

ETHICAL PERCEPTIONS OF BUSINESS MANAGEMENT STUDENTS AND THE ROLE OF GENDER AND EDUCATIONAL BACKGROUND

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Abstract *An Institution is the Lengthened Shadow of One Person.*

Ralph Waldo Emerson, "Self-Reliance," 1841

The leader of an organisation determines the ethical platform of the firm. Many of the managerial decisions taken by the business leaders tend to involve their ethical considerations and preferences. With the growing complexity and dynamism in business, business leaders are urged to choose the path of convenience when faced with an ethical dilemma. The less critical judgement leading to greater tolerance of unethical practices can be attributed to an individual's ethical perceptions. These perceptions are nurtured over a period of time and are shaped by several independent factors. The present study is aimed at understanding the ethical perceptions of business management students during the two years of preparation for the industry. This study examines the key factors guiding the ethical perceptions of management graduates and also explores the role of factors such as gender, undergraduate background and school board in influencing them.

Keywords *Ethical Perceptions, Management Students*

INTRODUCTION

In a world filled with competition, change and challenge are two buzzwords that managers have to confront on a daily basis. Increasingly today, there is widespread agreement on the importance of professional ethics. People have started to realise the contribution of ethics in their business performance as well as in their stakeholders' satisfaction. The business community abounds with study reports, conferences, articles, management development programmes etc. dealing with this topic. Its significance and relevance have increased multifold in the recent years particularly due to the highly publicised accounts of corporate misconduct which has led to widespread cynicism about the code of conduct of business management graduates. In addition, business ethics has come to be considered as a management discipline, especially since the birth of social responsibility (McNamara, 2004).

The parameters that govern ethical behaviour are varied but still there is emphasis on one central aspect of any organisation – its people. There are ample studies which prove that people, especially those in decision making capacities have a great influence over their employees. They are the ones that set the stage for the ethical culture of the whole organisation; whether they are ethical or unethical will affect the ethical behaviour of their employees. "Whatever the superior does, that is to be followed by others: What

standards he demonstrates by action, people follow that" (Geeta 3:21).

A bamboo tree is unique because it bends with the wind yet doesn't give up its position due to the strength of its roots. Business executives today are faced with pressure from all directions to change, yet it is their firm values and ethical practices which help them sustain and succeed in the long run. The personal values of an individual serve as an ethical anchor and play a pivotal role in managerial decision making (Bhatia, 2002). Azim Premji, the man behind the 3500 crores conglomerate Wipro, has cautioned emerging breed of managers and entrepreneurs to desist from temptations of shortcuts and windfall gains.

ETHICAL BEHAVIOUR OF EMPLOYEES

The organisational climate and culture may influence employee behaviour towards ethical practices, but this alone might not suffice. Along with creating a strong ethical culture, the leader should also walk the talk. The do's and don'ts, ethical codes of conduct, reward and punishment mechanisms etc. should be carefully planned and communicated. Without institutionalising and formalising ethical practices managers cannot taste success in their pursuit of building an ethical organisation.

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This will become increasingly difficult in organisations where there is high pressure to perform. In the race for increasing productivity or meeting targets, it is possible that employees may resort to unethical behaviour or deviate from ethical behaviour. If they do so and succeed at it, then there is no stopping them. They will eventually be conditioned to resort to unethical behaviours without resentment or regret.

At what cost do firms emphasize on ethical behaviour? Is it at the cost of productivity and performance? How will organisations handle this trade-off? This is a major challenge that organisations today face. Fortunately for them there are ample examples of organisations that have successfully inculcated ethical behaviour and its importance in the minds of their employees.

Ethical behaviour of an organisation cannot be shaped without shaping the behaviour of employees. One way to achieve this is to catch them early – the orientation programme during induction can address it. Another approach is to catch them young and to instill it in them when they are students in business school so that they can learn it right. A longitudinal study conducted (Krishnan, 2008) in a B-school in India for a period of 7 years, revealed that management education has an impact on the ethical perspective of the individual and it tends to improve self-monitoring and importance of self-oriented values while reducing the importance of others-oriented values.

