

Project Dissertation Report on
Ethical Standpoint: Students Residing in India

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CERTIFICATE

This is to certify that Ms.**Rohan Sharma 2K21/DMBA/102**, has completed the project titled “**Ethical Standpoint: Students Residing in India**” under the guidance of **Saurabh Agarwal** as a part of Master of Business Administration (MBA) curriculum of Delhi School of Management, New Delhi. This is an original piece of work and has not been submitted elsewhere.

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DECLARATION

I, Rohan Sharms student of Delhi School of Management, Delhi Technological University hereby declare that the Summer Internship Report on “**Ethical Stance: Students in India**” submitted in partial fulfillment of the requirements for the award of the degree of Master of Business Administration (MBA) is the original work conducted by me. I also confirm that neither I nor any other person has submitted this project report to any other institution or university for any other degree or diploma. I further declare that the information collected from various sources has been duly acknowledged in this project.

ACKNOWLEDGEMENT

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EXECUTIVE SUMMARY

The research project aims to investigate how gender, type of organization, and courses influence the moral and ethical values of students in India. It is crucial for students to develop a strong ethical foundation and make decisions based on sound moral principles. The decline in moral values among students in India has made it imperative to introduce programs that foster a value-based education system. The youth in India are facing challenges with the proliferation of new technologies, information overload, and violent news in the media, which has left them feeling confused. Educational institutions must take the lead in imparting value-based spiritual knowledge to students to help them become value-oriented leaders. Developing good conduct, self-confidence, and high values will enable students to succeed in society. It is vital for students to understand that character building is as crucial as career building, and education without values is like a flower without fragrance. The belief that values are "better caught than taught" is a misconception as values need to be both caught and taught. Therefore, there is a pressing need to educate the current generation about the importance of values before they become entangled in the complexities of the modern world.

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1. Introduction

Ethics and Morality

Ethics and morality, also known as Dharma, are essential for building prosperous and peaceful societies, which in turn contribute to creating a healthier and more prosperous world. Truthfulness, love, honesty, charity, faithfulness, integrity, courage, and justice are all examples of the values that guide ethical and moral behavior.

The term "ethics" derives from the Greek word "ethos," meaning "character," while "morals" comes from the Latin word "mos," which means "custom." Ethics are governed by legal and professional guidelines specific to a particular time and place, whereas morals are not legally or professionally regulated, but rather reflect individual qualities of good and bad. Ethics typically relate to society as a whole, while morals are more associated with individuals. Ethics are often based on morals and can vary depending on the circumstances, whereas morals are generally consistent. It is possible for someone to follow ethical principles without having strong morals, while someone else may have strong morals but not follow a specific code of ethics. These terms are often used interchangeably without proper consideration of their appropriate usage. Ethics and morals are critical to our daily lives, as they are the foundation of a healthy society.

India was once a shining example of ethical and moral behavior, but unfortunately, due to materialism and shortcomings in our education system, we have strayed from this great heritage.

Researches in Ethics in India

Several research studies have been conducted on morality and ethics. One study by James Rajasekar and Merlin Simpson focused on the gender differences in ethical decision making among students in India and Oman. The study found that while there were some differences in attitudes between the two countries, gender did not significantly impact ethical decision making. The researchers also noted that as students graduate and enter the workforce, their experiences may influence their perspectives.

Another study by Beverly Kracher, Abha Chatterjee, and Arlene R. Lundquist aimed to compare the cognitive moral development of business professionals and graduate students in the United States and India. The researchers considered factors such as culture, gender, and education and found that there were few differences in cognitive moral development between the students of both countries. However, Indian business professionals had lower principled scores on the Defining Issues Test than their counterparts in the United States.

Sita Mishra and Shailja Agarwal conducted a study focused on the attitudes of management students towards ethical dilemmas. The study concluded that future managers should prioritize doing things right for the success of the firm. The researchers also found that while students were career-driven, they were not necessarily inclined towards ethical decision making. Interestingly, the study found no significant differences in ethical attitudes between students who had taken prior courses in ethics and those who had not.

Ethical orientation in India

Our ethical orientation is not a fixed trait, but rather a dynamic process that evolves over time as our personal beliefs develop into moral convictions.

One research conducted by Pallab Sikdar, Amresh Kumar, and Munish Makkad (2014) aimed to identify the ethical dimensions of management students in Delhi. Through a questionnaire, they discovered the prevalence of academic cheating practices. Such unethical behavior is not limited to a specific region or field of study, as it is commonly reported in various educational institutions, where students engage in dishonest practices such as plagiarism.

Another study by Suveera Gill aimed to understand the ethical viewpoints of management students. The research found that ethics should be included in the education curriculum and highlighted the impact of organizational codes on ethical behavior. Additionally, the study concluded that females tend to have a stronger ethical orientation compared to males and that Human Resource students are less involved in unethical practices than those in other fields.

Evolution of ethics through various generations

The Traditionalist generation, born between 1922 and 1945, grew up during World War II when there was financial and political instability, which made them hardworking and financially conservative. They were also known for being loyal to their organization.

Baby Boomers, born between 1946 and 1964, were raised during a time of social change and relative economic and political stability. They were more physically active than the Traditionalists, and work was an important aspect of their lives. They tend to be more committed to their job than the organization.

