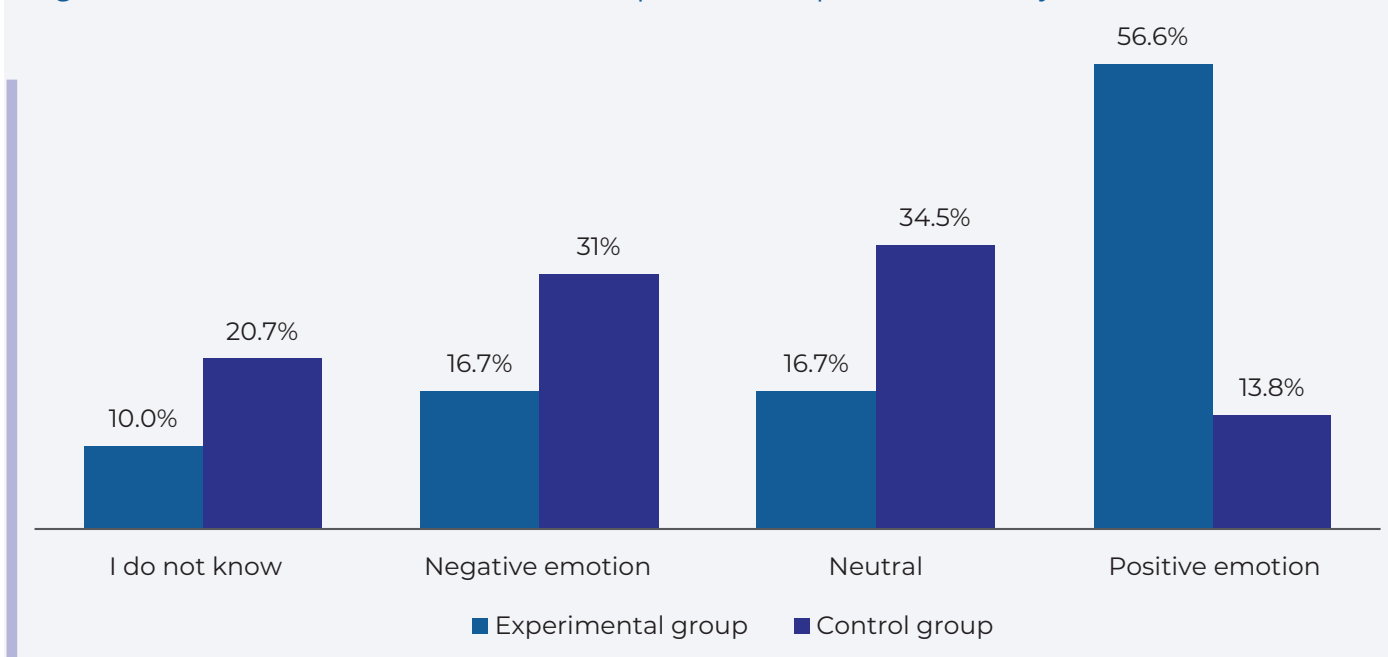
The comparison of '*generated emotions*' for both groups was carried out through ANOVA analysis (one way). The results of the ANOVA test **prove that there is a statistically significant difference between the analyzed groups** (statistical test F -statistic = 8.683 (significance level: 0.005). This means that the factor 'emotion' is influenced by the stimulant, the transmission of video (Appendix 6, Table 2). This result is also supported by the data of graph 1, which shows the responses of the participants (for both groups) after being asked about the feelings created after the video was shown.

9 Creation of the variable 'generated emotions': in Appendix C it was used the question: Would you say that the information about the procurement procedure and the decision made by your superior makes you feel:  
Worried, Afraid, Anxious, Angry, Disgusted, Bitter, Enthusiastic, Proud, Hopeful  
Not at all (...) 2) Not much (...) 3) Somewhat (...) 4) A lot (...) 5) Don't know/not sure

\* The first three points are used to operationalize the state of anxiety, the second set is used for anger and the last set represents enthusiasm. So, "the generated emotions" come as a result of the analysis of the difference of "the generated emotions" between the two groups after the stimulant.

According to the data in the graph, individuals in the experimental group report feeling more negative emotions compared to the control group. In the experimental group, 31% of participants claimed that the video caused them negative emotions, which is approximately twice as many as in the control group, where only 16.7% reported such emotions. Meanwhile, for 'positive emotions', in the control group, 56.6% of participants claimed that the video caused them positive emotions, a distribution almost 3 times higher than the experimental group, where only 13.8% of them reported negative such emotions.

Figure 1. How does the information about the procurement procedure make you feel?



### 3.2 ANALYSIS OF THE RELATIONSHIP BETWEEN CREATED EMOTIONS AND LEVEL OF INFORMATION ON PROCUREMENT PROCEDURES

The 'relationship between emotions and level of information' analysis focuses on the relationship between emotions and the level of information sought before making a decision, testing the hypotheses that negative emotions lead to the search for more information, while positive emotions influence faster and less detailed decision-making.

