



Ethical Orientation in Management Education – Evidence from the Indian National Capital Region

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Abstract: *Our research is an attempt to identify the ethical dimension of management students across Indian national capital region of Delhi. It deciphers the underlying drives which lead the B-school students to adopt unethical conduct within academic settings. A structured questionnaire was developed towards identifying three dimensions in the context of B-school students - their awareness of what constitutes unethical behavior, the reasons prompting the students to resort to unethical practices in academic settings and probability of their future corporate behavior reflecting unethical conduct. Ethics is majorly viewed as one or other form of moral objectives perceived by respondent group. In spite of general agreement that presence of ethical conduct in academic settings is important, diverse unethical conducts exist in varying degrees within academic settings. The awareness as to what constitutes Plagiarism is found to be alarmingly low among students. The B-schools may look towards employing suggested means of evaluation and plagiarism detection for thwarting academic cheating practices. Future researches can identify linkage between current ethical orientation of B-school students and their future conduct at respective workplaces. Future researchers may consider frequency of resorting to individual cheating methods towards deriving a classification of academic cheaters.*

Keywords: *Ethics, Academic Cheating, B-School, Magic Broom Acquired Syndrome*

I. Introduction

According to Oxford Advanced Learner's Dictionary 'Ethics' refers to *moral principles that control or influence a person's behavior*. In other words, the inherent principles within an individual guiding his action in response to a situation constitute the ethics. Ethical orientation remains of paramount importance at various levels of individual dealings and hence is a factor to be emphasized upon by all the elements within a societal setup.

Over the past decade ethical issues in business have gained considerable significance in the developed countries and more recently in the emerging nations. With the advent of free-market, deregulation and privatization of the Indian economy, the ethical issues in business perspective have been accentuated. It is evident from inclusion of specific corporate governance code towards executing listing agreement with stock exchanges in India (Kumar Mangalam Birla Committee). During the initial phase when management education in India was gaining ground, there existed few institutes of repute, both public and private, who ensured imparting holistic and cutting edge education majorly culminating into attractive employment opportunities. The corporate houses were competing with a view to attracting talents by offering higher pay packages. Such a belief was termed as '*Magic Broom Acquired Syndrome*'. Over a period of time this led to a notion among aspiring students that an MBA degree is an instant gateway to hallowed corporate organizations. But as all good trends come to an eventual halt, it was not much different here as well.

In the present times, an MBA degree no longer commands the status of *panacea of all ills* unlike the traditional belief. This has been the result of rapid influx of private education institutes, resulting from implementation of AICTE report recommending thrust on setting up of additional B-schools, offering numerous conventional and hybrid management programs with scant regard towards quality of such programs and their capacity to conduct such programs in terms of faculty competency and infrastructure. In many instances faculties neither having sound industry nor adequate teaching experience are recruited to teach courses which require sound industry experience on the part of faculties. The intense competition amongst existing and mushrooming institutes has led them to focus all their energies in maximizing intakes, many a times by hook or crook. While this may give short term revenue benefits to the institute, but it hurts the long term standing of its students and its own image in the society as well as in the eyes of prospective recruiters. Thus, when the management institutes are themselves not ethical in terms modus-operandi, they can't be expected to either inculcate or enforce ethical standards in their enrolled students. The total absence of '*Magic Broom Acquired Syndrome*' with respect to a management degree has led to rise in unethical malpractices within the B-School setup. Due to constant influx of management institutes, the students graduating from these institutions are not able to differentiate themselves

purely on the strength of their degrees. This gives a strong impulse to students towards resorting to various unethical means with the intent of excelling and differentiating themselves both during the course of the program and post completion as well.

The current irrelevance of Magic Broom Acquired Syndrome in terms of management education has been a major contributor towards promoting unethical practices amongst students. Some of the rampant forms of unethical practices are plagiarism, falsification of survey findings, and deliberate delay in project submission inspite of knowing the deadline. Prevalence of such practices has reduced the value of an MBA degree to '*Managing Bogus Activities*' a far departure from its true potential.