Formal education in management is expected to boost the morale and success rate of an individual in his career pursuits. Management education is viewed as a major step towards a successful career in the business field and organisations look forward to hire MBAs for their firms (Baguma, 2010). The results of a comparative study (Smith, Skalnik, & Skalnik, 1999) indicated that there is a greater degree of sensitivity to the ethical dimensions of business decision-making by the MBA students who are also practicing managers as against the marketing managers.

An ethical person is one who will not lie, cheat, steal, or tolerate anyone who does (Stanley, 2008). Such a strong sense of ethical perception needs to be driven in the minds of management graduates to ensure that they do not stumble when faced with a critical ethical dilemma. The study among the African MBA students adds to this that an ethics course is a major determinant of the readiness of MBA students to manage enterprises ethically (Mande, 2012).

In a study conducted among MBA students in US on their ethical judgement in a variety of business scenarios, it was found that they were less critical in their judgement, leading to greater tolerance of unethical practices and the factor of their respective ethical perceptions is found to contribute greatly to this reaction (Richards, Gilbert, & Harris, 2002).

ROLE PLAYED BY GENDER AND EDUCATIONAL BACKGROUND IN INFLUENCING ETHICAL PERCEPTIONS

Individual's perception of ethical conduct and age had a significant impact on their counterproductive behaviour (Deshpande & Joseph, 2010). Taking a cue from it, this study seeks to ascertain the role played by gender, board of school education and discipline at the undergraduate level in influencing the ethical perceptions of students.

Not all unethical actions are equal and there are significant differences between students on their views of ethical behaviours based on demographic factors such as gender and year of education in school (Ludlum, Moskalionov & Ramachandran, 2013). Females are found to demonstrate more ethical practices than males and they tend to favour an ethical climate, where ethical behaviour is rewarded (Luthar, Battista, & Gautschi, 1997). Gender differences do not fade among students even after the inclusion of additional factors such as student's major, psychological gender effect and impression management in the analysis (Becker & Ulstad, 2007). Social conditioning and feeling that the end justifies the means, may prompt males toward unethical action more often than their counter parts (Buckley, Wiese, & Harvey, 1998).

Children should be given the opportunity to develop their ethical dispositions along with their social-emotional competencies, during their schooling as it provides the foundation for the tests of life in the future (Cohen, 2006). A report on Quality in School Education conducted for Quality Council of India, New Delhi (2007) reveals that while all the boards of school education in India give high importance to evaluation and examination system, some boards have gone beyond to evaluate the overall growth of the children. This will ultimately reflect on the values and ethical perceptions of the individual.

There are no significant differences in the student ethical development based on their discipline of education such as arts, social and pure sciences among students of an English University (Healey, 2014). However, students tend to cheat lesser in the colleges than high schools and are not inclined to complain to the authority about cheaters (Lau, Caracciolo, Roddenberry, & Scroggins, 2012). As Business Education is one course, which tends to have students from across different disciplines, this dimension needs to be studied in the Indian context as well. Also, academic dishonesty is found to be most strongly associated with the perceptions of peers' behaviour (Maramark & Maline, 1993) and influenced by technology especially the internet (Scanlon & Neumann, 2002).

The Medical Council of India (2011) has recommended for a restructure of the existing curriculum of its Undergraduate courses so as to “integrate ethics, attitudes and professionalism into all phases of learning” to “enable the Indian medical graduates to function professionally and ethically.” However, ethical inputs at the other undergraduate level courses are left to the desire of the Educational Board of the Institutions.

CONCEPTUAL FRAMEWORK

The current study is aimed at understanding the ethical perceptions of Business Management students across their course of study and the role played by factors such as gender, school board, and undergraduate background in influencing those perceptions. This study will throw light on the ethical orientation of budding managers in an Indian context.

The conceptual framework is created with the objective to understand the ethical orientation of management students and to determine its correlation if any with the variables such as gender, board of school education and discipline at the undergraduate level.

