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ETHICAL PERSPECTIVES OF EMPLOYEES

A case study of Employees of the University of the Witwatersrand

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A dissertation submitted to the Faculty of Commerce, Law and Management, at the University of the Witwatersrand, Johannesburg, in fulfilment of the requirements of the degree of Master of Commerce in the School of Economics and Business Sciences (SEBS).

Supervisor: Dr. EMMANUEL NKOMO

28th February 2019

DECLARATION

I, George Iroha, declare that this research report is my own work except as indicated in the references and acknowledgements. It is submitted in fulfilment of the requirements for the degree of Master in Commerce in the University of the Witwatersrand, Johannesburg. It has not been summitted before for any degree or examination in this or any other university.
I further declare that:

- I am aware that plagiarism (the use of someone else's work without their permission and/or without acknowledging the original source) is wrong.
- I have followed the required conventions in referencing the thoughts and ideas of others using the APA style of referencing.
- I understand that the University of the Witwatersrand may take disciplinary action against me if there is a belief that this is not my own unaided work or that I have failed to acknowledge the source of the ideas or words in my writing.



(Signature)

Signed at WITS-BRAAMFONTEIN
On the 18th day of February 2019.

ABSTRACT

Ethical misconduct is a major challenge in all sector of the economy. Consequently, the private public sectors are introducing measures to minimise the impacts of unethical behaviour in their operations. Universities, which contributes to equipping future leaders in the society, are affected by this challenge. Researchers have identified many unethical practices amongst students, academic and non-academic staff members of tertiary institution in Africa.

This study examined key factors in understanding the ethical perspectives of university employees. First it assessed the contributions of external factors such as work environment, economic condition and government legislation, to ethical perspectives of categories of employees in the university. Secondly it analysed the effects of organisational factors such as code of conduct, organisational culture and work environment on ethical decision-making among these employees. Thirdly, the study analysed how individual-level factors such as attitude, peer influences, ego, values and belief, contribute to unethical behaviour of university. Lastly, it assessed the moderating effects of demographic factors on the association between these identified factors and ethical perspectives of university employees.

This study found a significant positive association between external factors and ethical perspectives of university employees. It also found a high positive association between individual-level factors and ethical perspectives of employees. The organisational factor included in this analysis showed no significant impact on the ethical perspectives of employees. Age is the only demographic factor included in the study with a significant moderating effect in these associations. These findings should be considered by tertiary institutions in formulating and implementing ethical guidelines that advance their strategic and performance goals.

Keywords: ethical perspectives of employees, external factors, organisational factors, individual factors, tertiary institutions.

DEDICATION

A dedication to my beloved dad and my amazing aunty who succumbed to the great call to glory on 10th of March 2010 and 6th of October 2016 respectively.

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I thank my supervisor, Dr Emmanuel Nkomo who patiently guided and corrected me. I am grateful for the participation of respondents who provided a valuable input to this study. I appreciate strong support from by family and uncle. I thank the Lord Jesus Christ, the author of all knowledge, without whom this work would not have been possible.

Table of Contents

1. INTRODUCTION 1

1.1. Background of the study 2

1.2. Factors that influences ethical practices in the workplace 4

1.2.1. External Factors 5

1.2.2. Organisational Factors 6

1.2.3. Individual Factors 6

1.3. Problem Statement 7

1.4. Research Questions and Objectives 7

1.5. Theoretical Model 8

1.6. Hypothesis testing 9

1.7. Significance of the study 9

1.8. Chapter outlines 9

2. LITERATURE REVIEW 12

2.1. Ethical Approach 18

2.1.1. The descriptive ethical approach 18

2.1.2. The normative ethical approach 18

2.1.3. The meta ethical or analytic ethical approach 19

2.2. Ethical Theories 19

2.2.1. Virtue theory of Aristotle 19

2.2.2. The deontological theory of Ethics of Kant 20

2.2.3. Utilitarian ethical theory by John Stuart Mill 20

2.3. Kohlberg's moral development theory 20

2.3.1. Pre-Conventional Moral Development 21

2.3.2. Conventional Moral Development 21

2.3.3. Post-Conventional Moral Development 22

2.4. The moderating impact of demographic factors 22

3. RESEARCH METHODS 24

3.1. INTRODUCTION 25

3.2. Research Design 25

3.3. Sampling design and population 25

3.4. Research Instrument 25

3.5. Structure of the questionnaire 25

3.6. Data Collection 26

3.7. Reliability and Validity 26

3.8. Data Analysis 26

3.9. Ethical Consideration 27

4. DATA ANALYSIS AND INTERPRETATION 28

4.1. Introduction 29

4.2. Tests for Normality 29

4.3. Tests for Reliability 31

4.4. Factor Analysis 38

4.5. Demographic Information 47

4.6. Descriptive Statistics 53

4.7. Correlation Analysis 87

4.8. Regression Analysis 88

***4.8.1. Linear regression – External Factors* 90**

***4.8.2. Linear regression – Organisational Factors* 91**

***4.8.3. Linear regression – Individual Factors* 92**

4.9. Regression Analysis in case of Moderation 93

***4.9.1. External factors and ethical perspective of employee's moderated by age* ... 93**

***4.9.2. Organisational factors and ethical perspective of employee's moderated by age* 94**

***4.9.3. Individual factors and ethical perspective of employee's moderated by age* 96**

***4.9.4. External factors and ethical perspective of employee's moderated by gender* 97**

***4.9.5.* Organisational factors and ethical perspective of employee's moderated by gender 98**

4.9.6. **4.9.6. Individual factors and ethical perspective of employee's moderated by gender** **99**

5. DISCUSSION OF THE FINDINGS **101**

5.1. Introduction **102**

5.2. Discussion of the results **102**

5.2.1. Hypothesis 1 ..... **104**

5.2.2. Hypothesis 2 ..... **104**

5.2.3. Hypothesis 3 ..... **105**

5.3. Testing for Moderation **105**

5.3.1. Hypothesis 4 ..... **105**

5.3.2. Hypothesis 5 ..... **106**

5.3.3. Hypothesis 6 ..... **106**

5.3.4. Hypothesis 7 ..... **106**

5.3.5. Hypothesis 8 ..... **107**

5.3.6. Hypothesis 9 ..... **107**

6. CONCLUSION, LIMITATION AND RECCOMENDATION **108**

6.1. Introduction **109**

6.2. Contribution of Study **109**

6.3. Limitation of the Study **110**

6.4. Recommendation **110**

6.4.1. Code of Ethics **110**

6.4.2. Positive reinforcement **110**

6.4.3. Provision of health benefit **110**

6.4.4. Greater emphasis on preventing financial, scientific and academic fraud **110**

6.4.5. **Best practice for making an ethics code effective** **111**

REFERENCE **112**

APPENDIX **122**

ATTACHED DOCUMENTS **134**

LIST OF TABLES

Table 4.2.1 Test for normality 30

Table 4.3.1. Reliability statistics for ethical perspectives of employees 31

Table 4.3.2. Ethical perspectives of employee's items 32

Table 4.3.3. Reliability statistics for external factors 33

Table 4.2.4. External factors items 34

Table 4.3.5. Reliability statistics for organisational factors 35

Table 4.3.6. Organisational factors items 35

Table 4.3.7. Reliability statistics for Individual factors 36

Table 4.3.8. Individual factors items 36

Table 4.3.9. Summary of the total item Reliability 38

Table 4.4.1. Factor analysis for ethical perspectives of employees 38

Table 4.4.2. Factor loadings of retained items for ethical perspectives of employees 39

Table 4.4.3. Factor analysis for external factors 41

Table 4.4.4. Factor loadings of retained items for external factors 42

Table 4.4.5. Factor analysis for organisational factors 43

Table 4.4.6. Factor loadings of retained items for external factors 44

Table 4.4.7. Factor analysis for individual factors 45

Table 4.4.8. Factor loadings of retained items for individual factors 46

Table 4.5.1. demographic factors distribution 48

Table 4.5.2. Gender distribution 49

Table 4.5.3. Age distribution 50

Table 4.5.4. Educational level distribution 51

Table 4.5.5. Employees category distribution 52

Table 4.6.1. Descriptive statistics for Ethical Perspective of Employees 53

Table 4.6.2. Descriptive statistics for ethical perspectives of employees' frequency distributions item 1. 55

Table 4.6.3. Descriptive statistics for ethical perspectives of employee's frequency distributions item 2. 56

Table 4.6.4. Descriptive statistics for ethical perspectives of employee's frequency distributions item 3. 57

Table 4.6.5. Descriptive statistics for ethical perspectives of employee's frequency distributions item 4. 58

Table 4.6.6. Descriptive statistics for ethical perspectives of employee's frequency distributions item 5. 59

Table 4.6.7. Descriptive statistics for ethical perspectives of employee's frequency distributions item 6. 60

Table 4.6.8. Descriptive statistics for ethical perspectives of employee's frequency distributions item 7 61

Table 4.6.9. Descriptive statistics for External Factors 62

Table 4.6.10. Descriptive statistics for external factor frequency distributions item 1 ... 63

Table 4.6.11. Descriptive statistics for external factor frequency distributions item 2 ... 64

Table 4.6.12. Descriptive statistics for external factor frequency distributions item 3 ... 65

Table 4.6.13. Descriptive statistics for external factor frequency distributions item 4 ... 66

Table 4.6.14. Descriptive statistics for external factor frequency distributions item 5 ... 67

Table 4.6.15. Descriptive statistics for external factor frequency distributions item 6 ... 68

Table 4.6.16. Descriptive statistics for Organisational Factors 69

Table 4.6.17. Descriptive statistics for organisational factors frequency distributions item 1..... 70

Table 4.6.18. Descriptive statistics for organisational factors frequency distributions item 2..... 71

Table 4.6.19. Descriptive statistics for organisational factors frequency distributions item 3 ..... **72**

Table 4.6.20. Descriptive statistics for organisational factors frequency distributions item 4 ..... **73**

Table 4.6.21. Descriptive statistics for Individual Factors **74**

Table 4.6.22. Descriptive statistics for individual factors frequency distributions item 1 ..... **76**

Table 4.6.23. Descriptive statistics for individual factors frequency distributions item 2 ..... **77**

Table 4.6.24. Descriptive statistics for individual factors frequency distributions item 3 ..... **78**

Table 4.6.25. Descriptive statistics for individual factors frequency distributions item 4 ..... **79**

Table 4.6.26. Descriptive statistics for individual factors frequency distributions item 5 ..... **80**

Table 4.6.27. Descriptive statistics for individual factors frequency distributions item 6 ..... **81**

Table 4.6.28. Descriptive statistics for individual factors frequency distributions item 7 ..... **82**

Table 4.6.29. Descriptive statistics for individual factors frequency distributions item 8 ..... **83**

Table 4.6.30. Descriptive statistics for individual factors frequency distributions item 9 ..... **84**

Table 4.6.31. Descriptive statistics for individual factors frequency distributions item 10 ..... **85**

Table 4.6.32. Descriptive statistics for individual factors frequency distributions item 11 ..... **86**

Table 4.7.1. Kendall's Correlation Result **87**

Table 4.8.1. Model Summary Result for Multiple Regression – Ethical perspective of employees (Dependent Variable) 89

Table 4.8.2. ANOVA analysis on predictors and dependent variable 89

Table 4.8.3. Coefficients..... 90

Table 4.8.1.1. Model Summary for External factors 90

Table 4.8.1.2. ANOVA Test result for external factors 91

Table 4.8.2.1. Model Summary for organisational factors..... 91

Table 4.8.2.2. ANOVA Test result for organisational factors..... 92

Table 4.8.3.1. Model Summary for individual factors..... 92

Table 4.8.3.2. ANOVA Test result for individual factors..... 93

Table 4.9.1.1. Model Summary for External factors / Age 94

Table 4.9.1.2. Interaction effect between external factors and ethical perspectives of employee's moderated by age. 94

Table 4.9.2.1. Model Summary for Organisational factors / Age..... 95

Table 4.9.2.2. Interaction effect between organisational factors and ethical perspectives of employee's moderated by age..... 95

Table 4.9.3.1. Model Summary for Individual factor / Age 96

Table 4.9.3.2. Interaction effect between individual factors and ethical perspectives of employee's moderated by age 97

Table 4.9.4.1. Model Summary for External factors / Gender 97

Table 4.9.4.2. Interaction effect between external factors and ethical perspectives of employee's moderated by gender 98

Table 4.9.5.1. Model Summary for Organisational factors / Gender..... 99

Table 4.9.5.2. Interaction effect between organisational factors and ethical perspectives of employee's moderated by gender..... 99

Table 4.9.6.1. Model Summary for Individual factor / Gender..... 100

Table 4.9.6.2. Interaction effect between individual factors and ethical perspectives of employee's moderated by gender 100

Table 5.2. Hypotheses results 102

LIST OF FIGURES

Figure1.5.1. Theoretical Model....8

Figure 4.4.1. Scree Plot for ethical perspectives of employees....40

Figure 4.4.2. Scree Plot for external factors....42

Figure 4.4.3. Scree Plot for organisational factors....44

Figure 4.4.4. Scree Plot for individual factors....47

Figure 4.5.1. Gender pie chart....49

Figure 4.5.2. Age pie chart....50

Figure 4.5.3. Educational pie chart....52

Figure 4.5.4. Employees category pie chart....53

Figure 4.6.1. Histogram distributions for ethical perspective of employees' item 1....55

Figure 4.6.2. Histogram distributions for ethical perspective of employees' item....56

Figure 4.6.3. Histogram distributions for ethical perspective of employees' item 3....57

Figure 4.6.4. Histogram distributions for ethical perspective of employees' item 4....58

Figure 4.6.5. Histogram distributions for ethical perspective of employees' item 5....59

Figure 4.6.6. Histogram distributions for ethical perspective of employees' item 6....60

Figure 4.6.7. Histogram distributions for ethical perspective of employees' item 7....61

Figure 4.6.8. Histogram distributions for external factor item 1....63

Figure 4.6.9. Histogram distributions for external factor item 2....64

Figure 4.6.10. Histogram distributions for external factor item 3....65

Figure 4.6.11. Histogram distributions for external factor item 4....66

Figure 4.6.12. Histogram distributions for external factor item 5....67

Figure 4.6.13. Histogram distributions for external factor item 6....68

Figure 4.6.14. Histogram distributions for organisational factor item 1....70

Figure 4.6.15. Histogram distributions for organisational factor item 2 71

Figure 4.6.16. Histogram distributions for organisational factor item 3 72

Figure 4.6.17. Histogram distributions for organisational factor item 4 73

Figure 4.6.18. Histogram distributions for individual factor item 1 76

Figure 4.6.19. Histogram distributions for individual factor item 2 77

Figure 4.6.20. Histogram distributions for individual factor item 3 78

Figure 4.6.21. Histogram distributions for individual factor item 4 79

Figure 4.6.22. Histogram distributions for individual factor item 5 80

Figure 4.6.23. Histogram distributions for individual factor item 6 81

Figure 4.6.24. Histogram distributions for individual factor item 7 82

Figure 4.6.25. Histogram distributions for individual factor item 8 83

Figure 4.6.26. Histogram distributions for individual factor item 9 84

Figure 4.6.27. Histogram distributions for individual factor item 10 85

Figure 4.6.28. Histogram distributions for individual factor item 11 86

CHAPTER 1

INTRODUCTION

1. **INTRODUCTION**

The term ‘ethic” originated from the Greek word *ethikos* with a root from the Greek word *ethos,* which means character or customary conduct (Sulaiman, 2014). Ethics is based on what is considered right and wrong. It suggests how people conduct themselves in terms of rights, obligations, benefits in society, fairness, or specific virtues (Velasquez, Andre, Shanks & Meyer, 2010). Ethic focuses on the behaviour and ways of thinking especially in situations where the dignity and well-being of others can be compromised. It can sometimes imply a free choice that cannot be governed by a set of rules (Velasquez et al. 2010).

Moral as a term was derived from a Latin word, *moralis*, meaning right conduct and behaviours in society, and from the Greek word *mos* which means custom (Surbhi, 2015). Morals are prevailing standards of behaviour that help a group of people to live cooperatively. Furthermore, it refers to what societies approve as right and tolerable (Velasquez et al. 2010).

Ethics as moral philosophy is a field of study that has to do with what is morally right and wrong and can also be related to any sense of moral values or norms (Singer, 2018). According to Gary (2016), ethics is a formal set of rules or system accepted by a group of people while morality is about beliefs and conducts that are based on the teachings and practices that people learnt from one generation to another. The terms ethics and morality have been used interchangeably. However, there is no meaningful difference between the two concepts (Weinstein, 2018).

Ethical practices in the workplace have a vital role to play in business activities, as the main purpose of business is to attain a set goal while maintaining untarnished public image (Akpotu, 2016). Ethical misconduct has been a major issue in today’s work environment. There is growing concern about the rise in the level of workplace misconduct amongst employees and management in the workplace (Trevino, Weaver & Reynolds, 2016). This situation has in turn led to increasing attention to ethical practices among all stakeholders in an organisation (Akpotu, 2016). Despite many policies, codes of ethics, codes of conduct, values, and thoroughly defined work environments, the level of ethical misconduct in the workplace occurs on a daily routine (Trevino, Weaver & Reynolds, 2016).

1.1. Background of the study

Over the years, there is an increase in the degree of appreciation of the importance and implications of ethical behaviour in business practices (Trevino, Weaver & Reynolds, 2016).

Researchers have improved the state of knowledge in the field of managing individual ethical behaviour in the workplace (Trevino, Weaver & Reynolds, 2016). Ethical behaviour can sometimes be self-centred but not truly regarded as selfishness. When individuals know that their own behaviour may have a direct negative impact on others around them but choose to pay more attention to what they think is best for them, their behaviour is generally considered as selfish and unethical. Nevertheless, if an individual decides to please their own interests and at the same time consider and care for the interest of others, this behaviour is seen to be self-interested while being ethical (Rossouw & Vuuren, 2014).

Ethical conduct within the working environment encourages good interpersonal relationship amongst colleagues and helps employees to follow the structural work design of the organisation (Akpotu, 2016). According to Trevino, Weaver and Reynolds (2016), incompetence, laziness, and unskilled laboured force in the workplace generally contribute to an increase in customer complaints and a bad public image to an organisation.

Scholars have studied different dimensions of ethical issues in organisations in different parts of the world (e.g. Nikoomaram, Roodposhti, Ashlagh, Lotfi & Taghipourian, 2013; Wilford & Wakunuma, 2014; Ahmadi & Ashrafjahani, 2011; Cejar & Adriana 2012; Geeta, Pooja & Mishra, 2016; Naude, 2015; Trevino, Weaver & Reynolds, 2016). However, not many studies have focused on ethical behaviour amongst academic and non-academic employees in tertiary institutions whose general mission to produce and distribute knowledge requires strong ethical conduct (Shu, Gino & Bazerman, 2011). Unfortunately, not many academic institutions meet the high level of integrity expected from them (Saana, Ablordeppey, Mensah & Karikari, 2016). A similar conclusion was reported by Udeajah (2015) who identified some common areas of unethical behaviour in universities to include, among others, plagiarism, bribery, cultism, and sexual harassment. A recent investigation by *The Guardian* shows that reported incidence of academic misconduct in 24 British universities rose by 40% from 2014 to 2017. Cases of plagiarism also increased from 1689 in 2014 to 2284 in 2017 (Schwartz, 2018). Recently, a vice-chancellor of a South African university was found guilty of ethical misconduct involving corruption and sexual harassment (Villiers, 2017).

McCabe, Trevino and Butterfield (2010) suggest that ethical misconduct is commonplace in tertiary institutions. They noted that academic bodies are constantly exploring possible ways to reduce, and hopefully, eradicate misconduct within tertiary institution in order to regain academic integrity. Several factors influence behaviour categories of people in tertiary

institutions. These include the contents of codes of conduct, institutional history and culture, social environment and pressure from local and external peers. McCabe, Trevino and Butterfield (2010) show that the major influences in ethical misconduct lie mainly within the individual and contextual factors. They also suggest that organisational factors such as institutional academic integrity programmes and policies (institutional code of conduct) contribute significantly to ethical conduct in tertiary institutions (McCabe, Trevino & Butterfield, 2010).

1.2. Factors that influences ethical practices in the workplace

There are some factors which though differing in scope and focus (Geeta, Pooja & Mishra, 2016), influence ethical practices in workplace environment that includes tertiary institutions of learning. According to Geeta, Pooja and Mishra (2016), identifies two factors which are individual factors (level of moral reasoning, religion, culture, peer group pressure and personality) and organisational factors (reward structure, performance evaluation, job design and level of empowerment). Other studies (Eleswed, 2017; Naude, 2015; McCabe, Trevino & Butterfield, 2010; Atakan, Burnaz & Topcu, 2007) also identified some of these factors as both internal (individual and organisation) and external (economic and environment). Nevertheless, there are several supporting international models which identify factors that impact on ethical decision in the workplace.

1. *Bartels's (1967) model of ethics in marketing*

The model identified several factors that influence ethical decision in organisation. These include cultural setting, individual attitude, family influences, religious belief and role expectations (Nill, 2015).

2. *Cavanagh, Moberg and Velasquez (1981) business ethics model*

This model portrays individuals as having personal values that are controlled by elements of the organisations culture. The model concluded that a person's values and organisational culture have an impact on ethical decision making (Whittier, Williams & Dewett, 2006).

3. *Ferrell and Gresham's (1985) multi stage contingency model*

This model identifies three groups of factors that influence ethical behaviour. These are (i) individual factors (individual knowledge, values, beliefs, attitudes, and intentions, moral philosophies, education, cultural background), (ii) significant others within the workplace

(peers, top management and environment), and, (iii) opportunity of action (professional codes, corporate policy, rewards and punishment) (Schwartz, 2017).

4. *Trevino's (1986) person-situation interactionist model*

This model identifies individual factors (ego, field dependence and locus of control) and situational factors (job context, broader organisational culture, obedience to authority, referent others and responsibility for consequences) as important influences on ethical decisions of individual in the organisation. The model is motivated by the Kohlberg's (1969) model of cognitive moral development, while the situational factors focus on the organisation (Church, Gaa, Nainar & Shehata, 2015).

5. *Ferrell, Gresham and Fraedrich's (1989) synthesis integrated model of ethical decision making in business.*

This model is included in this study because it integrates other models of ethical decision making on a comparative basis. This model identifies two factors namely, the external factors (environment, peers and situation) and the internal factors (moral values) as important impacts on ethical decision amongst individuals in the organisation (Agarwal & Malloy, 2015).

Factors that have been identified as influences on ethical behaviour in organisations in existing studies are many in number and extensive in their scope of interactions. This research will focus attention on specific factors which are considered at the meso, macro and micro levels. The micro level represents individual factors, the meso level can also be characterised as the organisational factors while the macro level represents the external factors.

1.2.1. External Factors

The external factors represent influences that can be seen in the external environment of the organisation and the individual (Naude, 2015). These factors cannot be controlled by the organisation and the individual and can directly or indirectly influence the ethical practices in the organisation (Geeta, Pooja & Mishra, 2016). According to Peterson, Rhoads and Vaught (2001), suggest that individual employee respond to ethical dilemmas with an understanding that is influenced by the level of cognitive moral development. Some managers are presumed to be at a level of moral development where changes in ethical values are mainly attributed to the external factors surrounding the individual. They assumed that younger professionals in their lower level of moral development are more likely to seek external factors, or others, for assistance in decision making relating to ethical dilemmas than the older professionals. Based

on their findings external factors contribute significantly on the ethical perspectives of employees in the workplace. According to Naude (2015), several factors play a major impact in the ethical decision of employees at their workplace. However, Naude findings suggest that external factors (culture; economy; political environment; technological environment; religion and government legislation) contribute significantly in influencing employees' ethical judgement in the work place. This study will focus attention on external factors such as work environment, economic condition and government legislation.

1.2.2. Organisational Factors

Organisational factors are external to the individual employees but exist in the working environment of the individual employees and can directly or indirectly influence the ethics and moral behaviour of the individual employees (Bebi & Xhindi, 2017). Organisational factors are identified as contextual decisions which influence the ethics and moral decision in an organisation (Cezar & Adriana, 2012). According to Somers (2001), study on ethical codes of conduct and organisational context, findings suggest that organisational factors such as corporate code of ethics and professional codes of ethical conduct had no significant impact on the ethical perspectives of employees in the workplace. Nevertheless, according to Victor & Cullen (n.d.) organisational factors (law and code, caring, instrumentalism, independence, and rules) contribute significantly on the ethical behaviour of employees at their work place. According to Trevino, Butterfield and McCabe (2015), they characterised organisational factor into two constructs to represent ethical context in organisation: ethical culture and ethical climate. Based on their findings, both the two constructs tend to be significant in influencing ethical perspective of employees in workplace. Although their findings show that ethical culture-based dimension was more strongly related with unethical behaviour in the work place while climate-based dimension were more strongly related to observed mis-conduct in non-code organisation.

1.2.3. Individual-level Factors

There are several individual factors that influence a person's ethical perspectives and practices in the workplace (Geeta, Pooja & Mishra, 2016). Among these individual-level characteristics are gender and age which have been identified to have recognisable influences on ethical practices in the work place (Cezar & Adriana, 2012). According to Eleswed (2017), individual factors influencing ethical behaviours in the workplace represent the total life experiences and circumstances of birth an individual conveys to the decision-making process. Eleswed suggest

that individuals with high tendency of influencing others in the work place tends to have a high propensity of acting unethical. Also, individual that are characterised as high-risk takers are more likely to involve in high-risk practices, which could be unethical. Eleswed result suggest individual factors have a positive significant contribution on ethical behaviour in the workplace. Jones and Kavanagh (n.d) suggest that individual's peers contribute significantly in influencing ethical behaviour in the workplace. These individual's peers may be their fellow employees within their workplace, or others within their discipline but employed by different institutions. They indicated two instances in which individual peers may influence unethical behaviour in the work place: through norms and through different association. Organisation with a weak cultural practice tends to experience peers influence on decision-making and set the benchmark for behaviour amongst fellow colleague within the workplace (Jones & Kavanagh, n.d.). Individual factors in this study will include attitude, peer influences, ego, values and belief.

1.3. Problem Statement

The increasing incidence of ethical misconduct in tertiary institution world-wide (Schwartz, 2018) and in South Africa (Villiers, 2017) poses a major challenge to the culture of learning (Rujoiu & Rujoiu, 2014; Udeaja, 2015; Singh & Remenyi, 2015). Although many studies in different parts of the world have identified certain factors which affect ethical behaviour in various types of work environment, there is no clarity about factors that contribute to ethical behaviour of employees in tertiary institutions in the South African context.

