A STUDY ON THE EXTENT OF ETHICAL VALUES AND PERCEPTION OF ETHICAL CONDUCT ON COUNTERPRODUCTIVE BEHAVIOR OF FUTURE MANAGERS

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ABSTRACT

Ethical issues at the workplace have once again become topical and important due to considerable adverse publicity surrounding reports of unethical business practices by corporate managers. Business schools have come under a lot of criticism recently for not adequately teaching their students how to apply ethical principles in the workplace. This study investigates the impact of individual ethical values and perceptions of ethical conduct on counterproductive behavior of business students (n=130) both of business and non-business streams of an Educational Institute. This is necessary as business students are likely to become managers during their career and will face complex ethical concerns and dilemmas in their daily, routine affairs. Business schools play a fundamental role in helping future leaders understand the importance of practical leadership throughout an organization. Instrumental Value, Age and Gender had a significant impact on counterproductive behavior of students. Principled Value, Caring Value, Business Major and GPA (Grade Point Average) did not have an impact on Counterproductive Behavior of students. Implications of the results of the study for business schools and industry professionals are discussed.

Keywords: Ethical values, Counterproductive behavior, Ethical conduct

INTRODUCTION

Business Ethics continues to be a topic of discussion in the mainstream media since the outbreak of accounting and business scandals in major corporations like Enron, WorldCom, Tyco, Parmalat, and more recently at Marsh & McLennan, a $12 billion financial-services company (Ferrell, Fradrich, and Ferrell, 2005; Vickers, 2004)[1]. Such events continue to have a major impact on the common investor's trust of the stock market and corporate leaders. The Association to Advance Collegiate Schools of Business (AACSB International), a not–for-profit organization devoted to the improvement and promotion of higher education in accounting and business administration, has required that business ethics be covered in the curriculum as a part of its accreditation standards for a long time. In spite of this, some critics feel that a good portion of the blame still needs to be assigned to business schools for

not doing an adequate job of teaching students how to apply ethical principles and to understand the social responsibility of firms (Verschoor, 2003)[2].

Many business schools have responded to their critics by strengthening the ethics component of both undergraduate and graduate curriculum. But a debate still exists among educators as to how ethics should be taught and the degree of integration of ethics in the business curriculum (Lowry, 2003)[3]. AACSB International (The Association to Advance Collegiate School of Business) does not impose specific ethics courses, but requires business schools to justify how it is part of the learning experience of the students. In June of 2004, a task force on ethics education set up by the board of directors of AACSB International in their report, entitled Ethics Education in Business Schools, urged business educators to renew and revitalize their commitment to ethical responsibility of individuals and businesses.

Cole and Smith (1995)[4] found that while students indicated they had high ethical standards, they were not sure if the respondents would do the right thing in an actual situation. Lawson (2004)[5] reported that students felt that unethical behavior was the norm in the business world. In addition, he also reported a strong relationship between student's propensity to cheat in an academic setting and attitude toward unethical behavior in the business world. It should be noted, however, that there is no concrete evidence that less ethical students are attracted to business schools (Curren and Harich, 1996)[6]. But studies have shown that business programs do not instill ethical beliefs in students and that ethical beliefs of students are not influenced by the completion of a business course.

There is a growing belief that organizations are social actors responsible for the ethical or unethical behaviors of their employees. This trend is reflected in both the bases of legal judgments against corporations (Clinard and Yeager, 1980) and in the reactions of society at large to "corporate crime" (Cullen, Maakestad, and Cavender, 1987).

LITERATURE REVIEW

Cole and Smith (1995)[4] found that while students indicated they had high ethical standards, they were not sure if the respondents would do the right thing in an actual situation. Lawson (2004)[5] reported that students felt that unethical behavior was the norm in the business world. In addition, he also reported a strong relationship between student's propensity to cheat in an academic setting and attitude toward unethical behavior in the business world. It should be noted, however, that there is no concrete evidence that less ethical students are attracted to business schools (Curren and Harich, 1996)[6]. But studies have shown that business programs do not instill ethical beliefs in students and that ethical beliefs of students are not influenced by the completion of a business course.

More recently, researchers have started focusing on an individual's personal value system to understand ethical behavior of students (Forte, 2004; Rawwas and Isakson, 2000)[7]. Victor and Cullen (1990)[8], in their review of ethical theory research used Kohlberg's (1984)[9] theory on moral development to identify individuals as either Instrumental, Caring, or Principled. Kohlberg (1984) in his book on the philosophy of moral development proposed a typology consisting of three levels of moral thought: people at the first level do what is best for them and are concerned about their own immediate interests (Instrumental type); at the second level, people are concerned about other people and their feelings (Caring type). At the third level, individuals follow universal rights and principles (Principled Individuals). At this

stage, individual decisions are strongly influenced by the law, rules, or professional standards.