Thus, it is an appropriate time given the current scenario, that ethical issues in management education must be explored with a view to determine the underlying reasons towards adoption of unethical approaches at all levels of management education. This will aid towards ensuring true potential of management education which ideally is '*Managing Beyond Academics*', but which sadly in the present times owing to degradation of quality and associated unethical practices have become *Managing Bogus Activities*.

II. Objectives

The present research has a three-fold objective.

- To begin with, the research aims to identify student level awareness of opportunities to indulge in common unethical actions.
- Moving ahead, the research attempts to unearth proportion of management students portraying a tendency to resort to unethical practices in an academic set up and the underlying reasons prompting such conduct as reported by the student community themselves.
- Finally, the study attempts to identify predictors of probable future unethical corporate behavior at workplace. An attempt has also been made to decipher possible influence of gender on unethical conduct of B-school students.

III. Review of Literature

From the family to society at large, from government to the private workplace, ethical violations have become a conspicuous feature of the contemporary landscape globally. Tellingly, most of the Indian colleges and universities have been plagued by ethical misconduct ranging from widespread cheating by students to faculty who have falsified data and manipulated research findings.

The concept of ethics is not new to the domain of management education, but on having a synoptic view of existing literature, very few researches come to fore with a focused assessment of a particular dimension indicating ethical orientation of B-school students.

In the past, researches have majorly focused on effect of business ethics courses towards ethical orientation of B-school students (Glenn 1992, Carlson & Burke 1998, Stead & Miller 1988). In addition, certain other studies have concluded the fact that most of the B-school students view their course curriculum as having value neutral impact (McCabe 1994). The underlying focus of the present study i.e. identifying the inherent drives which lead management students to resort towards unethical means at different points of the program have remained fairly untouched till date in research circles. Past studies have found that there exists significant correlation between cheating in schools and unethical behavior at work place (Sim 1993). This is particularly worrisome as it suggests the fact that inability to control the unethical student conduct at school will have a propagating effect on future workplace behavior. There exists other set of studies which have attempted to establish relation between Age and Marital Status and inclination to cheat. Age and marital status have a moderate linear relationship with cheating; younger and unmarried students cheat more (Whitley 1998).

Bushweller found that an astonishing 50 percent of the students surveyed did not perceive cheating as necessarily wrong and 95 percent of those who had cheated sated that they have never been caught (Bushweller 1999). Koch offered the most staggering statistic of 20 – 30% of college undergrads cheat on a regular basis (Koch 2002). Based on the literature, McCabe's erstwhile conclusion is reaffirmed "...that these results indicate that dishonesty appear to not carry the stigma that it used to".

A major reason students continue to cheat is that they rarely get caught. In 1999, McCabe interviewed 1,000 faculty members from 21 campuses and nearly a third admitted to observing cheating in their classes yet doing nothing about it. Fear of lawsuits, time required to handle cheating incidents, and lack of institutional rewards for catching cheating are all cited as rationalizations for this behavior (Koch 2002).

From the undergraduate to the master's and doctoral levels, business schools must encourage students to develop a deep understanding of the myriad challenges surrounding corporate responsibility and corporate governance; provide them with tools for recognizing and responding to ethical issues, both personally and organizationally; and engage them at an individual level through analyses of both positive and negative examples of everyday conduct in business.

IV. Methodology

The present study is based on an exploratory cum descriptive research design. To begin with an initial pilot study across categories of students was carried out wherein focused group discussions were conducted to determine common reasons which drive the management students to adopt unethical approaches towards excelling in written examinations, in preparing dissertations and research papers, and for meeting project submission deadlines.