1.4. Research Questions and Objectives

The following research questions were formulated for this study:

- Are external factors (environment, economic condition and government legislation) significantly associated with ethical perspectives of employees?
- Do organisational factors (code of conduct, organisational culture and work environment) contribute to ethical perspectives of employees?
- Do individual factors (attitude, peer influences, ego, values and believe) have an impact on ethical perspectives of employees?
- Do demographic factors (age and gender) moderate the association between impacting factors and ethical perspectives of employees?

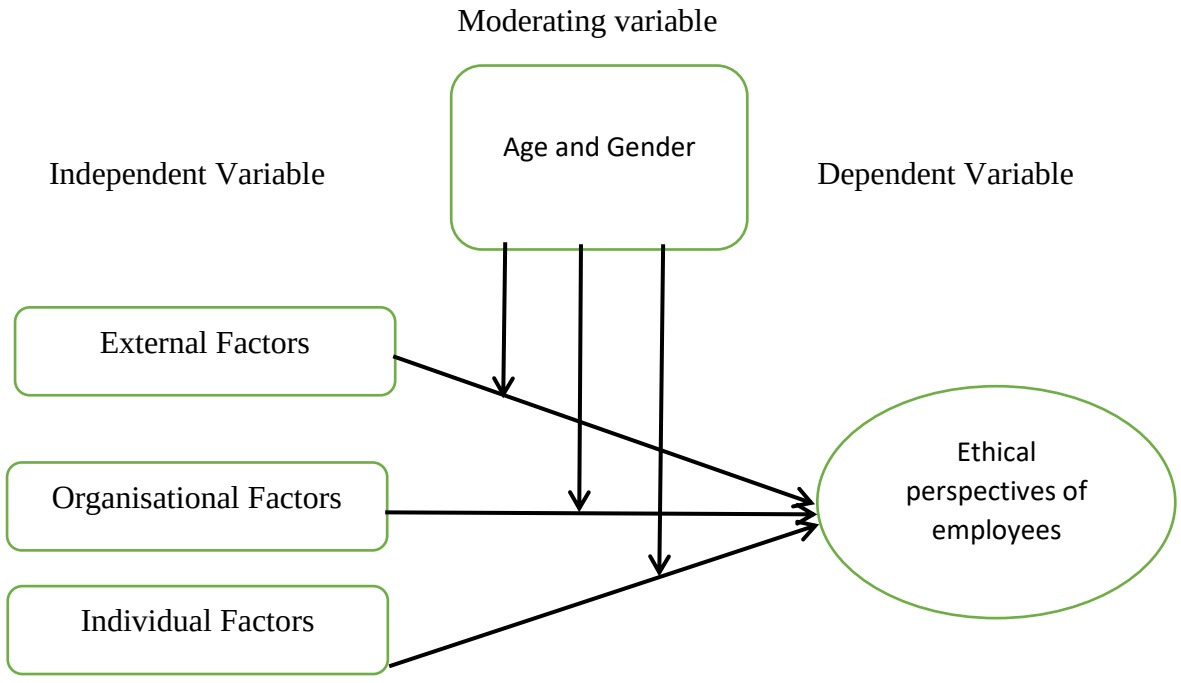
The objectives of this study are as follows:

- To investigate the relationship between external factors (environment, economic condition and government legislation) and ethical perspectives of employees.
- To analyse the contribution of organisational factors (code of conduct, organisational culture and work environment) on ethical perspectives of employees.
- To assess the impacts of individual factors (attitude, peer influences, ego, values and believe) on ethical perspectives of employees.
- To examine the moderating effect of demographic factors (age and gender) on the association between certain factors and ethical perspectives of employees.

1.5. Theoretical Model

Figure 1.1 illustrates possible associations between the dependent variable (ethical perspectives of employees) and the independent variable (external factors, organisational factors, and individual factors) with the two demographic moderating variables (age and gender) in the study. (See further illustrations of potential patterns of association in Appendix C.)

Figure1.5.1



1.6. Hypotheses

The following hypotheses were tested:

H_1: There is a positive relationship between external factors (environment, economic condition and government legislation) and ethical perspectives of employees.

H_2: There is a positive contribution between organisational factors (code of conduct, organisational culture and work environment) and ethical perspectives of employees.

H_3: There is a positive impact between individual factors (attitude, peer influences, ego, values and believe) and ethical perspectives of employees.

H_4: There is a positive relationship between demographic factors (age and gender) moderating all impacting factors and ethical perspectives of employees.

1.7. Significance of the study

Ethical misconduct has become a big challenge in almost all sector of the economy (Trevino, 2007). Many scholars have contributed to the study of ethical issues different in organisations. However ethical issues in the tertiary institutions have received little attention (McCabe, Trevino & Butterfield, 2010; Saana et al, 2016; Nadelson, 2007; Akpotu, 2016; Bachore, 2015; Mcnaught & Kennedy, 2009; Naseem et al, 2012; Shu, Gino & Bazerman, 2011). Members of these tertiary institutions such as students, academic and non-academic staff, local communities, employers and sponsors are affected given any decision taken by the organisation whether positive or negative (Ehrich, Cranston, Kimber & Starr, 2012). This study will generate information about ethical decisions and practices of university employees. The findings will provide empirical guides for formulating strategic plans for ethical practices in tertiary institution in South Africa.

1.8. Chapter outlines

Chapter 1: Introduction

This chapter discussed the background of the research study. Then it went on to explain the factors that influences ethical practices in the workplace, focusing on three main factors which include the external factors, organisational factors and the individual factors. The research problem statement was discussed. Next, it presents the research objectives and questions and shows the theoretical model for the study which was based on the literature. This was followed by the hypotheses that were formulated and tested in the study.

Chapter 2: Literature Review

This chapter contains the literature reviewed for the purpose of this study. It detailed important theories concerning ethics which are the virtue theory of Aristotle, the deontological theory of ethics of Kant and the utilitarian ethical theory by Mill. The chapter also discussed the Kohlberg's moral development theory and its different stages of moral development. Lastly the chapter discussed the moderating effect of age and gender on ethical perspectives of employees.

Chapter 3: Research design and methodology

This chapter presents the research design and method. It describes the sample design, the structure of the instrument, the method used to collect the data, and the statistical software used to process and analyse the data. The chapter also describes the reliability and validity of the information collected in this study and ethical considerations.

Chapter 4: Presentation and analysis of data

This chapter contains a quantitative analysis of the data that was collected in the study. The findings were presented within the scope of the research.

Chapter 5: Discussion of the findings

This chapter discussed the quantitative findings of the result of the study. It summarised the results on tested hypothesis regarding the dependent variable (ethical perspectives of employees), independent variable (external, organisational and individual) and moderation variable (age and gender).

Chapter 6: Conclusions and recommendations

Chapter 6 highlighted key findings of the study and offered recommendations for future studies and for policy.

CHAPTER 2

LITERATURE REVIEW

2. LITERATURE REVIEW

One of the most pervasive and complicated challenges in today's work place is the management of ethical practices amongst employers and employees (Jamnik, 2017). The decision of an employee to act in ways that can be considered ethical depends on the influence of many factors. Some of these factors which have been identified by researchers in different parts of the world vary considerably by background and personalities of employees (Jamnik, 2017). Gabay (2017) argues that unethical behaviour can be found in any sector of the economy. Gabay pointed out cases of university academics hiring unethically, abusing staff members and taking advantage of their position for their own financial gain. Gabay concluded that unethical practices in higher institutions is "systemic", and that "a culture of immoral behaviour is thriving in universities today".

Some philosophers in the past devote their time and resources to the study of ethics which their contributions are relevance in today practices. For instance, Immanuel Kant introduced the Categorical Imperative (Johnson & Cureton, 2004), "stating that a person should act as if they are defining a universal law; relate to other human beings as an end and not as a means;". Though, Friedrich Hegel contended that the authority of ethical laws is not just what is ethically good but should be fundamental in determining the conduct of individuals. In this context, the universality of ethics should be represented in the collective: made up of the family, civil society and the state (Johnson & Cureton, 2004). According to Johnson and Cureton (2004), Kant and Hegel contributions are like that of ubuntu, meaning- 'I am because we are'. Furthermore, ethics constitutes the attempt to govern human relations.

Existing ethical theories and models have provided a boundless foundation for employee in various sectors to deal with ethical situations in their everyday practice. Ethics can be defined as appropriate thought process and conduct of individuals within an organisation (Cheteni & Shindika, 2017). However, ethicist have contributed immense judgements of ethics and ethical codes that has substantially contributed to understand, the conduct of behaviour deemed unacceptable and incorrect (Ciulla, 2006). Furthermore, ethicists such as Peter Singer (1994) specified in research that ethics can be defined as a 'set of rules, principles or ways of thinking that guide, or claim authority to guide, the actions of a particular group' it can also describe relationship in knowing how to connect with each other (Freakley & Burgh,2000).

Therefore, it's imperative that we understand the multifaceted workplace structure of tertiary institutions. Academic progress in a university is determined by the input of academic staff

from all faculties (Cheteni & Shindika, 2017). However, academic staff intertwined efforts from all individuals such as administrative, lecturers, professors, chancellors, senior managers, executives that contribute in the service delivery of education (Goddard, Tschannen-Moran & Hoy, 2001). Research has also suggested that an organisation is solely based on its respective goals, therefore achievement of goals is the success of the organisation, however plausible in an example of an institution such as a university, which is identified as an organisation that delivers a service, which is seen in the development of scholars in their various fields (Goddard, Tschannen-Moran & Hoy, 2001).

The establishments of media and the public consciousness has put higher education institutions (HEI's) in the limelight for misconduct and unethical behaviour (Ehrich, Cranston, Kimber & Starr, 2012). The misconduct or unethical practices in the university include plagiarism and software piracy which are the two most common ethical issues faced by scholars (Cilliers, 2017) and academic staff, duplicitous conduct in exams, assignments and tests, sexual harassment, abuse of power, accepting monetary rewards to achieve higher grades or the exchange of sexual activities to obtain points (Ashford & Davis, 2006; Robie & Keeping, 2004). Hanson (2009), states that higher education institutions are besieged by integrity and legitimacy, although his statement is addressed to the United States, it can however be applied to the context of universities globally.

HEI's are multifaceted environments, where members of these institutions such as students, academic staff, local community, employers and sponsors are affected given any decision taken by the organisation whether positive or negative (Ehrich, Cranston, Kimber & Starr, 2012). This may possibly instigate ethical dilemmas. As defined by Enrich, Cranston and Kimber (2005) ethical dilemma are the decisions that necessitate the need for principles that are usually complex and value driven. Many researchers have established knowledgeable material with regards to ethical issues faced by academics (Fitzmaurice 2008; Robie & Keeping 2004; Strom-Gottfried & Aprix 2006). A study conducted by Enrich, Cranston, Kimber and Starr (2012) has suggested that ethical dilemmas are very common, as majority of participants reported experienced or observed ethical dilemmas. However, these dilemmas have been expressed differently by researchers Strom-Gottfried and Aprix (2006), as they discovered four groups of dilemmas such as authorship credit in research, working with underperforming staff, conflicts of interest and finally accommodating students right to privacy. Robie and Keeping (2004) identified the balancing support and encouragement with rigorous evaluation of students, the conflicts that exist between teaching demands and time demands of research, and the degree of

indoctrination versus the neutrality of teaching. However, Fitzmaurice (2008) suggests otherwise, as the complexities that exists within a HEI, give rise to ethical dilemmas as there is no simple solutions to issues that may arise. Yet, Cilliers (2017) states that ethical issues arise mostly in the research-based universities, however the teaching universities rarely raise these issues.

Universities have created an environment that ethical quality is congruent with academic work. This climate of HEI's also includes to managerial activities that have reformed and restructured HEI's operations. These managerial practices have included regimes that monitor and measure performance outcomes, however these practices have created a system that makes it tougher, but more efficient that actions are accountable (Ehrich, Cranston, Kimber & Starr, 2012). These performance measure assist in determining the overall ranking of a university, this by simply comparing universities which are awarded with funding from the government, however this impact has increased competition among institutions as they are marketed as a product for instance, many countries offer a certain amount in which they sell tertiary education internationally, with the UK and Australia being especially direct in their marketisation, private higher education is big business: it was worth an estimated $400 billion globally, and approximately 25% of all higher education students were in private colleges in the late 2000s (Ball 2012).

It is believed that due to the decision making attribute of a university being assigned to management and not much contribution attained from academic staff, this marketisation perspective of education being bought and sold, has imposed the idea that staff are disposal assets, which puts reputable universities in danger, as it places them in the morally detached perspective (Ehrich, Cranston, Kimber & Starr, 2012; Fitzmaurice 2008). However, institutional ethics can be built into the code of ethics to ensure that power is decentralised, thus providing guidelines and the acceptable behaviour within the workplace (Enrich, Cranston, Kimber & Starr, 2012).

These changes in the HEI's with regards to the structures has increased executives' power and control whist expropriating power from academics as power was centralised (McArervev & Muir, 2011). In a study conducted over twenty years ago by Currie and Vidovich (1998) found that Academics in Australia and the United States were less involved in management decisions, therefore disregarding information that may contributable to the future of students that attend these institutions. This impact was known as managerialism. This micromanaging style

adopted by HEI's has caused academics to lose autonomy, which is very much evident today (McArervev & Muir, 2011). Furthermore, managerialism has brought forth destruction to ethical standards (Samier, 2008), which stems from the dedicated approach on bureaucracy rather than moral accountability (Ehrich, Cranston, Kimber & Starr, 2012). Samier, citing Menzel (1999) suggest that the current structures have shaped 'morally mute managers', managers generally view their competence based on duty, making them neither moral nor immoral. Further, Samier (2008) states this view, makes managers fail dismally to respond to unethical practices of others. Unethical practice can also extend to leaders, where they render themselves futile in supporting individuals who question unethical behaviour that is within the organisation (Samier, 2008). On the other hand, unethical conduct by leaders could occur when pressure is exerted from management to act unethically (Campbell, 2003; Helton & Ray, 2006).

There are three types of ethical perspectives that will be discussed below; these are professional ethics, ethic of care and the institutional ethics. Professional ethics is the extent to which the ethics fits distinctively to the expert's day to day practices (Campbell, 2003). Further elaborated professional ethics denotes the beliefs and values, principles or standards that could be written as a code of ethics to guide a group of experts relations or conduct with one another or customers (Wesley & Buyesse, 2006). Teaching in a university is an activity that is distinct, with its rules and obligations. For instance, In the year 2005, the South African government introduced 'Batho Pele', meaning 'people first' which was intended to improve integrity with public administration through the monitoring of performance and compliance to ethical practices (Cheteni & Shindika, 2017). McArervev and Muir (2011) however argue that an introduction of such a legislation will not end unethical behaviour but rather the indoctrination of values and attitudes that can influence behaviour will bring change. The above discussion postulates that code of ethics alone does not guarantee the employees ethical conduct (McArervev & Muir, 2011).

Duties of university staff's interdependence rests upon their individual contribution, tasks such as research, success of students academically, research collaborations and rendering services that assist in the production of the employable data, information and materials that facilitates the academic work in a university (Akinbobola & Adeleke, 2012). Universities create policies and structures which govern their conduct, nevertheless establishments such as the National University Commission (NUC) (2006) could serve as an example of how a committee is created to aid a mandate of regulating and ensuring developments of Nigerian universities, the purpose of such structures creates a space of order and ethical conduct, even though many

tertiary institutions face difficulties with ethical misconduct as loopholes exist (Akinbobola and Adeleke, 2012). Furthermore, institutions such as The American Psychological Association (APA), this type of establishments govern their conduct in such a way that its members are obliged to meet the requirements in order to practice, which may include education, experience, study etc. these steps are unique and are carefully followed to ensure that the essential knowledge and experience. As stated above, academics perform the necessary tasks to build future leaders and skilled workers, however their unethical conduct of both academic staff and students may collapse the whole facility as it loses its status (McArervev & Muir, 2011).

Universities follow various policies and regulations that ensure professionalism. For instance, universities in Australia have their own codes of practice, in Queensland, many universities derive their Code of Conduct from the Public Sector Ethics Act 1994 (old) (Queensland Parliamentary Counsel 2010). In South Africa, there are panels such as the South Africa San Institute and TRUST partners, which UCT (university of Cape Town) forms part of the trust partners, their main aim is to ensure that researcher maintain high ethical standards (Bernado, 2017). There has been a widespread of discontentment with regards to the ethical review model (McAreavey & Muir 2011).

The University of Southern California as well as other elite universities have had some of the biggest scandals. These university was recently exposed for the illegal and unethical misconduct by many who bribed their way into these universities without following the alleged protocol (Shaker & Plater, 2018). Furthermore, we notice that the influence stems from their privileges of wealth and philanthropy. The current scandal faced by the university has caused a rampage in the widespread of issues faced by students in HEI's globally. Americans have viewed HEI's as pivotal in society, however this scandal is ensuring that society loses its faith in its value. These brings about the topic of accountability, to who are these delinquencies meant resolution (Shaker & Plater, 2018).

A mission of tertiary institutions is to create an atmosphere of learning that equips future leaders with the necessary knowledge to impact positively on their societies (Naseem, Mehmood, Rustam, Khan & Alam, 2012). Previous research conducted by the Institute of Leadership and Management in the UK shows that 72% of employees take shortcuts, 72% will lie to hide mistake, 68% speak badly against their fellow colleagues, while 54% lie about their skills and experience (Amelie, 2014). According to a survey conducted by the South African

Business Ethics Institute, more than half of South Africans in corporate organisations turn a blind eye to ethical misconduct in the workplace. Many employees who witness ethical misconduct in the work place choose not to report it due to fear of victimisation (Groenewald, 2016).

Pijoos (2017) reported a case of sexual harassment in the University of the Witwatersrand involving a senior professor and three female employees. Previously in 2013, a senior lecturer and a political studies professor were both found guilty of sexually harassing students (Pijoos, 2017). Sodiq (2018), reported another case involving a professor in Obafemi Awolowo University who was accused of sex-for-marks scandal which tarnished the public image of the university (Sodiq, 2018).

One of the major challenges in higher educational system across the world is plagiarism - use of other people's words and concept without a proper acknowledgement of the original author (Bachore, 2015; Mcnaught & Kennedy, 2009). There are examples of academic fraud including cases where professors have been found to have lied in their credentials (Singh & Remenyi, 2015). According to Shepherd (2007), six professors including a director of the All India Institute of Medical Sciences were convicted of fraudulently plagiarising their own work in different articles. Within that same period, a professor at the University of Colorado was dismissed for plagiarising and falsifying his research findings (Shepherd, 2007).

According Stanley (2014), ethical misconduct of student is as a result of high level of indiscipline amongst academic employees. Some of these immoral behaviours include continual lateness or illogical postponement of lectures by lecturers, failure to communicate knowledgeably to the students during lecture, being abusive when students ask clever questions, threating to fail students for not complying with their demands and being reluctant to teach and prepare students in time before their examination (Nwakpa, n.d.). The proportion of university students who are not well-prepared during examination period is growing rapidly (Tumwebaze, 2007). University students are getting desperate to pass examinations by engaging in malpractice without considering the consequences of being caught. According to a report by the South African Press Association (2014), over 1400 students have been found guilty of ethical misconduct (cheating) in universities across South Africa. According to the research conducted by McCabe, Trevino & Butterfield (2010), cheating amongst university students results from individual and contextual factors such as student's perceptions of peers' behaviour.

Ethical misconduct is also increasing among all other categories of university staff. Bansilal **(**2017) mentioned cases of employees who lost their jobs due to unethical misconducts such as selling of examination papers, receiving bribes to change examination marks and other related types of fraud.

2.1. Ethical Approach

According to Cline (2017), there are three distinctive approaches to ethics. These are;

- the descriptive ethical approach,
- the normative ethical approach, and,
- the meta ethical or analytic ethical approach.

2.1.1. The descriptive ethical approach

The descriptive approach seeks to provide precise explanations and interpretations of the ethical dilemma. In these explanations, ethical principles and values of ethical circumstances are communicated and clarified. It provides necessary explanation of the value on which individual conclusions are based (Naude, 2015). The important characteristics of descriptive ethics are that it concentrates on explaining terms and does not provide value conclusions about the events it describes. It can be seen as the study of what is considered to be good and what others (society or cultural groups) do. This simply means that the descriptive ethical approach is consistent with what is essentially done in a society (Naude, 2015). The classification of the descriptive ethical approach of rational thinking is the easiest approach to understand in the sense that it describes individual behaviour and also studies the moral standards that they are seen to adhere to (Cline, 2017). Descriptive ethics integrates research from different discipline such as psychology, anthropology, sociology and history as part of the procedures for identifying moral norms of individuals (Cline, 2017).

2.1.2. The normative ethical approach

Normative ethics is the aspect of ethics which involve with determining the way things ought to be done, how to value them, what is seen as a right or wrong action and what is considered good or bad. This approach tries to create a set of rules which are used to control individual conduct (Carroll & Buchholtz, 2015). The normative ethical approach involves making decisions or recommendations on ethical issues. This approach requires a standpoint on what is considered right and wrong and a justifiable concrete explanation for the decision (Naude,

2015). The main difference between descriptive and normative ethical approaches is that the normative ethical approach takes a standpoint on ethical dilemma and also provides justifiable explanations for doing so (Cline, 2017).

2.1.3. The meta ethical or analytic ethical approach

The meta-ethical approach to ethics is considered by some scholars as one of the most complex of the three ethical approaches (Cline, 2017). The word 'meta' originated from the Greek word 'next to' or 'beyond' (Sulaiman, 2014). Meta-ethical approach involves issues that are related to ethical judgement, without giving such ethical judgement themselves. It deals with difficult and challenging matters associated with making moral decisions (Naude, 2015).

2.2. Ethical Theories

Rossouw and Vuuren (2013) identified several ethical theories including the virtue theory by Aristotle, deontological theory of Kant and the utilitarian theory of Mill.

2.2.1. Virtue theory of Aristotle (384-322)

The theories of Aristotle are based on the concept that morality is both necessary and vital for human beings. It is impossible to live with human dignity without being a well-developed moral being (Roussow & Vuuren, 2013). Aristotle came up with three underlying factors:

- Telos: Aristotle understood that everything in life has a goal. The term "Telos" comes from the Greek term which means purpose, goal, end or true final function of an object (Dimmock & Fisher, 2017).

- Virtues: According to Aristotle view, virtues are character disposition or personality traits (Dimmock & Fisher, 2017). Virtue ethics highlights the significance of moral character, more especially the control of some type of 'virtues', including applied wisdom in deciding right action, and recognize right action with regards to a solid concept of the good (Ainley, 2017).

- The Mean: Aristotle presented the idea of 'mean' to show what is suggested by coordinated dispositions. He believed that people are either motivated to do something or not. Furthermore, he explained that the 'mean' is there to redirect that temperament so that one is inclined to do something. His theory sets one to the 'middle' and is relative to particular individuals (Roussow & Van Vuuren, 2013).

2.2.2. The deontological theory of Ethics of Kant (1724-1804)

The theory attributed to the German philosopher Immanuel Kant asserts that for one to act morally the person has to be conformed to a set of moral principles (Misselbrook, 2013). The Kantian theory is one of several ethical theories that concentrate on providing techniques for developing moral rules and standards. It also gives explanation and criteria for assessing the moral value of specific human actions. It seeks to create an organized method of how morality is moulded and how different actions can be examined and judged in terms of their moral acceptability (Romney, 2013). Deontologists believe that individual have the moral duty to do or wrong to do. However, whether an action is right or wrong does not change its consequences; instead, an action is right or wrong in itself (Lacewing, n.d.).

2.2.3. Utilitarian ethical theory by John Stuart Mill (1806-1873)

John Mill's theory is very different from others summarized above. His theory states that morality actions should be judged by consequences. Mill believed that an action is considered good if they contribute to fulfilling an ultimate goal of happiness (Robephiles, 2017). An action is considered good when it brings happiness to those affected by it. This concept derives from his 'Greatest Happiness Principles' which states that, "Actions are right in proportion as they tend to promote happiness, wrong as they tend to produce the reverse of happiness". By happiness which is intended pleasure, and the absence of pain; by unhappiness, pain or the privation of pleasure." According to Mill, happiness is the ultimate end of all humans. He believes that all humans would like to end in happiness. Mill argued that whatever humans do, it is in order to experience happiness. He highlighted several routes to happiness. It can be achieved through love, power, knowledge or money. Mill concluded that if each individual desired happiness, then their supreme goal should be the happiness of all (Roussow & Vuuren, 2013).

2.3. Kohlberg's moral development theory

The moral development theory was originally conceived by the Swiss psychologist Jean Piaget's and later developed by psychologist Lawrence Kohlberg in 1958 (Sincero, 2012). Kohlberg's research on the motivations behind moral decisions is widely published and discussed among psychologists and developmentalists today (Veritas,2017). Kohlberg used Piaget's method of storytelling to communicate stories concerning moral dilemmas. This theory suggested that morality has an origin in early childhood years and can be influenced by

various factors (Barger, n.d). Kohlberg founded his theory on a series of moral predicaments presented to participants who were interviewed in order to find out the reasoning behind certain judgments in each scenario (Cherry,2018). Kohlberg's argued with data from several years of studies that individuals improved in their ethical behaviour through several stages. He believed that there are six stages of moral development, which could be separated into three levels (Sincero, 2012):

2.3.1. Pre-conventional Moral Development

Level one is the pre-conventional stage of moral development, where an individual is motivated by compliance to authority (Barger, n.d). This stage is usually discovered at the elementary school level where individual behave in respect to socially acceptable standard because they are instructed to do so by some higher authority (parent or teachers). Individual obedience is bound by the threat or application of punishment. It is mostly associated with young children and contains little understanding about morality (Sincero, 2012).

Level 1 Stage 1. Morality is motivated only by threat or punishment and whatever is punishable is considered as wrong (Mcleod, 2013).

Level 1 Stage 2. This stage is about individualism and exchange. It concentrates on individualism and the variety of different viewpoints, and the main aim is to sidestep punishment. Reciprocity is very possible at this stage but only if it serves and individuals interest. Children understand that there are several right viewpoints given to them by the authority. The main aim here is to avoid being punish (Mcleod, 2013).

2.3.2. Conventional Moral Development

In this second and conventional level, children are taught about rules and authority. They understand that there are several "conventions" that control the way they should and should not behave, and learn to obey them (Mcleod, 2013). In this level there is no difference between moral norms and legal principles. What is considered good is what they learn from the authority, and disobeying the rules is considered "bad" (Sincero, 2012).

The third stage of level 2 is about maintaining a healthy, happy interpersonal relationships and pleasing others. In this stage, an individual decides an action on the basis of societal standard and expectations (Mcleod, 2013).