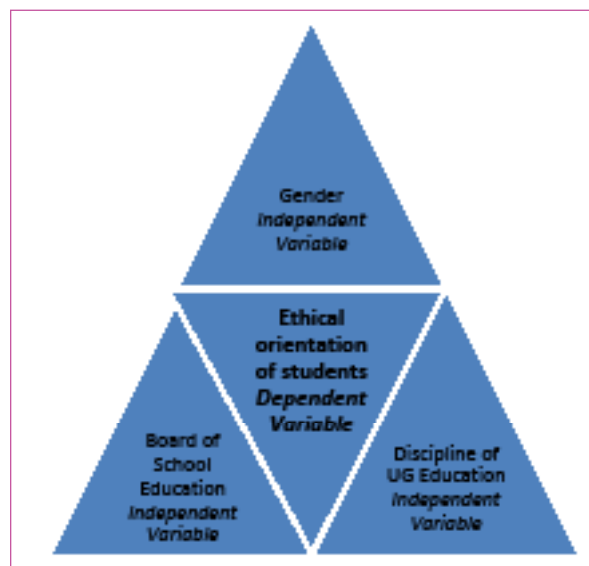


Fig. 1: Conceptual framework

RESEARCH METHODOLOGY

The present study aims at analysing the ethical perceptions of business management students and identifying the role of external demographic factors in influencing the same

The specific objectives of the study are:

- To understand the ethical orientation of students of Business Management during the course of Business Education.
- To analyse the differences if any in the ethical perceptions of students of Business Management students due to gender and educational background.

The study was conducted among postgraduate students of Business Management in their first and second year of the programme. The study was conducted in 11 Business schools affiliated to a leading state university in Tamil Nadu with a collective sanctioned strength of 750 students per year. The current study is based on the theoretical model of ethical behaviour construct measured by 6 sub-scale factors including personal use, passing blame, bribery, padding of expenses, falsification, and deception initially developed by Newstrom and Ruch (1975) and later modified by Akaah and Lund (1994). Deshpande, Joseph, and Maximov (2006) have used this scale to compare gender based ethical choices among business professionals in Russia.

The questionnaire contained 20 statements on ethical behaviour with 5 point rating scale ranging from “never would” to “definitely would”. A pilot study was conducted among 20 respondents in order to check the reliability of the questionnaire. Reliability of the data was checked using Cronbach’s Alpha whose value was found to be 0.875.

The following hypothesis were framed and tested in the study:

- **Ho:** There is no significant difference in the ethical perception of students based on the gender.
- **Ho:** There is no significant difference in the ethical perception of students based on their undergraduate background.
- **Ho:** There is no significant difference in the ethical perception of students based on their board of school education.

Out of the 750 students in each year of Business Education course, the questionnaire was distributed to 20% (i.e. 150 students). Valid and complete responses could be derived from 72% Ist year students and slightly lesser IInd years which was around 63%.

Table 1: No. of Responses by Students

Student Batch	No. of responses
I year	109
II year	95
Total	204

RESULT ANALYSIS

The data thus collected was analysed using SPSS software to understanding the pattern of grouping of the key variables through factor analysis. Further percentage analysis, independent samples T-test, and ANOVA are used to determine the relationship among the variables under study.

ethical perspectives. Every student was asked to rank his/her likely behaviour on a five point scale with 5 being “never would” to “definitely would” indulge in the practice and the mean was estimated. This indicates that higher the mean the more likely the students are to indulge in the particular behaviour. Table 2 gives the mean score of the responses in all the 20 dimensions for the Ist and IInd year students.

Mean Score Analysis

The mean scores of the responses by the respondents across the two batches are estimated to study the deviations in the

Table 2: Mean Scores for the Statements on Ethical Perspectives

S. No.	Statements	IInd year students	Ist year students	Mean Difference
1.	Use institutional goods/services for personal use	2.01	1.94	0.07
2.	Pad expense account more than the actual value	1.93	1.92	0.01
3.	Give gifts/ treatment for preferential treatment	2.21	2.11	0.10
4.	Take longer time for a job than necessary	2.20	2.13	0.07
5.	Pass on confidential information	1.65	1.99	-0.34
6.	Conceal one's errors	2.65	2.44	0.21
7.	Pass blame on to others	1.51	1.29	0.21
8.	Claim credit for someone else's work	1.42	1.40	0.02
9.	Falsify the data collected from internet sources	2.26	1.81	0.46
10.	evade class in times of test/presentation/assignment	1.98	1.90	0.08
11.	Call in sick to take a day off the college	2.41	2.05	0.36
12.	Fall asleep in class	2.41	2.18	0.23
13.	Ask others to violate institutional rules	1.42	1.33	0.09
14.	Ask others to lie about one's whereabouts	1.59	1.46	0.13
15.	Lying about going to a particular place	2.13	1.74	0.38
16.	Accept gifts/ favours for preferential treatment	1.82	1.93	-0.11
17.	Take extra personal time	1.95	1.62	0.32
18.	Use mobile phones during the class	1.71	1.46	0.25
19.	Not report others' violations of institutional policies and rules	2.22	2.06	0.17
20.	Copy in the exam/assignment	1.68	1.59	0.10
Total		95	109	