As a part of present research, a structured questionnaire was developed on the basis of focused group interactions with the aim of identifying three dimensions with respect to B-School students i.e. their awareness of what constitutes unethical behavior, the reasons prompting the students to resort to unethical practices in academic settings and probability of their future corporate behavior reflecting unethical conduct. Over 600 students pursuing management programs at undergraduate and postgraduate levels at two major management institutes within National Capital Region (NCR) were contacted as part of the survey to gather relevant inputs for the study using the structured questionnaire. The final sample comprised of 336 valid respondents distributed across five distinct academic programs (Table 1). The sample had fair representation of students from both the genders, comprising of 192 male respondents and 144 female respondents.

The study includes determination of propensity of students to adopt unethical cheating habits in the context of written examinations and academic dissertations/project report submissions. Towards this, the respondent sample have been divided into multiple categories comprises of students who have resorted to only one unethical action from the given list, those who have adopted only two actions, those with only two actions and those who reported to have resorted to four or more actions. The categorized data was further classified on the basis of respondent gender to detect inherent inclination of a specific gender towards higher propensity to indulge in academic cheating.

Further, cross-tabulation analysis between respondent gender and various measurement dimensions of academic ethics forming the part of survey questionnaire was undertaken. In addition, chi-square test of association was utilized to decipher possible underlying associations between gender and individual measurement parameter for academic ethics.

As part of the study an effort has been made to predict future workplace behavior of respondent group when they step out to the corporate world. Towards this 14 distinct statements highlighting probable future corporate behavior were included within the survey questionnaire (Reddy & Krishnan, 2002). The respondent group comprising of management students were asked to rate the statements on a 4 point likert scale towards specifying their extent of agreement with respect to each individual statement. By undertaking Exploratory Factor Analysis (EFA) using SPSS the rated statements were categorized under two extracted factors based on the item-wise factor loadings specified by '*Rotated Component Matrix*' generated as a part of EFA.

V. Analysis and Findings

The research was broadly undertaken with the intent of exploring three major dimensions, viz. '*Perception of the concept of Ethics in general*', '*Academic Integrity and Inclination towards Cheating Habits*' and '*Probable Future Corporate Conduct*' with respect to current management students.

- **Ethics – Perceptual Revelation**

As part of the survey questionnaire respondents were asked to reveal their perception of the concept of 'Ethics'. Varied responses were received ranging from *Rules and Regulations to be followed*, *Moral objectives/values of an individual or a group to Choice between Right and Wrong*. On a detailed review of the entire response set, it was revealed that majority of the respondent group (55.3%) perceive ethics as moral values either in context of an individual, a community or within a business setting. In addition, some of the other major response categories include choice between right and wrong, rules and regulations to be followed, code of conduct in the context of a profession or a specific activity (Table 2).

- **Academic Integrity – Adoption of Unfair Means in Written Examinations**

The survey conducted as a part of the study attempted to identify the degree significance attached to ethics in academic settings by the student group. From the respondent sample, (65%) considered ethics as '*Significant*' in the academic context, while another respondents (26%) considered it as '*Highly Significant*'. Further, from a list of commonly cited unethical academic practices which were included as a part of survey questionnaire 49% of the respondents ranked '*Lying/giving false excuses to faculties*' as least unethical, while 60% of the respondents ranked '*Submitting fake certificates towards gaining admission and other benefits*' as most unethical conduct within an academic setting.

Towards determining the extent of integrity being maintained by students pursuing management programs, some common Unfair Means (UFMs) observed by the authors as well as highlighted within past researches were included as part of survey instrument. The respondents were asked to opt from the given list the UFMs which they had resorted to during written exams appeared until now. In addition, an option was also provided wherein the respondents were asked to express any other UFM they have adopted while appearing for a written

examination. Further, the respondents were also quizzed towards underlying reasons which prompt or many a times compel them to adopt UFM in written examinations.

Analysis of the responses sought in the above specified context highlighted significant facts. '*Copying from other candidates*' emerged as the most extensively resorted UFM with 86% students assenting to it. '*Usage of crib notes/chits*' garnered favor of 69% respondents, while '*Exchanging answer-sheets*' emerged as third most popular UFM with 56%. The respondents were subjected to classification towards determining the proportion of '*Novice Cheaters*' (those having resorted to only one form of listed UFM), '*Amateur Cheaters*' (those having resorted to exactly two forms of listed UFM), '*Pro Cheaters*' (those reporting adoption of exactly three forms of listed UFM) and '*Expert Cheaters*' (those consenting to have resorted to 4 or more forms of listed UFM).