Generation X, born between 1965 and 1982, grew up during a time of significant change in family structures and economic instability. They are more adaptable and flexible than their predecessors, and this generation is characterized by its diverse ethnicity and technological connectivity through TV and the internet.

Generation Y or Millennials, born between 1983 and 2004, grew up in a world that is technology-driven and socially connected. They have a different approach to work, and their upbringing has taught them to express their views freely. Companies have to create a good social environment to retain this generation, who are comfortable using technology and tools.

Regarding gender differences, men tend to make ethical decisions based on their ego, while women are less egocentric and make ethical decisions while putting their ego aside. Women are typically viewed as more ethical and are considered sensitive and caring.

Hypothesis

In our study:

1. Types of college and Ethical position

H0: There is no significant difference between type of college and the ethical position.

H1: There is a significant difference between type of college and the ethical position.

2. Stream chosen and Ethical position

H0: There is no significant difference between stream chosen and the ethical position.

H1: There is a significant difference between stream chosen and the ethical position.

3. Gender and Ethical Position

H0: There is no significant difference between gender and the ethical position.

H1: There is a significant difference between gender and the ethical position.

The above mentioned is our hypothesis for studying the relationship between our independent variables namely gender, stream chosen and type of college and dependent variable i.e. Ethical position. And on the above basis we have done our literature review and analysis part.

2. Literature Review

What is ethics?

According to Richard William Paul and Linda Elder, ethics refers to a set of principles that guide us in determining behavior that either benefits or harms living beings. Ethics is a field of study that examines the moral standards of individuals or societies, evaluating whether these standards are reasonable or not based on good or poor reasons. The ultimate goal of ethics is to establish a set of principles that are practical for an individual to uphold, rules that have been carefully considered and selected as right for them to adopt and apply in practice. Ethics is essentially the manifestation of values and morals, representing the concept of good life, right duties, and so on. Ethics generally defines what is right or wrong. For instance, if killing is deemed wrong, can one justify the death penalty or killing in self-defense? Ethics governs the code of conduct of an individual or a group of people. It defines how we should live, treat others, and manage our own lives. Ethics helps people to differentiate between acceptable and unacceptable behavior, fair and unfair. Ethics is prescriptive in nature, meaning it focuses on what should be the case rather than what is the case. People learn ethics in various settings, such as home, school, and social environments, and every person has a different interpretation of these standards based on their education, experiences, and values. In summary, ethics can be defined as a set of guidelines that distinguish between morally right and wrong, responsible and irresponsible, positive and negative actions in general.

Personal ethics- these ethics are chosen by an individual himself and they are influenced by family, culture. For instance honesty, respect to elders, obeying the law and so on.

Social ethics- they are standards deal with how to deal with the issues such as poverty, unemployment, fairness, justice and so on.

Religious ethics- these ethics are derived from a religion and people follow what their religion says.

Professional ethics- they are the set of standard behaviour which is expected from professionals. For instance despite of the lockdown situation doctors are still working so as to curb COVID 19.

Business ethics- it is the study of accurate business practices such as bribery, insider trading and so on. Finding out what is right or wrong, just or unjust actions in business.

Theories in ethics

1) Utilitarian Theory

Jeremy Bentham introduced the Utilitarian theory which evaluates the rightness or wrongness of an action based on its outcomes. This theory prioritizes the greatest good for the greatest number of people. However, it has limitations, as it cannot provide answers to all ethical questions and it's impossible to predict the future outcomes of actions with certainty. For example, if you were in control of a streetcar heading towards a group of 10 people, and by flipping a switch, you could divert the streetcar onto another track with only one person, what would you do? The majority of people in the United States and the United Kingdom would choose to flip the switch, as it is believed that one death is better than 10 deaths, and this action minimizes the overall loss and maximizes the benefits for the greater number of people.

2) Relativistic Theory

Relativism is a moral standpoint that suggests that ethical standards are not absolute, but rather dependent on the situation. Joseph H. Boyett and Jimmie T. Boyett state that supporters of relativism believe that it is impossible to make determinations about what is right or wrong, good or evil, as there are varying degrees of complexity in ethical situations. According to the theory of relativism, ethics are 'subjective' and are influenced by personal, social, and cultural factors in a given situation. Relativism asserts that individuals have their own perspectives, allowing them to make choices based on their unique circumstances. It is not appropriate to pass judgment on another individual's behavior since their situation may be unknown. For example, while beef consumption may be considered unethical in some religions, it may be deemed ethical in others, ultimately depending on cultural beliefs.

3) Absolute Ethics

According to this theory everything is either white or black there are no shades of grey. There is one universal and eternal moral code, and changing in the circumstances won't lead to change in the thinking of what is good or bad. For instance if a person murders in order to save his life then also the person should get punishment as he has done something which is unethical and morally wrong.

4) Deontological Theory

According to this theory the extent to which the rightness and the wrongness of an action depends on the action itself rather than the consequences it produces. According to this theory we should always adhere to the moral code of conduct, follow proper procedures and then find the best ethical values of the action. It

maintains that actions are morally right irrespective of their consequences. It also maintains that an action is right, if it conforms to terms agreed upon.