It is inferred that students across the two years were found to have high level of acceptance towards the following unethical behaviour:

- Take longer time for a job than necessary
- Conceal one's errors
- Call in sick to take a day off the college
- Fall asleep in class
- Not report others' violations of institutional policies and rules

However, their inclination to indulge in the following behaviours is found to be lower:

- Pass blame on to others
- Claim credit for someone else's work
- Ask others to violate institutional rules
- Ask others to lie about one's whereabouts

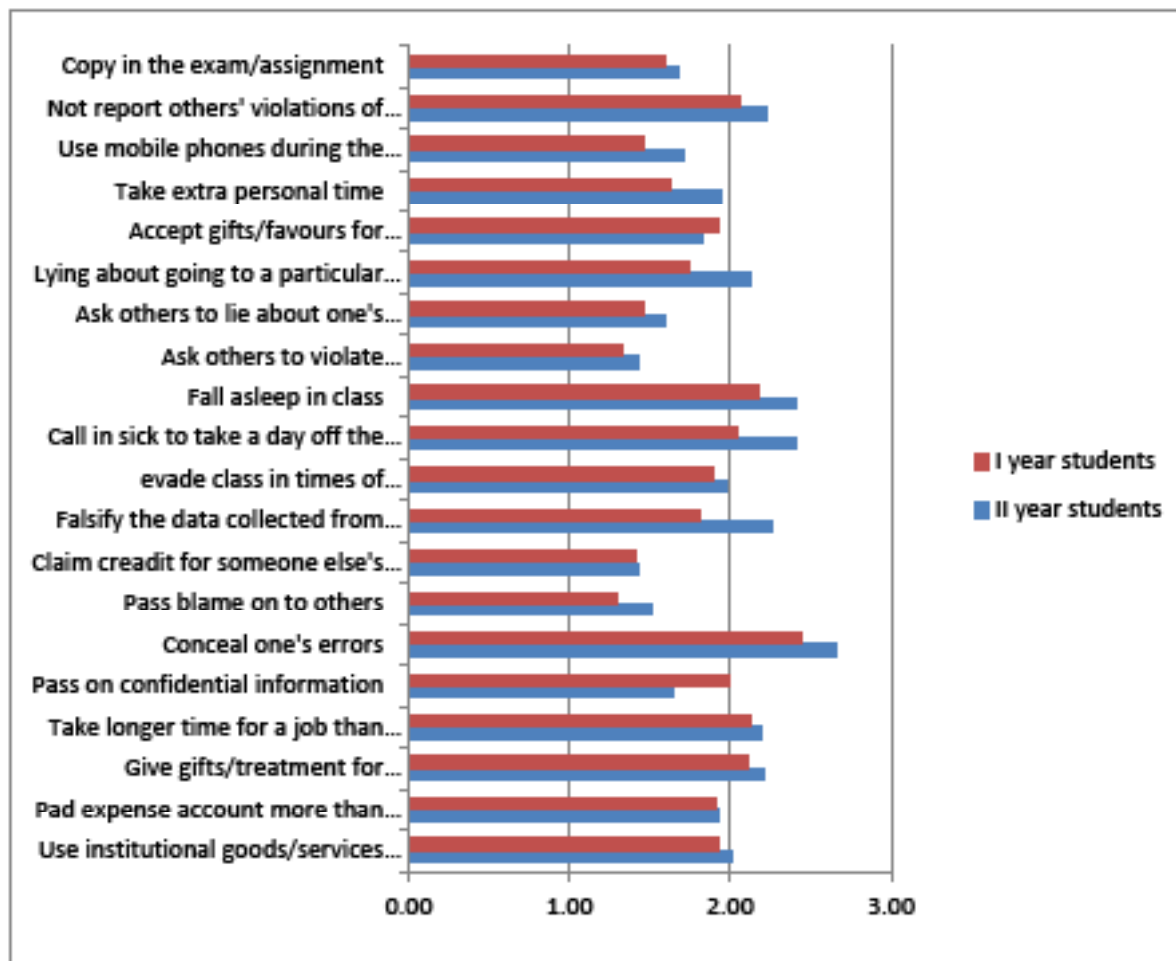


Fig. 1: Mean Scores for the Statements on Ethical Perceptions

The graph shown in Fig. 1 indicates the mean of the ethical perception of students in the consecutive years of education have undergone changes across all dimensions.

On the whole, it is found that the indulgence of Ist year students in unethical practices is found to be lesser than that of their seniors who are in their IInd year of education. This might be due to familiarity of the environment across the years of study.

Factor Analysis

Factor analysis was performed for the purpose of dimension reduction. The variables explaining the ethical behaviour were factor analysed utilising the principal component approach, with eigen values greater than one as the criteria for the extraction of factors. Principal component analysis was used for extraction where around 48% of the total variance was explained. The rotation method used was Varimax with Keiser Normalisation and the results are as follows:

Table 3: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.810
Bartlett's Test of Sphericity	Approx. Chi-Square	1062.210
	df	190
	Sig.	.000

To study the suitability of sample data for factor analysis, Kaiser-Meyer-Olkin (KMO) sampling adequacy test is employed and results are shown in Table 3. In this study, KMO measures for sampling adequacy is 0.81 and hence it is adequate for factor analysis. The overall significance of correlation metrics was tested using Bartlett's Test of Sphericity. The outcome is supporting the validity of data for factor analysis as the p-value (0.000 significance) < 0.05, thereby confirming that factor analysis is appropriate for this study. Therefore, on this basis the next step which is principal component analysis was used for extracting the data.

Table 4: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.147	25.733	25.733	5.147	25.733	25.733	2.456	12.280	12.280