A number of studies in business ethics have focused on the perceptions of respondents on the ethicality of various business conducts. For example, Jackson (2001)[10] found differences across 10 countries on the perceptions of ethicality of various business conducts. Deshpande (1997)[11], in a study of managers of a not for- profit organizations; found that Gender, Age, and Education had an impact on ethicality of business conduct.

Counterproductive behavior (CPB) has been well studied in the Organizational Behavior and Psychology literature (Marcus and Schuler, 2004)[12]. Lau, Au, and Ho (2003)[13], in a qualitative and quantitative (i.e., meta-analysis) review of various studies on CPB in organizations, defined it as ―any voluntary organizational behavior such as making personal calls at workplace, surfing web, downloading important documents of workplace that affect an individual's Job Performance or undermine Organizational Effectiveness. They found that employees who are young and dissatisfied engage in more CPBs. While most of the research in CPB has looked at the impact of specific antecedents on specific forms of CPB, there has been a recent call in the Psychological literature to focus more attention on general CPB. Marcus and Schuler (2004)[12], in their review, have made a strong case for examining general CPBs first before examining specific CPB. First, previous research has consistently shown that various forms of CPB are strongly correlated. This is not surprising because all CPBs are based on the same underlying principle, violating organizational interests. Second, examining general CPBs may allow us to come up with solutions that could be applied to a variety of specific CPBs.

According to a recent extensive literature review of CPB, a number of studies have examined the impact of Personal Factors (e.g., Demographics, Job Satisfaction, Perceptions of Job), Organizational Factors (Physical Conditions, Climate, and Employment Conditions), Work Factors (Peer, Supervisory), and Contextual Factors (Weather, Population) on CPB (Lau, Au, and Ho, 2003)[13]. But this and a review of ABI-INFORM index indicates that no study has looked at the impact of Ethical Values and Perception of Ethical Conduct on CPB. It is one of the purposes of this study to do so. Specifically, in this study we will first examine the level of Ethical Values, Perception of Ethical Conduct, and CPB among respondents. We will then examine the impact of Ethical Values and Perception of Ethical Conduct on CPB after controlling for Gender, Age, Major, and GPA of students.

OBJECTIVE OF THE STUDY

This study investigates the impact of Individual Ethical Values and Perceptions of Ethical Conduct on Counterproductive Behavior of students.

Based on the extent of literature the following Hypothesis and Conceptual Model was developed:

Hypothesis 1: Level of Ethical Values of students will impact Counterproductive Behavior of respondents.

Hypothesis 2: Perceptions of Ethical Conduct of students will impact Counterproductive Behavior of respondents.

SCOPE OF THE STUDY

This study investigated the impact of Ethical Values and the Perception of Ethical Conduct on Counterproductive Behavior of Future Managers i.e., Post Graduate Students of Business and Non-Business streams. This study also investigated whether Age and Gender had an impact on Counterproductive Behavior.

RESEARCH METHODOLOGY

The study was conducted to investigate the impact of Individual Ethical Values and Perceptions of Ethical Conduct on Counterproductive Behavior (CPB) of students. Therefore Objective of Study, Hypothesis and Conceptual Model were developed.

CONCEPTUAL MODEL
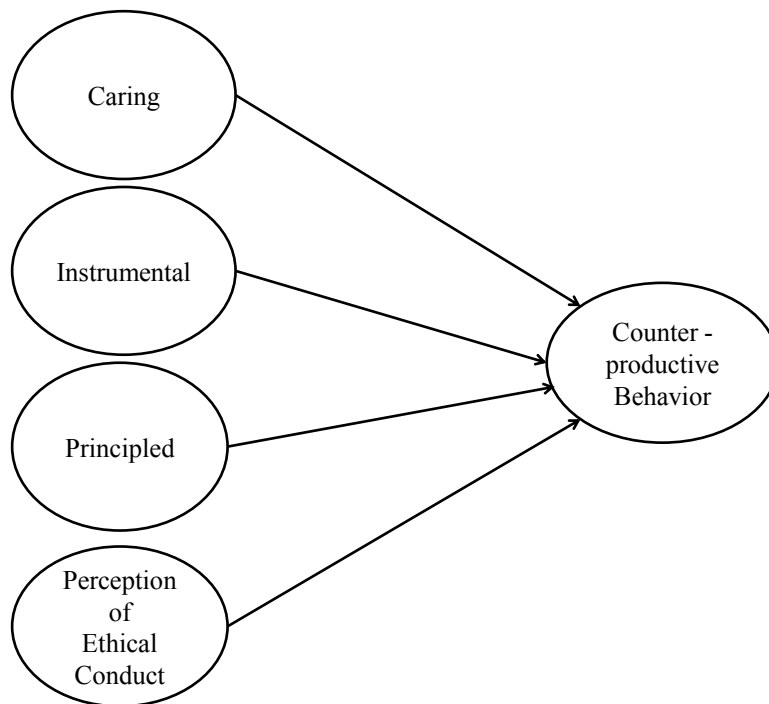
Figure 1. Conceptual Model

The Individual Ethical Value means the Moral Thoughts of students. It falls into three variables,

Instrumental type: People of this type do what is best for them and are concerned about their own immediate interests.