5) Teleological Ethical Theories

According to this theory of ethics rightness and wrongness of an action depends on its outcomes or results. Degree of Pleasantness or unpleasantness it causes. This theory maintain that good ends and/or results identifies the ethical values of actions. It can be ethical egoism i.e that an action is good for only a particular person, only he can make benefit out of it or It can be utilitarian i.e an action is good if it produces greatest amount of satisfaction for mass number of people.

Rational goal theory managers always support teleological ethics “All is well that ends well”, irrespective of means used to produce outcomes.

6) Virtue Ethics Theory

As indicated by this hypothesis the ongoing improvement of individual's sound character distinguishes the moral estimations of individual. Righteousness morals keeps up that sound, adjusted character, inspiration and expectation is more vital than genuine direct and its results .Three major types of virtue ethics theories are:

(a) Individual Character

Ethics keeps up improvement of human attributes of honorability –, for example, fearlessness, inspiration, equity, appreciation, comical inclination, self-restraint, unwavering quality, altruism, mindful, genuineness, comprehension and knowledge – decide estimation of human moral cooperations.

(b) Work character

Ethics keeps up improvement of attributes of work, for example, fitness, imagination, genuineness, decency, reliable, gratefulness, task fulfillment, devotion towards the association, genius, shared work pride, reasonability, trustworthiness, compassion, co-helpfulness, steadiness, resistance, collaboration, complete undertaking on schedule. These decide moral nature of work life. As an ever increasing number of occupations, including the board, experience procedure of "professionalization", norms of work character morals increment.

(c) Professional Character

Ethics keeps up the credentialed ability, authorized imposing business model, self-guideline, trust, honesty, unprejudiced nature, freedom of judgment and open assistance of individual in related network. There is steadfastness to an expert code of morals. This approach emphasizes supporting character, development, facilitating, participative decision making, foster win-win dispute resolutions and recognising

employees contributions. Such managers endorse the dictum “Character Counts” and avoid pressurising people to use means or achieve ends that violate their conscience.

7) System Development Ethics Theories

Framework Development Ethics Theories keep up that the idea of steady structure for persistent improvement of moral direct decides the moral estimation of activities. Administrators execute morals advancement frameworks that will support respectability building situations. Managers who do not implement recognition process for exemplary moral conduct by employees or refrain from taking swift action against wrongdoers at work are guilty of both moral and managerial malfeasance. The open system theory of management stresses innovative adaptability and acquisition of external.

Ethical position

Meaning: Ethical position is simply the inclination towards the particular behaviour. In other words, it relates to person’s mental ability given all the reasoning made available to him/her that in turn clear their justification for their own actions within their locus of control. People often disagree with others opinions, thoughts because of diverse background, culture they belong to, their education system and so on. According to Kohlberg, ethical choices changes due to education, research and so on. According to Forsyth there are 4 ethical positions which we are going to study in detail further.

	Low Relativism	High Relativism
High Idealism	Absolutists: Principled idealists who believe people should act in ways that are consistent with moral rules, for doing so will in most cases yield the best outcomes for all concerned	Situationists: Idealistic contextualists who favor securing the best possible consequences for all concerned even if doing so will violate traditional rules that define what is right and what is wrong
Low Idealism	Exceptionists: Principled pragmatists who endorse moral rules as guides for action, but admit that following rules will not necessarily generate the best consequences for all concerned	Subjectivists: Pragmatic relativists who base their ethical choices on personal considerations, such as individualized values, moral emotions, or an idiosyncratic moral philosophy

Source: Adapted from Forsyth, 1980

The Ethical position poll depends on a person's recognition or disposition toward morals corresponding to optimism and relativism, which uncovers the intensity of moral choices in organizations. Vision and relativism allude to the individual contrasts that control one's decisions of good concerns. Optimism can be seen or clarified as the level of managing the quest for compassionate desires - accepting that

everybody is worried about the prosperity of others. Others may be less hopeful about the world and may put less accentuation on the prosperity of others. These individuals should think about approaching damage as something that must be estimated with regards to the general great. As such, damage to others might be important to deliver some great and is thusly moral. Rather than optimism, there is relativism, which alludes to the conviction that the main way one can settle on a choice about what is viewed as moral and so forth, is to depend on one own encounters, information and inner good compass.

Absolutists – They believe there should be positive outcome (high idealism) they are very optimistic kind of people but at the same time they are consistent with their moral rules and code of conduct (low relativism). These people generally condemn those actions which harm people and violate fundamental moral absolutes.

Situationalists – According to them individuals should act in a particular way so as to secure the best possible consequences for all concerned outcomes even if doing so will violate traditional rules and moral code of conduct about ethics

Exceptionalists – they also support the value of moral principles and moral code of conduct , but their low idealism strives them to balance the positive outcomes of an action against the negative outcomes of an action. Their out-look, thus based on rule-utilitarianism: moral principles are important because they provide a framework for making choices and acting in a particular way that will tend to produce the best results for all concerned.

Subjectivists – They generally rejects moral rules but they accept that negative consequences of such things are unavoidable. They describe their behaviour as subjective that cannot be made on the basis of moral absolutes.

How do we form an Ethical Position?

Morals is a region that issues and morals is about conduct as far as how it influences (or doesn't influence) others.

In any case, the principle question is how would we really show up at a moral position, how to make sense of what is moral or dishonest? There are such a large number of routes through which we can decide the moral situation of a person, for the principle manners by which we attempt to work out in the case of something is adequate or not satisfactory is by utilizing the methods for knowing, specifically, language, feelings, and reason. We will see each factor in detail.