2	1.944	9.722	35.455	1.944	9.722	35.455	2.448	12.242	24.522
3	1.686	8.428	43.883	1.686	8.428	43.883	2.251	11.257	35.779
4	1.090	5.450	49.333	1.090	5.450	49.333	1.976	9.879	45.658
5	1.029	5.146	54.479	1.029	5.146	54.479	1.764	8.821	54.479
6	.967	4.837	59.316						
7	.902	4.511	63.827						
8	.888	4.439	68.266						
9	.797	3.984	72.250						
10	.783	3.916	76.165						
11	.691	3.457	79.622						
12	.654	3.269	82.891						
13	.556	2.781	85.672						
14	.522	2.610	88.282						
15	.487	2.433	90.715						
16	.442	2.209	92.925						
17	.431	2.155	95.080						
18	.390	1.949	97.028						
19	.328	1.641	98.669						
20	.266	1.331	100.000						

Extraction Method: Principal Component Analysis.

Table 4 shows all the factors extractable from the analysis along with their eigen values. According to the table, there are only three factors which have eigen values more than 1. The values are 6.190, 1.971 and 1.387. The percentage of

the total variance is used to explain how well the total factor solution accounts for what the variable together account for. This accounts for 54.479 percent of the total variance in the variables. Thus, it explains around 55% of the variance in the variables.

Table 5: Rotated Component Matrix a

	Component				
	1	2	3	4	5
Use institutional goods/ services for personal use				.703	
Pad expense account more than the actual value				.630	
Give gifts/ treatment for preferential treatment		.762			
Take longer time for a job than necessary				.540	
Pass on confidential information					
Conceal one's errors		.553			
Pass blame on to others			.783		
Claim credit for someone else's work			.817		
Falsify the data collected from internet sources			.623		
evade class in times of test/ presentation/ assignment					
Call in sick to take a day off the college				.608	
Fall asleep in class	.705				

	Component				
	1	2	3	4	5
Ask others to violate institutional rules	.603				
Ask others to lie about one's whereabouts	.524				
Lying about going to a particular place	.698				
Accept gifts/ favours for preferential treatment		.785			
Take extra personal time					.522
Use mobile phones during the class	.538				
Not report others' violations of institutional policies and rules					.725
Copy in the exam/ assignment					.668
Extraction Method: Principal Component Analysis.					
Rotation Method: Varimax with Kaiser Normalization.					
a. Rotation converged in 9 iterations.					