Level 2 Stage 4. This stage moves beyond pleasing an individual to maintaining social standard through adhering to social norms, customs and laws (Mcleod, 2013).

2.3.3. Post-Conventional Moral Development

In the post-conventional level of moral development, individuals see past the conventional stage to decide moral standard and maintain proper social interactions. Individual decisions are based on self-chosen philosophies, and moral dilemma is based on individual right and justice (Barger, n.d).

Level 3 Stage 5 focuses attention on social maturity and preservation of individual rights. The individual observes different ideas and values of people before making decision about the morality of the action (Barger, n.d).

Level 3 Stage 6. The final stage of moral development is based on individual respect for universal principles and the need for individual ethics and morals. Individuals in this stage develop their own principles of moral standard which may or may not fit the law (Sincero, 2012).

2.4. The moderating impact of demographic factors (age and gender)

Demographic factors have a role to play in today's business world (Gordana, Jelena & Vladimir, 2015). Questions have been raised about demographic factors in ethics research. One of such questions is whether there are gender differences in ethical standard? (Davis, 2009; Mintz, 2016). Davis (2009) found gender differences in ethical perspectives. According to Valentine (2009), women are more ethically sensitive than men. Being a woman was associated with improved ethical judgement. However, being a woman and older was related with increased ethical purpose. Being a woman in executive position is associated with self-sacrifice.

Age remains a major factor for which empirical results varies across studies (Nikoomaram et al, 2013). Several studies have predicted the relationship between age and ethical behaviour to be positive (Wilford & Wakunuma, 2014; Ahmadi & Ashrafjahani, 2011; Nikoomaram et al, 2013). Individual ethical perspective tends to increase with age. According to Ahmadi and Ashrafjahani (2011), age and gender contribute a significant impact on the ethical standard of employees' behaviour; older employees tend to have higher ethical standards than younger employees. Their findings also show that women employees are more ethically inclined than their male colleagues. They recommended that

selection of well qualified older employees in strategic position will minimize unethical behaviour in the workplace. They also suggested that giving preference to women employees for high managerial position in organisations will enforce moral discipline in the workplace. Wilford and Wakunuma (2014) suggest that older professionals had a significantly higher level of awareness and knowledge about ethical dilemma than the younger professionals. This finding is instinctively interesting and is in line with Kohlberg six stages of moral development theory as explained earlier.

CHAPTER 3
RESEARCH METHOD

3. RESEARCH METHOD

3.1. Introduction

This section of the study explains aspects of the research method including design, population, sample, description of the instrument, structure of questionnaire, data collection, reliability and validity, ethical consideration and data analysis.

3.2. Research Design

This study made use of a quantitative approach in answering the research questions and in testing the research hypotheses. This approach was used because it is more structured and produces information that can be numerically manipulated in a meaningful way.

3.3. Population, sampling design, population and sample

The study population consisted of all employees of the University of Witwatersrand. The total number of academic and administrative employees of the university in August 2018 was 5882. This comprised 1687 academic and 4195 administrative employees. The university had 2733 males and 3149 female employees in that month. This study used a non-probability convenience sampling technique. This study collected information from a non-random sample of 200 employees based on the calculation by Israel (1992) for determining sample size.

3.4. Research Instrument

A closed-ended online survey questions was used for the purpose of the study. A five-point Likert scale design was used. An ordinal scale measurement was used to measure gender while an interval scale measurement was used to measure age (See Appendix A).

3.5. Structure of the questionnaire

Respondents were asked to complete an online survey questions comprised five sections. These included a section on demographic information, a section on ethical perspectives of employees, a section on external factors that influence ethical practices, a section on how organisational factors affect ethical practices and lastly a section on how individual factors affect employees' ethical practices. The first section that captured demographic information consisted of four statements. The second section collected information about ethical perspectives of employees with seven statement. The third section collected data about external factors influences with six statements. The fourth section collected information about organisational factors influences with five statements. The last section collected data about individual-level factors with eleven statements.

3.6. Data Collection

The researcher recruited participants by email from the 25th of October to the 30th of November 2018. Participant was asked to complete an online questionnaire. The researcher received the email addresses of both the academic and administrative staff members from the Human Resource offices of each faculty within the university.

3.7. Reliability and Validity

Bryman, Bell, Hirschsohn, Santos, Toit, Masenge, and Wagner (2011) suggest that reliability places emphasis on the accuracy and authenticity of a measurement procedure. As indicated by Bryman, et al (2011) reliability focuses on the consistency and dependability of variables. The concept of validity directs attention on whether an indicator measures what it claims to measure, its focuses on whether the findings of a study can be generalised outside the context of the research (Bryman et al, 2011). The survey instrument that was used in this research study was used by Allmon, Chen, Pritchett and Forest (1997) and the result shows that it is reliable and valid (it measures what it claims to measure) with a Cronbach's alpha value of ($\alpha = 0.8$) for ethical perspectives of employees' questions. The external factor questions have been used by Ahmadi and Ashrafjahani (2011) with a Cronbach's alpha of ($\alpha = 0.9$). Questions about organisational and individual factors were used by Atakan, Burnaz & Topcu (2007) with a Cronbach's alpha values of 0.783 and 0.896 respectively.

3.8. Data Analysis

The information that was collected in the study was captured and analysed. The researcher started with test for normality to determine if the data collected was well modelled and shows a normal distribution. Then the researcher conducted a reliability test which shows that all items used were reliable as reflected in their Cronbach's alpha values greater than ($\alpha > 0.7$). The researcher then conducted a factor analysis to group variables according to correlation between the variables. The researcher conducted a demographic distribution (gender, age, educational level, and employee's category distribution). The researcher also made use of descriptive and inferential statistics in data analysis. Statistical Package for Social Science (SPSS) was used for data capturing and analysis (correlation analysis, regression analysis etc.). The researcher also made use of process analysis (version 3.2) developed by Andrew F. Hayes to investigate the effects of the moderator variables on the relationship between the independent and dependent variable for the study.

3.9. Ethical Consideration

The study was approved by the Human Research Ethics Committee of the Witwatersrand University and from the office of the deputy registrar. The researcher ensured that participants willingly consent to the information without any pressure of any kind. The researcher ensured that the participants were not in any form of danger, discomfort or pain by avoiding sensitive questions. The survey questions contained statements of confidentiality of information that was obtained from participants. In order to guarantee anonymity, personal information including names, identification numbers, and other self-identifying data were not collected.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4. DATA ANALYSIS AND INTERPRETATION

4.1. Introduction

This chapter presents the findings of the study. The results are presented by means of tables, graphs and charts.

4.2. Tests for Normality

Many of the statistical procedures including correlation, regression, t tests, and analysis of variance, namely parametric tests, assume that the data follows a normal distribution. Measuring the normality of data is an essential step for any analysis. Normality tests helps to determine if a data set is well modelled and shows a normal distribution. There are two common approaches for measuring normality, graphically and numerically. The best-known tests for normality are Kolmogorov-Smirnov Test and the Shapiro-Wilk Test (Ghasemi & Zahediasl, 2012). The Kolmogorov-Smirnov Test compares your data with a known distribution (normal distribution), while the Shapiro-Wilk Test tell if a random sample came from a normal distribution. The test gives you a W value; when the values are small, it shows your sample is not normally distributed. The Shapiro-Wilk test is more appropriate for small sample sizes (<50 samples) but can also handle sample sizes as large as 2000 (Ghasemi & Zahediasl, 2012). Nevertheless, in a situation where the **Sig.** value of the Shapiro-Wilk Test is greater than 0.05, the data is normally distributed and if it is below 0.05, then it is assumed that the data is not normally distributed (Ghasemi & Zahediasl, 2012).

Table 4.2.1. below indicates that both the Kolmogorov-Smirnov and Shapiro-Wilk are significant. The data are not normally distributed. Therefore, non-parametric test was adopted.

Table 4.2.1. Test for normality

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Most people in the business world would do something dishonest if it helped them get ahead	.242	246	.000	.888	246	.000
Most members of the business world take credit for someone else's work if it helped them get ahead	.258	246	.000	.872	246	.000
Most members of the business world would let a colleague take the blame for a mistake that they made	.254	246	.000	.888	246	.000
It is impossible to succeed in business without occasionally doing something dishonest	.189	246	.000	.879	246	.000
If my boss asks me to do something unethical, I really won't have a choice about doing it or not	.244	246	.000	.798	246	.000
In the business world, making profits is more important than ethical behaviour	.217	246	.000	.880	246	.000
Even if a company says "customer satisfaction" is its major goal, making money is always more important	.292	246	.000	.817	246	.000
Deterioration of the employee's moral code of behaviour	.253	246	.000	.884	246	.000
Deterioration of the industrial ethical climate	.273	246	.000	.723	246	.000
Deterioration of the society's morality	.280	246	.000	.849	246	.000
Indifferent or positive attitudes of the superiors towards unethical behaviour of subordinates	.273	246	.000	.869	246	.000
Unethical behaviours of the co-workers	.283	246	.000	.869	246	.000
Unmet personal financial needs	.297	246	.000	.852	246	.000
The company that acts ethically is an admired company	.261	246	.000	.758	246	.000
Acting ethically will have long term benefits for the company	.290	246	.000	.711	246	.000
The ethical company is a successful company	.257	246	.000	.815	246	.000

The ethical company is a profitable company	.210	246	.000	.875	246	.000
Not reporting co-workers' violations of ethical regulations to management	.222	246	.000	.895	246	.000
Doing personal business during working hours	.250	246	.000	.874	246	.000
Inventing some excuse for not coming to work	.275	246	.000	.857	246	.000
Using office supplies and material for personal use	.265	246	.000	.867	246	.000
Taking extra personal time (longer breaks, longer lunch hours, late arrival, early departure)	.266	246	.000	.858	246	.000
(Managers) Discriminating job applicants based on their gender, personal relationship, etc.	.239	246	.000	.859	246	.000
(Managers) engaging in deceptive advertising and sales techniques	.267	246	.000	.846	246	.000
Accepting bribes in exchange for preferential treatment	.250	246	.000	.841	246	.000
(Managers) Abuse of environmental protection laws and using polluting production methods	.262	246	.000	.857	246	.000
Falsifying company reports	.234	246	.000	.854	246	.000
Have you ever done anything unethical	.201	246	.000	.869	246	.000

4.3. Tests for Reliability – Cronbach's alpha

Table 4.3.1. below shows the Cronbach's alpha coefficient value (α = 0.803) for the overall items of ethical perspective of employees which is above (α = 0.700) scale reliability score.

Table 4.3.1. Reliability statistics for ethical perspectives of employees

Ethical Perspectives of Employees	
Reliability Statistics	
Cronbach's Alpha	N of Items
.803	7

Table 4.3.2. below shows that all the scales for ethical perspective of employees are reliable as reflected in the Cronbach's alpha values.

Table 4.3.2. Ethical perspectives of employee's items

Ethical Perspectives of Employees Items-Total Statistics				
	Scale Mean if Item Deleted	**Scale Variance if Item Deleted**	**Corrected Item-Total Correlation**	**Cronbach's Alpha if Item Deleted**
Most people in the business world would do something dishonest if it helped them get ahead	19.13	25.824	.551	.776
Most members of the business world take credit for someone else's work if it helped them get ahead	18.91	26.094	.624	.767
Most members of the business world would let a colleague take the blame for a mistake that they made	19.17	26.616	.556	.777
It is impossible to succeed in business without occasionally doing something dishonest	20.04	24.206	.555	.775

If my boss asks me to do something unethical, I really won't have a choice about doing it or not	20.50	25.641	.446	.796
In the business world, making profits is more important than ethical behaviour	19.34	23.503	.619	.762
Even if a company says "customer satisfaction" is its major goal, making money is always more important	18.91	26.085	.455	.793

Table 4.3.3. below shows the Cronbach's alpha coefficient value (α = 0.798) for the overall items of external factors which is above (α = 0.700) scale reliability score.

Table 4.3.3. Reliability statistics for external factors

External Factors	
Reliability Statistics	
Cronbach's Alpha	N of Items
.798	6

Table 4.2.4. below shows that all the scales for external factors are reliable as reflected in the Cronbach's alphas.

Table 4.3.4. External factors items

External Factors Items-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Deterioration of the employee's moral code of behaviour	18.15	14.244	.567	.764
Deterioration of the industrial ethical climate	18.05	14.419	.457	.792
Deterioration of the society's morality	17.90	13.953	.648	.745
Indifferent or positive attitudes of the superiors towards unethical behaviour of subordinates	18.02	14.376	.584	.760
Unethical behaviours of the co-workers	18.15	13.704	.615	.752
Unmet personal financial needs	18.00	15.304	.462	.787

Table 4.3.5. shows the Cronbach's alpha coefficient value (α = 0.824) for the overall items of organisational factors which is above (α = 0.700) scale reliability score.

Table 4.3.5. Reliability statistics for organisational factors

Organisational Factors	
Reliability Statistics	
Cronbach's Alpha	N of Items
.824	4

Table 4.3.6. below shows that all the scales for organisational factors are reliable as reflected in the Cronbach's alphas.

Table 4.3.6. Organisational factors items

Organisational Factors Items-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The company that acts ethically is an admired company	12.04	6.626	.601	.800
Acting ethically will have long term benefits for the company	11.92	6.476	.695	.760
The ethical company is a successful company	12.21	6.047	.743	.735
The ethical company is a profitable company	12.47	6.445	.570	.818

Table 4.3.7. shows the Cronbach's alpha coefficient value (α = 0.936) for the overall items of individual factors which is above (α = 0.700) scale reliability score.

Table 4.3.7. Reliability statistics for Individual factors

Individual Factors	
Reliability Statistics	
Cronbach's Alpha	N of Items
.936	11

Table 4.3.8. below shows that all the scales for individual factors are reliable as reflected in the Cronbach's alphas.

Table 4.3.8. Individual factors items

Individual Factors Items-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Not reporting co-workers' violations of ethical regulations to management	32.51	116.885	.615	.934
Doing personal business during working hours	32.55	113.663	.718	.930
Inventing some excuse for not coming to work	32.50	110.658	.763	.928
Using office supplies and material for personal use	32.43	111.611	.769	.928

Taking extra personal time (longer breaks, longer lunch hours, late arrival, early departure)	32.43	111.311	.744	.929
(Managers) Discriminating job applicants based on their gender, personal relationship, etc.	32.39	109.751	.788	.927
(Managers) engaging in deceptive advertising and sales techniques	32.40	108.526	.821	.926
Accepting bribes in exchange for preferential treatment	32.43	107.115	.824	.926
(Managers) Abuse of environmental protection laws and using polluting production methods	32.50	109.414	.785	.927
Falsifying company reports	32.54	108.745	.772	.928
Have you ever done anything unethical	33.23	119.837	.423	.942

Table 4.3.9. below summarises the reliability for all four variables. As shown in the table, only the organisational factors variable was revised to produce an accepted reliability.

Table 4.3.9. Summary of the total item Reliability

Variable	N of Items	Cronbach Alpha	Revised no. of Item	Revised Alpha
Ethical perspective of employees	7	.803	-	-
External factors	6	.798	-	-
Organisational factors	5	.644	4	.824
Individual factors	11	.936	-	-

4.4. Factor Analysis

The purpose of factor analysis is to group variables according to correlations between the variables. Factor loadings have to do with the measurement of each variable and represent the correlation between a variable and the factor observed. Communality illustrates how much each variable is accounted for by a factor (Rahn, 2018). For instance, a high communality value indicates that a large proportion of the variable is accounted for by a factor. Table 4.4.1. provides results on retained items with high loadings (factor score ≥ 0.5). The results showing retained items under each distinct dimension are presented below.

Table 4.4.1. Factor analysis for ethical perspectives of employees

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	3.307	47.245	47.245	3.307	47.245	47.245	2.262	32.310	32.310
2	1.108	15.832	63.077	1.108	15.832	63.077	2.154	30.767	63.077
3	.852	12.166	75.243						
4	.552	7.880	83.123						
5	.472	6.741	89.865						
6	.407	5.815	95.679						
7	.302	4.321	100.000						
Extraction Method: Principal Component Analysis.									

The total variance explained in the table 4.4.1 illustrates all the factors extractable from the analysis of ethical perspectives of employees along with their eigenvalues, the percentage of variance attributed to each factor, the cumulative variance of the factor. The computed results in Table 4.2 indicate the presence of two initial eigenvalues that is seen to be greater than 1; hence two factors were extracted from the selected items in the dataset for the dimension "ethical perspectives of employees" (Rahn, 2018). Based on the rotated sums of squared loadings; approximately 63% of the total variance in the dataset was accounted for by two factors. From the total 63% variance, factor 1 individually accounted for 47.2% while factor 2 accounted for 15.8% variance in the retained dataset. A lot of criteria can be used to determine how many principal components can be retained in a study, however Kaiser's criterion is often utilized by researchers, therefore, factors greater than one are retained (Rahn, 2018). In this condition, just two components have an eigenvalue greater than 1 and should thus be retained. The remaining factors have a value less than 1, so we can conclude that they are not significant.

Table 4.4.2. below show all factor loadings of retained items for ethical perspectives of employees, the highlighted items represent high loading factors.

Table 4.4.2. Factor loadings of retained items for ethical perspectives of employees

Rotated Component Matrix[a]		
	Component	
	1	2
EPE1. Most people in the business world would do something dishonest if it helped them get ahead	**.808**	.201
EPE2. Most members of the business world take credit for someone else's work if it helped them get ahead	**.862**	.232
EPE3. Most members of the business world would let a colleague take the blame for a mistake that they made	**.814**	.197
EPE4. It is impossible to succeed in business without occasionally doing something dishonest	.310	**.655**
EPE5. If my boss asks me to do something unethical, I really won't have a choice about doing it or not	.073	**.738**
EPE6. In the business world, making profits is more important than ethical behaviour	.275	**.766**
EPE7. Even if a company says "customer satisfaction" is its major goal, making money is always more important	.160	**.678**
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.		
a. Rotation converged in 3 iterations.		

Table 4.4.2 shows results on retained items with high loadings (factor score ≥ 0.5) statistically believed to possess significance in assessing impact on ethical perspectives of employees at a university in Johannesburg. The results showing retained items under each distinct dimension are shown in Table 4.2. Three items of the ethical perspectives of employees in component 1 have a high loading after running the rotation method in which the Varimax with Kaiser Normalisation was used. These items are EPE1 with a high loading of 0.808, EPE2 with a high loading of 0.862 and EPE3 with a high loading of 0.814. While for component 2, the last 4 items in the ethical perspectives of employees have a high loading after the rotation. They include EPE4 with a high loading of 0.655, EPE5 with a high loading of 0.738, EPE6 with a high loading of 0.766 and lastly EPE7 with a high loading of 0.678.

The scree plot is a valuable aid that focuses to determine an appropriate number of principal components; therefore, the scree plot shows the eigenvalues against all the factors (Mordani, 2015). It guides the researcher with identifying how many factors to retain by looking for the point where the curve starts to flatten (the point at which the remaining eigenvalues are relatively small). Figure 4.4.1. Shows that the curve begins to flatten between factors 2, while factor 3 – 7 have eigenvalues of less than one, therefore, only two factors are retained. However, table 4.4.3. shows the first principal component/factor has the largest eigenvalue with a value of 3.307 and explains 47.2% of the total variance, followed by the factor 2 with an eigenvalue of 1.108 which explains 15.8% of the total variance.

Figure 4.4.1. Scree Plot for ethical perspectives of employees

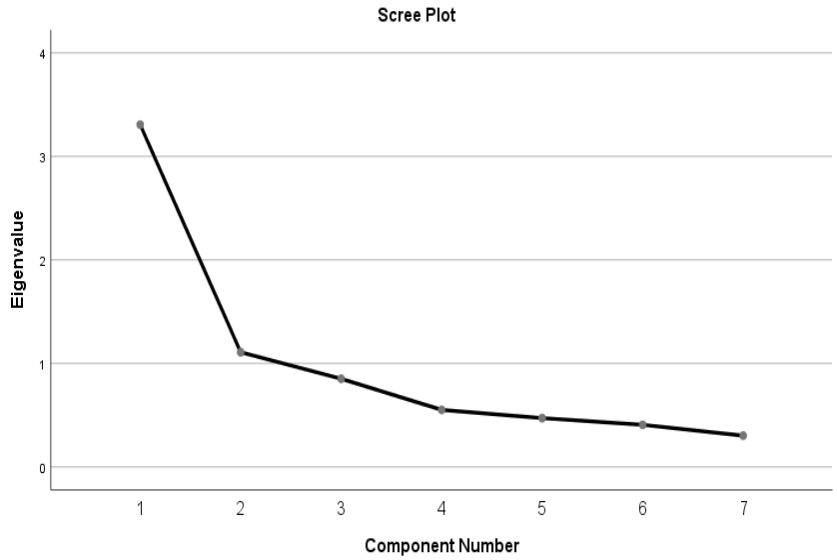


Table 4.4.3. Factor analysis for external factors

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	3.024	50.397	50.397	3.024	50.397	50.397	2.059	34.318	34.318
2	1.046	17.429	67.826	1.046	17.429	67.826	2.011	33.509	67.826
3	.588	9.798	77.625						
4	.530	8.831	86.456						
5	.453	7.553	94.009						
6	.359	5.991	100.000						
Extraction Method: Principal Component Analysis.									

The total variance explained in table 4.4.3. above Illustrates all the factors extractable from the analysis of external factors along with their eigenvalues, the percentage of variance attributed to each factor, the cumulative variance of the factor. The computed results from the above table indicate the presence of two initial eigenvalues that is seen to be greater than 1; hence two factors were extracted from the selected items in the dataset for the dimension “external factors”. Based on the rotated sums of squared loadings; approximately 67.8% of the total variance in the dataset was accounted for by two factors. From the total 67.8% variance, factor 1 individually accounted for 50.4% while factor 2 accounted for 17.4% variance in the retained dataset. In this condition, just two components have an eigenvalue greater than 1 and should thus be retained. The remaining factors have a value less than 1, so we can conclude that they are not significant.

Table 4.4.4. Show results on retained items with high loadings (factor score ≥ 0.5) statistically believed to possess significance in assessing impact on external factors in employees. The result showing retained items under each distinct dimension are shown above. According to the table, three items of the external factors in component 1 have a high loading after running the rotation method in which the Varimax with Kaiser Normalisation was used. These items are namely EF4 with a high loading of 0.695, EF5 with a high loading of 0.819, and EF6 with

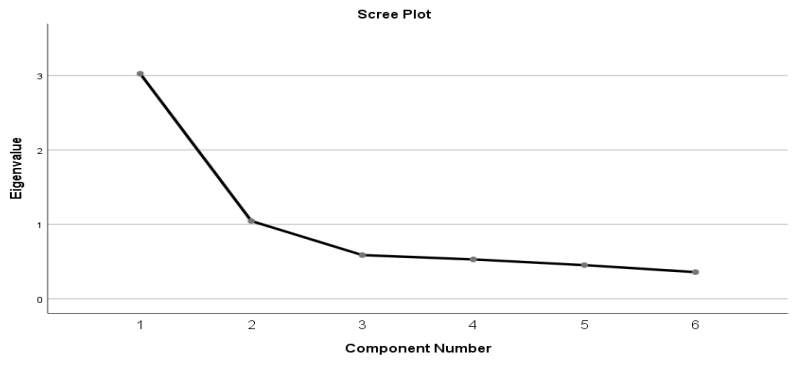
a high loading of 0.833. While for component 2, the first three items in the external factors have a high loading after the rotation. They include EF1 with a high loading of 0.765, EF2 with a high loading of 0.842 and lastly EF3 with a high loading of 0.729.

Table 4.4.4. Factor loadings of retained items for external factors

Rotated Component Matrix[a]		
	Component	
	1	2
EF1. Deterioration of the employee's moral code of behaviour	.251	**.765**
EF2. Deterioration of the industrial ethical climate	.038	**.842**
EF3. Deterioration of the society's morality	.382	**.729**
EF4. Indifferent or positive attitudes of the superiors towards unethical behaviour of subordinates	**.695**	.339
EF5. Unethical behaviours of the co-workers	**.819**	.263
EF6. Unmet personal financial needs	**.833**	.043
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.		
a. Rotation converged in 3 iterations.		

Figure 4.4.2 shows that the curve begins to flatten between factors 2, while factor 3 – 6 have eigenvalues of less than one, therefore, only two factors are retained. The first principal component/factor has the largest eigenvalue with a value of 3.024 and explains 50.4% of the total variance, followed by factor 2 with an eigenvalue of 1.046 which explains 17.4% of the total variance.

Figure 4.4.2. Scree Plot for external factors



The total variance explained in Table 4.4.5 illustrate all the factors extractable from the analysis of organisational factors along with their eigenvalues, the percentage of variance attributed to each factor, the cumulative variance of the factor. The computed results from the above table indicate the presence of two initial eigenvalues that is seen to be greater than 1; hence two factors were extracted from the selected items in the dataset for the dimension "organisational factors". Based on the rotated sums of squared loadings; approximately 74.3% of the total variance in the dataset was accounted for by two factors. From the total 74.3% variance, factor 1 individually accounted for 52.9% while factor 2 accounted for 21.4% variance in the retained dataset. In this condition, just two components have an eigenvalue greater than 1 and should thus be retained. The remaining factors have a value less than 1, so we can conclude that they are not significant.

Table 4.4.5. Factor analysis for organisational factors

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	2.644	52.877	52.877	2.644	52.877	52.877	2.637	52.741	52.741
2	1.071	21.419	74.296	1.071	21.419	74.296	1.078	21.555	74.296
3	.701	14.019	88.315						
4	.321	6.427	94.742						
5	.263	5.258	100.000						

Extraction Method: Principal Component Analysis.