Using language

Strengths

Language is the structure square of our points of view, through language no one but we can convey and hence it is really significant in helping us to arrive at a moral position. The intensity of words can never be misinterpreted. Without language, we can't talk about anything and we can't communicate our sentiments; without it, we simply have inconclusive emotions.

Weaknesses

The words we use depend for their capacity on their enthusiastic substance – which unmistakably implies that we have utilized our forces of feeling to perceive those words. Words can take us up until now – you need to comprehend them linguistically as well as you must know about their use. Some of the time other individuals see in an unexpected way. A few words have various implications which prompts disarray.

Using emotion and intuition

Strengths

Our feelings can likewise encourage us to control when we are attempting to turn out the 'right' approach to carry on, or we are accomplishing something which isn't satisfactory to the general public. A solid feeling of personal circumstance is important as it looks for a result that will profit us by and by (and in some cases this by itself can decide the 'right' approach to act). Being social creatures, we likewise have thoughtful affections for others thusly we consider results that will profit them.

Weaknesses

Feelings can here and there meddle with our motivation to make sense of what is 'correct' strategy, particularly when we manage ourselves. Depending on feeling as a manual for moral behavior assume that it is entirely expected to us – what feels right to us, must feel same to other people – however this is plainly not the situation.

Using reason

Strengths

Reason, on the off chance that it is utilized appropriately, permits us to evaluate the results of our activities, and show up at an outcome.. It likewise considers correlations with other comparative example, prompting consistency in conduct, which is the required for correspondence.

Weaknesses

We are brought into certain as a result of something a lot further than reason and this is the thing that makes us people. It is feeling that have made you act at first when you see photos of lack of healthy sustenance kids in ghettos. Feelings additionally go about as a check to our conduct, regardless of whether reason has been applied.

Table 3.1 Difference between morals, ethics and values

Morals	Ethics	Values
Morals are the belief of individuals or group as to what is good or bad.	Ethics are the guiding principles which tells about what is right or wrong. Ethics governs the life of a person.	Values describes the personal qualities of a person. They motivates a person to achieve.
Morals are personal in nature	Ethics are professional in nature	Values are personal in nature
Morals vary from person to person	Ethics vary from profession	Values vary from individuals
Morals are influenced by experience	Ethics are influenced by profession, organisations	Values are influenced by culture, religion, family.
Some moral principles are: Do not cheat Be loyal Be patient Always tell the truth	Some ethical principles are: Truthfulness Honesty Loyalty Respect Fairness	Some values includes: Commitment Generous Reliable

According to Table 3.1

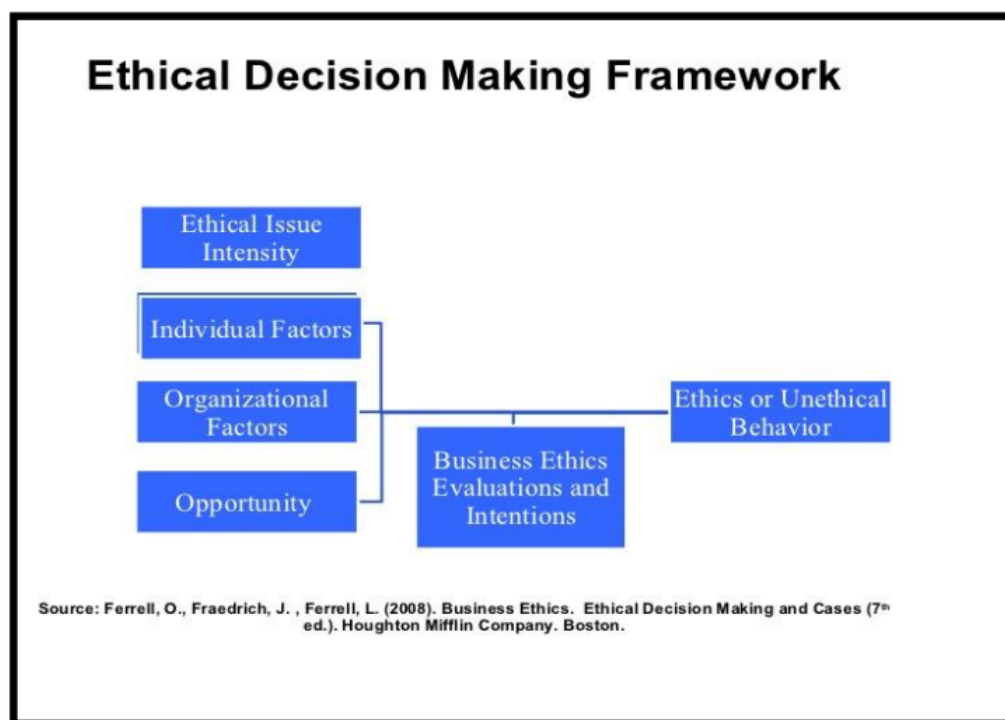
1. Morals are the belief of individuals or group as to what is good or bad. Ethics are the guiding principles which tells about what is right or wrong. Ethics governs the life of a person. Values describe the personal qualities of a person. They motivate a person to achieve.
2. Morals are personal in nature whereas Ethics are professional in nature and Values are personal in nature.
3. Morals vary from person to person. Ethics vary from profession whereas values vary from individuals.
4. Morals are influenced by experience. Ethics are influenced by profession, organizations. Values are influenced by culture, religion, family.