ANOVA analysis was used to test these hypotheses<sup>10</sup>. According to the ANOVA results, it is shown that there is a relationship, statistically significant, between the emotions that are formed and the level of information that the officials have requested for a discussed procurement procedure. The reliability of the model ( $F= 61,918^{***}$ ,  $p. value =0.000$ ) confirms that between the two studied groups there is a difference in behavior, in the degree of information on the tendering procedure.

The experimental group and the control group, in the case when they create positive emotions, have almost the same degree of information and this degree is low (1.3 - low information, see graph 2). When the groups declare that they were not impressed by the video they watched (i.e., neutral emotions), the control group continues to have a low level of information, while individuals who faced the stimulant and declared that they were not impressed (no uncertainty, anxiety or worry feelings were created), in fact manifest the highest degree of information (average 1.75). This fact is explained to some extent by

10 ANOVA (Analysis of Variance)

the lack of sincerity in the response about the emotions they experienced. Individuals have tried not to express the concern created by a news about a procurement procedure with the risk of creating a corrupt practice, stating that they do not know or do not have any level of concern (neutrality), while they have intensified their efforts to be informed. Efforts to be informed about the tendering procedure on which they expressed that they feel concern from the news that have circulated have increased for both groups (control and experimental group). **This behavior shows that it is the uncertainty and perceived risk that triggers an even stronger reaction than a confirmed problematic situation.**

Figure 2. The difference between the groups in the relationship between the degree of emotions and the need for information



This model specification also lacks other important factors in determining the level of information, such as demographic/social, political or aspects of individuals' awareness of integrity and ethics. For this reason, the analysis was further deepened by including other variables, explained according to Models 2 and 3 of the ANOVA analysis.

### 3.2.1. ANALYSIS OF THE RELATIONSHIP BETWEEN THE LEVEL OF INFORMATION WITH POLITICAL KNOWLEDGE AND KNOWLEDGE ON INTEGRITY AND ETHICS

The second model (ANOVA mixed model univariate) includes in the analysis the variable of 'knowledge' or the involvement of individuals with political issues and is built using the questionnaire questions (questions 14-27<sup>11</sup>). The variable on employees' knowledge and awareness of integrity and ethics was generated as the index of knowledge on integrity (question 29). Through this model, *we test the relationship between the emotions created by the experiment stimulant, while considering the fact that the degree of information and the emotions created are influenced by political knowledge and awareness of ethics*

11 Questions 14 to 27 have information about political issues. Participants in the study were asked to identify the correct answer from several alternatives. People who give correct answers have knowledge and involvement with high-level policy issues. The correct answers are collected thus creating the indicator of political knowledge.

and integrity.

The results of the analysis according to the *second ANOVA model emphasize once again that the level of information required is determined by emotions, but this time including political knowledge in the analysis.* According to the data, it seems that the level of knowledge and involvement in politics is a statistically significant factor in explaining emotions and the level of information, while awareness and knowledge of the concept of integrity and ethics have a lower impact on the level of information (see table 2, Appendix 6). This means that public administration employees who have political knowledge are more likely to seek additional information before making a decision when faced with risky situations.