The categorized data on basis of propensity to cheat was further classified on basis of respondent gender which highlighted major trends. When it comes to low (*Novice*) to medium (*Pro*) category of cheaters are Females students are having a clear lead over their Male counterparts in two out of the three categories. But when it comes to category representing highest risk and cheating propensity (*Expert*), the Male students trump the Females by a significant margin. Our findings reveal that both Male and Female students resort to academic cheating practices in the context of written examinations. But, the propensity to cheat in the context of Female students reduces significantly as we gradually move up the ladder of cheaters classification (Table 4). Past studies on this by McCabe & Trevino too classified students pursuing undergraduate programs according to number of academic cheatings methods adopted. His study found that 67% of the students admitted to resorting to one or more instances of cheating, while 38% students admitting were in the '*Active Cheaters*' category having admitted to at least three incidents of cheating.

Thus, it is evident that inspite of being conscious of the importance of ethics in academics, majority of the student group still resort to unfair means during written examinations. When our survey probed the underlying reasons as to why students engage in such behavior, the majority students (71%) considered '*Constant pressure to excel from family and society*' one of the factors prompting them to adopt such behavior (Table 5). In addition, Chi-Square significance value of 0.014 indicates an association between gender and ascertaining the contents of a question paper beforehand (Table 6).

- **Academic Integrity – Adoption of Cheating Habits in Academic Submissions**

The study found a deep rooted presence of unethical cheating practices in the context of academic submissions such as thesis, dissertations and project reports too. From the initial pilot interview and past studies some of the commonly cited cheating methods were included as a part of final questionnaire. The respondents were asked to opt for the cheating methods resorted to in the context of academic submissions made till now. Findings revealed that as many as 60% of the students agreed to having *copied an existing published material and turned it as their own work*, while 53% of the respondents agree to having *copied few points from a published work without required footnoting*. The results of the findings have been depicted within Table 7.

On the basis of categorization of cheaters as discussed in the preceding section, the student respondents resorting to cheating practices in academic submissions were classified. It was revealed that significant proportion of respondents is falling under *Novice* cheater and *Amateur* cheater categories. On reviewing the gender wise status of respondents across various cheater categories, it is evident that in the context of academic submissions Male students are on the forefront in three out of four categories. In the *Expert* cheaters category, Female students take a slight lead over the Male counterparts (Table 8). As a part of the study, underlying reasons which lead the students to resort to cheat in the context of academic submissions were explored. Majority of the students (46%) attribute '*No appreciation for genuine hard work from the subject instructor leading to dissatisfaction*' as the chief reason behind adoption of in-genuine means towards submissions. Closely followed reason was '*Readily available secondary reports on all themes at affordable prices*' which had been cited by 43% of students (Table 9). Further, chi-square test indicates an association between respondent gender and *copying few points from published notes without footnoting* as means of cheating in academic submissions (chi-square Sig. value = 0.025) Table 10.

- **Quality of Academic Submissions**

The modern day academicians, in general, are united on the view that the average quality of academic submissions have plummeted over time. Such a trend is particularly worrisome given the fact that current crop of students will be the future corporate executives and inferior reporting or documentation skills is bound to significantly hamper their goodwill and performance in future workplace environment as well. Our study attempted to relate the falling quality of academic submissions with the average time devoted to the assigned projects by students and their awareness of the precise concept of '*Plagiarism*' which is hurting the quality of academic submissions big time.