5. Some moral principles are : Do not cheat, Be loyal, Be patient, Always tell the truth
Some ethical principles are : Truthfulness, Honesty, Loyalty, Respect, Fairness
Some values includes : Commitment, Generous, Reliable

Ethical Decision Making

Ethical decision making is simply the evaluation of alternatives which are available at a particular point of time and choosing the best ethical option amongst them. In ethical decision making it is really important to remove those decisions which are unethical in nature. It is the mental process that considers various ethical principles and virtues or maintenance of relationship to guide intended decisions.

Figure 3.3 Ethical decision making framework



According to Figure 3.3

Ethical issue intensity- it is the relevance of ethical decision making in the eyes of people, organisations, employer. It reflects how important is ethical decision making to decision makers.

Individual factors-

1. Sexual orientation - ladies are considered as more moral than their male partners.
2. Proficiency - more the informed individual, more will be the limit of reasoning what is correct or wrong.
3. Nationality-culture gives off an impression of being huge in moral dynamic.

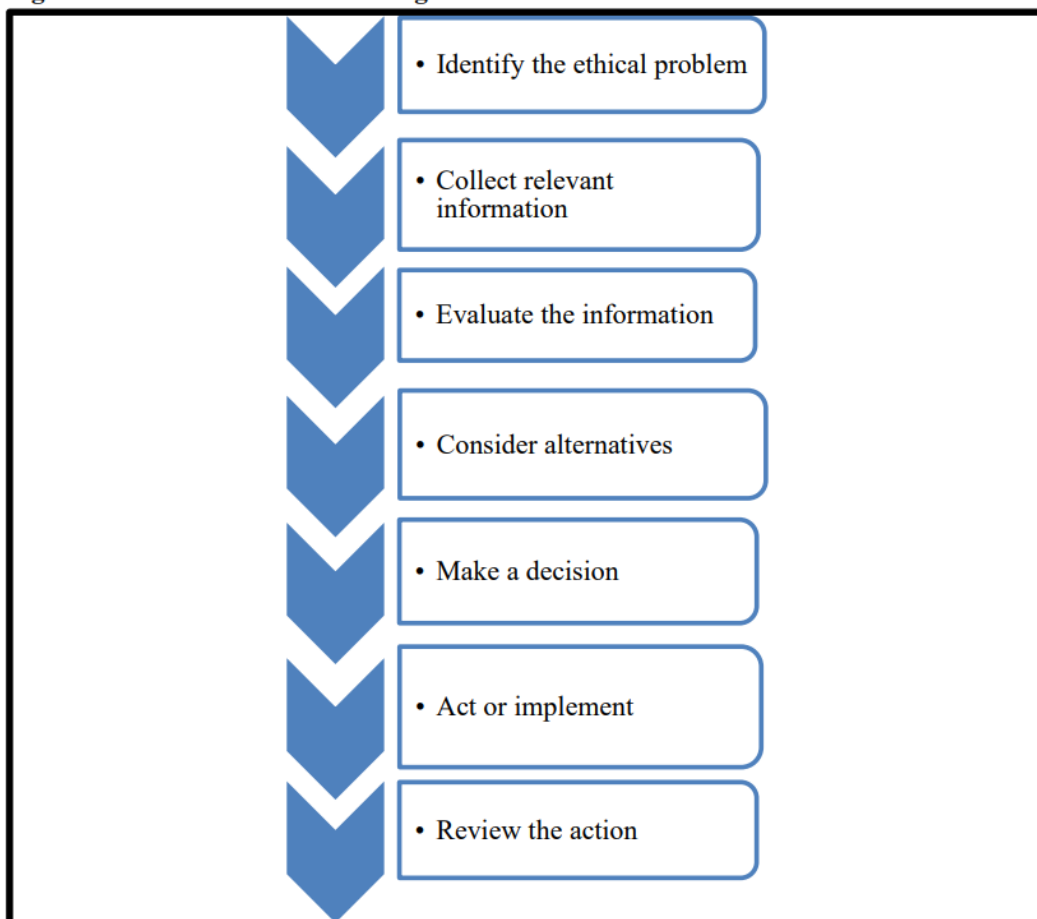
4. Age-the more senior you are the more moral you are

Organizational factors- employees generally perceives more organizational values rather than personal values. Employees are less likely to take unethical decisions if organization promote ethical decision making.

Opportunity – It refers to a situation when a person encounter with a situation in which taking unethical decisions won't put him to danger.

ETHICAL DECISION MAKING PROCESS

Figure 3.4 Ethical Decision Making Process



According to Figure 3.4, ethical decision making process is as follows :

Identify the ethical problem- Chief ought to decide whether there is an infringement of any moral guideline, cultural law or hierarchical strategies and what are the potential outcome of the choice.

Gather the relevant information-

Decision maker should gather more and more information as he could and the information should be relevant instead of being vague.

Evaluate the information-

When the data is gathered the subsequent stage is to assess the equivalent. Chief should utilize one of the major moral guideline utilitarian, rights or equity.

Set alternative action-

The decision maker should generate a set of alternative action and evaluate them.