Factor loadings revealed the following five factors:

Factor 1: Explains about the tendency of the respondents to violate norms and guiding principles. Hence, this factor has been appropriately named as Breaking norms.

Factor 2: This factor explains the willingness to take, give or hide in return for something and hence, has been grouped under Bribery.

Factor 3: This factor included variables which reflected willingness to falsify details and has been named as Falsification.

Factor 4: The variables contributing to this factor explain willingness to resort to behaviours which result in satisfying one's individual needs and so has been named as Personal benefits.

Factor 5: This factor explains about the nature of being deceptive and has been named Tricky.

Hypothesis Testing

The sample characteristics of the participants in terms of their gender are indicated in Table 6.

Table 6: Gender Distribution of the Respondents

Male		Gender		Total
		Female		
Year	I year	67	42	109
	II year	49	46	95
Total		116	88	204

The representation of male respondents is found to be on the higher side among both Ist year and IInd year respondents.

Table 7: Group Statistics based on Gender

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Use institutional goods/services for personal use	Male	116	2.03	1.054	.098
	Female	88	1.89	1.119	.119
Pad expense account more than the actual value	Male	116	2.20	1.121	.104
	Female	85	1.55	.748	.081
Give gifts/treatment for preferential treatment	Male	116	2.44	1.204	.112
	Female	88	1.78	1.129	.120
Take longer time for a job than necessary	Male	116	2.31	1.042	.097
	Female	88	1.97	.928	.099
Pass on confidential information	Male	116	2.06	1.321	.123
	Female	88	1.55	1.193	.127
Conceal one's errors	Male	116	2.68	1.084	.101
	Female	88	2.35	1.145	.122
Pass blame on to others	Male	116	1.52	.829	.077
	Female	88	1.23	.656	.070

Claim credit for someone else's work	Male	116	1.56	1.082	.100
	Female	88	1.22	.686	.073
Falsify the data collected from internet sources	Male	115	2.19	1.042	.097
	Female	88	1.77	.854	.091
evade class in times of test/presentation/assignment	Male	115	2.12	1.117	.104
	Female	86	1.70	1.018	.110
Call in sick to take a day off the college	Male	116	2.27	1.240	.115
	Female	88	2.15	1.170	.125
Fall asleep in class	Male	116	2.48	1.138	.106
	Female	88	2.03	.903	.096
Ask others to violate institutional rules	Male	116	1.49	.808	.075
	Female	88	1.22	.576	.061
Ask others to lie about one's whereabouts	Male	116	1.66	.970	.090
	Female	88	1.34	.565	.060
Lying about going to a particular place	Male	116	2.09	.960	.089
	Female	88	1.69	.927	.099
Accept gifts/ favours for preferential treatment	Male	116	2.08	1.081	.100
	Female	88	1.61	.976	.104
Take extra personal time	Male	116	1.91	1.009	.094
	Female	88	1.59	.825	.088
Use mobile phones during the class	Male	116	1.62	.820	.076
	Female	88	1.51	.897	.096
Not report others' violations of institutional policies and rules	Male	116	2.24	1.124	.104
	Female	88	1.99	.977	.104
Copy in the exam/assignment	Male	116	1.75	1.012	.094
	Female	88	1.48	.922	.098

The group statistics indicate that the mean score of males is on the higher side across all the ethical dimensions reflecting

their ethical stand. Independent samples test is conducted to test the hypothesis framed.