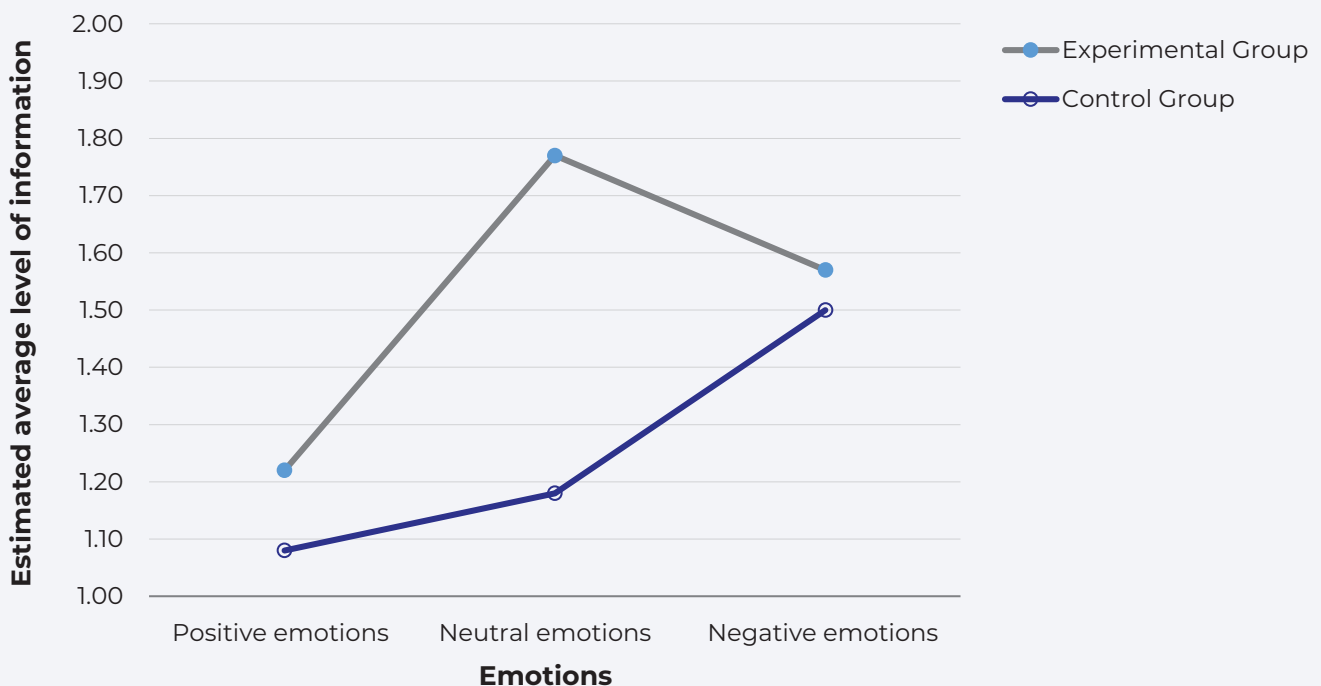
### 3.2.2. ANALYSIS OF THE RELATIONSHIP BETWEEN THE LEVEL OF INFORMATION WITH POLITICAL KNOWLEDGE AND DEMOGRAPHIC CHARACTERISTICS

In order to better understand the main factors that influence the behavior of public administration officials when faced with situations perceived as dangerous, in our analysis (in the third model, ANOVA mixed effect) we also included demographic variables as explanations of the emotions created and level of information. This model (ANOVA mixed model, univariate) has been extended by including variables that profile individuals based on their demographic and social characteristics, starting from the hypothesis that demographic and social factors influence the individual's behavior and his relationship with information. The variables included in this model include *age, gender, educational level, whether the individual has completed higher studies abroad, and income level.*

The results from the third model help us understand the differences in the behavior of individuals between the two groups due to the stimulant they are exposed to. As in the second model, the political factor is confirmed as a determining factor for the level of emotions and information. Other important factors that influence these aspects are age, gender, educational level, studies abroad, and income level. However, it is important to note that this study did not aim to analyze the impact of these factors on the need for information, but only to identify them. To better understand the relationship and influence of gender, age, educational and income level on the demand for information, further in-depth studies should be carried out.

The analysis of the relationship between the emotions created by facing the news of a case of corrupt procurement, including auxiliary variables, evidences the difference between the control group and the experimental group. **The graphical presentation (figure 3) suggests that the information rate of the experimental group remains in any case higher than the information rate of the control group.**

Figure 3. The degree of influence of emotions in informing about a procurement procedure





While exposed to a stimulant, both groups change behavior in different ways. The control group has a medium level of information (average 1.5 out of 3) if they experience a feeling of concern about the procurement procedure. This level of information implies that the individual will tend to read/accumulate news and information directly related to the issue. If the stimulant does not create any emotion (neutral scale) the individual significantly lowers the level of information (average 1.2 out of 3) and if there are positive emotions (despite the news, he does not feel concern) the level of information goes to the lowest level.

The reaction of the individuals who are part of the experimental group is different, they manifest a high degree of information if they feel concern or negative emotions from the stimulant. It is identified that the degree of information is on average 1.6 out of 3, while in the for the neutral emotions a higher degree of information is reported (1.8 out of 3, see figure 3). **This fact once again confirms that there is a higher vigilance and response from public administration employees when the situation appears unclear and carries uncertainty, which employees do not seem to want to affirm but are careful and involve intense efforts to be informed.**

### 3.3. ANALYSIS OF THE RELATIONSHIP BETWEEN GENERATED EMOTIONS AND REACTION

The level of information on a procurement procedure that appears to carry risk is one of the ways of reaction in public administration employees. Another way of reaction would be the actions taken. To understand how the perceived risk of corrupt acts is related to the actions of public administration officials, we analyzed the prevalence of a public employee to report cases with a high risk of corruption as a function of generated emotions and explanatory factors such as: political knowledge, knowledge and awareness of integrity and ethics as well as a variety of social demographic factors.