Make a decision-

At this step the most suitable action is selected. Decision maker should ensure that all the principles are taken into consideration and the best decision is taken.

Act or implement-

In this step the plan is put into action.

Review the plan-The next step after taking the plan into action, the plan is reviewed and the deviations are found out and corrective measures are taken.

Research Methodology

Data Collection and Sample

A sample of 168 students pursuing graduation and post-graduation in various colleges in India was collected using convenience sampling. Respondents were approached through an online survey using a structured questionnaire comprising of measures of Ethical Position and Ethical Decision Making. The data was collected from a number of government and private colleges across India. Sampling captured equal proportion of male (84) and female (84). As many as 95 respondents were from government colleges and 73 were from private colleges across India. Out of the 168 respondents 109 were pursuing a course in commerce field while 26 were from science background and 33 from a Humanities course.

Measures

Ethical Position: it was observed using a structured questionnaire of EPQ; Forsyth,. The questionnaire had 10 items on ethical positioning constructs of Idealism and 10 items on ethical positioning constructs of Relativism. A 9-point Likert scale of 1 being completely Disagree to 9 being Completely Agree.

Ethical Decision Making: the variable was assessed using three measures known to be important in ethical decision making process i.e ethical awareness, orientation and intention. We have used the Multidimensional Ethics Scale (MES) (Flory et al., 1992; Cohen et al., 1996) to measure ethical awareness, ethical orientation, and intention to take questionable actions. With the help of MES we can identify justice, deontology, utilitarianism, relativism and egoism.

Data Analysis

Ethical Position Analysis Table 5.1 Descriptive Statistics for Ethical Position - Gender, Course and College

ETHICAL POSITION		N	Mean	Std. Deviation
Columns				
GENDER	Female	84	7.2566	1.1583
	Male	84	7.2770	.8680
	Total	168	7.2668	1.0205
COURSES	Commerce	109	7.3656	.8441
	Science	26	6.8588	1.5165
	Humanities	33	7.2621	1.0318
COLLEGES	Government College	95	7.2848	1.0455
	Private College	73	7.2434	.9937

We took a sample of 168 respondents in which there were 84 females and 84 male respondents. In the above results we found out that mean of males was the highest i.e 7.2770 , mean of females (7.2566) was slightly less than that of males. The Std. Deviation which refers to the average amount of variation in females in respect to ethical position is 1.1583 which is higher than the Std. Deviation in males i.e.

Out of 168, 109 respondents belonged to the commerce background, 26 were from science background and 33 from Humanities background. The mean of commerce students was the highest among the three i.e 7.3656 and the mean of science students was the least i.e 6.8588. The standard deviation of commerce students came out to be .8441 , science students was 1.5165 and that of humanities students was 1.0318.

It was also found that 95 respondents were studying in Government Colleges and 73 were studying in Private Colleges across the country. we found out that mean of government colleges i.e 7.2848 is slightly higher than that of private colleges i.e 7.2434. When we analyze std. Deviation we can say that spread of data is very similar in government and private colleges.

Table 5.2 : Gender and Ethical Position (Anova)

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.018	1	.018	.017	.897
Within Groups	173.908	166	1.048		
Total	173.925	167			

According to the above results Sig. Value i.e 0.897 is greater than 0.05 so difference is not statistically significant. For it to be statistically significant the Sig. Value should have been less than 0.05. Since it is not statistically significant the difference in mean could be due to influence of one variable on other.

Table 5.3 : Course and Ethical Position (Anova)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.393	2	2.696	2.640	.074
Within Groups	168.532	165	1.021		
Total	173.925	167			

According to the above results Sig. Value i.e 0.074 is greater than 0.05 so difference is not statistically significant. For it to be statistically significant the Sig. Value should have been less than 0.05. Since it is not statistically significant the difference in mean could be due to influence of one variable on other.

Table 5.4 : College and Ethical Position (Independent T-Test)

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	.967	.327	.260	166	.795	.0414	.1592
Equal variances not assumed			.262	158.652	.794	.0414	.1582

Since the Sig. Value is .327 which is greater than 0.05 so we can say that equal variances are assumed in this case. This means that variances are approximately the same across the samples. Also when we look at the Sig (2-tailed) value which is .795 according to the table and it is greater than 0.05. Thus we accept H0. This means that there is no significant difference between the type of college and its effect on ethical position.

Table 5.5 : Descriptive Statistics for Idealism – Gender, Course and College

IDEALISM		N	Mean	Std. Deviation
Columns				
GENDER	Female	84	7.5018	1.1186
	Male	84	7.4322	.8749
	Total	168	7.4670	1.0011
COURSES	Commerce	109	7.5248	.8269
	Science	26	7.4111	1.5416
	Humanities	33	7.3202	1.0146
COLLEGES	Government College	95	7.5499	.9878
	Private College	73	7.3592	1.0148

According to the above table we can say that The effect of gender on Idealism ,we found out that mean of Females was the highest i.e 7.5018 , mean was males (7.4322) was sightly less than that of females.The Std. Deviation which refers to the average amount of variation in females in respect to ethical position is 1.1174 which is higher than the Std. Deviation in males i.e .8749 The mean of commerce students was the highest among the three i.e 7.5248 and the mean of Humanities students was the least i.e 7.3202. The standard deviation of commerce students came out to be .8269, science students was 1.5416 and that of humanities students was 1.0146. When we take the mean of Idealism we found out that mean of government colleges i.e 7.5499 is higher than that of private colleges i.e 7.3592. When we analyze std. Deviation we can say that the average amount of variation in government colleges is .9878 and private colleges is 1.0148.