Table 4.4.6 show results on retained items with high loadings (factor score ≥ 0.5) statistically believed to possess significance in assessing impact on organisational factors in employees at a university in Johannesburg. The result showing retained items under each distinct dimension are shown above. According to the table, the first four items of the organisational factors in component 1 have a high loading after running the rotation method in which the Varimax with Kaiser Normalisation was used. These items are namely OF1 with a high loading of 0.768, OF2 with a high loading of 0.836, OF3 with a high loading of 0.875 and OF4 with a high

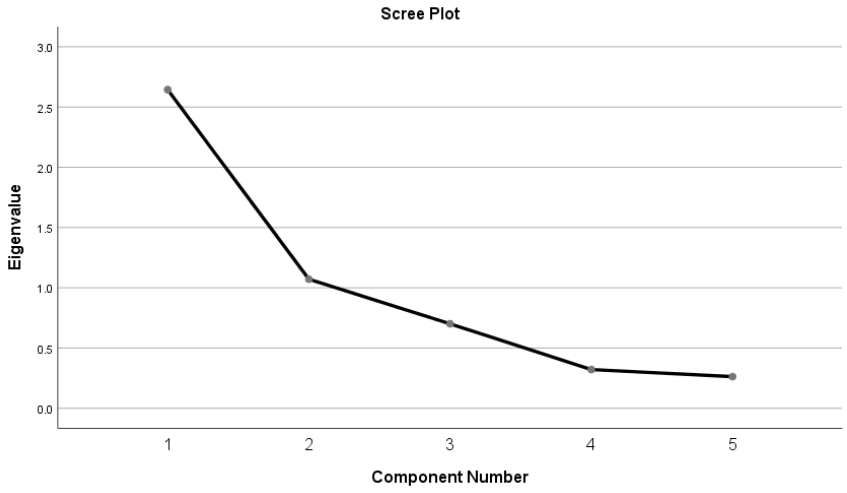
loading of 0.763. While for component 2, only one item (OF5 with a high loading of 0.929) in the organisational factors have a high loading after the rotation.

Table 4.4.6. Factor loadings of retained items for external factors

Rotated Component Matrix[a]		
	Component	
	1	2
OF1. The company that acts ethically is an admired company	**.768**	-.303
OF2. Acting ethically will have long term benefits for the company	**.836**	-.206
OF3. The ethical company is a successful company	**.875**	.136
OF4. The ethical company is a profitable company	**.763**	.249
OF5. When the company is faced with excessive competition, the employees of that company can act unethically	-.008	**.929**
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.		
a. Rotation converged in 3 iterations.		

Figure 4.4.3. diagram below shows that the curve begins to flatten between factors 2, while factor 3 – 5 have eigenvalues of less than one, therefore, only two factors are retained. The first principal component/factor has the largest eigenvalue with a value of 2.644 and explains 52.9% of the total variance, followed by factor 2 with an eigenvalue of 1.071 which explains 21.4% of the total variance.

Figure 4.4.3. Scree Plot for organisational factors



The total variance explained in table 4.4.7 illustrates all the factors extractable from the analysis of individual factors along with their eigenvalues, the percentage of variance attributed to each factor, the cumulative variance of the factor. The computed results from the above table indicate the presence of two initial eigenvalues that is seen to be greater than 1; hence two factors were extracted from the selected items in the dataset for the dimension "individual factors". Based on the rotated sums of squared loadings; approximately 72.5% of the total variance in the dataset was accounted for by two factors. From the total 72.5% variance, factor 1 individually accounted for 61.8% while factor 2 accounted for 10.7% variance in the retained dataset. In this condition, just two components have an eigenvalue greater than 1 and should thus be retained. The remaining factors have a value less than 1, so we can conclude that they are not significant.

Table 4.4.7. Factor analysis for individual factors

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	6.801	61.824	61.824	6.801	61.824	61.824	4.088	37.162	37.162
2	1.175	10.678	72.502	1.175	10.678	72.502	3.887	35.341	72.502
3	.788	7.167	79.669						
4	.621	5.647	85.316						
5	.359	3.264	88.579						
6	.284	2.578	91.158						
7	.274	2.494	93.652						
8	.215	1.954	95.606						
9	.188	1.708	97.314						
10	.153	1.388	98.702						
11	.143	1.298	100.000						
Extraction Method: Principal Component Analysis.									

Table 4.4.8 show all factor loadings of retained items for individual factors, the highlighted items represent high loading factors.

Table 4.4.8. Factor loadings of retained items for individual factors

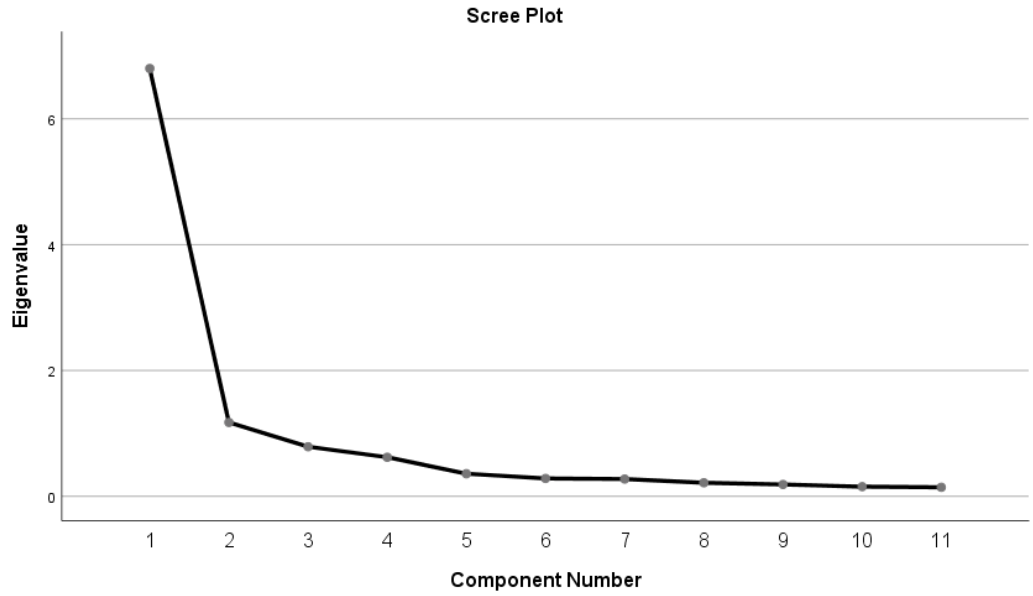
Rotated Component Matrix[a]		
	Component	
	1	2
IF1. Not reporting co-workers' violations of ethical regulations to management	.402	**.558**
IF2. Doing personal business during working hours	.232	**.879**
IF3. Inventing some excuse for not coming to work	.338	**.825**
IF4. Using office supplies and material for personal use	.310	**.862**
IF5. Taking extra personal time (longer breaks, longer lunch hours, late arrival, early departure)	.338	**.799**
IF6. (Managers) Discriminating job applicants based on their gender, personal relationship, etc.	**.729**	.446
IF7. (Managers) engaging in deceptive advertising and sales techniques	**.783**	.430
IF8. Accepting bribes in exchange for preferential treatment	**.812**	.401
IF9. (Managers) Abuse of environmental protection laws and using polluting production methods	**.848**	.314
IF10. Falsifying company reports	**.852**	.289
IF11. Have you ever done anything unethical	**.546**	.123
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.		
a. Rotation converged in 3 iterations.		

This section shows results on retained items with high loadings (factor score ≥ 0.5) statistically believed to possess significance in assessing impact on individual factors. The result showing retained items under each distinct dimension are shown above. According to the table, the last six items of the individual factors in component 1 have a high loading after running the rotation method in which the Varimax with Kaiser Normalisation was used. These items are namely IF6 with a high loading of 0.729, IF7 with a high loading of 0.783, IF8 with a high loading of 0.812, IF9 with a high loading of 0.848, IF10 with a high loading of 0.852 and 1F11 with a

high loading of 0.546. While for component 2, the first five item in the individual factors have a high loading after the rotation. These items are namely IF1 with a high loading of 0.558, IF2 with a high loading of 0.879, IF3 with a high loading of 0.825, IF4 with a high loading of 0.862 and IF5 with a high loading of 0.799.

Figure 4.4.4. diagram below shows that the curve begins to flatten between factors 2, while factor 3 – 11 have eigenvalues of less than one, therefore, only two factors are retained. The first principal component/factor has the largest eigenvalue with a value of 6.801 and explains 61.8% of the total variance, followed by factor 2 with an eigenvalue of 1.175 which explains 10.7% of the total variance.

Figure 4.4.4. Scree Plot for individual factors



4.5. Demographic Information

There were 248 university employees who participated in this study. All the questions asked were answered in full by all participants; this can be attributed to the fact that it was a self-administered survey with the researcher being able to clarify any unclear questions significantly to response rate.

Table 4.5.1. shows a frequency distribution of the demographic factors. A total of 248 responses were analysed. The mean for each factor is as follows; gender (1.60), age group (2.94), educational level (3.34), employee category (1.66).

Table 4.5.1. Demographic factors distribution

Statistics					
		Gender	Age	Educational Level	Employee Category
N	Valid	248	248	248	248
	Missing	0	0	0	0
Mean		1.60	2.94	3.34	1.66
Median		2.00	3.00	3.00	2.00
Mode		2	3	5	2
Skewness		-.397	.384	-.174	-.686
Std. Error of Skewness		.155	.155	.155	.155
Kurtosis		-1.857	-.442	-1.472	-1.542
Std. Error of Kurtosis		.308	.308	.308	.308
Sum		396	728	829	412

Table 4.5.2. Explains the demographics statistics for gender, 100 respondents (40.3 %) were male and 148 respondents (59.7%) were female as shown in table 2**.** The pie chart in Figure 4.5.1. below illustrates the gender distribution. Table 4.5.1 illustrates that in terms of gender distribution, the data is skewed to the left because the mean (1.60) is less than the median (2.00). Negative kurtosis means the peak of the distribution is low. The bar chart for gender distribution is shown in Appendix B.

Table 4.5.2. Gender distribution

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	100	40.3	40.3	40.3
	Female	148	59.7	59.7	100.0
	Total	248	100.0	100.0	

Figure 4.5.1. shows gender profile pie chart which illustrate that majority of the respondents (59.7%) were female.

Figure 4.5.1. Gender pie chart

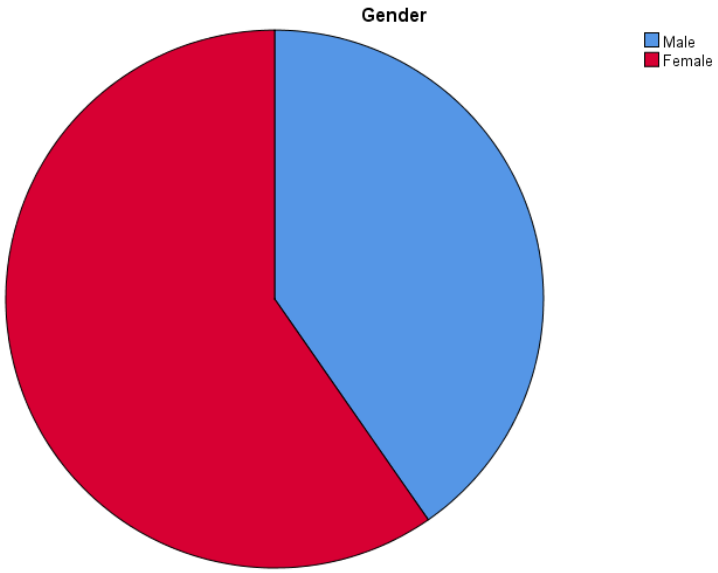


Table 4.5.3. below shows the age distribution of all 248 respondent that participated in this study. 9 respondents (3.6%) are between the age of 18-24years, 83 respondents (33.5%) are between the age of 25-34 years, 90 respondents (36.3%) are between the age of 35-44, 47 respondents (19%) are between the age of 45-54, lastly, a total of 19 respondents (7.7%) are between the age of 55 and above. The pie chart in figure 4.5.2. below shows age distribution. Table 4.5.1. shows that in terms of age group distribution, the data is skewed to the left because

the mean (2.94) is less than the median (3.00). The bar chart for age distribution is shown in Appendix B.

Table 4.5.3. Age distribution

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-24	9	3.6	3.6	3.6
	25-34	83	33.5	33.5	37.1
	35-44	90	36.3	36.3	73.4
	45-54	47	19.0	19.0	92.3
	55 and Above	19	7.7	7.7	100.0
	Total	248	100.0	100.0	

Figure 4.5.2. below shows the age group profile pie chart which illustrate that majority of the respondent (36.3%) were in the age range of 35-44. The rest of the age distribution is shown in the pie chart.

Figure 4.5.2. Age pie chart

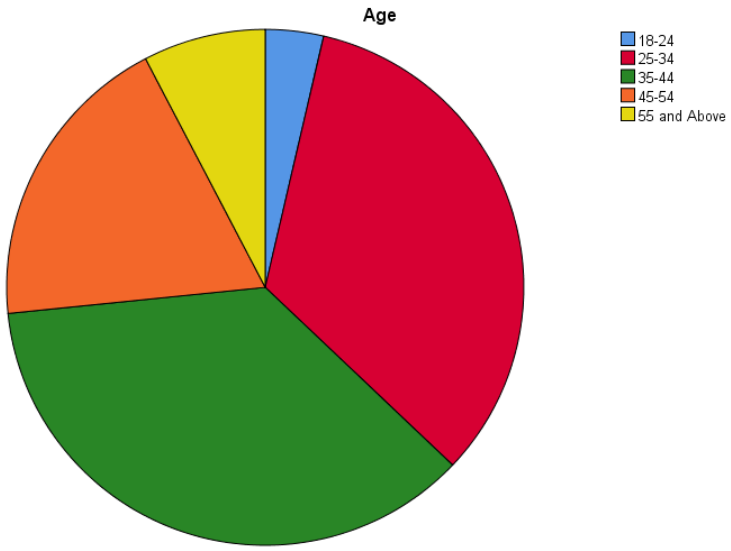


Table 4.5.4. the educational level distribution of all 248 respondent that participated in this study. 31 respondents (12.5%) of employees had Grade 12 qualification or below, 61 respondents (24.6%) had Diploma, 36 respondents (14.5%) had degree as explained on table, 32 respondents (12.9) had Honours, and 88 respondents (35.5%) has master's or higher. The pie chart in figure 4.5.3. below illustrates the educational level profile. Table 4.5.1. shows the data is skewed to the right because the mean (3.34) is greater than the median (3.00). The bar chart for educational level distribution is shown in Appendix B.

Table 4.5.4. Educational level distribution

Educational Level					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Grade 12 or below	31	12.5	12.5	12.5
	Diploma	61	24.6	24.6	37.1
	Degree	36	14.5	14.5	51.6
	Honours	32	12.9	12.9	64.5
	Masters and higher	88	35.5	35.5	100.0
	Total	248	100.0	100.0	

Figure 4.5.3. below shows the education level profile pie chart which illustrate that majority of the respondent (35.5%) had master's or higher education qualification. The rest of the educational level distribution is shown in the pie chart.

Figure 4.5.3. Educational pie chart

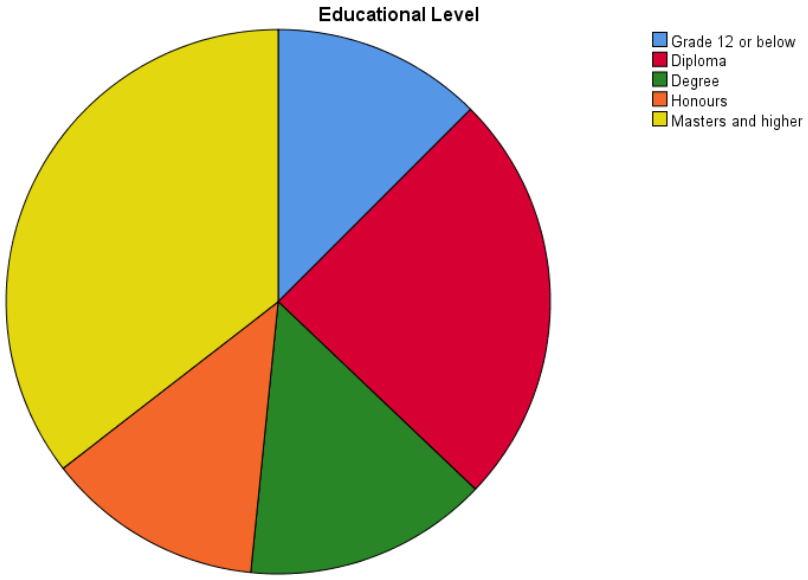


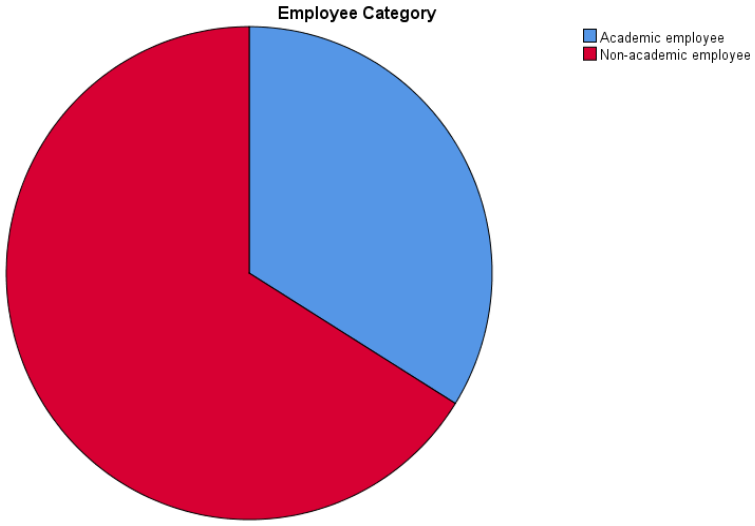
Table 4.5.5. below shows the above table of the employee category distribution of all 248 respondent that participated in this study. A total of 84 respondents (33.9%) were academic employees, while a total of 164 respondents (66.1%) were non-academic employees. The pie chart in figure 4.5.4. illustrates the employee category distribution. Table 4.5.1. Above illustrates that in terms of employee category distribution, the data is skewed to the left because the mean (1.66) is less than the median (2.00). The bar chart for employee category distribution is shown in Appendix B.

Table 4.5.5. Employees category distribution

Employees Category					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Academic employee	84	33.9	33.9	33.9
	Non-academic employee	164	66.1	66.1	100.0
	Total	248	100.0	100.0	

Figure 4.5.4. shows the employee category profile pie chart which illustrate that majority of the respondent 66.1% were non-academic employees while 33.9% were academic employees.

Figure 4.5.4. Employees category pie chart



4.6. Descriptive Statistics

This section discusses the descriptive statistics for all the sections which include the median, skewness, kurtosis and the frequency chats.

Table 4.6.1. below shows a frequency distribution of the ethical perspectives of employees' items used for this study. A total of 7 questions were analysed.

Table 4.6.1. Descriptive statistics for Ethical Perspective of Employees

Descriptive Statistics						
	Mean	Median	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Most people in the business world would do something dishonest if it helped them get ahead	3.54	4.00	-.514	.155	-.568	.308

Most members of the business world take credit for someone else's work if it helped them get ahead	3.76	4.00	-.585	.155	-.309	.308
Most members of the business world would let a colleague take the blame for a mistake that they made	3.50	4.00	-.390	.155	-.567	.308
It is impossible to succeed in business without occasionally doing something dishonest	2.63	2.00	.283	.155	-1.202	.309
If my boss asks me to do something unethical, I really won't have a choice about doing it or not	2.17	2.00	.880	.155	-.522	.308
In the business world, making profits is more important than ethical behaviour	3.32	4.00	-.396	.155	-1.047	.308
Even if a company says "customer satisfaction" is its major goal, making money is always more important	3.77	4.00	-.930	.155	-.215	.308

Table 4.6.2. shows that amongst 248 respondents, 51 respondents (20.5%) disagreed, 145 respondents (58.5%) agreed and 52 respondents (21%) were neutral to the statement if people in the business world would do something dishonest if it helped them get ahead. However, the descriptive statistics for item 1 show a skewness = -.514 (negatively skewed) and the kurtosis = -.568 respectively.

Table 4.6.2. Descriptive statistics for ethical perspectives of employees' frequency distributions item 1.

Most people in the business world would do something dishonest if it helped them get ahead					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	5.2	5.2	5.2
	Disagree	38	15.3	15.3	20.6
	Neutral	52	21.0	21.0	41.5
	Agree	93	37.5	37.5	79.0
	Strongly Agree	52	21.0	21.0	100.0
	Total	248	100.0	100.0	

Figure 4.6.1. histogram below shows that the question 1 is slightly skewed to the left as the mean (3.54) is lower than the median (4.00) as we see in table above.

Figure 4.6.1. Histogram distributions for ethical perspective of employees' item 1

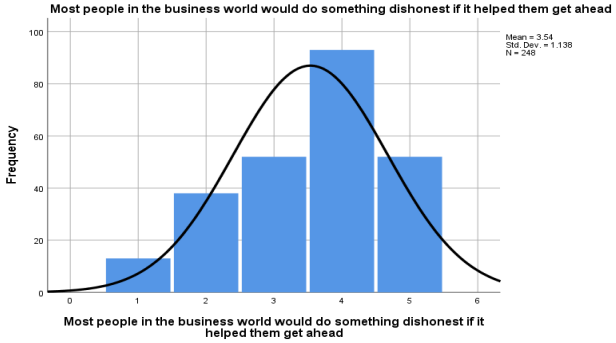


Table 4.6.3. below shows that amongst 248 respondents, 33 respondents (13.3%) disagreed, 164 respondents (66.1%) agreed and 51 respondents (20.6%) were neutral to the statement if most members of the business world take credit for someone else's work if it helped them get ahead. However, the descriptive statistics for item 1 show a skewness = -.585 (negatively skewed) and the kurtosis = -.309 respectively.

Table 4.6.3. Descriptive statistics for ethical perspectives of employee's frequency distributions item 2.

Most members of the business world take credit for someone else's work if it helped them get ahead					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	1.6	1.6	1.6
	Disagree	29	11.7	11.7	13.3
	Neutral	51	20.6	20.6	33.9
	Agree	103	41.5	41.5	75.4
	Strongly Agree	61	24.6	24.6	100.0
	Total	248	100.0	100.0	

Figure 4.6.2. histogram below shows that the question 2 is slightly skewed to the left as the mean (3.76) is lower than the median (4.00) as we see in table above.

Figure 4.6.2. Histogram distributions for ethical perspective of employees' item

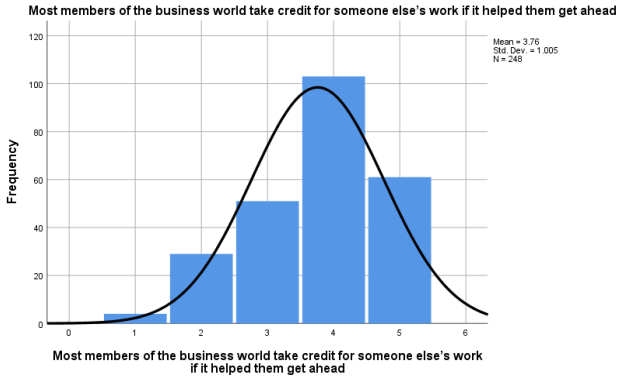


Table 4.6.4. below shows that amongst 248 respondents, 48 respondents (19.3%) disagreed, 140 respondents (56.4%) agreed and 60 respondents (24.2%) were neutral to the statement if most members of the business world would let a colleague take the blame for a mistake that they made. However, the descriptive statistics for item 3 show a skewness = -.390 (negatively skewed) and the kurtosis = -.567 respectively.

Table 4.6.4. Descriptive statistics for ethical perspectives of employee's frequency distributions item 3.

Most members of the business world would let a colleague take the blame for a mistake that they made					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	2.4	2.4	2.4
	Disagree	42	16.9	16.9	19.4
	Neutral	60	24.2	24.2	43.5
	Agree	102	41.1	41.1	84.7
	Strongly Agree	38	15.3	15.3	100.0
	Total	248	100.0	100.0	

Figure 4.6.3. histogram below shows that the question 3 is slightly skewed to the left as the mean (3.50) is lower than the median (4.00) as we see in table above.

Figure 4.6.3. Histogram distributions for ethical perspective of employees' item 3

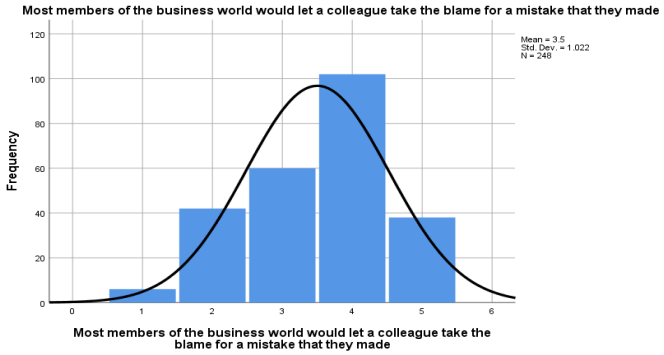


Table 4.6.5. below shows that amongst 248 respondents, 126 respondents (50.8%) disagreed, 78 respondents (31.5%) agreed and 44 respondents (17.7%) were neutral to the statement if it is impossible to succeed in business without occasionally doing something dishonest. However, the descriptive statistics for item 4 show a skewness = .283 and the kurtosis = -1.202 respectively.

Table 4.6.5. Descriptive statistics for ethical perspectives of employee's frequency distributions item 4.

It is impossible to succeed in business without occasionally doing something dishonest					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	69	27.8	27.8	27.8
	Disagree	57	23.0	23.0	50.8
	Neutral	44	17.7	17.7	68.5
	Agree	51	20.6	20.6	89.1
	Strongly Agree	27	10.9	10.9	100.0
	Total	248	100.0	100.0	

Figure 4.6.4. histogram below shows that the question 3 is slightly skewed to the right as the mean (2.63) is higher than the median (2.00) as we see in table above.

Figure 4.6.4. Histogram distributions for ethical perspective of employees' item 4

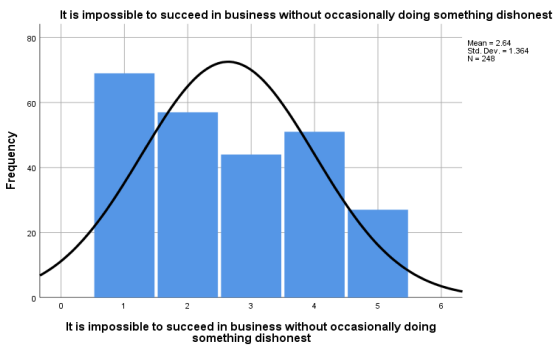


Table 4.6.6. below shows that amongst 248 respondents, 171 respondents (68.9%) disagreed, 52 respondents (21%) agreed and 25 respondents (10.1%) were neutral to the statement If my boss asks me to do something unethical, I really won't have a choice about doing it or not. However, the descriptive statistics for item 5 show a skewness = .880 and the kurtosis = -522 respectively.

Table 4.6.6. Descriptive statistics for ethical perspectives of employee's frequency distributions item 5.

If my boss asks me to do something unethical, I really won't have a choice about doing it or not					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	108	43.5	43.5	43.5
	Disagree	63	25.4	25.4	69.0
	Neutral	25	10.1	10.1	79.0
	Agree	30	12.1	12.1	91.1
	Strongly Agree	22	8.9	8.9	100.0
	Total	248	100.0	100.0	

Figure 4.6.5. histogram below shows that the question 5 is slightly skewed to the right as the mean (2.17) is higher than the median (2.00) as we see in table above.