The analysis follows the same methodology as before. First, we analyze how the created emotions affect the tendency to report and then we expand the model by including the degree of political knowledge and integrity as factors, as well as demographic and social characteristics as explanatory variables of the prevalence to report. According to the results of the analysis (see table no.1) it seems that there is a statistically reliable variability of the prevalence to report for the group included in the experiment (F-statistic for the model, 94.8, -value = 000). *The tendency to report is influenced and correlated with the identified factors more strongly than the tendency to be informed.*

*From the results it appears that reporting to superiors is less emotional and more influenced by involvement/knowledge on political issues as well as knowledge on integrity and ethics (influence coefficients are higher for integrity (0.43) and knowledge of politics (0.55) vs. the coefficient of emotion (0.19)). The variability of emotions according to the experiment groups is the factor that influences the prevalence to report more than the emotions themselves. Among the demographic and social factors that influence the tendency of employees to report are gender, education abroad and personal income level.*

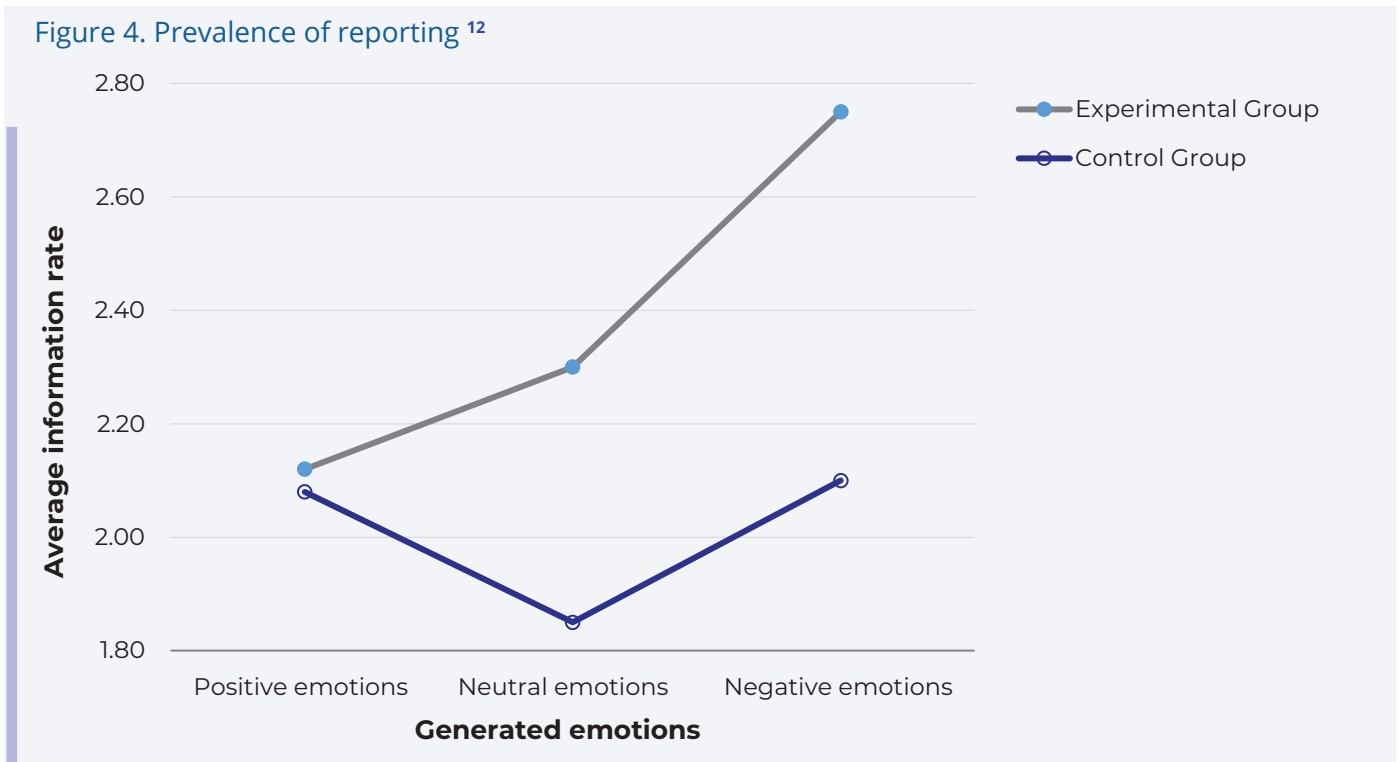


Table 1. Multifactorial ANOVA analysis testing the relationship between emotion and reporting mode

Dependent Variable: Reporting						
	Sum of Squares	df	Mean Square	F - Statistic	P- Value	The influence coefficient (Partial Eta Squared)
Model	254.310	14	18.165	94.480	.000	.971***
Emotions (factor)	.592	2	.296	2.977	.069	.186**
Integrity (Random Factor)	1.924	8	.240	2.417	.042	.426**
Political Knowledge (Random factor)	3.144	8	.393	3.949	.004	.549**
<b>Common variables</b>						
Age	.150	1	.150	1.505	.231	.055
Gender	1.402	1	1.402	14.088	.001	.351**
Educational level	.185	1	.185	1.860	.184	.067
Study abroad (Higher education)	.460	1	.460	4.621	.041	.151**
Income level	.798	1	.798	8.019	.009	.236***
Number of books read (2023)	.145	1	.145	1.460	.238	.053
Emotions*Groups	1.131	3	.377	3.789	.022	.304**
Mistake	7.690	40	.192			
Total	262.000	54				
R Squared = .971 (Adjusted R Squared = .960)						