Results of our survey indicates that 39% of the students reported that they would start working on a academic project/assignment (assigned on 1st day of the month and due to be submitted on 30th day) between 15th and 25th day of the month, while another 28% asserted willingness to work only after 25th day of the month. Thus, a whopping 67% of the reporting students are themselves reducing the allocated timeline by 50 percent (Table 11), and with ultimately inadequate time remaining at their disposal such students are left with no alternative but

to indulge in cheating/unethical tactics to meet the fast approaching submission deadline. In addition, the survey results revealed that only 37% of the students are aware of the correct meaning of 'Plagiarism', while another 24% of the respondents have explicitly indicated that they 'Don't Know' the concept of 'Plagiarism'. Thus, *go slow approach* by the students coupled with unawareness regarding the Plagiarism can be attributed as the major contributors towards gradual fall in quality of academic submissions.

- **Academic Submissions - Management Perception vs. Student Perception**

The importance attributed to projects and assignments by the students and the institute management authorities are many times at a variance. The primary objective of the institutes towards assigning projects is to enable students to learn and imbibe the practical aspects of specific academic concepts with a view to ensure their smooth transition into corporate work environment. But when as a part of our survey we explored the perception of students towards project/assignment submissions, 61% of the respondents indicated the fact they find an academic project *interesting only if the specific theme is of own preference*. In addition, another 27% students view projects/assignments as a *challenge to overcome*. Further, when the students were quizzed regarding their awareness of academic projects being a part of evaluation component, 61% reported of being aware. Thus, it is evident that inspite of knowing the fact that submitting genuine and quality projects on time will fetch them good marks, they appear to be lacking adequate sincerity towards such submissions.

- **Influence of External Environment towards Academic Submissions**

Further, certain external environmental factors are lowering the quality of academic submissions. The authors have come across existence of retailers blatantly selling second-hand project reports to students over the counter. Their modus-operandi is to offer printing and photocopying facilities to students as a peripheral service. When a student who had worked hard and in good faith towards preparing an academic project approaches such a service provider for printing his submission report, the retailer retains a soft copy of the project file without the knowledge of the student. Such a practice over a period of time leads to large collection of project reports with the retailers which in turn are offered to the desiring students over the counter for a price. As part of our survey, we determined the extent of student awareness towards prevalence of such practices. From the students surveyed as many as 88% asserted to knowing the fact that there are such retailers in existence. It has been observed that such suppliers of second-hand project reports mushroom in dedicated institutional areas which are hub of major educational institutions.

Some of the identified market areas within the NCR wherein such illegal retailers are active include *Ber Sarai market* catering to students of adjoining Qutab Institutional Area and *Atta market* in Noida catering to students from Noida Institutional Area as well as Knowledge Parks of Greater Noida region. This ensures availability of ready market for such illegal retailers. All the institutional areas specified above houses a host of management and engineering institutions and represent dedicated educational nerve centers of the respective regions. The authors have specific evidences and personal observations in support of their claims.

- **Future Corporate Behavior – Predictors**

The present generation of management students will be the torchbearers of the future corporate landscape. Hence the ethical orientation of the student population currently enrolled across various management institutes assumes considerable significance. With the aim of gaining an outlook to probable future conduct of students within a workplace set up 14 statements reflecting behavioral conducts were included within the survey instrument and respondents were asked to rate them on a 4 point likert scale indicating their degree of agreement towards the given statements.

On the basis of the response ratings received, EFA was performed using SPSS predictive analysis software with a view to extract relevant factors. Two major factors were extracted on the basis of factor loadings indicated by the *Rotated Component Matrix* (Table 12) generated as part of EFA. The two factors identified were named as '*Personal and Situational Stimuli*' and '*Performance Drives and Bribery*' (Table 13). KMO measure for the sampling adequacy equals 0.895 (Table 14) and Cronbach's Alpha reliability statistic equals 0.801 (Table 15).