Figure 4.6.5. Histogram distributions for ethical perspective of employees' item 5

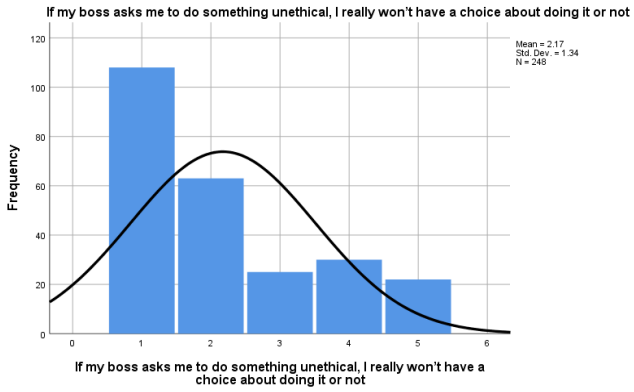


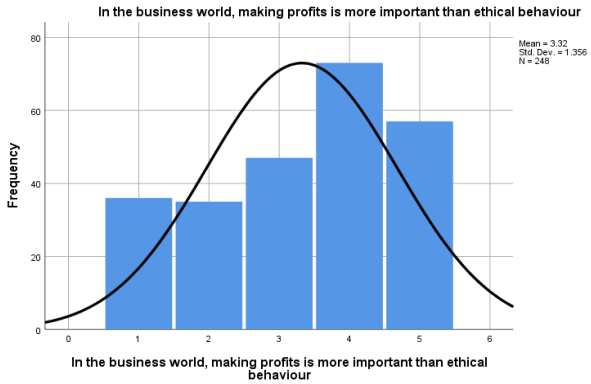
Table 4.6.7. below shows that amongst 248 respondents, 71 respondents (28.6%) disagreed, 130 respondents (52.4%) agreed and 47 respondents (19%) were neutral to the statement if in the business world, making profits is more important than ethical behaviour. However, the descriptive statistics for item 6 show a skewness = -.396 (negatively skewed) and the kurtosis = -1.047 respectively.

Table 4.6.7. Descriptive statistics for ethical perspectives of employee's frequency distributions item 6.

In the business world, making profits is more important than ethical behaviour					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	36	14.5	14.5	14.5
	Disagree	35	14.1	14.1	28.6
	Neutral	47	19.0	19.0	47.6
	Agree	73	29.4	29.4	77.0
	Strongly Agree	57	23.0	23.0	100.0
	Total	248	100.0	100.0	

Figure 4.6.6. histogram below shows that the question 6 is slightly skewed to the left as the mean (3.32) is lower than the median (4.00) as we see in table above.

Figure 4.6.6. Histogram distributions for ethical perspective of employees' item 6



The table above shows that amongst 248 respondents, 49 respondents (19.8%) disagreed, 178 respondents (71.8%) agreed and 21 respondents (8.5%) were neutral to the statement even if a company says, “customer satisfaction” is its major goal, making money is always more important”. However, the descriptive statistics for item 7 show a skewness = -.930 (negatively skewed) and the kurtosis = -215 respectively.

Table 4.6.8. Descriptive statistics for ethical perspectives of employee’s frequency distributions item 7.

Even if a company says “customer satisfaction” is its major goal, making money is always more important					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	21	8.5	8.5	8.5
	Disagree	28	11.3	11.3	19.8
	Neutral	21	8.5	8.5	28.2
	Agree	96	38.7	38.7	66.9
	Strongly Agree	82	33.1	33.1	100.0
	Total	248	100.0	100.0	

Figure 4.6.7. histogram below shows that the question 7 is slightly skewed to the left as the mean (3.77) is lower than the median (4.00) as we see in table above.

Figure 4.6.7. Histogram distributions for ethical perspective of employees’ item 7



Table 4.6.9. below shows a frequency distribution of the external factor's items used for this study. A total of 6 questions were analysed. The results are shown in the table below.

Table 4.6.9. Descriptive statistics for External Factors

Descriptive Statistics						
	Mean	Median	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Deterioration of the employee's moral code of behaviour	3.50	4.00	-.604	.155	-.121	.308
Deterioration of the industrial ethical climate	3.56	4.00	-.898	.155	.557	.308
Deterioration of the society's morality	3.75	4.00	-.909	.155	.697	.308
Indifferent or positive attitudes of the superiors towards unethical behaviour of subordinates	3.63	4.00	-.731	.155	.236	.308
Unethical behaviours of the co-workers	3.51	4.00	-.659	.155	-.267	.308
Unmet personal financial needs	3.65	4.00	-.842	.155	.485	.308

Table 4.6.10. below shows that amongst 248 respondents, 42 respondents (16.9%) disagreed, 142 respondents (57.2%) agreed and 64 respondents (25.8%) were neutral to the statement if deterioration of the employee's moral code of behaviour leads to unethical behaviour. However, the descriptive statistics for item 1 show a skewness = -.604 (negatively skewed) and the kurtosis = -.121 respectively.

Table 4.6.10. Descriptive statistics for external factor frequency distributions item 1.

Deterioration of the employee's moral code of behaviour					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	5.2	5.2	5.2
	Disagree	29	11.7	11.7	16.9
	Neutral	64	25.8	25.8	42.7
	Agree	105	42.3	42.3	85.1
	Strongly Agree	37	14.9	14.9	100.0
	Total	248	100.0	100.0	

Figure 4.6.8. histogram below shows that the question 1 is slightly skewed to the left as the mean (3.50) is lower than the median (4.00) as we see in table above.

Figure 4.6.8. Histogram distributions for external factor item 1.

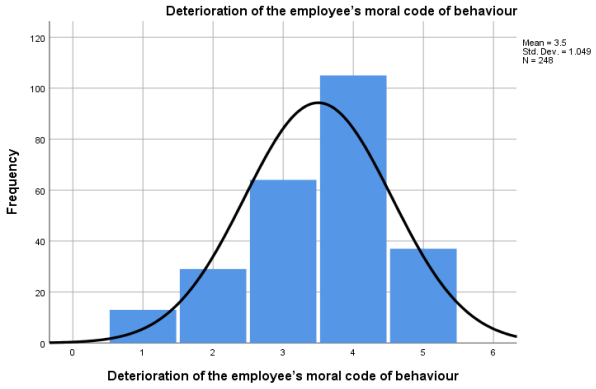


Table 4.6.11. below shows that amongst 248 respondents, 35 respondents (14.1%) disagreed, 159 respondents (64.1%) agreed and 54 respondents (21.8%) were neutral to the statement if deterioration of the industry ethical climate leads to unethical behaviour. However, the descriptive statistics for item 2 show a skewness = -.898 (negatively skewed) and the kurtosis = .557 respectively.

Table 4.6.11. Descriptive statistics for external factor frequency distributions item 2.

Deterioration of the industrial ethical climate					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	4.4	4.4	4.4
	Disagree	24	9.7	9.7	14.1
	Neutral	54	21.8	21.8	35.9
	Agree	132	53.2	53.2	89.1
	Strongly Agree	27	10.9	10.9	100.0
	Total	248	100.0	100.0	

Figure 4.6.9. histogram below shows that the question 2 is slightly skewed to the left as the mean (3.56) is lower than the median (4.00) as we see in table above.

Figure 4.6.9. Histogram distributions for external factor item 2.

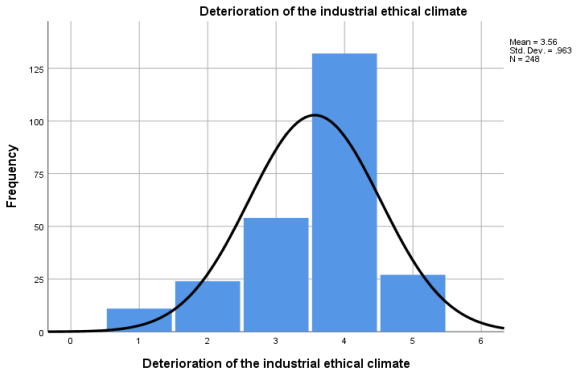


Table 4.6.12. below shows that amongst 248 respondents, 26 respondents (10.4%) disagreed, 170 respondents (68.6%) agreed and 52 respondents (21.0%) were neutral to the statement if deterioration of the society's morality leads to unethical behaviour. However, the descriptive statistics for item 3 show a skewness = -.909 (negatively skewed) and the kurtosis = .697 respectively.

Table 4.6.12. Descriptive statistics for external factor frequency distributions item 3.

Deterioration of the society's morality					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	4.4	4.4	4.4
	Disagree	15	6.0	6.0	10.5
	Neutral	52	21.0	21.0	31.5
	Agree	116	46.8	46.8	78.2
	Strongly Agree	54	21.8	21.8	100.0
	Total	248	100.0	100.0	

Figure 4.6.10. histogram below shows that the question 3 is slightly skewed to the left as the mean (3.75) is lower than the median (4.00) as we see in table above.

Figure 4.6.10. Histogram distributions for external factor item 3.

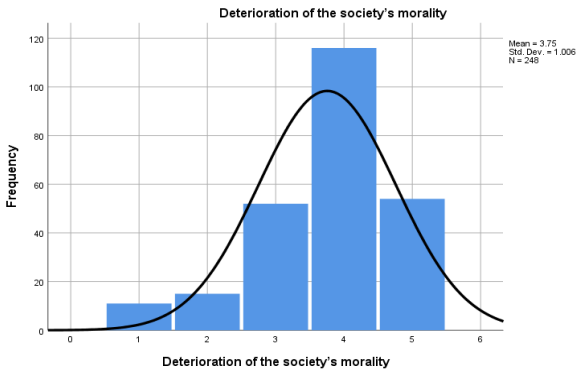


Table 4.6.13. below shows that amongst 248 respondents, 33 respondents (13.3%) disagreed, 157 respondents (63.3%) agreed and 58 respondents (23.4%) were neutral to the statement if Indifferent or positive attitudes of the superiors towards unethical behaviour of subordinates leads to unethical behaviour. However, the descriptive statistics for item 4 show a skewness = -.731(negatively skewed) and the kurtosis = .236 respectively.

Table 4.6.13. Descriptive statistics for external factor frequency distributions item 4.

Indifferent or positive attitudes of the superiors towards unethical behaviour of subordinates					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	4.0	4.0	4.0
	Disagree	23	9.3	9.3	13.3
	Neutral	58	23.4	23.4	36.7
	Agree	114	46.0	46.0	82.7
	Strongly Agree	43	17.3	17.3	100.0
	Total	248	100.0	100.0	

Figure 4.6.11. histogram below shows that the question 7 is slightly skewed to the left as the mean (3.63) is lower than the median (4.00) as we see in table above.

Figure 4.6.11. Histogram distributions for external factor item 4.

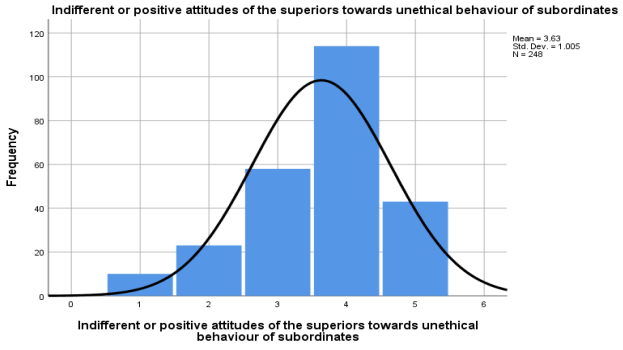


Table 4.6.14. below shows that amongst 248 respondents, 49 respondents (19.7%) disagreed, 151 respondents (60.9%) agreed and 48 respondents (19.4%) were neutral to the statement if unethical behaviours of the co-workers lead to unethical behaviour. However, the descriptive statistics for item 5 show a skewness = -.659(negatively skewed) and the kurtosis = -.267 respectively.

Table 4.6.14. Descriptive statistics for external factor frequency distributions item 5.

Unethical behaviours of the co-workers					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	14	5.6	5.6	5.6
	Disagree	35	14.1	14.1	19.8
	Neutral	48	19.4	19.4	39.1
	Agree	113	45.6	45.6	84.7
	Strongly Agree	38	15.3	15.3	100.0
	Total	248	100.0	100.0	

Figure 4.6.12. histogram below shows that the question 5 is slightly skewed to the left as the mean (3.51) is lower than the median (4.00) as we see in table above.

Figure 4.6.12. Histogram distributions for external factor item 5.

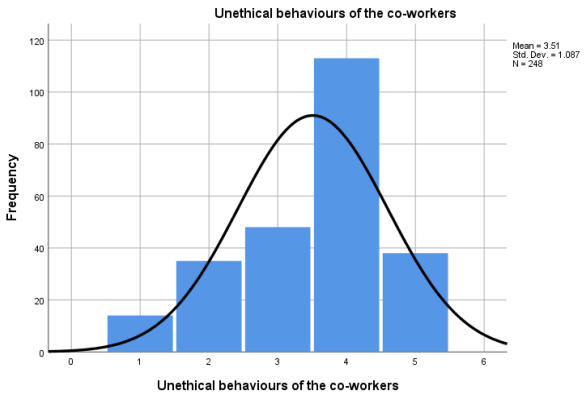


Table 4.6.15 below shows that amongst 248 respondents, 32 respondents (12.9%) disagreed, 164 respondents (66.1%) agreed and 52 respondents (21.0%) were neutral to the statement if unmet personal financial needs leads to unethical behaviour. However, the descriptive statistics for item 6 show a skewness = -.842(negatively skewed) and the kurtosis = .485 respectively.

Table 4.6.15. Descriptive statistics for external factor frequency distributions item 6.

Unmet personal financial needs					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	4.0	4.0	4.0
	Disagree	22	8.9	8.9	12.9
	Neutral	52	21.0	21.0	33.9
	Agree	124	50.0	50.0	83.9
	Strongly Agree	40	16.1	16.1	100.0
	Total	248	100.0	100.0	

Figure 4.6.13. histogram below shows that the question 6 is slightly skewed to the left as the mean (3.65) is lower than the median (4.00) as we see in table above.

Figure 4.6.13. Histogram distributions for external factor item 6.

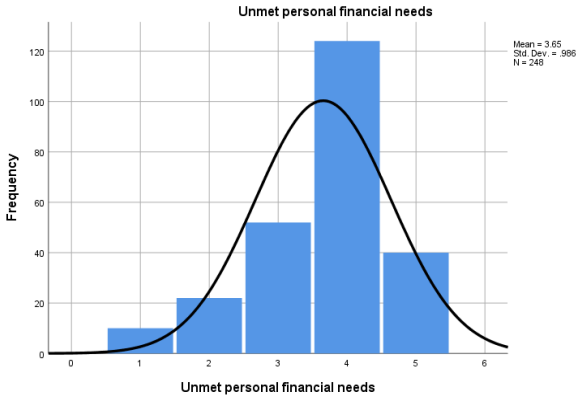


Table 4.6.16 below shows a frequency distribution of the organisational factor's items used for this study. A total of 4 questions were analysed. The results are shown in the table below.

Table 4.6.16. Descriptive statistics for Organisational Factors

Descriptive Statistics						
	Mean	Median	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
The company that acts ethically is an admired company	4.17	4.00	-1.391	.155	1.579	.308
Acting ethically will have long term benefits for the company	4.29	5.00	-1.701	.155	2.907	.308
The ethical company is a successful company	4.00	4.00	-1.108	.155	1.075	.308
The ethical company is a profitable company	3.75	4.00	-.544	.155	-.465	.308

Table 4.6.17. below shows that amongst 248 respondents, 22 respondents (8.8%) disagreed, 206 respondents (83.1%) agreed and 20 respondents (8.1%) were neutral to the statement if the company that acts ethically is an admired company. However, the descriptive statistics for item 1 show a skewness = -1.391 and the kurtosis = 1.579 respectively.

Table 4.6.17. Descriptive statistics for organisational factors frequency distributions item 1.

The company that acts ethically is an admired company					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	2.8	2.8	2.8
	Disagree	15	6.0	6.0	8.9
	Neutral	20	8.1	8.1	16.9
	Agree	92	37.1	37.1	54.0
	Strongly Agree	114	46.0	46.0	100.0
	Total	248	100.0	100.0	

Figure 4.6.14. histogram below shows that the question 1 is slightly skewed to the right as the mean (4.17) is higher than the median (4.00) as we see in table above

Figure 4.6.14. Histogram distributions for organisational factor item 1.

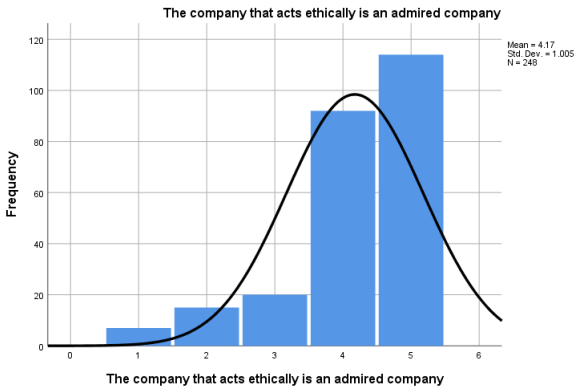


Table 4.6.18. below shows that amongst 248 respondents, 17 respondents (6.8%) disagreed, 217 respondents (87.5%) agreed and 14 respondents (5.6%) were neutral to the statement if acting ethical will have long tern benefits for the company. However, the descriptive statistics for item 2 show a skewness = -.1.701 and the kurtosis = 2.907 respectively.

Table 4.6.18. Descriptive statistics for organisational factors frequency distributions item 2.

Acting ethically will have long term benefits for the company					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	2.8	2.8	2.8
	Disagree	10	4.0	4.0	6.9
	Neutral	14	5.6	5.6	12.5
	Agree	89	35.9	35.9	48.4
	Strongly Agree	128	51.6	51.6	100.0
	Total	248	100.0	100.0	

Figure 4.6.15. histogram below shows that the question 2 is slightly skewed to the left as the mean (4.29) is lower than the median (5.00) as we see in table above.

Figure 4.6.15. Histogram distributions for organisational factor item 2.

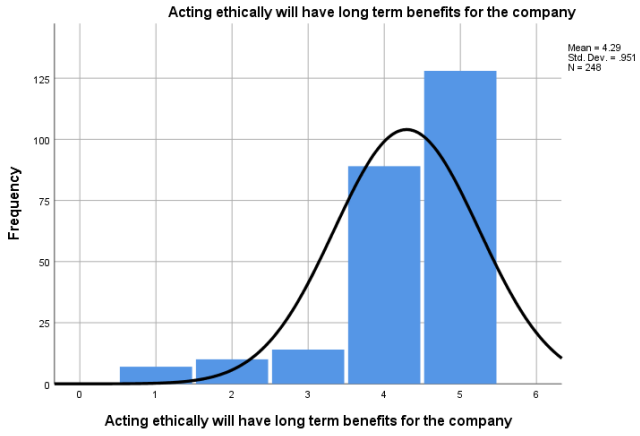


Table 4.6.19. below shows that amongst 248 respondents, 19 respondents (7.6%) disagreed, 188 respondents (75.8%) agreed and 41 respondents (16.5%) were neutral to the statement if the ethical company is a successful company. However, the descriptive statistics for item 3 show a skewness = -1.108 and the kurtosis = 1.075 respectively.

Table 4.6.19. Descriptive statistics for organisational factors frequency distributions item 3.

The ethical company is a successful company					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	3.6	3.6	3.6
	Disagree	10	4.0	4.0	7.7
	Neutral	41	16.5	16.5	24.2
	Agree	99	40.0	39.9	64.1
	Strongly Agree	89	35.9	35.9	100.0
	Total	248	100.0	100.0	

Figure 4.6.16. histogram below shows that the question 3 is a normal distribution as the mean (4.00) is same as the median (4.00) as we see in table above.

Figure 4.6.16. Histogram distributions for organisational factor item 3.

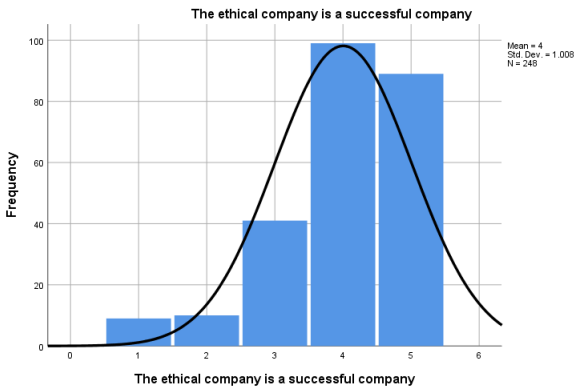


Table 4.6.20. below shows that amongst 248 respondents, 34 respondents (13.7%) disagreed, 153 respondents (61.7%) agreed and 61 respondents (24.6%) were neutral to the statement if the ethical company is a profitable company. However, the descriptive statistics for item 4 show a skewness = -.544 and the kurtosis = -.465 respectively.

Table 4.6.20. Descriptive statistics for organisational factors frequency distributions item 4.

The ethical company is a profitable company					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	2.8	2.8	2.8
	Disagree	27	10.9	10.9	13.7
	Neutral	61	24.6	24.6	38.3
	Agree	80	32.3	32.3	70.6
	Strongly Agree	73	29.4	29.4	100.0
	Total	248	100.0	100.0	

Figure 4.6.17. histogram below shows that the question 4 is slightly skewed to the left as the mean (3.75) is lower than the median (4.00) as we see in table above.

Figure 4.6.17. Histogram distributions for organisational factor item 4.

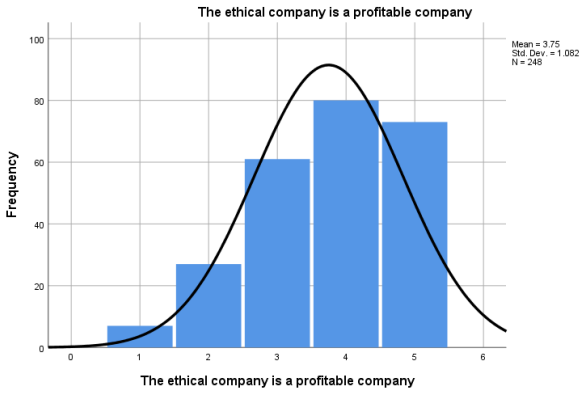


Table 4.6.21. below shows a frequency distribution of the individual factor's items used for this study. A total of 11 questions were analysed. The results are shown in the table below.

Table 4.6.21. Descriptive statistics for Individual Factors

Descriptive Statistics						
	Mean	Median	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Not reporting co-workers' violations of ethical regulations to management	3.29	3.50	-.448	.155	-.667	.308
Doing personal business during working hours	3.25	4.00	-.524	.155	-.762	.308
Inventing some excuse for not coming to work	3.29	4.00	-.499	.155	-1.036	.308
Using office supplies and material for personal use	3.37	4.00	-.571	.155	-.789	.308
Taking extra personal time (longer breaks, longer lunch hours, late arrival, early departure)	3.37	4.00	-.562	.155	-.905	.308
(Managers) Discriminating job applicants based on their gender, personal relationship, etc.	3.41	4.00	-.575	.155	-.874	.308

(Managers) engaging in deceptive advertising and sales techniques	3.39	4.00	-.584	.155	-.945	.309
Accepting bribes in exchange for preferential treatment	3.37	4.00	-.515	.155	-1.142	.308
(Managers) Abuse of environmental protection laws and using polluting production methods	3.28	4.00	-.470	.155	-1.104	.308
Falsifying company reports	3.25	4.00	-.405	.155	-1.199	.308
Have you ever done anything unethical	2.56	3.00	.244	.155	-1.238	.308

Table 4.6.22. below shows that amongst 248 respondents, 61 respondents (24.6%) disagreed, 124 respondents (50%) agreed and 63 respondents (25.4%) were neutral to the statement if not reporting co-workers' violations of ethical regulations to management. However, the descriptive statistics for item 1 show a skewness = -.448 (negatively skewed) and the kurtosis = -.667 respectively.

Table 4.6.22. Descriptive statistics for individual factors frequency distributions item 1.

Not reporting co-workers' violations of ethical regulations to management					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	27	10.9	10.9	10.9
	Disagree	34	13.7	13.7	24.6
	Neutral	63	25.4	25.4	50.0
	Agree	88	35.5	35.5	85.5
	Strongly Agree	36	14.5	14.5	100.0
	Total	248	100.0	100.0	

Figure 4.6.18. histogram below shows that the question 1 is slightly skewed to the left as the mean (3.29) is lower than the median (3.50) as we see in table above.

Figure 4.6.18. Histogram distributions for individual factor item 1.

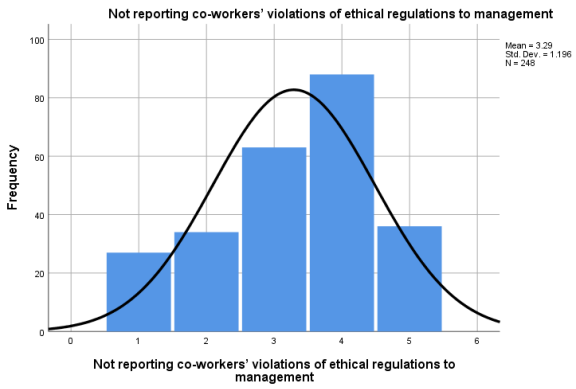


Table 4.6.23 below shows that amongst 248 respondents, 65 respondents (26.2%) disagreed, 130 respondents (52.4%) agreed and 53 respondents (21.4%) were neutral to the statement of doing personal business during working hours. However, the descriptive statistics for item 2 show a skewness = -.524 (negatively skewed) and the kurtosis = -.762 respectively.

Table 4.6.23. Descriptive statistics for individual factors frequency distributions item 2.

Doing personal business during working hours					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	35	14.1	14.1	14.1
	Disagree	30	12.1	12.1	26.2
	Neutral	53	21.4	21.4	47.6
	Agree	98	39.5	39.5	87.1
	Strongly Agree	32	12.9	12.9	100.0
	Total	248	100.0	100.0	

Figure 4.6.19. histogram below shows that the question 2 is slightly skewed to the left as the mean (3.25) is lower than the median (4.00) as we see in table above.

Figure 4.6.19. Histogram distributions for individual factor item 2.