Caring type: People of this kind are concerned about other people and their feelings.

Principled type: Here individual decisions are strongly influenced by the law, rules, and professional standards.

Perception of ethical conduct: Perceptions of ethical conduct deals with the Perceptions of respondents on the Ethicality of various Business Conducts.

Counterproductive behavior: Counterproductive Behavior is any voluntary Organizational Behavior that affects an individual's Job Performance or undermine Organizational Effectiveness.

The questions were framed to measure the individual Ethical Values, the Perception of Ethical Conduct and the Counterproductive Behavior of Future Managers. The questionnaires were handed out in class and collected back. There were no incentives given to students except the knowledge that their opinions would be part of a study on Ethics.

The measures of Individual Values were based on the previous literature on ethical climates within organizations (Victor and Cullen, 1990) and Moral Development (Kohlberg, 1984). Three types of Ethical Values (Instrumental, Caring, and Principled) were measured. Instrumental respondents protect their own interests above all else. Those with a Caring Value consider what is best for everyone in a given situation. Students with a Principled Value feel it is important to comply by rules and professional standards. Each value type was measured using a five-point Likert scale, with 1 representing "Mostly Disagree" and 5 representing "Mostly Agree."

The survey also included a list of 12 items measuring Perceptions of Ethical Conduct. These items were based on previous business ethics research (Jackson, 2001; Viswesvaran, Deshpande, and Joseph, 2000). The responses were coded on a five-point Likert scale ranging from very Unethical (5) to Very Ethical (1). Thus, a high value indicates that respondents felt that these behaviors were Unethical.

Seven items were used to measure CPB. These behaviors ranged from making personal calls at work to downloading music from the internet. These items are presented in Table 4 and were measured on a five-point Likert scale, with 1 representing "Mostly Disagree" and 5 representing "Mostly Agree." Thus, a high score indicates the conduct of the listed behavior.

Factor analysis was done to check for the reliability of the data. Regression and correlation analysis was conducted for the stronger test of the variables investigated in the study.

One way Anova and T-Test were conducted to analyze the significance of Ethical Values, Age and Gender on Counterproductive Behavior. The findings have been reported in the following section.

DATA ANALYSIS AND FINDINGS

The data was checked with Mean, Standard Deviation, Skewness and Kurtosis to check for its validity. The data was found to be valid.

Factor analysis was conducted to extract the relevant factors. Six factors were extracted namely Ethical, Instrumental, Ethical Conduct, Immoral, Counterproductive Behavior and Mis-Conduct. The extracted factors were checked for the Reliability. The factors were found to be reliable with values 0.714, 0.582, 0.873, 0.764, 0.703 and 0.506 respectively.

Regression and Correlation Analysis was conducted for the stronger test of the variables investigated in the study.

One way Anova was conducted to know the impact of Age on Ethical Values of respondents.

T –Test was conducted to compare the Mean between Caring Value, Instrumental Value and Principled Value and to know the impact of it on Gender of the respondents.

The results of various tests conducted are tabulated in the following section.

Table1. Descriptive statistics including skewness, kurtosis, mean and standard deviation

Attributes	Skewness	Kurtosis	Mean	Standard Deviation
I1	.212	.422	3.1462	1.29466
I2	.212	.422	3.1308	1.23507
I3	.212	.422	3.2385	1.16008
I4	.212	.422	2.8154	1.03268
I5	.212	.422	3.7462	1.08772
I6	.212	.422	3.3846	1.11637
C1	.212	.422	3.9000	.75586
C2	.212	.422	3.7538	.97298
C3	.212	.422	4.2692	.69090
C4	.212	.422	3.3000	.94541
C5	.212	.422	4.2538	.54718
C6	.212	.422	3.9154	.92372
P1	.213	.423	4.1240	.76042
P2	.212	.422	3.6923	1.21901
P3	.212	.422	4.0308	.79668
P4	.212	.422	4.0462	.82464
P5	.212	.422	4.2923	.68705
P6	.212	.422	3.9462	.93437
CPB1	.212	.422	3.3231	1.38774
CPB2	.212	.422	3.2692	1.37412
CPB3	.212	.422	4.0000	1.14119
CPB4	.212	.422	3.8077	1.21423
CPB5	.212	.422	3.3692	1.29482
CPB6	.212	.422	3.3769	.98252
CPB7	.212	.422	3.3000	1.04659
EC1	.212	.422	3.7615	1.15338
EC2	.212	.422	3.7769	1.05849
EC3	.212	.422	4.2846	1.00568
EC4	.212	.422	4.2923	.56302
EC5	.212	.422	3.9462	.91763
EC6	.212	.422	3.8692	.99913
EC7	.212	.422	3.7692	1.00030
EC8	.212	.422	3.8231	.93565
EC9	.212	.422	4.3846	.79128
EC10	.212	.422	4.0462	.94714
EC11	.212	.422	3.2462	1.24553
EC12	.212	.422	3.9154	.88951
A	.212	.422	1.9846	.17541
G	.212	.422	1.5615	.49812