VI. Conclusion and Recommendations

Our research reveals trends towards definite existence of deep-rooted unethical cheating practices in academic settings. Though our study is limited to B-School students within the NCR region, but such unethical practices are not restricted to a particular stream of education or geographical area. In fact, in present times similar cheating practices in one form or the other had been reported from various academic institutions spread across the length and breadth of the country, and such practices are found to be neutral in terms of academic programs. Restoring the academic integrity is the need of the hour and academic institutions are required to take concrete steps towards realizing this need. As an initiating step in this direction, B-schools and other academic institutions within India may look towards implementing a system of '*Honor Codes*' which has effectively used by institutions in UK and USA, but remains fairly unexplored in the Indian academic settings. '*Peer Integrity*' i.e. impact of peers holding high integrity and ethical dimension towards reduction in an individual's propensity to indulge in cheating, and '*Peer Review*' i.e. entrusting the responsibility of academic vigilance to members of student group itself, forms major components of Honor Codes system.

Findings of our survey reveal that only 11% of the respondent students have expressed explicit willingness to indulge in unethical means to obtain certain benefit within a peer-reviewed and peer-integrity based environment (Table 16). Thus, well implemented system of '*Honor Codes*' can act as a strong deterrent to rising menace of academic cheating across institutions, leading to prevalence of honesty and integrity, in the multiple context of academic examinations and academic submissions.

In addition, academic instructors dealing with specific courses may look to innovate and break-free from conventional methods of academic testing and evaluation of students. Various tests and assignments administered round the academic semester should be drafted with an aim to assess a student's ability to apply the conceptual knowledge derived in class, instead of mere ability to demonstrate memorization. As part of academic evaluation components conventional examination pattern may be replaced with open book essay based tests, viva-voce based sessions pertaining to the concepts covered in class, conducting presentations cum viva-voce session individually or on a group basis. Such evaluation techniques will aid in rendering academic cheating practices majorly difficult, if not impossible.

Academic institutions in the present times have been severely impacted by falling quality of theses, dissertations and project reports. A major factor resulting in such a trend has been the concept of '*Plagiarism*' i.e. using the published/in-progress work of others and misrepresenting it as one's own work. As discussed in the preceding sections, although our survey found that as high as 63% of the responding students have explicitly indicated unawareness of the precise meaning '*Plagiarism*', but still the same is being practiced extensively as evident from frequently cited academic concerns. Thus, it is high time that B-Schools and other academic institutions in India take steps towards both detecting plagiarized submissions and use such detection systems as deterrent towards future instances of plagiarism in the context of academic submissions.

Academicians should assign a list of highly specific assignment topics instead of giving a single topic to entire class. Assignment of extremely narrowed down and specific topics will make it very difficult for the students looking to plagiarize from online databases or illegal retailers selling readymade theme specific reports as discussed in the preceding sections. An extreme form of such illegal practice was detected by the authors when they observed the retailers enquiring with approaching students as to which academician/faculty from a particular institute have assigned this topic. The retailers claimed to supply readymade reports tailored to the preference or liking of the assigning academician/faculty. This was quite a startling revelation for the authors and a reality check as to what heights the practice of plagiarism has gained.

Our study revealed the fact that students deliberately adopt a go-slow approach when a faced with a relatively long submission deadline which leaves inadequate time at their disposal at the end. Towards negating such behavior academicians can break the assignments into various distinct phases and review the extent of work completed in individual phases periodically leading up to the final submission deadline. Such a practice is likely to keep a tab on willful delaying habit of students by leaving the entire work for the last minute just before the final deadline. The academic institutes may look to organize seminars and workshops towards making their students aware of what precisely constitutes '*Plagiarism*' and how to avoid same towards enhancing the quality of academic submissions. As part of such workshops student community may also be briefed on the importance of live projects, operational workouts, internship projects etc., and how genuine work in respect such academic components would ensure a smooth and successful transition in to the future corporate environment.

While it is recommended to take adequate steps towards ensuring that the menace of plagiarism is completely thwarted, but B-schools and other academic institutions must not lose sight of the fact that detection efforts towards existence of plagiarism in the submitted contents is equally critical to ensuring quality. In the present times, academic and research institutes globally are increasingly subscribing to web based plagiarism detection services such as TurnItIn, Ithenticate, My Drop Box, Easy Verification Engine (EVE2) etc. In India, the academic institutes are yet to embrace and fully realize the benefits of such detection systems, financial considerations being a hindrance in this regard. But, it is prudent to undertake an investment towards raising the quality of institutional research bringing laurels and recognition to the institution in the global arena.