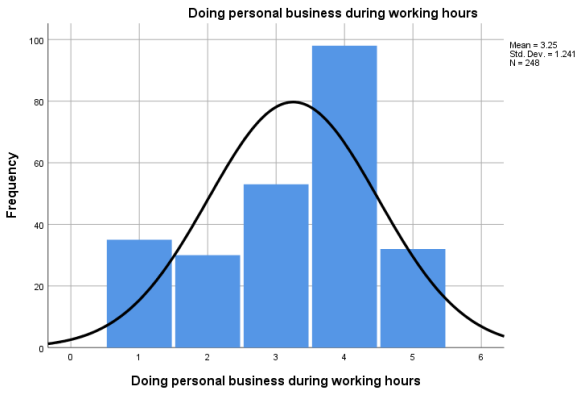


Table 4.6.24. below shows that amongst 248 respondents, 75 respondents (30.2%) disagreed, 143 respondents (57.6%) agreed and 30 respondents (12.1%) were neutral to the statement of inventing some excuse for not coming to work. However, the descriptive statistics for item 3 show a skewness = -.499 (negatively skewed) and the kurtosis = -.1036 respectively.

Table 4.6.24. Descriptive statistics for individual factors frequency distributions item 3.

Inventing some excuse for not coming to work					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	40	16.1	16.1	16.1
	Disagree	35	14.1	14.1	30.2
	Neutral	30	12.1	12.1	42.3
	Agree	98	39.5	39.5	81.9
	Strongly Agree	45	18.1	18.1	100.0
	Total	248	100.0	100.0	

Figure 4.6.20. histogram below shows that the question 3 is slightly skewed to the left as the mean (3.29) is lower than the median (4.00) as we see in table above.

Figure 4.6.20. Histogram distributions for individual factor item 3.

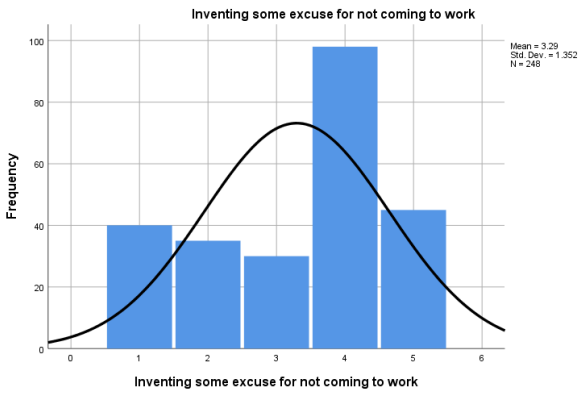


Table 4.6.25. below shows that amongst 248 respondents, 64 respondents (25.8%) disagreed, 143 respondents (57.6%) agreed and 41 respondents (16.5%) were neutral to the statement of using office supplies and material for personal use. However, the descriptive statistics for item 4 show a skewness = -.571 (negatively skewed) and the kurtosis = -.789 respectively.

Table 4.6.25. Descriptive statistics for individual factors frequency distributions item 4.

Using office supplies and material for personal use					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	33	13.3	13.3	13.3
	Disagree	31	12.5	12.5	25.8
	Neutral	41	16.5	16.5	42.3
	Agree	97	39.1	39.1	81.5
	Strongly Agree	46	18.5	18.5	100.0
	Total	248	100.0	100.0	

Figure 4.6.21. histogram below shows that the question 4 is slightly skewed to the left as the mean (3.37) is lower than the median (4.00) as we see in table above.

Figure 4.6.21. Histogram distributions for individual factor item 4.

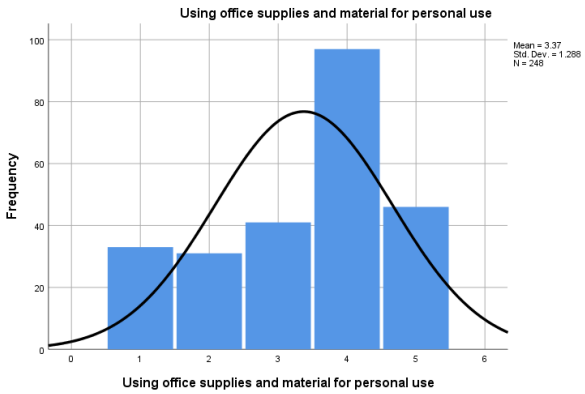


Table 4.6.26. below shows that amongst 248 respondents, 67 respondents (27%) disagreed, 145 respondents (58.5%) agreed and 36 respondents (14.5%) were neutral to the statement of taking extra personal time (longer breaks, longer lunch hours, late arrival, early departure). However, the descriptive statistics for item 5 show a skewness = -.562 (negatively skewed) and the kurtosis = -.905 respectively.

Table 4.6.26. Descriptive statistics for individual factors frequency distributions item 5.

Taking extra personal time (longer breaks, longer lunch hours, late arrival, early departure)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	38	15.3	15.3	15.3
	Disagree	29	11.7	11.7	27.0
	Neutral	36	14.5	14.5	41.5
	Agree	94	37.9	37.9	79.4
	Strongly Agree	51	20.6	20.6	100.0
	Total	248	100.0	100.0	

Figure 4.6.22. histogram below shows that the question 5 is slightly skewed to the left as the mean (3.37) is lower than the median (4.00) as we see in table above.

Figure 4.6.22. Histogram distributions for individual factor item 5.

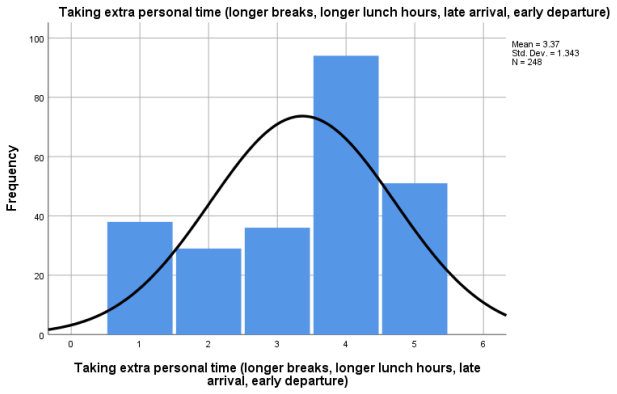


Table 4.6.27. shows that amongst 248 respondents, 61 respondents (10.4%) disagreed, 142 respondents (57.3%) agreed and 45 respondents (18.1%) were neutral to the statement of (managers) discriminating job applicants based on their gender, personal relationship, etc. However, the descriptive statistics for item 6 show a skewness = -.575 (negatively skewed) and the kurtosis = -.874 respectively.

Table 4.6.27. Descriptive statistics for individual factors frequency distributions item 6.

(Managers) Discriminating job applicants based on their gender, personal relationship, etc.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	40	16.1	16.1	16.1
	Disagree	21	8.5	8.5	24.6
	Neutral	45	18.1	18.1	42.7
	Agree	82	33.1	33.1	75.8
	Strongly Agree	60	24.2	24.2	100.0
	Total	248	100.0	100.0	

Figure 4.6.23. histogram below shows that the question 6 is slightly skewed to the left as the mean (3.41) is lower than the median (4.00) as we see in table above.

Figure 4.6.23. Histogram distributions for individual factor item 6.

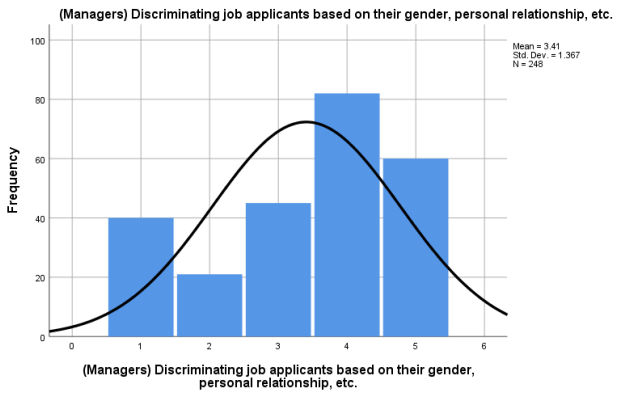


Table 4.6.28. below shows that amongst 248 respondents, 66 respondents (26.6%) disagreed, 148 respondents (63.3%) agreed and 34 respondents (13.7%) were neutral to the statement of (managers) engaging in deceptive advertising and sales techniques. However, the descriptive statistics for item 7 show a skewness = -.470 (negatively skewed) and the kurtosis = -1.104 respectively.

Table 4.6.28. Descriptive statistics for individual factors frequency distributions item 7.

(Managers) engaging in deceptive advertising and sales techniques					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	42	16.9	16.9	16.9
	Disagree	24	9.7	9.7	26.6
	Neutral	34	13.7	13.7	40.3
	Agree	90	36.3	36.3	76.6
	Strongly Agree	58	23.4	23.4	100.0
	Total	248	100.0	100.0	

Figure 4.6.24. histogram below shows that the question 7 is slightly skewed to the left as the mean (3.39) is lower than the median (4.00) as we see in table above.

Figure 4.6.24. Histogram distributions for individual factor item 7.

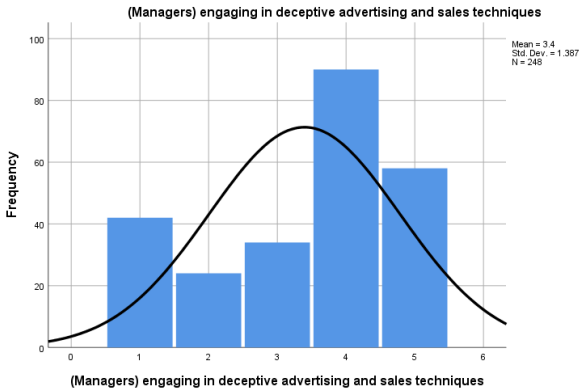


Table 4.6.29. below shows that amongst 248 respondents, 72 respondents (29.1%) disagreed, 145 respondents (58.5%) agreed and 31 respondents (12.5%) were neutral to the statement of accepting bribes in exchange for preferential treatment. However, the descriptive statistics for item 8 show a skewness = -.515 (negatively skewed) and the kurtosis = -1.142 respectively.

Table 4.6.29. Descriptive statistics for individual factors frequency distributions item 8.

Accepting bribes in exchange for preferential treatment					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	48	19.4	19.4	19.4
	Disagree	24	9.6	9.7	29.0
	Neutral	31	12.5	12.5	41.5
	Agree	78	31.5	31.5	73.0
	Strongly Agree	67	27.0	27.0	100.0
	Total	248	100.0	100.0	

Figure 4.6.25. histogram below shows that the question 8 is slightly skewed to the left as the mean (3.37) is lower than the median (4.00) as we see in table above.

Figure 4.6.25. Histogram distributions for individual factor item 8.

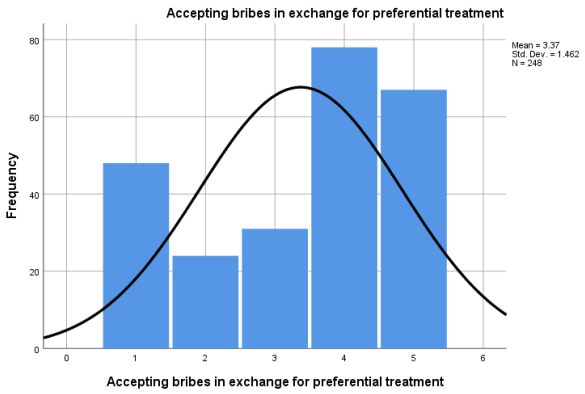


Table 4.6.30. below shows that amongst 248 respondents, 75 respondents (30.2%) disagreed, 140 respondents (56.5%) agreed and 33 respondents (13.3%) were neutral to the statement of (managers) abuse of environmental protection laws and using polluting production methods. However, the descriptive statistics for item 9 show a skewness = -.470 (negatively skewed) and the kurtosis = -1.104 respectively.

Table 4.6.30. Descriptive statistics for individual factors frequency distributions item 9.

(Managers) Abuse of environmental protection laws and using polluting production methods					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	45	18.1	18.1	18.1
	Disagree	30	12.1	12.1	30.2
	Neutral	33	13.3	13.3	43.5
	Agree	90	36.3	36.3	79.8
	Strongly Agree	50	20.2	20.2	100.0
	Total	248	100.0	100.0	

Figure 4.6.26. histogram below shows that the question 4 is slightly skewed to the left as the mean (3.28) is lower than the median (4.00) as we see in table above.

Figure 4.6.26. Histogram distributions for individual factor item 9.

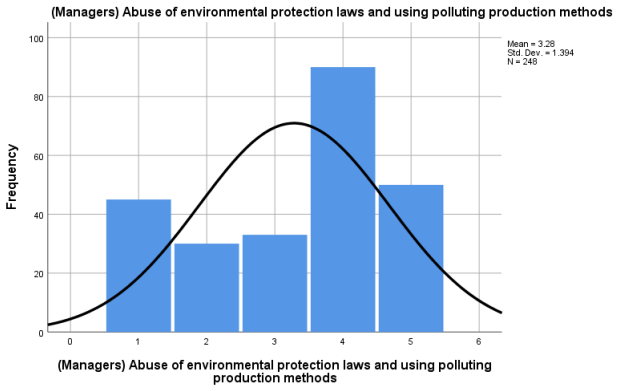


Table 4.6.31. below shows that amongst 248 respondents, 75 respondents (30.3%) disagreed, 132 respondents (5302%) agreed and 41 respondents (16.5%) were neutral to the statement of falsifying company reports. However, the descriptive statistics for item 10 show a skewness = -.405 (negatively skewed) and the kurtosis = -1.199 respectively.

Table 4.6.31. Descriptive statistics for individual factors frequency distributions item 10.

Falsifying company reports					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	52	21.0	21.0	21.0
	Disagree	23	9.3	9.3	30.2
	Neutral	41	16.5	16.5	46.8
	Agree	76	30.6	30.6	77.4
	Strongly Agree	56	22.6	22.6	100.0
	Total	248	100.0	100.0	

Figure 4.6.27. histogram below shows that the question 10 is slightly skewed to the left as the mean (3.25) is lower than the median (4.00) as we see in table above.

Figure 4.6.27. Histogram distributions for individual factor item 10.

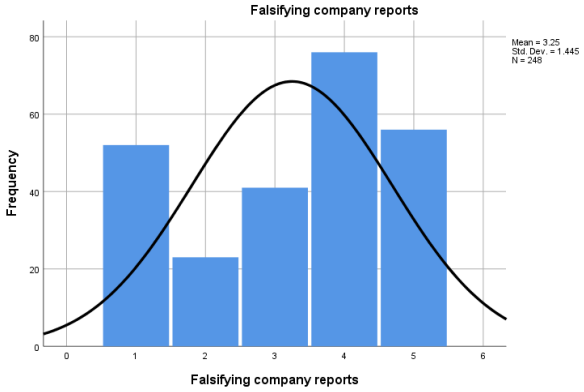


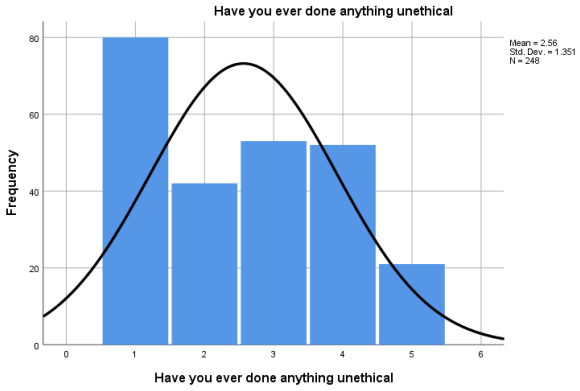
Table 4.6.32. below shows that amongst 248 respondents, 122 respondents (49.2%) disagreed, 73 respondents (29.5%) agreed and 53 respondents (21.4%) were neutral to the statement of have you ever done anything unethical. However, the descriptive statistics for item 11 show a skewness = .244 (negatively skewed) and the kurtosis = -1.238 respectively.

Table 4.6.32. Descriptive statistics for individual factors frequency distributions item 11.

Have you ever done anything unethical					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	80	32.3	32.3	32.3
	Disagree	42	16.9	16.9	49.2
	Neutral	53	21.4	21.4	70.6
	Agree	52	21.0	21.0	91.5
	Strongly Agree	21	8.5	8.5	100.0
	Total	248	100.0	100.0	

Figure 4.6.28. histogram below shows that the question 11 is slightly skewed to the left as the mean (2.56) is lower than the median (3.00) as we see in table above.

Figure 4.6.28. Histogram distributions for individual factor item 11.



4.7. Correlation Analysis

Correlation analysis was conducted to assess if there was a likelihood of multicollinearity. The results are shown below in the Table 4.7.1. below.

Table 4.7.1. Kendall's Correlation Result

Correlations					
		Ethical Perspectives of Employees	External Factors	Organisational Factors	Individual Factors
Ethical Perspectives of Employees	Pearson Correlation	1	.342**	.026	.305**
	Sig. (2-tailed)		**.000**	.682	**.000**
	N	247	247	247	246
External Factors	Pearson Correlation	.342**	1	.019	.477**
	Sig. (2-tailed)	**.000**		.765	**.000**
	N	247	248	248	247
Organisational Factors	Pearson Correlation	.026	.019	1	-.012
	Sig. (2-tailed)	.682	.765		.855
	N	247	248	248	247
Individual Factors	Pearson Correlation	.305**	.477**	-.012	1
	Sig. (2-tailed)	**.000**	**.000**	.855	
	N	246	247	247	247
**. Correlation is significant at the 0.01 level (2-tailed).					

Table 4.7.1shows that the Pearson r for the correlation between ethical perspectives of employees and external factors is 0.000 which indicates a strong positive linear relationship between the two variables. Also, the correlation between ethical perspectives of employees and individual factors is highly significant in the table below with a Pearson r of 0.000. However,

according to the table, the correlation between ethical perspectives of employees and organisational factors is non-significant. The highlighted numbers indicate level of significance in the table above.

This study adopted the Kendall's coefficient correlation. Kendall correlation is a non-parametric test that measures the strength of dependence between two variables (Helwig, 2017). According to the above data when considering Kendall's, it can be said that ethical perspectives of employees and external factors is significant at both .01 and .05 level of significant. Thus, we fail to reject the null hypothesis which states that external factors (environment, economic condition and government legislation) have a significant influence on ethical perspectives of employees. Also, it can be said that ethical perspectives of employees and individual factors is significant at both .01 and .05 level of significant, therefore we fail to reject the null the null hypothesis which states that individual factor (attitude, peer influences, ego, values and believe) have a significant influence on ethical perspectives of employees. However, it can be said that ethical perspectives of employees and organisational factors is non-significant at both .01 and .05 level of significant. Thus, we reject the null hypothesis as there is sufficient evidence to conclude in favour of the alternative hypothesis which state that organisational factors (code of conduct, organisational culture and work environment) do not have a significant influence on ethical perspectives of employees.

4.8. Regression Analysis

Regression analysis is a consistent method of detecting which variable have a contributing effect on a topic of interest. The process of conducting a regression analysis helps researchers to confidentially conclude which factors is more significant, which factors can be ignored, and how these factors impact each other (Lani, 2018).

The model summary in Table 4.8.1. below shows the R square, adjusted R square and the standard error of the estimate which can be used to determine how well the regression model fits the data. The R square in the Table is 0.143 and the adjusted R square is 0.132, therefore we can say that 0.132 taken as a set, the predictors individual factors, organisational factors and external factors account for 13.2% of the variance in ethical perspective of employees.

Table 4.8.1. Model Summary Result for Multiple Regression – Ethical perspective of employees (Dependent Variable)

Model Summary									
					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.378[a]	.143	.132	5.380	.143	13.455	3	242	.000
a. Predictors: (Constant), Individual Factors, Organisational Factors, External Factors									

The ANOVA table 4.8.2. below shows that independent variables (individual factors, organisational factors and external factors) statistically and significantly predict the dependent variable (ethical perspectives of employees).

Table 4.8.2. ANOVA analysis on predictors and dependent variable

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1168.384	3	389.461	13.455	.000[b]
	Residual	7004.689	242	28.945		
	Total	8173.073	245			
a. Dependent Variable: Ethical Perspective of Employees						
b. Predictors: (Constant), Individual Factors, Organisational Factors, External Factors						

Table 4.8.3 show the unstandardized coefficients which indicate how much ethical perspectives varies with an independent variable such as external factors, organisational factors and individual factors when all other factors remain constant. Therefore, for everyone unit increase in external factors, organisational factors and individual factors, ethical perspectives of employees increase by 0.326, 0.040 and 0.092 respectively. The following multiple linear regression equation indicates the parameter estimates in relation to the dependent variable (ethical perspectives of employees).

Y (ethical perspectives of employees) = 11.634 + (0.326 x external factor) + (0.040 x organisational factors) + (0.092 x individual factors).

Table 4.8.3. Coefficients

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.634	2.404		4.840	.000
	External Factors	.326	.088	.252	3.725	.000
	Organisational Factors	.040	.105	.023	.383	.702
	Individual Factors	.092	.034	.185	2.730	.007
a. Dependent Variable: Ethical Perspective of Employees						

4.8.1. Linear regression – External Factors

The following hypothesis was formulated with regards to external factors and ethical perspectives of employees:

H_0: There is no positive relationship between external factors (environment, economic condition and government legislation) and ethical perspectives of employees.

H_1: There is a positive relationship between external factors (environment, economic condition and government legislation) and ethical perspectives of employees.

The model summary (Table 4.8.1.1) for external factors show the R square value of 0.117 and an adjusted R square value of 0.114, thus 11.4% of the variance is explained by the regression line.

Table 4.8.1.1. Model Summary for External factors

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.342[a]	.117	.114	5.450	.117	32.519	1	245	.000
a. Predictors: (Constant), External Factors									

The ANOVA table 4.8.1.2. below shows the effect of external factors on the ethical perspectives of employees. The result indicates that there is a positive significant relationship

between the external factors and ethical perspectives of employees. Thus, the null hypothesis is rejected in favour of the alternative hypothesis.

Table 4.8.1.2. ANOVA Test result for external factors

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	965.862	1	965.862	32.519	.000[b]
	Residual	7276.915	245	29.702		
	Total	8242.777	246			
a. Dependent Variable: Ethical Perspective of Employees						
b. Predictors: (Constant), External Factors						

4.8.2. Linear regression – Organisational Factors

The following hypothesis was formulated with regards to organisational factors and ethical perspectives of employees:

H_0: There is no positive contribution between organisational factors (code of conduct, organisational culture and work environment) and ethical perspectives of employees.

H_1: There is a positive contribution between organisational factors (code of conduct, organisational culture and work environment) and ethical perspectives of employees.

The model summary table 4.8.2.1. below for organisational factors show the R square value of 0.001 and an adjusted R square value of -0.003, thus less than 1% of the variance is explained by the regression line.

Table 4.8.2.1. Model Summary for organisational factors

Model Summary									
					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.026[a]	.001	-.003	5.798	.001	.169	1	245	.682
a. Predictors: (Constant), Organisational Factors									

The ANOVA table 4.8.2.2. below shows the effect of organisational factors on the ethical perspectives of employees. The result indicates that there is no positive significant contribution

between the organisational factors and ethical perspectives of employees. Thus, we fail to reject the null hypothesis.

Table 4.8.2.2. ANOVA Test result for organisational factors

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.669	1	5.669	.169	.682[b]
	Residual	8237.108	245	33.621		
	Total	8242.777	246			
a. Dependent Variable: Ethical Perspective of Employees						
b. Predictors: (Constant), Organisational Factors						

4.8.3. Linear regression – Individual Factors

The following hypothesis was formulated with regards to individual factors and ethical perspectives of employees:

H_0: There is no positive impact between individual factors (attitude, peer influences, ego, values and believe) and ethical perspectives of employees.

H_1: There is a positive impact between individual factors (attitude, peer influences, ego, values and believe) and ethical perspectives of employees.

The model summary in table 4.8.3.1. below for individual factors show the R square value of 0.093 and an adjusted R square value of 0.089, thus 8.9% of the variance is explained by the regression line.

Table 4.8.3.1. Model Summary for individual factors

Model Summary									
					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.305[a]	.093	.089	5.512	.093	25.014	1	244	.000
a. Predictors: (Constant), Individual Factors									

The ANOVA table 4.8.3.2. below shows the effect of individual factors on the ethical perspectives of employees. The result indicates that there is a positive significant impact

between the individual factors and ethical perspectives of employees. Thus, the null hypothesis is rejected in favour of the alternative hypothesis.

Table 4.8.3.2. ANOVA Test result for individual factors

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	759.966	1	759.966	25.014	.000[b]
	Residual	7413.107	244	30.382		
	Total	8173.073	245			
a. Dependent Variable: Ethical Perspective of Employees						
b. Predictors: (Constant), Individual Factors						

4.9. Moderation

A moderator variable states the circumstances under which a given predictor is related to an outcome. Moderation analysis explains when there is a relationship between the independent variable and the dependent variable. Moderation shows an interaction effect, where the introduction of a moderating variable can result to changes in the direction and consequences of the relationship between the independent and dependent variable (Hayes, 2015). In measuring moderation effect, in order to determine if there exist a significant impact in the interaction between variables, the **P** value should be less than the level of significance (0.1=10%) (Helm & Mark, 2010). The moderation analysis for the study is done using a clear statistical model for solving moderation known as "Process analysis version 3.2." developed by Andrew F. Hayes.

4.9.1. External factors and ethical perspective of employee's moderated by age.

The following hypothesis was formulated with regards to external factors and ethical perspectives of employees moderated by age:

H_0: There is no positive relationship between external factors and ethical perspectives of employee's when age is a moderator variable.

H_1: There is a positive relationship between external factors and ethical perspectives of employee's when age is a moderator variable.

Model: 1

Y: Ethical Perspectives of Employee's (Dependent Variable)

X: External Factors (Independent variable)

W: Age (Moderator variable)

The model summary in table 4.9.1.1. below for external factors/age show the R square value of 0.38 and an adjusted R square value of 0.15, thus 15% of the variance is explained by the regression line.

Table 4.9.1.1. Model Summary for External factors / Age

R	R-sq	MSE	F	df1	df2	p
0.38	0.15	28.98	13.80	3.00	243.00	0.00

Table 4.9.1.2. below shows the interaction effect between external factors and ethical perspectives of employee's moderated by age. The result indicates that there is a positive significant impact at 5% level of significant (p value 0.02 < 0.05). Thus, the null hypothesis is rejected in favour of the alternative hypothesis. In conclusion, there is a positive relationship between external factors and ethical perspectives of employee's when age is a moderator variable.

Table 4.9.1.2. Interaction effect between external factors and ethical perspectives of employee's moderated by age.

Model	coeff	se	t	p	LLCI	ULCI
Constant	1.19	5.88	0.20	**0.84**	-10.40	12.77
External F	1.06	0.27	3.98	**0.00**	0.54	1.59
Age	4.19	2.02	2.07	**0.04**	0.21	8.18
Int_1	-0.22	0.09	-2.38	**0.02**	-0.40	-0.04
Product terms key: Int_1: External factor x Age Dependent variable: Ethical perspectives of employee's						

4.9.2. Organisational factors and ethical perspective of employee's moderated by age.

The following hypothesis was formulated with regards to organisational factors and ethical perspectives of employees moderated by age:

H_0: There is no positive relationship between organisational factors and ethical perspectives of employee's when age is a moderator variable.