The data in Figure 4 show the tendency to report is systematically higher for the experimental group versus the control group. *Another fact that is noticed is that the employees have stated that they choose to report the problems to the superior and proceed or proceed by not reporting to the superior but following the rules in the preparation of the documentation. Being silent does not appear to be a choice as neither group reports a tendency to be silent (category 1). If the emotions they experience are positive, both groups manifest the same prevalence of reporting, employees choose not to report but to complete the procedure following the rules and observing the law (average 2.1, see Figure 3)*

Figure 4. Prevalence of reporting <sup>12</sup>



According to the data presented in the analysis, it seems that factors such as integrity, political knowledge, age, gender, university studies abroad, monthly income and reading books have a significant impact on the promotion of reports on violations of rules in procurement procedures from public administration employees. These data suggest that employees with political knowledge tend to report more cases of violations compared to those with more limited knowledge. Also, the age and gender of employees influence their willingness to report cases of violations, so discussions on how these factors can be addressed to encourage reporting cases of violations could be an added value in the public debate. On the other hand, the data suggest that monthly income and book reading influence the responsibility of employees to report cases of violations, so it is of interest to analyze how these factors can be used to improve this awareness. It is recommended to organize a discussion focused on these specific factors can help to develop effective strategies to encourage the reporting of cases of violations by public administration employees.

12 The prevalence of reporting is created by classifying the answers to question 4/Appendix 3. The answers according to the first and third categories are classified as a tendency to proceed following the procedure without reporting (category 2). The answers according to category 2 are classified as a tendency to report (category 3) and the answer according to option 4 is classified as a tendency to remain silent (category 1)

## 4. CONCLUSIONS AND RECOMMENDATIONS

This social experiment tested:

1. The role of the stimulant - how did the emotions created by the stimulant in the experiment affect **the results of the analysis, proving that these results are not a random result**. Through the analysis and the data generated from it, this statement was proven.
2. The need for information before making decisions in risky situations as well as the factors influencing the demand for more information.
3. The connection between the emotions created by a dangerous situation and the willingness to report the case.

After analyzing and processing the data, the social experiment on strict and lenient integrity rules brought to attention some interesting findings. Public administration employees who showed knowledge of the rules of integrity and ethics in the workplace showed a higher level of responsibility and compliance with these rules. They showed interest in their implementation and sought more information to make decisions in risky situations, such as the one presented through the stimulant of the experiment. This finding applies to both groups that participated in this experiment, the group that was faced with irregularities in the procurement procedure and the group that was presented with the regular procedure. So, the higher the level of integrity, the higher the desire to receive information in case of violation of the rules in the workplace. This asserts that **integrity is the main factor that influences how dangerous situations are handled in public institutions**.

Based on the data and conclusions of the analysis, to increase the integrity in the public administration institutions, several steps can be taken into consideration:

1. Organizing training sessions to raise awareness of employees about the importance of integrity in the workplace. These trainings may include case studies, group discussions, and exposure to various risk situations to help employees understand the importance of ethical actions.
2. Promoting a culture where integrity and ethical action are core values. This can be done by embedding integrity in the institution's policies and procedures as well as ensuring transparency and accountability in all actions.

However, in addition to the fact that integrity affects the demand for more information in case of a risky situation, the experiment also generated other interesting data where it identified those key factors that influence reporting. So, while the level of integrity significantly increases the sense of responsibility, there are several other factors that lead a public administration employee to take steps to report the incident. According to the data presented, factors such as integrity, political knowledge, age, gender, university studies abroad, monthly income and reading books have a significant impact on the reporting of cases of violations in procurement procedures by public administration employees. These data assert that to encourage public administration employees to report cases of violations, it is important to consider these factors in developing strategies to increase their awareness and responsibility. Having these in mind, it is suggested to initiate a set of discussions that address the ways in which these factors can be used to encourage public administration employees to report cases of violations.

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## APPENDIX I – PRE-EXPERIMENT QUESTIONNAIRE

1. WHERE WERE YOU BORN?

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2. HOW OLD ARE YOU?

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3. WHAT IS YOUR GENDER?

1  Male

2  Female

3  Other (please specify)

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4. WHAT LEVEL OF EDUCATION HAVE YOU COMPLETED?