CS	.212	.422	1.2231	.41792
GPA	.212	.422	2.5923	.76448
FI	.212	.422	2.5077	.98237

Factor Analysis

Factor Analysis was conducted to extract the relevant factors to check for the Reliability of the data. Factor Analysis was done separately for Independent and Dependent Variables. The factors extracted were named as Ethical, Instrumental, Ethical Conduct, Immoral, Counterproductive Behavior and Mis-Conduct. The extracted factors and the Rotated Matrix are shown below:

The below table indicates KMO and Bartlett's test values, Scree Plot and Rotated Component Matrix for Independent Variables i.e., Caring, Instrumental and Principled.

Table 2. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.530
Bartlett's Test of Sphericity	Approx. Chi-Square	343.309
	Df	45
	Sig.	.000
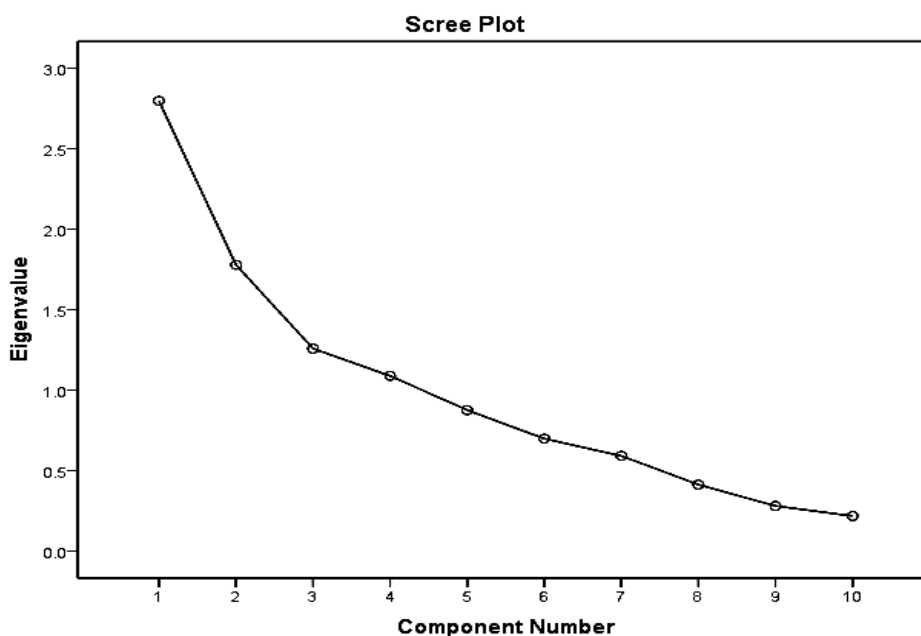
Figure 2. Scree Plot for Factor 1 and Factor 2

Table 3. Rotated Component Matrix[a]

Item Code	Statements	Component	
		Ethical	Instrumental
I1	I protect my own interests above all else at workplace		.586
I3	You will be concerned with the company's interests to the exclusion of all else		.717
I4	You will be expected to do anything to further the company's interests, regardless of the consequences.		.655
I6	Work is considered substandard only when it hurt the company's interests		.618
C2	What is best for everyone in the company is the major consideration.	.643	
C6	I will always do what is right for the customers at workplace	.623	
P1	It is very important to follow the company rules and procedures	.580	
P3	The law or ethical code of the profession should be the major consideration at the workplace	.611	
P4	People in the company should strictly obey the company policies	.757	
P5	People are expected to strictly follow legal or professional standards	.531	
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. a. Rotation converged in 3 iterations.			