H_1: There is a positive relationship between organisational factors and ethical perspectives of employee's when age is a moderator variable.

Model: 1

Y: Ethical Perspective of Employee's (Dependent variable)

X: Organisational Factors (Independent variable)

W: Age (Moderator variable)

The model summary in table 4.9.2.1. below for organisational factors/age show the R square value of 0.07 and an adjusted R square value of 0.00, thus 0% of the variance is explained by the regression line.

Table 4.9.2.1. Model Summary for Organisational factors / Age

R	R-sq	MSE	F	df1	df2	p
0.07	0.00	33.77	0.36	3.00	243.00	0.78

Table 4.9.2.2. below shows the interaction effect between organisational factors and ethical perspectives of employee's moderated by age. The result indicates that there is no positive significant impact at 5% level of significant (p value 0.99 > 0.05). Thus, we fail to reject the null hypothesis. In conclusion, there is no positive relationship between organisational factors and ethical perspectives of employee's when age is a moderator variable.

Table 4.9.2.2. Interaction effect between organisational factors and ethical perspectives of employee's moderated by age.

Model	coeff	se	t	p	LLCI	ULCI
Constant	22.92	5.27	4.35	**0.00**	12.54	33.29
External F	0.05	0.33	0.15	**0.88**	-0.59	0.69
Age	-0.39	1.77	-0.22	**0.83**	-3.87	3.09
Int_1	0.00	0.11	0.02	**0.99**	-0.21	0.22
Product terms key: Int_1: Organisational factors x Age Dependent variable: Ethical perspectives of employee's						

4.9.3. Individual factors and ethical perspective of employee's moderated by age.

The following hypothesis was formulated with regards to individual factors and ethical

perspectives of employees moderated by age:

H_0: There is no positive relationship between individual factors and ethical perspectives of employee's when age is a moderator variable.

H_1: There is a positive relationship between individual factors and ethical perspectives of employee's when age is a moderator variable.

Model: 1

Y: Ethical Perspective of Employee's (Dependent variable)

X: Individual Factors (Independent variable)

W: Age (Moderator variable)

The model summary in table 4.9.3.1. below for individual factors/age show the R square value of 0.33 and an adjusted R square value of 0.11, thus 11% of the variance is explained by the regression line.

Table 4.9.3.1. Model Summary for Individual factor / Age

R	R-sq	MSE	F	df1	df2	p
0.33	0.11	30.09	9.86	3.00	242.00	0.00

Table 4.9.3.2. below shows the interaction effect between individual factors and ethical perspectives of employee's moderated by age. The result indicates that there is a positive significant impact at 10% level of significant (p value 0.07 < 0.10). Thus, the null hypothesis is rejected in favour of the alternative hypothesis. In conclusion, there is a positive relationship between individual factors and ethical perspectives of employee's when age is a moderator variable.

Table 4.9.3.2. Interaction effect between individual factors and ethical perspectives of employee's moderated by age.

Model	coeff	se	t	p	LLCI	ULCI
Constant	12.74	3.36	3.79	**0.00**	6.11	19.37
External F	0.31	0.09	3.38	**0.00**	0.13	0.49
Age	1.48	1.06	1.40	**0.16**	-0.60	3.57
Int_1	-0.05	0.03	-1.83	**0.07**	-0.11	0.00
Product terms key: Int_1: Individual factors x Age Dependent variable: Ethical perspectives of employee's						

4.9.4. External factors and ethical perspective of employee's moderated by gender.

The following hypothesis was formulated with regards to external factors and ethical perspectives of employees moderated by gender:

H_0: There is no positive relationship between external factors and ethical perspectives of employee's when gender is a moderator variable.

H_1: There is a positive relationship between external factors and ethical perspectives of employee's when gender is a moderator variable.

Model: 1

Y: Ethical Perspectives of Employee's (Dependent Variable)

X: External Factors (Independent variable)

W: Gender (Moderator variable)

The model summary in table 4.9.4.1. below for external factors/gender show the R square value of 0.35 and an adjusted R square value of 0.12, thus 12% of the variance is explained by the regression line.

Table 4.9.4.1. Model Summary for External factors / Gender

R	R-sq	MSE	F	df1	df2	p
0.35	0.12	29.79	11.22	3.00	243.00	0.00

Table 4.9.4.2. below shows the interaction effect between external factors and ethical perspectives of employee's moderated by gender. The result indicates that there is no positive significant impact at 5% level of significant (p value 0.34 > 0.05). Thus, we fail to reject the null hypothesis. In conclusion, there is no positive relationship between external factors and ethical perspectives of employee's when gender is a moderator variable.

Table 4.9.4.2. Interaction effect between external factors and ethical perspectives of employee's moderated by gender.

Model	coeff	se	t	P	LLCI	ULCI
Constant	7.79	6.54	1.19	**0.24**	-5.10	20.67
External F	0.72	0.30	2.42	**0.2**	0.13	1.30
Age	3.10	3.73	0.83	**0.41**	-4.25	10.45
Int_1	-0.16	0.17	-0.96	**0.34**	-0.49	0.17
Product terms key: Int_1: External factors x Gender Dependent variable: Ethical perspectives of employee's						

4.9.5. Organisational factors and ethical perspective of employee's moderated by gender.

The following hypothesis was formulated with regards to organisational factors and ethical perspectives of employees moderated by gender:

H_0: There is no positive relationship between organisational factors and ethical perspectives of employee's when gender is a moderator variable.

H_1: There is a positive relationship between organisational factors and ethical perspectives of employee's when gender is a moderator variable.

Model: 1

Y: Ethical Perspective of Employee's (Dependent variable)

X: Organisational Factors (Independent variable)

W: gender (Moderator variable)

The model summary in table 4.9.5.1. below for organisational factors/gender show the R square value of 0.05 and an adjusted R square value of 0.00, thus 0% of the variance is explained by the regression line.

Table 4.9.5.1. Model Summary for Organisational factors / Gender

R	R-sq	MSE	F	df1	df2	p
0.05	0.00	33.82	0.24	3.00	243.00	0.86

Table 4.9.5.2 shows the interaction effect between organisational factors and ethical perspectives of employee's moderated by gender. The result indicates that there is no positive significant impact at 5% level of significant (p value 0.78 > 0.05). Thus, we fail to reject the null hypothesis. In conclusion, there is no positive relationship between organisational factors and ethical perspectives of employee's when gender is a moderator variable.

Table 4.9.5.2. Interaction effect between organisational factors and ethical perspectives of employee's moderated by gender.

Model	coeff	se	t	P	LLCI	ULCI
Constant	21.05	5.98	3.52	**0.00**	9.27	32.83
External F	0.15	0.37	0.42	**0.68**	-0.57	0.88
Age	0.50	3.77	0.13	**0.90**	-6.92	7.91
Int_1	-0.06	0.23	-0.28	**0.78**	-0.51	0.39
Product terms key: Int_1: Organisational factors x Gender Dependent variable: Ethical perspectives of employee's						

4.9.6. Individual factors and ethical perspective of employee's moderated by gender.

The following hypothesis was formulated with regards to individual factors and ethical perspectives of employees moderated by gender:

H_0: There is no positive relationship between individual factors and ethical perspectives of employee's when gender is a moderator variable.

H_1: There is a positive relationship between individual factors and ethical perspectives of employee's when gender is a moderator variable.

Model: 1

Y: Ethical Perspective of Employee's (Dependent variable)

X: Individual Factors (Independent variable)

W: Gender (Moderator variable)

The model summary in table 4.9.6.1. below for individual factors/gender shows the R square value of 0.31 and an adjusted R square value of 0.10, thus 10% of the variance is explained by the regression line.

Table 4.9.6.1. Model Summary for Individual factor / Gender

R	R-sq	MSE	F	df1	df2	p
0.31	0.10	30.51	8.63	3.00	242.00	0.00

Table 4.9.6.2. below shows the interaction effect between individual factors and ethical perspectives of employee's moderated by gender. The result indicates that there is no positive significant impact at 5% level of significant (p value 0.54 < 0.05). Thus, we fail to reject the null hypothesis. In conclusion, there is a no positive relationship between individual factors and ethical perspectives of employee's when gender is a moderator variable.

Table 4.9.6.2. Interaction effect between individual factors and ethical perspectives of employee's moderated by gender.

Model	coeff	se	t	P	LLCI	ULCI
Constant	15.75	4.20	3.75	**0.00**	7.48	24.02
External F	0.22	0.11	1.93	**0.05**	0.00	0.44
Age	0.84	2.43	0.35	**0.73**	-3.94	5.62
Int_1	-0.04	0.06	-0.61	**0.54**	-0.17	0.09
Product terms key: Int_1: Individual factors x Gender Dependent variable: Ethical perspectives of employee's						

CHAPTER 5

DISCUSSION OF THE FINDINGS

5. DISCUSSION OF THE FINDINGS

5.1. Introduction

This chapter discusses the results and conclusion of the study based on the analysed data and provides an understanding on whether the findings of this study are comparable to past studies as discussed in the literature review. This chapter focuses on the interpretation of the research results with regards to the research objectives, questions and the hypotheses.

5.2. Discussion of the results

Table 5.2. explains the results of all the tested hypotheses for this study.

Table 5.2. Hypotheses results.

NO	HYPOTHESIS	RESULT
1.	H_0: There is no positive relationship between external factors (environment, economic condition and government legislation) and ethical perspectives of employees. H_1: There is a positive relationship between external factors (environment, economic condition and government legislation) and ethical perspectives of employees.	significant
2.	H_0: There is no positive contribution between organisational factors (code of conduct, organisational culture and work environment) and ethical perspectives of employees. H_1: There is a positive contribution between organisational factors (code of conduct, organisational culture and work environment) and ethical perspectives of employees.	non-significant

3.	H_0: There is no positive impact between individual factors (attitude, peer influences, ego, values and believe) and ethical perspectives of employees. H_1: There is a positive impact between individual factors (attitude, peer influences, ego, values and believe) and ethical perspectives of employees.	significant
Demographic factors (age and gender) moderation hypothesis		
NO	HYPOTHESIS	RESULT
4a.	H_0: There is no positive relationship between external factors and ethical perspectives of employee's when age is a moderator variable. H_1: There is a positive relationship between external factors and ethical perspectives of employee's when age is a moderator variable.	significant
4b.	H_0: There is no positive relationship between organisational factors and ethical perspectives of employee's when age is a moderator variable. H_1: There is a positive relationship between organisational factors and ethical perspectives of employee's when age is a moderator variable.	non-significant
4c.	H_0: There is no positive relationship between individual factors and ethical perspectives of employee's when age is a moderator variable. H_1: There is a positive relationship between individual factors and ethical perspectives of employee's when age is a moderator variable.	significant
4d.	H_0: There is no positive relationship between external factors and ethical perspectives of employee's when gender is a moderator variable. H_1: There is a positive relationship between external factors and ethical perspectives of employee's when gender is a moderator variable.	non-significant

4e	H_0: There is no positive relationship between organisational factors and ethical perspectives of employee's when gender is a moderator variable. H_1: There is a positive relationship between organisational factors and ethical perspectives of employee's when gender is a moderator variable.	non-significant
4f	H_0: There is no positive relationship between individual factors and ethical perspectives of employee's when gender is a moderator variable. H_1: There is a positive relationship between individual factors and ethical perspectives of employee's when gender is a moderator variable.	non-significant

5.2.1. Hypothesis 1

Based on the result findings for the study, majority of the university employees (academic and non-academic) agreed that there is a positive significant relationship between the external factors and ethical perspectives of employees. Therefore, we can reject the null hypothesis which states that there is no positive relationship between external factors (environment, economic condition and government legislation) and ethical perspectives of employees at 5% level of significance and conclude that there is a positive relationship between external factors and ethical perspectives of employees. As discussed in this research report, the result of this study is related to several scholars' research findings in related study (Peterson, Rhoads & Vaught, 2001; Naude, 2015; McCabe, Trevino & Butterfield, 2010; Atakan, Burnaz & Topcu, 2007; Eleswed, 2017; Schwartz, 2017; Agarwal & Malloy, 2015; Geeta, Pooja & Mishra, 2016). According to their individual findings, their result confirms a significant relationship between the external factors and the ethical perspectives of employees.

5.2.2. Hypothesis 2

Based on the result findings for the study, majority of the university employees (academic and non-academic) agreed that there is no positive significant contribution between the organisational factors and ethical perspectives of employees. Thus, we fail to reject the null

hypothesis at 5% level of significance in conclusion that there is no positive significant contribution between the organisational factors and ethical perspectives of employees. As discussed in this research report, Somers (2001) study on the ethical codes of conduct and organisation suggest no significant relationship between the organisational factors and the ethical perspectives of employees. However, as discussed in this report several studies (Victor & Cullen, n.d.; Trevino, Butterfield & McCabe, 2015; Geeta, Pooja & Mishra, 2016; Atakan, Burnaz & Topcu, 2007; Eleswed, 2017; Whittier, Williams & Dewett, 2006; Schwartz, 2017; Church, Gaa, Nainar & Shehata, 2015; Bebi & Xhindi, 2017; Cezar & Adriana, 2012) findings proved otherwise maintaining a positive significant relationship between the organisational factors and the ethical perspectives of employees.

5.2.3. Hypothesis 3

Based on the result findings for the study, majority of the university employees (academic and non-academic) agreed that there is a positive significant impact between the individual factors and ethical perspectives of employees. Thus, the null hypothesis is rejected in favour of the alternative hypothesis at 5% level of significance and conclude that that there is a positive impact between individual factors (attitude, peer influences, ego, values and believe) and ethical perspectives of employees. As discussed in this research report, the result of this study is related to several scholars' research findings in related study (Jones & Kavanagh, n.d.; Eleswed, 2017; McCabe, Trevino & Butterfield, 2010; Geeta, Pooja & Mishra, 2016; Atakan, Burnaz & Topcu, 2007; Nill, 2015; Schwartz, 2017; Church, Gaa, Nainar & Shehata, 2015; Cezar & Adriana, 2012). According to their individual findings, their result confirms a significant relationship between the individual factors and the ethical perspectives of employees.

5.3. Testing for moderation

The study utilised Andrew Hayes test for moderation 'process analysis version 3.2' to analysis the moderation effect on the relationship between the dependent and independent variable. Below is the outcome of the moderators.

5.3.1. Hypothesis 4

Based on the result findings for the study, majority of the university employees (academic and non-academic) agreed that there is a positive significant impact relationship between external factors and ethical perspectives of employee's when age is a moderator. Thus, the null

hypothesis is rejected in favour of the alternative hypothesis at 5% level of significance. In conclusion, there is a positive significant impact relationship between external factors and ethical perspectives of employee's when age is a moderator. As discussed in this research report, the result of this study is related to several scholars' research findings in related study (Wilford & Wakunuma, 2014; Ahmadi & Ashrafjahani, 2011; Nikoomaram et al, 2013). According to their findings, their result confirms a significant relationship between the moderating factor age and the ethical perspectives of employees.

5.3.2. Hypothesis 4a

Based on the result findings for the study, majority of the university employees (academic and non-academic) agreed that there is no positive relationship between organisational factors and ethical perspectives of employee's when age is a moderator variable. Thus, we fail to reject the null hypothesis at 5% level of significance. In conclusion, there is no positive relationship between organisational factors and ethical perspectives of employee's when age is a moderator variable. As discussed in this research report, the result of this study is related to several scholars' research findings in related study (Davis, 2009; Ahmadi & Ashrafjahani, 2011; Valentine, 2009). According to their findings, their result confirms a significant relationship between the moderating factor age and the ethical perspectives of employees.

5.3.3. Hypothesis 4b

Based on the result findings for the study, majority of the university employees (academic and non-academic) agreed that there is a positive relationship between individual factors and ethical perspectives of employee's when age is a moderator variable. Thus, the null hypothesis is rejected in favour of the alternative hypothesis at 10% level of significance. In conclusion, there is a positive relationship between individual factors and ethical perspectives of employee's when age is a moderator variable. As discussed in this research report, the result of this study is related to several scholars' research findings in related study (Wilford & Wakunuma, 2014; Ahmadi & Ashrafjahani, 2011; Nikoomaram et al, 2013). According to their findings, their result confirms a significant relationship between the moderating factor age and the ethical perspectives of employees.

5.3.4. Hypothesis 4c

Based on the result findings for the study, majority of the university employees (academic and non-academic) agreed that there is no positive relationship between external factors and ethical

perspectives of employee's when gender is a moderator variable. Thus, we fail to reject the null hypothesis at 5% level of significance. In conclusion, there is no positive relationship between external factors and ethical perspectives of employee's when gender is a moderator variable. As discussed in this research report, the result of this study is related to several scholars' research findings in related study (Wilford & Wakunuma, 2014; Ahmadi & Ashrafjahani, 2011; Davis, 2009). According to their findings, their result confirms a significant relationship between the moderating factor gender and the ethical perspectives of employees.

5.3.5. Hypothesis 4d

Based on the result findings for the study, majority of the university employees (academic and non-academic) agreed that there is no positive relationship between organisational factors and ethical perspectives of employee's when gender is a moderator variable. Thus, we fail to reject the null hypothesis at 5% level of significance. In conclusion, there is no positive relationship between organisational factors and ethical perspectives of employee's when gender is a moderator variable. As discussed in this research report, the result of this study is related to several scholars' research findings in related study (Wilford & Wakunuma, 2014; Ahmadi & Ashrafjahani, 2011; Davis, 2009; Valentine, 2009). According to their findings, their result confirms a significant relationship between the moderating factor gender and the ethical perspectives of employees.

5.3.6. Hypothesis 4e

Based on the result findings for the study, majority of the university employees (academic and non-academic) agreed that there is no positive relationship between individual factors and ethical perspectives of employee's when gender is a moderator variable. Thus, we fail to reject the null hypothesis at 5% level of significance. In conclusion, there is no positive relationship between organisational factors and ethical perspectives of employee's when gender is a moderator variable. As discussed in this research report, the result of this study is related to several scholars' research findings in related study (Wilford & Wakunuma, 2014; Ahmadi & Ashrafjahani, 2011; Davis, 2009; Valentine, 2009). According to their findings, their result confirms a significant relationship between the moderating factor gender and the ethical perspectives of employees.

CHAPTER 6

CONCLUSION, LIMITATION AND RECOMMENDATIONS

6. CONCLUSION, LIMITATION AND RECOMMENDATIONS

6.1. Conclusion

This study identified significant positive associations by both external and individual factors and the ethical perspectives of employees at the university. This is not the case for organisational factors; they show no significant relationship with the ethical perspectives of employees. In regard of the two moderating variables included in the analysis, only age (and not gender) showed a statistically significant effect

6.2. Contribution of Study

There is an increase in the incidence of ethical misconduct of employees in tertiary institution of learning (Heyneman, Anderson & Nuraliyeva, 2008). It is important for tertiary institutions to protect it objectives by formulating and implementing policies aimed at reducing ethical misconduct within tertiary institution. The present study has highlighted patterns of association between external, organisational, individual and moderating factors and ethical perspectives. Good understanding of these factors can contribute to more effective ethical policies in tertiary education institutions. Further studies should invest clarifying and quantifying the exact mechanisms and powers of these sets of factors on ethical perspectives and practices.

6.3. Limitations of the study

Three major limitations are highlighted. First this study focused on the investigation of some factors (external, organisational and individual) that influences ethical perspectives of employees at a university in Johannesburg South Africa. There are many other factors which were not included within the scope of this study which most likely impact on the ethical perspectives of this population of employees.

Secondly, the convenience sampling method used does not provide the opportunity for equal chance of participation by all employees of the institution. The researcher focussed attention only on the respondents that were available and who could be reached easily through email in the course of the study.

Thirdly, this study is geographically limited to the University of Witwatersrand. Differences in historical, economic and geographical factors should introduce caution in generalizing the findings for other universities in South Africa and beyond.

6.4. Recommendations

Based on the findings of this research study, the following recommendations are hereby suggested.

6.4.1. Code of Ethics

Tertiary Intuitional Management should support new policies that present practical guidance on what is expected by employees (academic and non-academic) with regards to ethical practices within the institution. Management must make sure all stakeholders in the university are fully committed to this course, and details of how the code will be implemented and monitored should be clearly communicated to all. Management should clearly communicate the expectations for ethical conduct in employee handbook, in staff communications, and in person constantly beginning from the top to bottom. Lastly management should create a system that measures and evaluate the performance of employee's adherent to the university code of ethics and clearly state the consequences for disregarding the university code of ethics.

6.4.2. Positive Reinforcement

Management should create a better system that recognises, appreciates and motivates university employees when necessary. Management should provide rewards, bonuses, promotions, raises and certificate of achievement to appreciate and encourage employees' that are considered good models for others.

6.4.3. Provision of health benefit

Management should provide a comprehensive health insurance that covers all employees at the university. This provision will help in building employee loyalty to the university and thus encourage employees to consider themselves as family to the university.

6.4.4. Greater emphasis on preventing financial, scientific, and academic fraud

Management should constantly educate its employees through public relation communication campaign on the impact and consequences of academic fraud and other related ethical misconduct in the university. This should be a continuous process as the communication of ethics policy never ends. For management to succeed in this campaign in minimising ethical misconduct in university, there is need for management to collaborate with faculty heads.

6.4.5. Best practices for making an ethics code effective

- Root the code in core values such as trust and integrity.
- Provide a copy to all employees.
- Create a report unit that account for ethical misconduct in a confidential approach.
- Incorporate ethical related matter in corporate training programmes.
- Establish a board committee that monitors the effectiveness of the code.
- Provide copies of the code to business partners, including suppliers.
- Review the code considering changes within tertiary institution across the globe.
- Make sure senior staff “walk the talk”.

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APPENDIX A

ETHICAL PERSPECTIVES OF EMPLOYEES
(A case study of Employees at a South African University)

QUESTIONNAIRE

I kindly request your participation in this study that seeks to understand the factors that influences ethical behaviour in a South African University in Johannesburg South Africa. This research is part of my post-graduate studies in business science management at the School of Economic and Business Sciences, University of the Witwatersrand.

We will not ask your name, ID number, contact number and other private information. You are free not to answer any question. Your responses will be analysed in confidence and only for the academic purpose of this study. Nobody will contact you again about this study for any reason after you have filled this questionnaire.

Please feel free to clarify anything about this questionnaire with me. My direct contact is: George Iroha (Stud: no: 1760493); School of Economic and Business Sciences; University of the Witwatersrand. Cell: 072 364 7274.

SECTION A: DEMOGRAPHIC INFORMATION

Please tick (/) for the most appropriate responses, answer in respect of the following items.

