

A Study on Using Code of Work Ethics to Assess the Academicians' Ethicality

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Abstract

One of the most ignored areas or parts of educational research is ethical considerations. However, understanding ethics and putting it into practice may be necessary for the common good of human survival and sustainability. Every club, community, or profession in modern society assigns and establishes its own set of norms or ethical code of behavior for everyone's convenience. It becomes a common practice for all to follow, and it is assumed that one must be educated and aware in order to follow such norms in order for human existence to run smoothly. This paper tried to determine which factors, have an impact on academicians' ethical principles and even investigated the employees' perspectives of ethics at work with help of SPSS software and PLS-SEM for regression weights calculation. Regression analysis suggested that factors like compensation delay, hardwork, ethics and self reliance have the positive impact on the affective commitment and job satisfaction. Suggestions are made for strengthening university ethics standards and for future research.

Keywords: Academicians, Work Place Ethics, Job satisfaction , Task Performance, Perception

INTRODUCTION

Education is a purposeful and arranged work to make an educating and learning process that permits understudies to effectively foster their true capacity to have great restraint, knowledge, profound power, character, brilliant ethics, and abilities that are expected to work on the nature of their own, country and society. Academicians with a strong work ethics background, devotion, performance and commitment are required to produce qualified graduate persons in order to accomplish the objectives.

Education today is not the same as it was in the past. Information was so sacred in the old educational system that no one would argue that it should be sold. However, today's education

system has become more competitive , commercial and materialistic, with well-to-do families assisting the Gurus and their pupils with their physiological needs, while the other students learnt without paying the Guru, instead worked for him for studies . People are also eager to pay whatever it takes to get a better education. This commercial system is suitable for even the impoverished. As a result, investors are focusing their investments on the education sector. The only way to make more money is to pay students less and charge them more.

Regardless of the many discussions across the world with regards to the confounded subject of the present monetary emergency and endeavors to explain the unpredictability of the harmful

instruments that made the air pocket burst, the unparalleled reason for the fiasco was the absence of morals, as per everybody. Not only at the highest management level of all the organisations and enterprises, but also among many senior government officials and politicians, ethics were missing from their decision-making process. When classic muckrakers, such as Upton Sinclair in the 19th century, or today's missionaries, internal whistleblowers, or government inquiries make these incidents public, the public is frequently startled.

Teaching is regarded as a career, and it is the mother of all professions. All teachers must adhere to a high level of professional ethics in order for society to trust them to act ethically in all situations. As a result of the teaching profession's adherence to the term Ethics, society regards the teacher in high respect in all situations. Teachers have the primary obligation of taking on roles and serving as role models for all students. But sometimes the ethics of employees of the organizations depend upon various factors like belongingness, environment, salary and many more. Employee impressions of the organisational climate, actions made when presented with ethical concerns, and level of involvement in resolving those issues can all be used to investigate an organization's work ethics. Adherence to work ethics in organisations is linked to social involvement, social fairness, cultural unity, and social cohesiveness in society. Furthermore, employees who believe in the organization's principles are more likely to follow work ethics than those who do not. In this paper, we tried to put the light on workplace or professional ethics amongst academicians at universities level.

Literature review

Miller MJ, Woehr DJ, Hudspeth N(2013) stated in their paper that work ethics include beliefs and attitude related to work and these are secular, multifaceted and consist of motivating constructs expressed in conduct; also, they are associated with work and concerned activities.

Vaezi M (2002) stated in his paper that ethics can aid in the identification of possibilities, dangers, strengths, and weaknesses in society and the workplace, as well as in the prevention of corruption and dictatorship.

Bahcecik N, Oztürk H (2003) have studied that employee impressions of the organisational climate, their decisions when presented with ethical concerns, and their level of participation in resolving those issues can all be used to investigate an organization's work ethics.