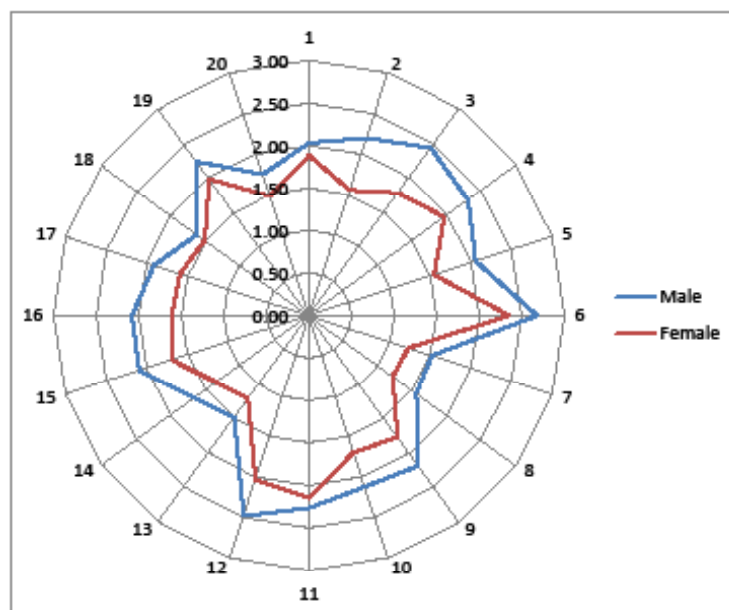


Fig. 2: Mean Score Analysis based on Gender

H₀: There is no significant difference in the ethical perspective of the Management students based on the gender.

H₁: There is a significant difference in the ethical perspective of the Management students based on the gender.

Table 8: Independent Samples Test

F		Levene's Test for Equality of Variances		t-test for Equality of Means						
				df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
		Sig.	t					Lower	Upper	
REGR factor score 1 for analysis 3	Equal variances assumed	.918	.339	1.433	.197	.153	.20482964	.14292625	-.07703222	.48669149
	Equal variances not assumed			1.430	.179.809	.154	.20482964	.14320287	-.07774471	.48740399
REGR factor score 2 for analysis 3	Equal variances assumed	7.619	.006	3.779	.197	.000	.52422053	.13872967	.25063465	.79780641
	Equal variances not assumed			3.860	.192.705	.000	.52422053	.13580856	.25635841	.79208265
REGR factor score 3 for analysis 3	Equal variances assumed	6.924	.009	2.375	.197	.019	.33636831	.14165645	.05701060	.61572602
	Equal variances not assumed			2.439	.194.609	.016	.33636831	.13792385	.06435091	.60838570
REGR factor score 4 for analysis 3	Equal variances assumed	2.647	.105	1.554	.197	.122	.22184236	.14279729	-.05976517	.50344990
	Equal variances not assumed			1.605	.196.044	.110	.22184236	.13824136	-.05078874	.49447346
REGR factor score 5 for analysis 3	Equal variances assumed	1.749	.188	.886	.197	.376	.12709085	.14338372	-.15567319	.40985489
	Equal variances not assumed			.902	.191.303	.368	.12709085	.14083043	-.15068900	.40487070

The independent samples T test indicates the rejection of the null hypothesis across the three factors which are 'Bribery', 'Falsification', and 'Personal benefits' as the significance value is less than 0.05. This validates the findings from the Group Statistics (Table 8) that there is a significant relationship between the gender and the ethical perception of students. Earlier studies on students ethics also have indicated clear influence of the gender on ethical orientation (Lang, Hall, & Jones, 2010; Chen & Tang, 2006) and that male students reporting a high propensity to indulge in unethical behaviour (Buckley, Wiese, & Harvey, 2010).

ANOVA Test

The sample characteristics of the participants in terms of their undergraduate background are indicated in Table 9.

Table 9: Undergraduate Background of the Respondents

Discipline	Frequency	Percent
BE	116	56.9
B Com	31	15.2
BCA	1	.5
B Sc	21	10.3
BBA	12	5.9
B.Tech	22	10.8
Others	1	0.5
Total	204	100.0

It can be seen that students with engineering background tend to contribute to around 57% of the respondents.

ANOVA test is used for the study to compare means between the various groups.

H₀: There is no significant difference in the ethical perception of students based on their undergraduate background.