1. **Gender**

Male ☐ Female ☐ *Prefer not to say* ☐

2. Age (*in years*) at your last birthday.

NO.	Age Group	(/)
2.1	18-24years	1
2.2	25-34years	2
2.3	35-44years	3
2.4	45-54years	4
2.5	55years and above	5
2.6	Prefer not to say	6

3. Educational level

NO.	Level	(/)
3.1	Grade 12 or below	1
3.2	Diploma	2
3.3	Degree	3
3.4	Honours	4
3.5	Masters and higher	5
3.6	Prefer not to say	6

4. Employee Category

Academic employee ☐ **Non-academic employee** ☐

Please tick (/) for the most appropriate responses/answer in respect of the following item

5 <u>Section B</u>: ETHICAL PERSPECTIVES OF EMPLOYEES

Strongly Disagree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*
1	*2*	*3*	*4*	*5*

No.	***Statements***	***Please Tick (/)***				
5.1	Most people in the business world would do something dishonest if it helped them get ahead.	1	2	3	4	5
5.2	Most members of the business world take credit for someone else's work if it helped them get ahead.	1	2	3	4	5
5.3	Most members of the business world would let a colleague take the blame for a mistake that they made.	1	2	3	4	5
5.4	It is impossible to succeed in business without occasionally doing something dishonest.	1	2	3	4	5
5.5	If my boss asks me to do something unethical, I really won't have a choice about doing it or not.	1	2	3	4	5

5.6	In the business world, making profits is more important than ethical behaviour.	1	2	3	4	5
5.7	Even if a company says "customer satisfaction" is its major goal, making money is always more important.	1	2	3	4	5

6 Section C: EXTERNAL FACTORS

Strongly Disagree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*
1	*2*	*3*	*4*	*5*

No.	***Statements***	***Please Tick (/)***				
6.1	Deterioration of the employee's moral code of behaviour.	1	2	3	4	5
6.2	Deterioration of the industrial ethical climate.	1	2	3	4	5
6.3	Deterioration of the society's morality.	1	2	3	4	5
6.4	Indifferent or positive attitudes of the superiors towards unethical behaviour of subordinates.	1	2	3	4	5
6.5	Unethical behaviours of the co-workers.	1	2	3	4	5
6.6	Unmet personal financial needs	1	2	3	4	5

7 SECTION D: ORGANISATIONAL FACTORS

No.	***Statements***	***Please Tick (/)***				
7.1	The company that acts ethically is an admired company.	1	2	3	4	5
7.2	Acting ethically will have long term benefits for the company.	1	2	3	4	5
7.3	The ethical company is a successful company.	1	2	3	4	5
7.4	The ethical company is a profitable company	1	2	3	4	5
7.5	When the company is faced with excessive competition, the employees of that company can act unethically	1	2	3	4	5

8 SECTION E: INDIVIDUAL FACTORS

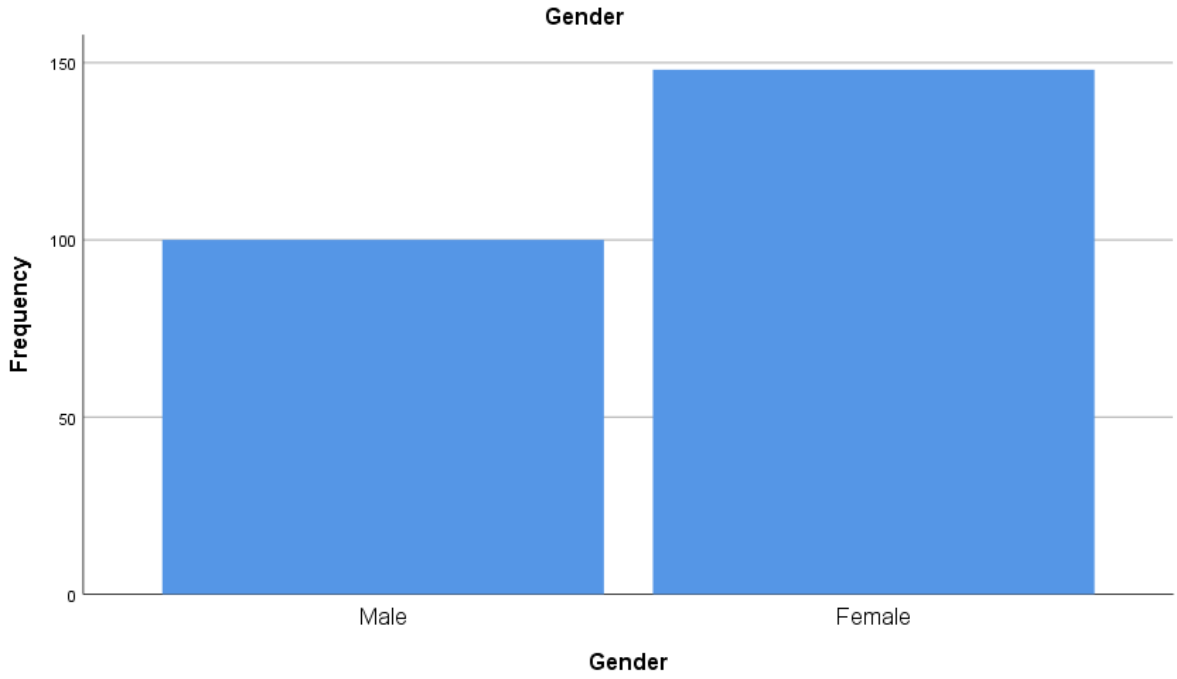
No.	***Statements***	***Please Tick (/)***				
8.1	Not reporting co-workers' violations of ethical regulations to management	1	2	3	4	5
8.2	Doing personal business during working hours	1	2	3	4	5
8.3	Inventing some excuse for not coming to work	1	2	3	4	5

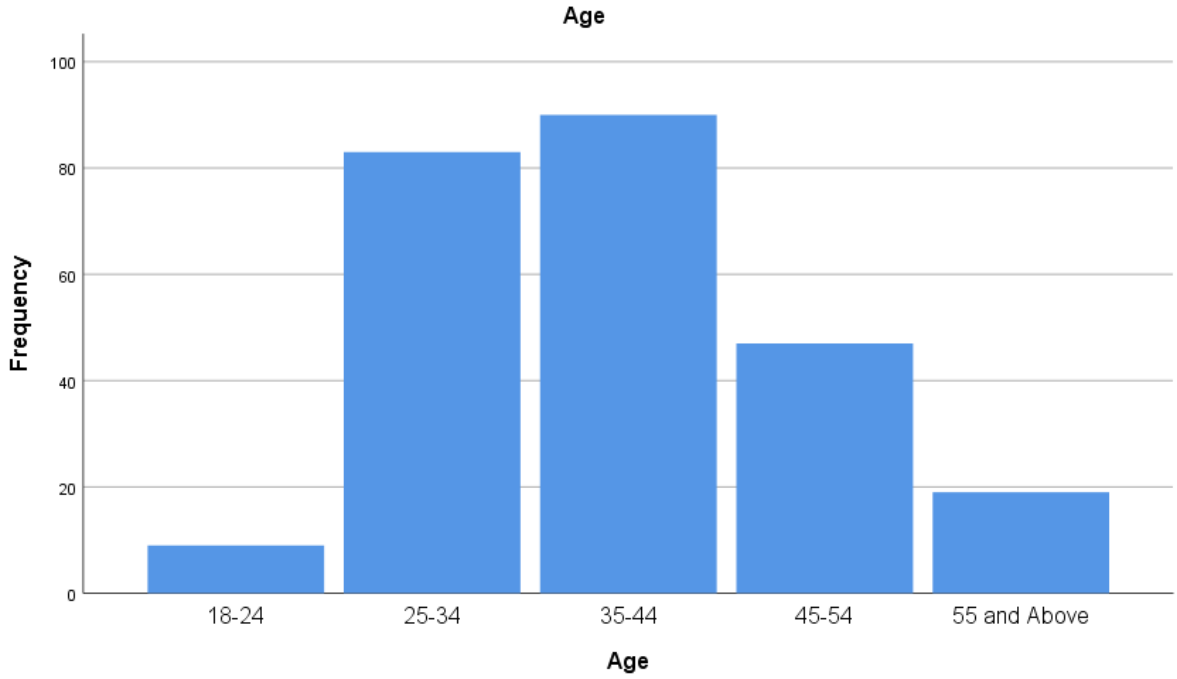
8.4	Using office supplies and material for personal use	1	2	3	4	5
8.5	Taking extra personal time (longer breaks, longer lunch hours, late arrival, early departure)	1	2	3	4	5
8.6	(Managers) Discriminating job applicants based on their gender, personal relationship, etc.	1	2	3	4	5
8.7	(Managers) engaging in deceptive advertising and sales techniques	1	2	3	4	5
8.8	Accepting bribes in exchange for preferential treatment	1	2	3	4	5
8.9	(Managers) Abuse of environmental protection laws and using polluting production methods	1	2	3	4	5
8.10	Falsifying company reports	1	2	3	4	5
8.11	Have you ever done anything unethical	1	2	3	4	5

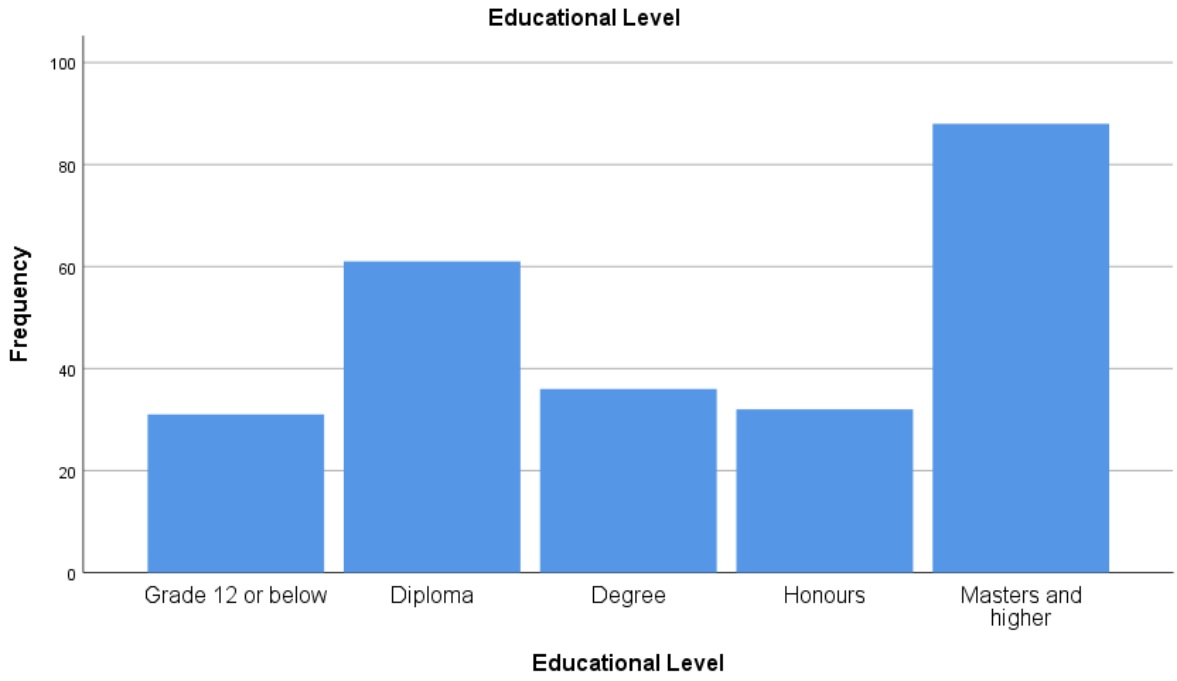
Thank you very much for your kind co-operation

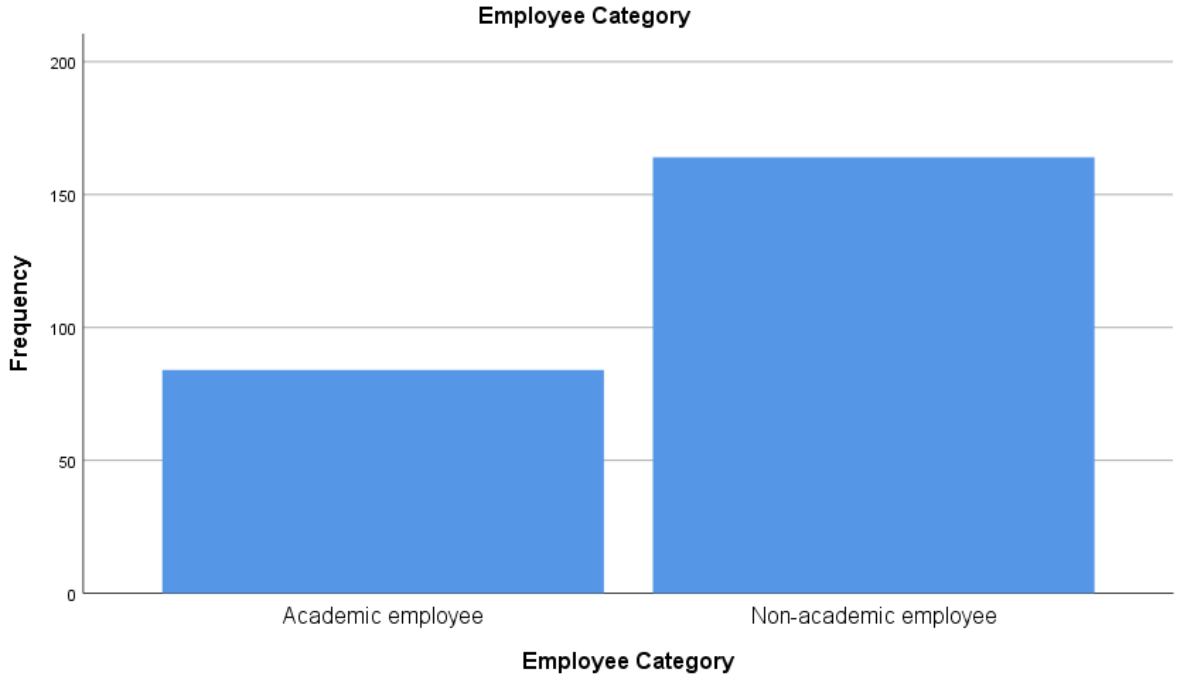
APPENDIX B

Demographic bar chart





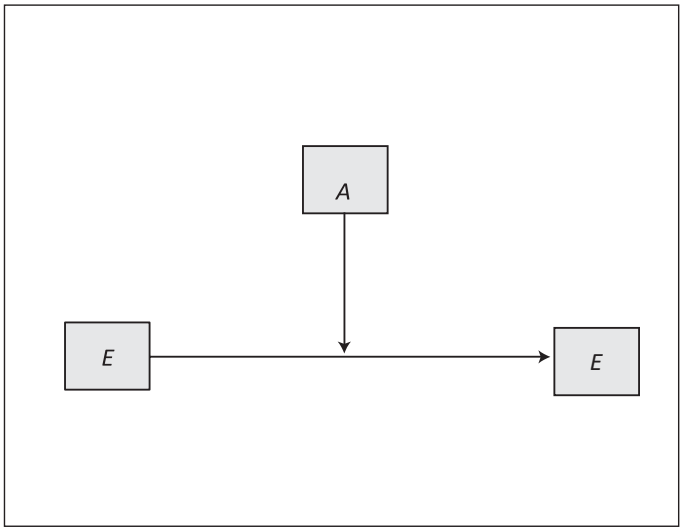

Educational Level
Frequency
100
80
60
40
20
0
Grade 12 or below
Diploma
Degree
Honours
Masters and higher
Educational Level


Employee Category
Frequency
200
150
100
50
0
Academic employee
Non-academic employee
Employee Category

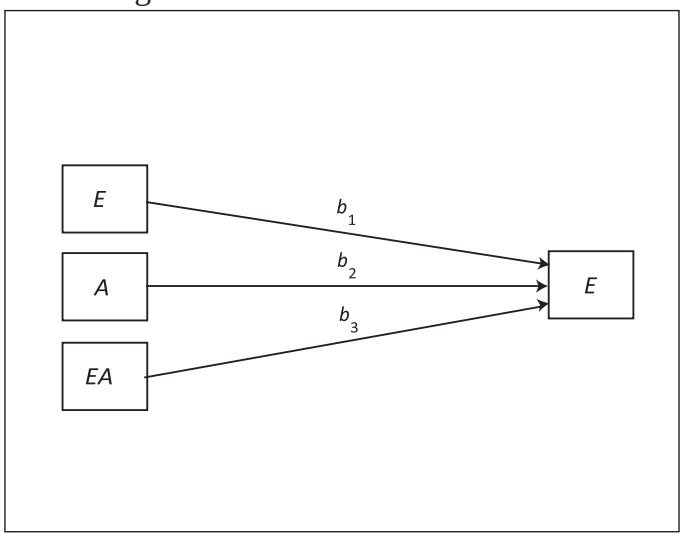
APPENDIX C

Conceptual specifications of six resulting moderating hypothesis which are tested are as follows:

1. The moderating effect of Age on external factor and ethical perspectives of employees



Statistical Diagram



Conditional effect of E on E= $b_1 + b_3A$

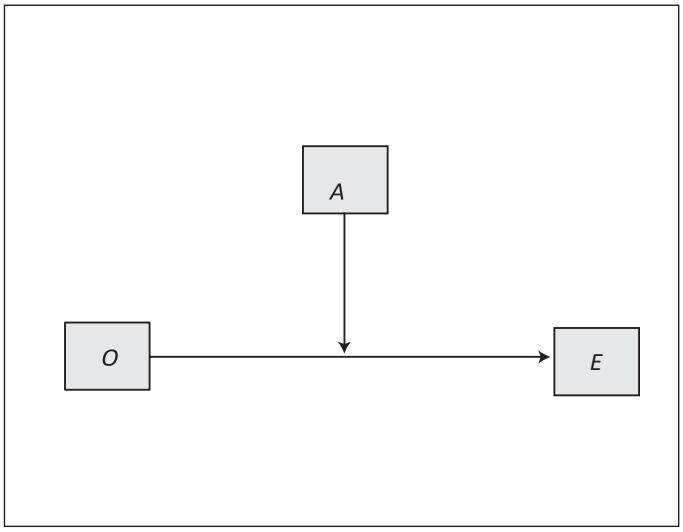
Where,

E=ethical perspectives of employees: the dependent variable: scale

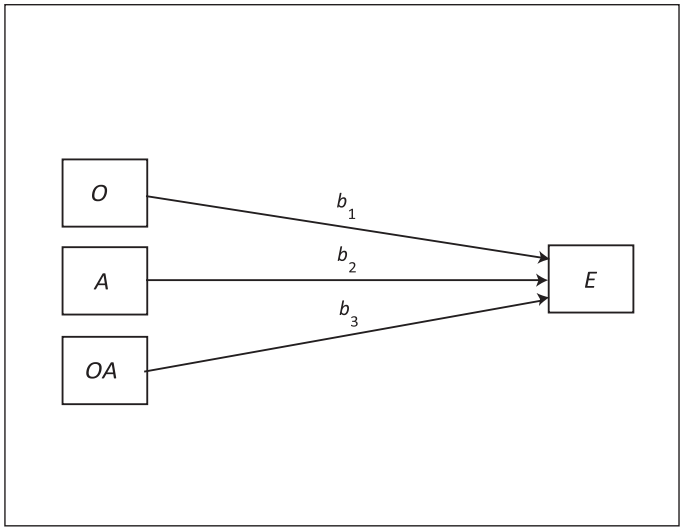
E=external factors: the independent/predictor variable: scale

A=Age: moderator factor: categorical

2. The moderating effect of Age on individual factors and the ethical perspectives of employees



Statistical Diagram



Conditional effect of O on E= $b_1 + b_3A$

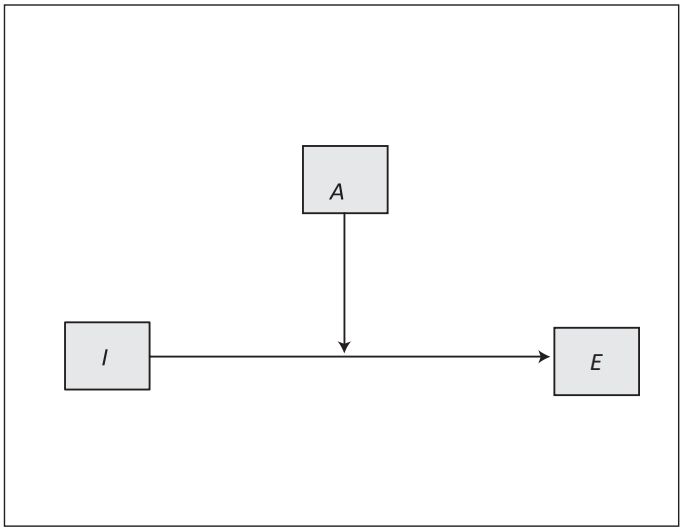
Where,

E=ethical perspectives of employees: the dependent variable: scale

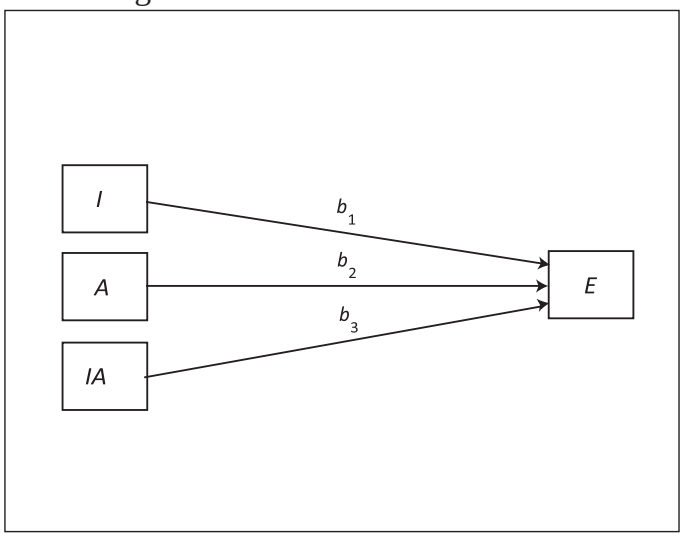
O=organisational factors: the independent/predictor variable: scale

A=Age: moderator factor: categorical

3. The moderating effect of Age on individual factors and the ethical perspectives of employees



Statistical Diagram



Conditional effect of I on E= $b_1 + b_3A$

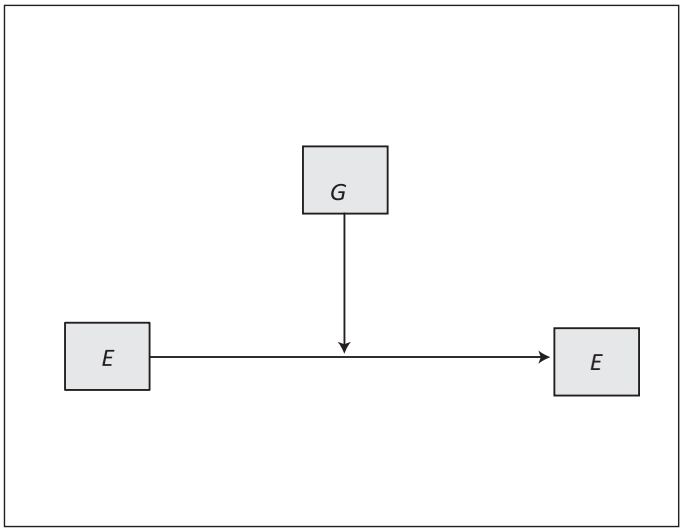
Where,

E=ethical perspectives of employees: the dependent variable: scale

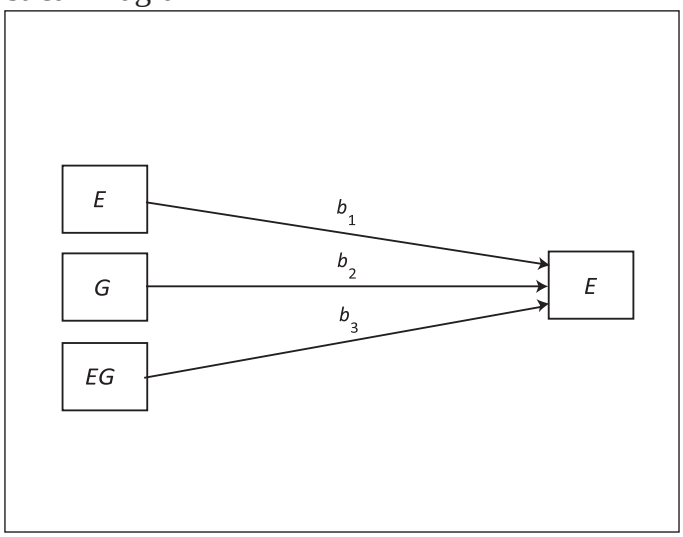
I=individual factors: the independent/predictor variable: scale

A=Age: moderator factor: categorical

4. The moderating effect of Gender on external factor and ethical perspectives of employees



Statistical Diagram



Conditional effect of E on E= $b1 + b3G$

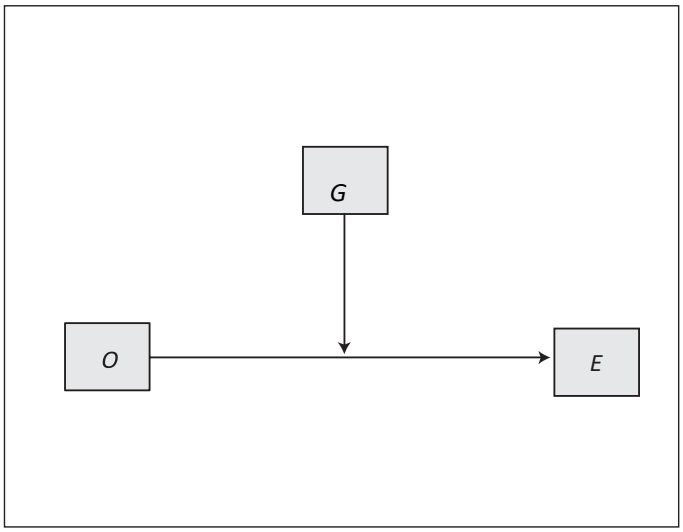
Where,

E=ethical perspectives of employees: the dependent variable: scale

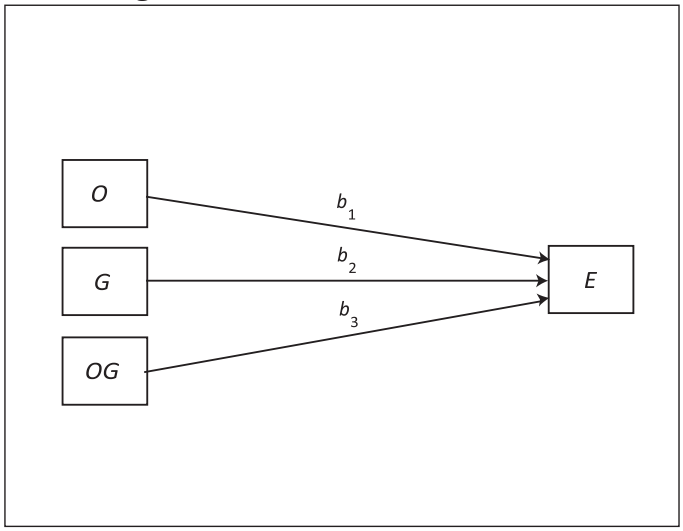
E=external factors: the independent/predictor variable: scale

G=Gender: moderator factor: categorical

5. The moderating effect of Gender on individual factors and the ethical perspectives of employees



Statistical Diagram



Conditional effect of O on E= $b_1 + b_3G$

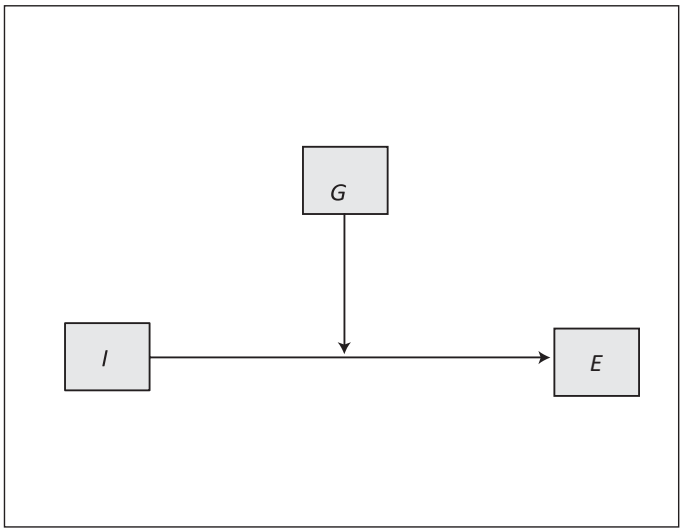
Where,

E=ethical perspectives of employees: the dependent variable: scale

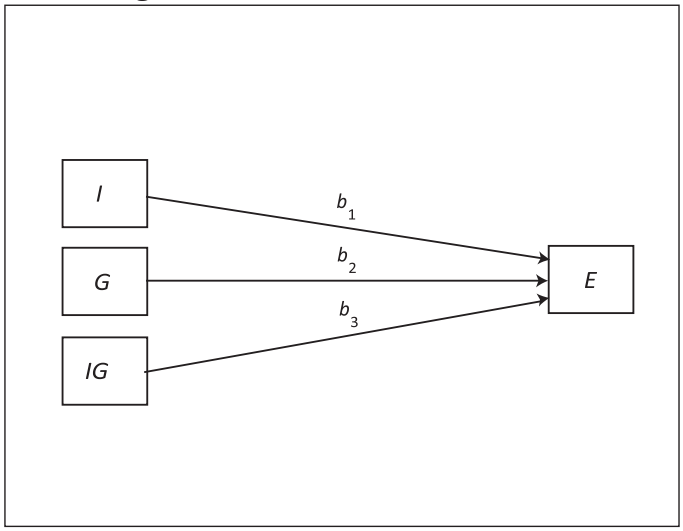
O=organisational factors: the independent/predictor variable: scale

G=Gender: moderator factor: categorical

6. The moderating effect of Gender on individual factors and the ethical perspectives of employees



Statistical Diagram



Conditional effect of I on E= $b_1 + b_3G$

Where,

E=ethical perspectives of employees: the dependent variable: scale

I=individual factors: the independent/predictor variable: scale

G=Gender: moderator factor: categorical