The below tables indicate the KMO and Bartlett's Test values, Scree Plot and Rotated Component Matrix of Dependent variable i.e., Counterproductive Behavior

Table 4. KMO and Bartlett's Test

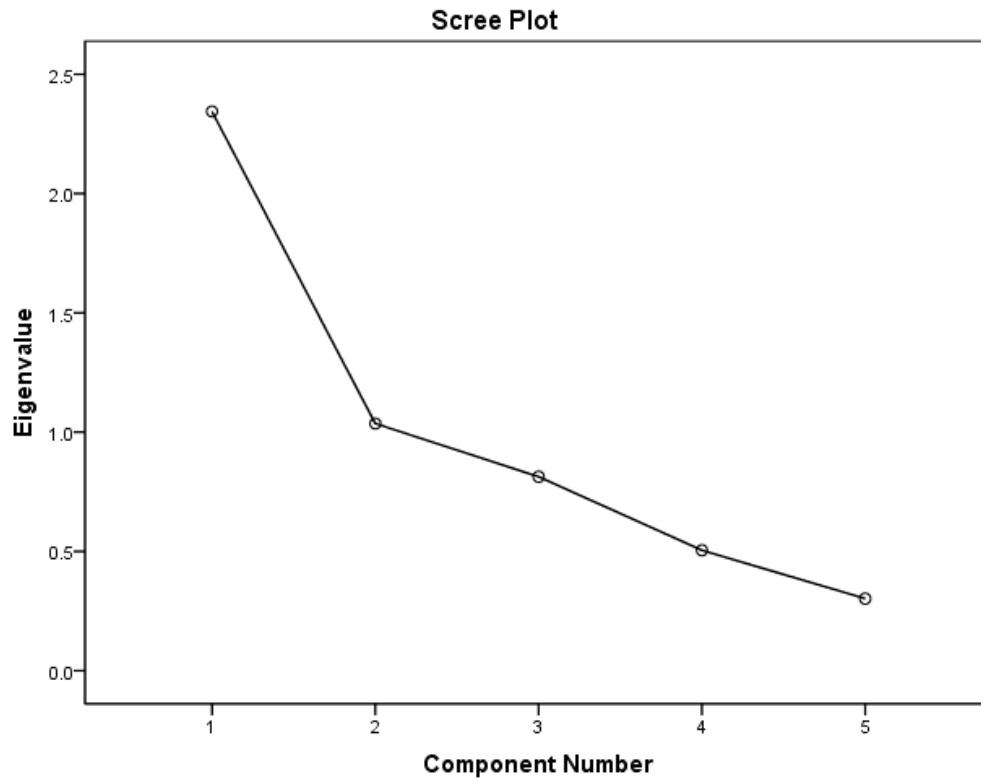| Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.588
Bartlett's Test of Sphericity	Approx. Chi-Square	151.785
	Df	10
	Sig.	.000

Figure 3. Scree Plot for Fdep1 and Fdep2 (Dependent Variable)

Table 5. Rotated Component Matrix[a] for Counterproductive Behavior and Mis-Conduct

Item Code	Statements	Component	
		Counterproductive Behavior	Mis-Conduct
CPB2	I surf the web at workplace	.704	
CPB6	I would give a friend an extra discount at a store or free food at a café/restaurant	.824	
CPB7	I would help myself to food if I worked at a fast food joint of the company	.830	
CPB3	I take pads, pens, supplies to home from workplace		.880
CPB5	I download important documents of the company		.697
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. a. Rotation converged in 3 iterations.			

The below table indicates the KMO and Bartlett's Test values, Scree Plot and Rotated Component Matrix of Independent variable i.e., Ethical Conduct.