Bozalek et al. (2014) examined and found that attentiveness, accountability, competence, responsiveness, and trust are identified as five integrated moral dimensions of care in the framework. Based on the every and each criterias, the manoeuvre and execution of an instructing and learning proficient improvement model at a South African advanced education organization were explored in this research paper. But Attwell (1988), stated that work ethic does not appear to have a substantial impact on a person's performance at work.

Karim (2012) in his paper studied the impact of work ethic on employee performance are required to help organisations enhance their performance.

Sparrow, et al. (2010) stated in their paper that rather than task performance, work ethic has a substantial impact on organisational citizenship behaviour (OCB).

Swanson and Fischer, stated in their paper that the surging number of management scholars have the opinion that accreditation bodies, business schools, professional bodies and academicians who teach management courses should reconsider how business ethics can be instilled in order to impact upcoming business tycoons, but that purposeful transformation in business ethics education is unlikely.

Soleimani and Niazazari (2011) studied in their paper that the needs for improving employee satisfaction in the workplace and the efficiency of educational programmes in teaching and learning should be prioritised in educational organisations.

It has been found that society's residents are widely and completely mindful of moral issues, and they are bound to concentrate on them on a designated premise in schooling for academicians. (Rauni Rosonen in 2007)

Gunnel Colnerud (2006) found a connection between moral training and expert morals, as well as what is morally huge in the showing calling, through his examination on educator morals and the ethical components of instructing.

OBJECTIVES OF THE STUDY

1. To determine which factors, have an impact on academicians' ethical principles.
2. To investigate the employees' perspectives of ethics at work.
3. To study the demographic variables that affect academicians' perception.

RESEARCH METHODOLOGY

- Research Design : For this research paper, data was collected from 385 respondents from the state of Punjab.
- Sampling technique: To attain the targets of this research paper , two types of sampling techniques are used : convenience sampling and random sampling.
- Research Instrument : Structured questionnaire and even the secondary data and sources were used for the study.

- Tools for analysis : Data was entered, updated, and analyzed using the programme SPSS version 16 using procedures such as factor analysis and frequency calculation when needed and even t-test , regression analysis and correlation was applied wherever it was necessary.

DATA ANALYSIS AND INTERPRETATION

The primary data was cumulated with the help of a structured questionnaire. First part of the questionnaire included the questions regarding the demographic information like name, age, gender, income and job position whereas in the second part we tried to collect information related to academicians' perspective of workplace ethics and tried to analyze factors which directly and indirectly have impact on the academicians' views. Out of the total respondents(385) of the questionnaire, 62.3% were the females and 37.7% males and out of the 240 females , 60% are working at the position of Assistant Professor and rest 40% are working at the rest of the positions , i.e. Associate Professor, Professor, Head of the Departments and Principal and in case of male , maximum males are working at the position of Professors as well as Head of Departments. In the table 1, age description is given about the academicians working at university level.

TABLE 1: AGE

	Frequency	Percent	Valid Percent	Cumulative Percent
20-30 YEARS	59	15.3	15.3	15.3
31-40 YEARS	173	44.9	44.9	60.3
Valid 41-50 YEARS	137	35.6	35.6	95.8
51 +	16	4.2	4.2	100.0
Total	385	100.0	100.0	

Table 2 : Academicians Ethical Perceptions

	Yes	No
Your university has a documented code of ethics that explains what is considered ethical and unethical behaviour, and all employees are given ethics training on a regular basis.	74.8	25.2
Your university's code of ethics and ethics training programmes are reviewed on a regular basis to ensure that they stay up with the changing workplace.	61	39
When hiring, punishing, promoting, or dismissing employees, your university has developed a policy that prohibits discrimination based on gender, religion, age, race, marital status or handicap.	92.10	7.90
I change my ethics because of peer pressure.	12.3	87.7
Employees are polled on a regular basis to measure their satisfaction with the organization's ethics standards and processes.	30	70
Workers who see unethical behaviour on the part of other employees can report it without fear of retaliation.	63	37
When selecting a candidate for promotion to a management position within your firm, ethical behaviour is one of the criteria used.	25	75
Regardless of their distinct features, your university serves all students the same way.	92	8
Your university is seen as a leader in fostering ethical behaviour in the workplace and advancing social causes by outsiders.	72.1	27.9
In my company, I understand what constitutes ethical behaviour.	87	13