The findings of study in terms of predictors of future workplace behavior of students classified under two factors on the basis of EFA can be used by the recruiters towards screening and selecting the applicants who are ethically upright.

Thus, reinstating academic integrity and ethical conduct among students is the need of the hour and B-schools and other academic institutions in India will be well served to consider the same as one of their topmost priority to keep pace with their global counterparts. It is a situation meriting now or never approach.

VII. References

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Tables and Exhibits

Table 1: Student Response Rates

Academic Programs	Questionnaires Disseminated	Returned & Valid	Percent
Bachelor of Business Administration (BBA)	150	70	46.6
Bachelor of Business Economics (BBE)	70	36	51.4
Integrated Masters in Business Administration (IMBA)	200	121	60.5
Integrated Masters in Business Economics (IMBE)	50	19	38
Masters in Business Administration (MBA)	150	90	60
Totals	620	336	54.2

Table 2: Perception of Ethics

Perception of Ethics	Number of Responses	Percentage
Moral Values/Objectives	186	55.4
Right vs. Wrong	39	11.6
Code of Conduct	32	9.5
Others	79	23.5
Total	336	100

Table 3: Common Cheating Methods – Written Examinations

Cheating Method	Opting Respondents	Percentage
Using crib notes (short chits with indicative answers)	230	69
Copying from other candidates	288	86
Using unfair methods to derive the contents of the question paper beforehand	78	23
Exchanging answersheets	189	56
Assisting someone else to cheat	139	41
Others	37	11

Table 4: Classification of Academic Cheaters – Written Examinations

Novice Cheaters			Amateur Cheaters			Pro Cheaters			Expert Cheaters		
Gender	Count	%	Gender	Count	%	Gender	Count	%	Gender	Count	%
M	39	59	M	35	45	M	43	47	M	68	68
F	27	41	F	43	55	F	49	53	F	32	32
Total	66	100		78	100		92	100		100	100

*M: Male, F: Female

Table 5: Cheating in Written Examinations – Reasons

Reasons	Opting Respondents	Percentage
Constant pressure to excel from family and society	238	71
Rising level of competition	192	57
Demonstrating risk taking ability to peer group	202	60
Chances of getting caught are negligible and punishment is quite lenient	161	48
Others	10	3

Table 6: Chi-Square Tests (Gender – Using unfair methods to derive the contents of Question paper)

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	6.061 ^a	1	.014		
Continuity Correction ^b	5.435	1	.020		
Likelihood Ratio	6.217	1	.013		
Fisher's Exact Test				.018	.009
Linear-by-Linear Association	6.043	1	.014		
N of Valid Cases	336				

0 cells (.0%) have expected count less than 5. The minimum expected count is 33.43. b. Computed only for a 2x2 table

Table 7: Common Cheating Methods in Academic Submissions

Cheating Method	Opting Respondents	Percentage
Copying material and turn it in as your own work	201	60
Falsifying a bibliography	72	21
Receiving unpermitted help on an assignment	87	26
Collaborating on an assignment when the instructor asked for individual work	93	28
Copy few points from published notes without footnoting	177	53

Table 8: Classification of Academic Cheaters – Academic Submissions

Novice Cheaters			Amateur Cheaters			Pro Cheaters			Expert Cheaters		
Gender	Count	%	Gender	Count	%	Gender	Count	%	Gender	Count	%
M	83	64	M	68	53	M	27	55	M	11	46
F	46	36	F	61	47	F	22	45	F	13	54
Total	129	100		129	100		49	100		24	100