Table 6. KMO and Bartlett's Test

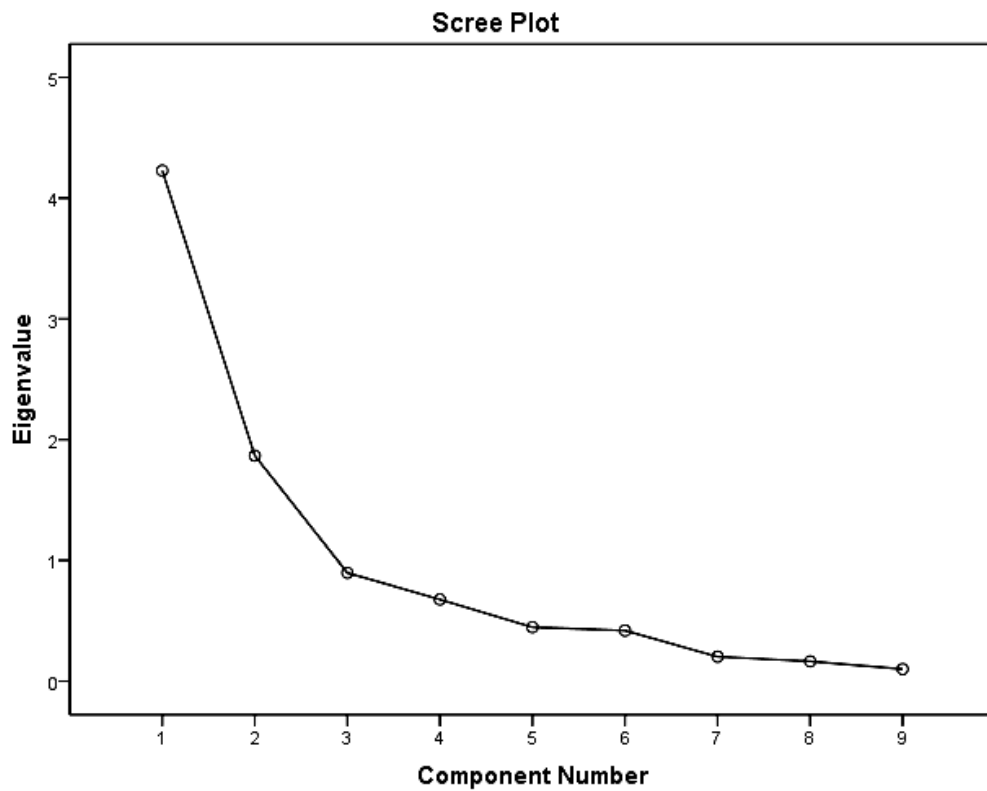| Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.692
Bartlett's Test of Sphericity	Approx. Chi-Square	728.452
	Df	36
	Sig.	.000

Figure 4. Scree Plot for Find3 and Find4 (Independent Variable)

Table 7. Rotated Component Matrix[a] Ethical Conduct and Immoral

Item Code	Statements	Component	
		Ethical Conduct	Immoral
EC4	Using medical leave without any medical reasons	.602	
EC5	Making use of the organization's materials and supplies for personal use	.753	
EC6	Very often doing personal business on work time	.750	
EC7	Frequently taking extra personal time (breaks, etc.) during work hours	.782	
EC9	Passing the blame of my mistake to innocent co-worker	.851	
EC10	Claiming credit for someone else's work	.896	
EC1	Accepting gifts/favors in exchange for preferential treatment		.830
EC2	Giving gifts/favors in exchange for preferential treatment		.782
EC11	Not interfering in others work in the organization		.801
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. a. Rotation converged in 3 iterations.			

Reliability Analysis

Reliability Analysis was done to check whether the extracted factors were reliable with Cronbach's Alpha value greater than or equal to 0.7.

Factor 1: Ethical (Independent Variable). The Cronbach's Alpha value was found to be 0.714 and thus the data was reliable. The statements pertaining to Factor 1 and Cronbach's Alpha value obtained are indicated in the below table:

Table 8. Reliability Statistics for factor 1(Ethical)

Sl. No	Statements	Cronbach's Alpha	No. of items
1	What is best for everyone in the company is the major consideration		
2	I will always do what is right for the customers at workplace		
3	It is very important to follow the company rules and procedures		
4	The law or ethical code of the profession should be the major	0.714	6

5	consideration at the workplace People in the company should strictly obey the company policies		
6	People are expected to strictly follow legal or professional standards.		

Factor 2: Instrumental (Independent Variable). The Cronbach's Alpha value was found to be 0.582 and the data was reliable. The statements pertaining to Factor 2 and Cronbach,s Alpha value are indicated in the below table.

Table 9. Reliability Statistics for factor 2(Instrumental)

Sl. No	Statements	Cronbach's Alpha	No. of items
1	I protect my own interests above all else at workplace		
2	You will be concerned with the company's interests-to the exclusion of all else	0.582	4
3	You will be expected to do anything to further the company's interests, regardless of the consequences		
4	Work is considered substandard only when it hurts the company's interests		

Factor 3: Ethical Conduct (Independent Variable). The Cronbach's Alpha value was found to be 0.873 and the data was reliable. The statements pertaining to Factor 3 and Cronbach's Alpha value are indicated in the below table.

Table 10. Reliability Statistics for factor 3(Ethical Conduct)

Sl. No	Statements	Cronbach's Alpha	No. of items
1	Using medical leave without any medical reasons		
2	Making use of the organization's materials and supplies for personal use	0.873	6
3	Very often doing personal business on work time		
4	Frequently taking extra personal time (breaks, etc.) during work hours		
5	Passing the blame of my mistake to innocent co-worker		
6	Claiming credit for someone else's work		

Factor 4: Immoral (Independent Variable). The Cronbach's Alpha was found to be 0.764 and the data was reliable. The statements pertaining to Factor 4 and the Cronbach,s Alpha value are indicated in the below table.