Table 10: ANOVA 1 Ethical Perceptions and Undergraduate Background

		Sum of Squares	df	Mean Square	F	Sig.
REGR factor score 1 for analysis 3	Between Groups	8.904	6	1.484	1.507	.178
	Within Groups	189.096	192	.985		
	Total	198.000	198			
REGR factor score 2 for analysis 3	Between Groups	3.132	6	.522	.514	.797
	Within Groups	194.868	192	1.015		
	Total	198.000	198			
REGR factor score 3 for analysis 3	Between Groups	3.766	6	.628	.620	.714
	Within Groups	194.234	192	1.012		
	Total	198.000	198			
REGR factor score 4 for analysis 3	Between Groups	10.584	6	1.764	1.807	.100
	Within Groups	187.416	192	.976		
	Total	198.000	198			
REGR factor score 5 for analysis 3	Between Groups	3.954	6	.659	.652	.688
	Within Groups	194.046	192	1.011		
	Total	198.000	198			

The ANOVA test reflects that there is no significant relationship between the undergraduate background and the ethical perspective of management students as the significance value is greater than 0.05 across all five factors. This concurred with the earlier finding that propensity to unethical behaviour achieved invariance when comparing the students in the discipline of business and psychology (Chen & Tang, 2006). But, Accounting students tend to believe that cheating outside the classroom is more unethical than cheating inside the classroom (Elias & Farag, 2010).

The analyses on school educational background reveal that around 59% of the respondents are from matriculation board and 33% are from state board.

Table 11: Board of School Education of the Respondents

Board	Frequency	Percent
State Board	68	33.3
Matriculation	121	59.3
Central board	12	5.9
ICSE	2	1.0
Others	1	.5
Total	204	100.0

ANOVA test is used to understand the variance between the groups due to board of education.

H₀: There is no significant difference in the ethical perception of students based on their board of school education.

Table 12: ANOVA 2: Ethical Perceptions and Board of School Education

		Sum of Squares	df	Mean Square	F	Sig.
REGR factor score 1 for analysis 3	Between Groups	12.882	4	3.221	3.375	.011
	Within Groups	185.118	194	.954		
	Total	198.000	198			
REGR factor score 2 for analysis 3	Between Groups	3.003	4	.751	.747	.561
	Within Groups	194.997	194	1.005		
	Total	198.000	198			
REGR factor score 3 for analysis 3	Between Groups	3.000	4	.750	.746	.562
	Within Groups	195.000	194	1.005		
	Total	198.000	198			

REGR factor score 4 for analysis 3	Between Groups	1.822	4	.455	.450	.772
	Within Groups	196.178	194	1.011		
	Total	198.000	198			
REGR factor score 5 for analysis 3	Between Groups	6.693	4	1.673	1.697	.152
	Within Groups	191.307	194	.986		
	Total	198.000	198			

ANOVA test reflects that there is a significant relationship between the board of school education and the ethical perspective of students with reference to the Factor 1 which is 'Breaking norms' as the significance value is greater than 0.05.

DISCUSSION

Research in student ethics provides ample insights into the ethical dilemmas and decision points faced by them. The study reveals that students do not attach equal importance to ethics and there are clear differences in the way they behave in different situations. Gender is found to have a definite influence on the ethical perceptions, especially on the variables contributing to factors 'Bribery', 'Falsification', and 'Personal benefits'. This can be attributed to the difference in the moral reasoning processes adapted by men and women irrespective of the decisions that they ultimately make in a given situation (Dawson, 1997).

The finding that there is deterioration of ethical orientation with the year of study of Business Education reinforces that business students consistently perceive a greater need for unethical beliefs (Lane & Schaupp, 1989). Students who have resorted to academic dishonesty at the high school and college level have admitted to involvement in wide range of work-related dishonesty (Sims, 2010). Boards of school education vary in terms of the degree of difficulty of subjects and the level of exposure of the students. This seems to have had an impact on the factor 'Breaking norms' in the study. However, ethical perceptions based on the discipline in the undergraduate do not show any significant difference.

As ethical conduct in a way implies responsibility, the study of ethical perspectives of the future managers is much relevant in its ability to predict future trends. Also, it provides insights to the teaching fraternity to devise suitable curriculum to enable students to inculcate ethical thinking methodically. From an academic administration perspective, the implication of these findings towards student admission and placement recommendation to the recruiters need to be studied further. However, the study admits the limitations in terms of behaviour predictability as perceptions need not necessarily determine behaviour.

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