1  High school

2  University

3  Master

4  Ph.D.

5  Postdoctoral

5. DID YOU ATTEND UNIVERSITY STUDIES IN ALBANIA?

1  Yes

2  No

6. DID YOU ATTEND UNIVERSITY STUDIES ABROAD?

1  Yes

2  No

7. IF SO, WHERE DID YOU ATTEND UNIVERSITY?

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8. HAVE YOU LIVED ABROAD BEFORE?

1  Yes

2  No

9. IF SO, WHAT KIND OF WORK DID YOU DO WHILE LIVING ABROAD?

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10. WHAT IS YOUR MONTHLY INDIVIDUAL (NET) INCOME?

- 1  Less than 70,000 ALL
- 2  70,001 up to 90,000 ALL
- 3  90,001 up to 110,000 ALL
- 4  Over 110,001 ALL

11. WHAT IS YOUR MONTHLY HOUSEHOLD INCOME (NET)?

- 1  Less than 70,000 ALL
- 2  70,001 up to 120,000 ALL
- 3  120,001 up to 170,000 ALL
- 4  Over 170,001 ALL

12. HOW MANY TIMES A YEAR DO YOU TRAVEL ABROAD?

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13. HOW MANY TIMES A YEAR DO YOU GO ON VACATION?

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14. DO YOU USUALLY READ BOOKS?

- 1  Po
- 2  Jo

15. HOW MANY BOOKS DID YOU READ IN 2023?

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16. WHAT POLITICAL FUNCTION DOES ARBEN AHMETAJ HOLD?

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17. WHAT IS THE MAJORITY REQUIRED IN THE PARLIAMENT TO CHANGE THE CONSTITUTION?

- 1  Simple majority in parliament

- 2  Qualified majority in parliament
- 3  Referendum
- 4  Special procedure
- 5  All of them

18. DOES THE PRESIDENT OF ALBANIA HAVE THE RIGHT TO VETO THE DECISIONS OF THE PARLIAMENT?

- 1  Yes
- 2  No
- 3  I do not know

19. HOW MANY DEPUTIES DOES THE ALBANIAN PARLIAMENT HAVE?

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20. WHICH ELECTORAL SYSTEM IS IN FORCE AND APPLIED FOR THE ELECTION OF MEMBERS OF THE PARLIAMENT?

- 1  Proportional system with closed lists
- 2  Combined system for elections in one round
- 3  Regional proportional
- 4  None of them

21. WHO IS THE GOVERNOR OF THE BANK OF ALBANIA?

- 1  Elvira Sejko
- 2  Luljeta Minxhozi
- 3  Ardian Fullani
- 4  Gent Sejko
- 5  I do not know

22. APPROXIMATELY WHAT WAS THE ALBANIAN ANNUAL BUDGET IN THE LAST 4 YEARS?

- 1  5.3 billion euros
- 2  4.5 billion euros
- 3  5.6 billion euros
- 4  4.8 billion euros
- 5  I do not know

23. THE UNEMPLOYMENT RATE IN ALBANIA IS APPROXIMATELY EQUAL TO?

- 1  11.9 %
- 2  12.3%
- 3  10.2%
- 4  13.00%
- 5  I do not know

24. WHO IS CURRENTLY THE MINISTER OF DEFENSE IN ALBANIA?

- 1  Niko Peleshi
- 2  Arta Dade
- 3  Taulant Balla
- 4  Fatmir Xhafa
- 5  I do not know

25. IS ALBANIA A MEMBER OF THE COUNCIL OF EUROPE?

- 1  Yes
- 2  No
- 3  I do not know

26. HOW MANY MEMBERS DOES THE EUROPEAN UNION HAVE?

- 1  28
- 2  27
- 3  29
- 4  26
- 5  I do not know

27. IN WHICH YEAR WAS ALBANIA GRANTED THE EU CANDIDATE STATUS?

- 1  2013
- 2  2014
- 3  2015
- 4  2016
- 5  2017
- 6  I do not know



28. PLEASE ANSWER BY CHOOSING “YES” OR “NO” FOR EACH QUESTION.

a	Does your institution have a Code of Conduct or Code of Ethics?	Yes	No
b	Have you participated in trainings for your institution's code of ethics and integrity?	Yes	No
c	Have you ever sought guidance or clarification on ethical issues from the human resources department at your institution?	Yes	No
d	Are you aware of the procedures for reporting violations of ethics or misconduct in your workplace?	Yes	No
e	Have you ever read your institution's conflict of interest policies?	Yes	No
f	Are you familiar with the consequences of violating the ethics and integrity of your institution?	Yes	No
g	Do you know the procedures for handling confidential information and data in your workplace?	Yes	No
h	Are you aware of the guidelines for accepting gifts, favors or bribes from external actors in your institution?	Yes	No
i	Have you received instructions on how to handle situations where your personal interests may conflict with your professional duty?	Yes	No
j	Do you know the procedures for reporting ethics and integrity violations in your institution?	Yes	No