Table 5.6 : Gender and Idealism (Anova)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.203	1	.203	.202	.654
Within Groups	167.171	166	1.007		
Total	167.374	167			

According to the above results Sig. Value i.e 0.654 is greater than 0.05 so difference is not statistically significant. For it to be statistically significant the Sig. Value should have been less than 0.05. Since it is not statistically significant the difference in mean could be due influence of one variable on other.

Table 5.7 : Course and Idealism (Anova)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.157	2	.579	.574	.564
Within Groups	166.217	165	1.007		
Total	167.374	167			

According to the above results Sig. Value i.e 0.564 is greater than 0.05 so difference is not statistically significant. For it to be statistically significant the Sig. Value should have been less than 0.05. Since it is not statistically significant the difference in mean could be due to influence of one variable on other.

Table 5.8: College and Idealism (Independent T-Test)

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	2.093	.150	1.22	166	.222	.1907	.1555
Equal variances not assumed			1.22	152.922	.224	.1907	.1561

Since the Sig. Value is .150 which is greater than 0.05 so we can say that equal variances are assumed in this case. This means that variances are approximately same across samples. Also when we look at the Sig (2-tailed) value which is .222 according to the table and it is greater than 0.05. Thus we accept H₀. This means that there is no significant difference between the type of college and its effect on idealism.

Table 5.9: Descriptive Statistics for Relativism – Gender, Course and College

Relativism		N	Mean	Std. Deviation
Columns				
GENDER	Female	84	7.0105	1.5089
	Male	84	7.1256	1.1400
	Total	168	7.0681	1.3345
COURSES	Commerce	109	7.2061	1.1586
	Science	26	6.3153	1.9350
	Humanities	33	7.2053	1.1373
COLLEGES	Government College	95	7.0214	1.4363
	Private College	73	7.1289	1.1960

According to the above table we found out that mean of males was the highest i.e 7.1256, mean of females (7.0105) was slightly less than that of males. The Std. Deviation which refers to the average amount of variation in females in respect to ethical position is 1.5089 which is higher than the Std. Deviation in males i.e 1.1400. The mean of commerce students 7.2061 and the mean of Humanities students was slightly lower i.e 7.2053 and the science students had the lowest mean i.e 6.3153. The standard deviation of commerce students came out to be 1.1586, science students was 1.9350 and that of humanities students was 1.1373. When we take the mean of Relativism we found out that mean of government colleges i.e 7.0214 is less than that of private colleges i.e 7.1289. When we analyze std. Deviation we can say that the average amount of variation in government colleges is 1.4363 and private colleges is 1.1960.

Table 5.10: Gender and Relativism (Anova)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.556	1	.556	.311	.578
Within Groups	296.861	166	1.788		
Total	297.418	167			

According to the above results Sig. Value i.e 0.578 is greater than 0.05 so difference is not statistically significant. For it to be statistically significant the Sig. Value should have been less than 0.05. Since it is not statistically significant the difference in mean could be due to influence of one variable on other.

Table 5.11 : Course and Relativism (Anova)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	17.429	2	8.715	5.136	.007
Within Groups	279.988	165	1.697		
Total	297.418	167			

According to the above results Sig. Value i.e 0.007 is less than 0.05 so difference is statistically significant. Thus we can conclude that courses of students have an impact on their relativism.

Table 5.12 : College and Relativism (Independent T-Test)

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	0.001	.969	-.516	166	.606	-.1075	.2081
Equal variances not assumed			-.529	164.894	.598	-.1075	.2032

Since the Sig. Value is .969 which is greater than 0.05 so we can say that equal variances are assumed in this case. This means that variances are approximately same across samples. Also when we look at the Sig (2-tailed) value which is .606 according to the table and it is greater than 0.05. Thus we accept H₀. This means that there is no significant difference between the type of college and its effect on relativism.

Ethical Decision Making Analysis

Table 5.13 Descriptive Statistics

	Mean	Std. Deviation	N
Orientation	5.65	1.548	168
Justice	5.78671	1.220926	168
Relativism	5.485	1.3629	168
Egoism	5.086	1.6130	168
Utilitairism	5.524	1.3699	168
Deontology	5.708	1.2942	168

Table 5.14 Correlation

		Oreintati on	Justice	Relativ ism	Egois m	Utiliatari sm	Deontolo gy
Pearson Correlat ion	Orientati on	1.000*					
	Justice	.669*	1.000 *				
	Relativis m	.523*	.663*	1.000*			
	Egoism	.444*	.480*	.502*	1.000 *		
	Utilitairis m	.641*	.786*	.632*	.496*	1.000*	
	Deontolo gy	.585*	.820*	.564*	.375*	.722*	1.000*

“ * ” : Values are significant at 1-tail

Table 5.15 : Model Summary

Model	R	R Square	Adjusted R Square	Durbin Watson
1	.704	.495	.480	2.050

Anova

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	198.202	5	39.640	31.779	.000 ^b
	Residual	202.077	162	1.247		
	Total	400.280	167			

a. Dependent Variable : Orientation

b. Predictors: (Constant), Deontology, Egoism, Relativism, Utilitarianism, Justice