Overall, the results suggested that employees working in the universities not only have a strong understanding of what defines ethical behaviour in the workplace, but they also value ethical behaviours (this question was answered with a YES by 87% of those who answered). Additionally, 74.8% of the respondents said YES for the question which asked whether their universities have code of ethics in documented form and the training is being provided to every employee whereas 60% of the employees said these code of ethics and ethics training programmes are reviewed on a regular basis.

Furthermore, the results suggested that 92.10 per cent discrimination has been prohibited in their

universities whereas by analyzing we found a good point that maximum employees (87.7 %) denied changing their work and professional ethics due to the exertion of peer pressure. Still 70 % employees said NO that they are not being asked on regular basis to measure the satisfaction regarding ethics standards. In addition, the findings suggested that approximately two-thirds of the employees will report to higher authorities if other employees are involved in unethical behaviour. According to the findings, the age of the employee has an impact on ethical principles, as there was a genuinely huge contrast in reactions between workers of various ages in all attestations.

TABLE 3 : REGRESSION WEIGHTS

		Estimate	S.E.	C.R.
Job Satisfaction	Delay of gratification	.39	.070	5.53
Job Satisfaction	Hard work	.11	.070	1.62
Job Satisfaction	Ethics	.025	.121	.191
Job Satisfaction	Self-reliance	.030	.062	.513
Affective Commitment	Delay of gratification	.095	.123	.923
Affective Commitment	Hard work	.235	.234	1.220
Affective Commitment	Ethics	1.345	.423	3.75
Affective Commitment	Self-reliance	.282	.032	1.451

Table 3 exhibits the results of regression using the model - SEM model Structural Equation Model. Amongst the different dimensions of work ethics among academicians construct: self-reliance, delay of gratification, ethics and hard work, only the facet of “hard work” that straightly and significantly influenced the job satisfaction with current ratio 1.62. Table 3 clearly reveals that the ethical dimension has an impact on affective commitment with the estimate of 1.345 and Standard error of .423 and current ratio 3.75. We may conclude that not all work ethic dimensions such as deferred gratification, hard effort, ethic, self-reliance, and wasted time have a direct impact on task performance.

CONCLUSION

According to the findings of this study, gender, age and country of origin are factors that appear to influence employees' ethical values and ethical behaviour at work. Only ethical work behaviour appears to be influenced by educational degree. According to the findings of the study, academicians are cognizant of their profession's ethics. External forces such as the government, institutional management, and others cause them to be immoral in some situations; this can be shown in inescapable scenarios. Since the majority of teachers desire ethical behaviour in their work. Accordingly, it is exhorted that the public authority do whatever it may take to decrease the weight of deceptive guidelines and guidelines on the training area, making it simpler for teachers to take on moral conduct. The

institution's management and the government must take the required actions, such as creating special programmes, raising awareness, and making recommendations to equip teachers with communication skills and keep them up to date with current events.

This research could serve as a foundation for future research that is more in-depth. A future study may look into ethical workplace behaviour in other countries that are suffering economic hardship to see if there are any parallels. There are a lot of unknowns when it comes to work ethic and other affective aspects of job. There might be contrasting perspectives on what comprises a decent specialist, and these perspectives will habitually be affected by the work culture, environmental elements, nature of work, and a huge number of different elements. The more information about the assortment of viewpoints and perspectives that merge at work, the more effectively and beneficially an association can work. Furthermore, it would be fascinating to see if and how a firm's sales as well as employee earnings impact an employee's ethical ideals and readiness to engage in moral conduct in the future.

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