## APPENDIX II- SCENARIO A FOR THE EXPERIMENTAL GROUP - UNETHICAL PROCUREMENT PROCESS (ANXIETY STIMULANT)

You are a dedicated employee working in the public administration. Your Directorate is responsible for ensuring that all procurement processes are carried out with maximum integrity and in full compliance with applicable legislation. One day, you receive an email from your superior, who is the authority to approve all procurement decisions. In the email, a request is made to accelerate a procurement contract for a major project. The superior informs you that this contract is of great benefit to the institution and there is great pressure coming from superiors in higher levels to close it as soon as possible as a procedure. However, as you scrutinize the procurement documents and evaluation criteria, you notice some glaring problems:

1. The winning bidder (Company A) does not meet the criteria set for the contract.
2. The tendering process was not open and competitive as required by regulation. Only one proposal was received, which was the one sent by Company A.
3. It appears that your superior has a personal relationship with the owner of Company A, which raises concerns of favoritism to the latter.
4. The proposed contract terms are significantly more favorable to Company A than they should be, potentially costing the public administration a significant amount of money.

Immediately after the stimulant was displayed on a large monitor, the subjects in the experiment immediately answered a set of questions.

### *What attitude will you take? (Yes/No) (Appendix C)*

1. You may decide to follow the prescribed procurement procedures, according to which the proposal made by Company A will have to be rejected due to numerous irregularities.
2. You can inform your superior about your concerns regarding the procurement process and request that this process be carried out in a fair and transparent manner, in accordance with the regulations.
3. You can proceed with the accelerated procurement process as instructed by your superior, overlooking the irregularities and problems. After all, the superior will put the signature, so you have no responsibility.
4. You may decide not to talk about the problems you have identified to avoid confrontation with your superior.

### **Each question above was answered as follows: (This section was not shared with respondents)**

Option 1: Observe integrity and follow procedures.

Option 2: Inform supervisor of concerns.

Option 3: Compromise integrity and follow procedures as directed by superior.

Option 4: You don't talk about irregularities.

This scenario presents a complex ethical dilemma where public servants must make choices that reflect their integrity and commitment to upholding ethical standards in a procurement process. The responses to these options have shown the level of integrity and ethical decision-making of the participants.

## APPENDIX III- POST-EXPERIMENT QUESTIONNAIRE FOR THE EXPERIMENTAL GROUP

1. HOW DOES THE INFORMATION ABOUT THE PROCUREMENT PROCEDURE MAKE YOU FEEL? HOW WORRIED, FEARFUL, ANXIOUS, ANGRY, OR DISGUSTED, OR BITTER DO YOU FEEL?

- 1  Not at all
- 2  Not much
- 3  Somewhat
- 4  A lot
- 5  I don't know/ not sure

2. IF THIS SITUATION BECOMES PUBLIC, HOW MUCH TIME DO YOU INTEND TO SPEND IN THE NEXT WEEK TO GET IN-DEPTH INFORMATION ABOUT THIS ISSUE? (E.G., TIME SPENT READING NEWSPAPERS, WATCHING TV, USING THE INTERNET, DELVING INTO THE LEGAL FRAMEWORK).

- 1  I will watch the news related to this issue every day
- 2  If I hear news by chance, it would be good
- 3  Neutral
- 4  I have very little interest in this matter
- 5  I have no interest at all

3. PLEASE LIST SOME PUBLIC ADMINISTRATION ISSUES THAT CONCERN YOU AND THAT YOU THINK SHOULD BE DISCUSSED IN THE MEDIA.

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4. WHAT ATTITUDE WILL YOU TAKE REGARDING THE PROCEDURE YOU WATCHED IN THE VIDEO?

- 1  I will follow the established procurement procedures, according to which I will have to reject the proposal made by Company A due to numerous irregularities.
- 2  I will inform my supervisor of my concerns regarding the procurement process and request that this process be carried out in a fair and transparent manner, in accordance with the applicable laws.
- 3  I will proceed with the accelerated procurement process as instructed by my superior, overlooking the irregularities and problems. After all, the superior will put the signature, so I have no responsibility.

## APPENDIX IV- SCENARIO B FOR THE CONTROL GROUP - ETHICAL PROCUREMENT PROCESS (ENTHUSIASM STIMULANT)

You are a dedicated employee working in the procurement department in the public administration. Your Directorate is responsible for ensuring that all procurement processes are carried out with maximum integrity and in full compliance with applicable rules and regulations. One day, you receive an email from your superior, who has the authority to approve all procurement decisions. In the email, a request is made to accelerate a procurement contract for a major project. The superior informs you that this contract is of great benefit to the institution and there is great pressure coming from superiors in higher ranks to close it as soon as possible as a procedure.