M: Male, F: Female

Table 9: Cheating in Academic Submissions – Reasons

Reasons	Opting Respondents	Percentage
Readily available secondary reports on all themes at affordable prices.	144	43
Lack of concern for project quality/originality from the subject instructor	110	33
No appreciation for the genuine hard work from the subject instructor leading to dissatisfaction	155	46
It is just another component of curriculum to be undertaken somehow or the other	55	16
Work assigned appears to be boring and meaningless	109	32
Others	101	30

Table 10: Chi-Square Tests (Gender – Copy few points from published notes without footnoting)

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	5.015 ^a	1	.025		
Continuity Correction ^b	4.533	1	.033		
Likelihood Ratio	5.036	1	.025		
Fisher's Exact Test				.028	.016
Linear-by-Linear Association	5.000	1	.025		
N of Valid Cases	336				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 68.14.

b. Computed only for a 2x2 table

Table 11: Student Activation Timeline towards Academic Submissions

Actively Start Working	Opting Respondents	Percentage
From 2 nd	21	6
Between 2 nd and 15 th	53	16
On 15 th	35	10
Between 15 th and 25 th	131	39
After 25 th	93	28
Never	3	0.9

Table 12: Rotated Component Matrix^a

	Component	
	1	2
If bribe is a must even to get what is legitimate, as happens in some government offices, we may have no choice but to pay up.	.737	.048
It is impossible to do business in India without paying bribes.	.671	.214
It is a dog-eat-dog world. Each person has to take care of his own interest first, before being concerned about other's interests.	.660	.200
Companies have a responsibility to ensure well being of the society.	.621	.125
The ethics of business are different from the ethics of personal & family life.	.604	.258
To achieve success in business dealings one may have to occasionally indulge in a certain degree of dishonesty and telling half-truths.	.503	.264
In a situation where my performance is being measured relative to that of others, I might not mind doing things which can hinder the performance of others.	.158	.655
In order to achieve high performance, it is OK if an organization is somewhat unethical in its business practices.	.031	.616
I have personal experience of having given a bribe.	.312	.613
It is OK to sift through a competitor's garbage to obtain their documents.	.164	.583
It is alright to exaggerate the performance of a product in order to achieve higher sales.	.204	.557
In a business situation, if the need arises I would not hesitate to pay a bribe to get business.	.330	.547
I would rather get a lower grade than copy project reports in order to meet deadlines or get false attendance to meet the stipulated norm.	.080	.423
If a person manages to do well in his/her career and life by networking and politicking even without doing his/her work properly, it is OK. It for each person to decide on what he/she wants to accomplish his/her goals.	.330	.422

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

Table 13: Factors Extracted based on Exploratory Factor Analysis

S. No.	Personal and Situational Stimuli	Factor Loading	Performance Drives and Bribery	Factor Loading
1.	To achieve success in business dealings one may have to occasionally indulge in a certain degree of dishonesty and telling half-truths.	0.503	In a business situation, if the need arises I would not hesitate to pay a bribe to get business.	0.547
2.	The ethics of business are different from the ethics of personal & family life.	0.604	It is alright to exaggerate the performance of a product in order to achieve higher sales.	0.557
3.	It is a dog-eat-dog world. Each person has to take care of his own interest first, before being concerned about other's interests.	0.660	It is OK to sift through a competitor's garbage to obtain their documents.	0.583
4.	It is impossible to do business in India without paying bribes.	0.671	I have personal experience of having given a bribe.	0.613
5.	If bribe is a must even to get what is legitimate, as happens in some government offices, we may have no choice but to pay up.	0.737	In order to achieve high performance, it is OK if an organization is somewhat unethical in its business practices.	0.616
6.			In a situation where my performance is being measured relative to that of others, I might not mind doing things which can hinder the performance of others.	0.655

Table 14: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.895
Bartlett's Test of Sphericity	Approx. Chi-Square	934.970
	df	91
	Sig.	.000

Table 15: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.801	.793	17

Table 16: If your peers are maintaining ethical integrity will you look to adopt unethical means to obtain certain benefit?

Proposed Action	Opting Respondents	Percentage
Yes	37	11
Depends on the nature of realizable benefit	167	49.7
No	132	39.3