Table 11. Reliability Statistics for factor 4(Immoral)

Sl. No	Statements	Cronbach's Alpha	No. of items
1	Accepting gifts/favors in exchange for preferential treatment		
2	Giving gifts/favors in exchange for preferential treatment	0.764	3
3	Not interfering in others work in the organization		

Factor 5: Counterproductive Behavior (Dependent Variable). The Cronbach's Alpha was found to be 0.703 and the data was reliable. The statements pertaining to Factor 5 and the Cronbach's Alpha value are indicated in the below table.

Table 12. Reliability Statistics for factor 5(Counterproductive Behavior)

Sl. No	Statements	Cronbach's Alpha	No. of items
1	I surf the web at workplace		
2	I would give a friend an extra discount at a store or free food at a café/restaurant	0.703	3
3	I would help myself to food if I worked at a fast food joint of the company		

Factor 6: Misconduct (Dependent Variable). The Cronbach's Alpha value was found to be 0.506 and the data was reliable. The statements pertaining to Factor 6 and the Cronbach's Alpha value are indicated in the below table.

Table 13. Reliability Statistics for factor 6(Misconduct)

Sl. No	Statements	Cronbach's Alpha	No. of items
1	I take pads, pens, supplies to home from workplace		
2	I download important documents of the company	0.506	2

From Reliability Analysis it was found that the factors were significantly reliable.

Regression Analysis

Regression Analysis results are indicated below:

Regression Analysis taking Dependent Variable as fdep1 (Counterproductive Behavior):

The variables entered were Immoral, Ethical Conduct, Instrumental and Ethical, and the Dependent Variable was Counterproductive Behavior. The model summary and Anova table indicating the significance level are shown below.

Table 14. Model summary for fdep1 (Counterproductive Behavior)

Model	R	R Square	Adjusted R Square	Standard error of the estimate
1	0.539[a]	0.291	0.268	0.85706399

a. Predictors: (constant) Immoral, Ethical Conduct, Instrumental and Ethical

Table 15. ANOVA[b] for fdep1 (Counterproductive Behavior)

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	37.347	4	9.337	12.711	.000[a]
	Residual	91.085	124	.735		
	Total	128.432	128			
a. Predictors: (Constant), Immoral, Ethical Conduct, Instrumental and Ethical b. Dependent Variable: Counterproductive Behavior						

The below table indicates the significance level of the variables entered. Find 4 i.e., Immoral (Independent variable) was found significant with the Dependent Variable fdep 1 i.e., Counterproductive Behavior with the significance level of 0.000

Table 16. Coefficients for fdep1 (Counterproductive Behavior)

	Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.005	.075		-.062	.951
	find1(Ethical)	.006	.086	.006	.074	.941
	find2(Instrumental)	-.078	.082	-.078	-.960	.339
	find3(Ethical Conduct)	.059	.084	.059	.699	.486
	find4(Immoral)	.507	.083	.508	6.075	.000
a. Dependent Variable: fdep1(Counterproductive Behavior)						

Regression Analysis taking Dependent Variable fdep2 (Mis-Conduct):

The variables entered were Immoral, Ethical Conduct, Instrumental and Ethical, and the Dependent Variable was Mis-conduct. The model summary and Anova table indicating the significance level are shown below.

Table 17. Model Summary for fdep2 (Mis-Conduct)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.530[a]	0.281	0.258	0.86477361

Predictors: (Constant), Immoral, Ethical Conduct, Instrumental and Ethical

Table 18. ANOVA[b] for fdep2 (Mis-Conduct)

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	36.256	4	9.064	12.120	.000[a]
Residual	92.731	124	.748		
Total	128.987	128			
a. Predictors: (Constant), Immoral, Ethical Conduct, Instrumental and Ethical					
b. Dependent Variable: Mis-conduct					

The below table indicates the significance level of the variables entered. The Independent Variables Find 1(Ethical), Find 3(Ethical Conduct), and Find 4(Immoral) were found significant with the Dependent Variable fdep 2(Mis-Conduct) with the significance levels 0.015, 0.000 and 0.013.

Table 19. Coefficients[a] for fdep2 (Mis-Conduct)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.003	.076		.041	.968
	find1	.215	.087	.215	2.476	.015
	find2	-.052	.082	-.052	-.630	.530
	find3	.331	.085	.331	3.905	.000
	find4	.212	.084	.212	2.523	.013
a. Dependent Variable: Mis-Conduct						

T –Test:

T –Test values was conducted to know the impact of Gender on Ethical Values. Find 1(Ethical) and Find 2(Instrumental) were the Ethical Values used for analysis. The grouping variable was Gender. The T-Test values are indicated in the below table:

Table 20. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	T	Df
Ethical	Equal variances assumed	.111	.740	.519	127
	Equal variances not assumed			.526	123.267
Instrumental	Equal variances assumed	.614	.435	1.063	127
	Equal variances not assumed			1.063	118.573

Table 21. Independent Samples Test

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
Ethical	Equal variances assumed	.604	.09254430	.17814827
	Equal variances not assumed	.600	.09254430	.17594587
Instrumental	Equal variances assumed	.290	.18874698	.17754923
	Equal variances not assumed	.290	.18874698	.17751460

T –Test values indicated Gender had an impact on the Instrumental Value.