As you scrutinize the procurement documents and evaluation criteria, notice that everything appears to be in order:

1. The winning bidder (Company A) meets all the criteria set for the contract.
2. The tendering process was open and competitive as required by regulation, where many bids were received, and the proposal sent by Company A was the most competitive.
3. Clearly your superior has followed all procurement procedures rigorously and there is no evidence of favoritism to any competing entity.
4. The proposed terms of the contract are impartial and in the best interest of the public administration.

### *What attitude will you take? (Also, in Appendix C)*

1. You can decide to proceed with the accelerated procurement process as instructed by your superior, knowing that all procedures have been followed correctly.
2. You can inform your superior that you have reviewed the procurement documents and are satisfied with the integrity of the process.
3. You may proceed with the accelerated procurement process as directed by your superior, but with reservations due to pressure from higher-level executives.
4. You may decide not to talk about the situation to avoid confrontation with your superior, even though you have no ethical concerns.

Each question is answered as follows: (This section, as in the experimental group, was not shared with the respondents)

Option 1: Respect integrity and follow procedures as directed by superior.

Option 2: Let your supervisor know how satisfied you are with the process.

Option 3: Compromise integrity and proceed with reservations.

Option 4: You don't talk about the situation.

In this scenario, the procurement process was conducted correctly, and public servants made decisions based on their integrity and adherence to ethical standards. This version of the scenario can help assess the levels of integrity and ethical decision-making of participants when there are no obvious irregularities in the procurement process.

## APPENDIX V – POST-EXPERIMENTAL QUESTIONNAIRE FOR THE CONTROL GROUP

1. HOW DOES THE INFORMATION ABOUT THE PROCUREMENT PROCEDURE MAKE YOU FEEL? HOW ENTHUSIASTIC, PROUD, HOPEFUL, OR RELAXED YOU FEEL?

- 1  Not at all
- 2  Not much
- 3  Somewhat
- 4  A lot
- 5  I don't know/ not sure

2. IF THIS SITUATION BECOMES PUBLIC, HOW MUCH TIME DO YOU INTEND TO SPEND IN THE NEXT WEEK TO GET IN-DEPTH INFORMATION ABOUT THIS ISSUE? (E.G., TIME SPENT READING NEWSPAPERS, WATCHING TV, USING THE INTERNET, DELVING INTO THE LEGAL FRAMEWORK).

- 1  I will watch the news related to this issue every day
- 2  If I hear news by chance, it would be good
- 3  Neutral
- 4  I have very little interest in this matter
- 5  I have no interest at all

3. PLEASE LIST SOME PUBLIC ADMINISTRATION ISSUES THAT CONCERN YOU AND THAT YOU THINK SHOULD BE DISCUSSED IN THE MEDIA.

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4. WHAT ATTITUDE WILL YOU TAKE REGARDING THE PROCEDURE YOU WATCHED IN THE VIDEO?

- 1  I will proceed with the accelerated procurement process as directed by my superior, knowing that all procedures have been followed correctly.
- 2  I will inform the superior that I have reviewed the procurement documents and I am satisfied with the integrity of the process.
- 3  I will proceed with the accelerated procurement process as directed by superior, but with reservations due to pressure from higher-level executives.
- 4  I will decide not to talk about the situation to avoid confrontations with the superior, although I have no ethical doubts.

## APPENDIX VI – ANALYSIS TABLES

Table 2. ANOVA analysis of the variable “experienced emotions”

Generated emotions					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9.115	1	9.115	8.683	.005
Within Groups	59.834	57	1.050		
Total	68.949	58			

Table 3. Experiencing the news and determining the level of information

Dependent Variable: Level of Information							
Source	Sum of Squares	df	Mean Square	F - Statistic	P- Value	Partial Eta Squared	
Model	110.269	6	18.378	61.918	.000	.875***	
Generated emotions	94.007	3	31.336	105.574	.000	.857***	
Emotions According to Groups (Control/ Experimental)	1.340	3	.447	1.505	.224	.079	
Error	15.731	53	.297				
Total	126.000	59					


R Squared = .875 (Adjusted R Squared = .861)

Table 4. ANOVA- The index of integrity and political knowledge and the relationship with the emotion scale

Explained Variable: Emotions						
	Sum of Squares	df	Mean Square	F - Statistic	P- Value	Impact coefficient (partial eta)
Model	111.480	8	13.935	51.536	.000	.892***
Generated emotions	3.491	3	1.164	4.303	.009	.205***
Political Knowledge Scale	1.099	1	1.099	4.065	.049	.075**
Integrity and Ethics	.075	1	.075	.277	.601	.006
Generated Emotions by Experimental Groups	1.876	3	.625	2.313	.087	.122*
Error	13.520	50	.270			
Total	125.000	58				

R Squared = .892 (Adjusted R Squared = .875)





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