One way Anova:

One way Anova test was conducted to know the impact of Age on Ethical Values. Find 1(Ethical) and Find 2(Instrumental) values were used for analysis. The grouping factor was Age. The results are indicated in the below table:

Table 22. ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
Ethical	Between Groups	2.987	2	1.493	1.505	.226
	Within Groups	125.013	126	.992		
	Total	128.000	128			
Instrumental	Between Groups	7.537	2	3.769	3.942	.022
	Within Groups	120.463	126	.956		
	Total	128.000	128			

Anova test values indicated that Age had an impact on Instrumental Value with the significance level of 0.022.

RESULTS

The data collected was analyzed to check for its Validity. It was found that the data was valid since Skewness and Kurtosis were falling within the range i.e, Skewness for all variables was less than 0.3 and Kurtosis for all variables was less than 0.10. Additionally Descriptive Analysis was done to know the Mean and Standard Deviations of all variables.

Factor analysis was conducted to extract the relevant factors. Six factors were extracted. The factors for Independent Variable were Ethical, Instrumental, Ethical Conduct and Immoral. The Cronbach's Alpha were as follows:

Ethical   =   0.714

Instrumental   =   0.582

Ethical Conduct   =   0.873

Immoral   =   0.764

The factors for Dependent Variables were Counterproductive Behavior and Mis-Conduct. The Cronbach's Alpha were as follows:

Counterproductive Behavior   =   0.703

Mis-Conduct   =   0.506.

Regression Analysis was conducted for the stronger test of the variables investigated in the study. The regression Analysis was conducted on both the extracted factors of Dependent Variable i.e., on Counterproductive Behavior and Mis-Conduct.

The Independent Variable Immoral was found significant with the Dependent Variable Counterproductive Behavior with the significance level of 0.000.

The Independent Variables Ethical, Ethical Conduct, and Immoral were found significant with the Dependent Variable Mis-Conduct with the significance levels 0.015, 0.000 and 0.013 respectively.

Anova and T-Test results:

Anova and T-Test values indicated that Gender and Age had a significant impact on Instrumental Value.

From the results obtained both the Hypothesis,

Hypothesis 1: Level of Ethical Values of students will impact Counterproductive Behavior of respondents.

Hypothesis 2: Perceptions of Ethical Conduct of students will impact Counterproductive Behavior of respondents, were accepted since both the extent of Ethical Values and Perception of Ethical Conduct had an impact on Counterproductive Behavior of respondents.

CONCLUSION

The results of this study have implications for both Business Schools and Industry Professionals. Mitroff (2004) in an open letter to Business School Deans and Faculty admonished them for creating an environment which aided the ―wave of scandals that have engulfed and tarnished American Businesses in the last few years. He states that faulty underlying values, a narrow outdated notion of Ethics, and a distorted view of human nature are some of the factors that are a part of the problem with Business Schools.

Previous research has suggested that individuals can have more than one value and they typically favor one type of Ethical Reasoning over the other (Victor and Cullen, 1990). In our sample, Instrumental value was the dominant Individual Student Value, followed by Principled and Caring. But only Instrumental Value had a significant direct impact on overall CPB. One strategy used by business schools to teach Ethical Behavior is to use role-play, experiential exercises, and cases to show how problematic situations can be avoided. This study suggests that these tools may not work for all students. The effectiveness of these tools and strategies should be examined in the context of the Individual Values of the students. For example, an Individual with a Principled Value is more likely to be influenced by a case on

code of ethics than a caring person. On the other hand, teaching Business Ethics based on utilitarian reasoning will be very effective with Caring Individuals but not those who are Principled or Instrumental.

This study indicates that students, who do not perceive certain unacceptable conducts as Unethical, tend to more likely be involved in CPBs. It may be possible for businesses that plan to hire College Graduates to reduce CPB within the firm by using appropriate tests that identify and reject students with low Perceptions of Ethical Conduct. This can be done by developing a specific written test or coming up with appropriate situational questions that can be asked during an interview. Also, all new hires must go through an intensive training program in Business Ethics and be in doctrinated that Ethical Behavior is the rule within the organization. In addition, the firm must actively seek out and punish Unethical Behavior to set an example to all employees.

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