Coefficients

	Unstandardized B	Coefficients Std. Error	t	Sig.
(Constant)	.352	.442	.797	.427
Justice	.438	.149	2.936	.004
Relativism	.063	.090	.697	.487
Egoism	.106	.065	1.638	.103
Utilitarianism	.269	.109	2.460	.015
Deontology	.069	.120	.575	.566

Residual Statistics^a

	Minimum	Maximum	Mean	Std. Deviation
Predicted Value	1.35	6.96	5.65	1.089
Residual	-4.798	2.979	.000	1.100
Std. Predicted Value	-3.946	1.207	.000	1.000
Std. Residual	-4.296	2.667	.000	.985

a. Dependent Variable : Orientation

R Square is a representation of proportion of variance in the dependent variable which can be predicted from the independent variable. In our study we found that

49.5% of variance of the dependent variable i.e orientation is explained by independent variables i.e Deontology, Egoism, Relativism, Utilitarianism and Justice. According to the ANOVA Table we can say that the regression model is a good fit of the data as $p(0.000) < .05$.

The tests tell us that justice and utilitarianism have sig values as .004 and .015 respectively. Since both justice and utilitarianism are having sig. values less than .05 thus we can say that they are significant.

On the other hand Relativism, Egoism and Deontology have sig. Values as .487, .103 and .566 respectively. Since all of these have values greater than .05 thus we can say that they are insignificant.

In other words we can say that with Justice and utilitarianism in the model, relativism, egoism and deontology no more add a substantial contribution to explain the ethical decision making of the students.

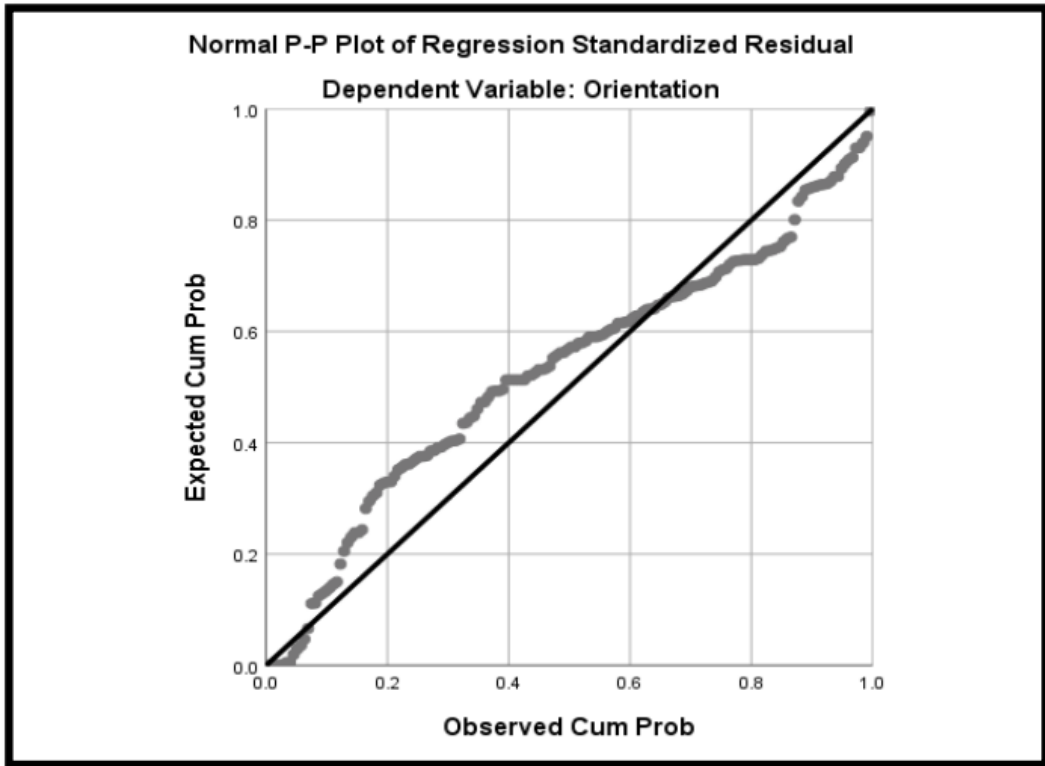
While using the linear regression to identify the relationship between a response and a predictor there are certain assumptions that need to be met before we use the model to make an inference. These assumptions are as follows:

- o The true relationship is linear
- o Errors are normally distributed
- o Homoscedasticity of errors(or, equal variance around the line)
- o Independent Observations

According to our findings we can say that the linear regression equation i.e

$y = a + bx_1 + bx_2 + bx_3 + \dots + bx_n$ can be written as

$y(\text{Orientation}) = .352 + .438 * \text{Justice} + .063 * \text{Relativism} + .106 * \text{Egoism} + .269 * \text{Utilitarianism} + .069 * \text{Deontology}$



Based on the normal chart probability we can say that the existing points always follow and approach the diagonal line. Thus we can say that the residual value is normally distributed and so regression analysis procedure is fulfilled.

DISCUSSION AND CONCLUSION

The Purpose of the research is to determine the ethical position of students in India. A web questionnaire measuring the ethical position (consisting questions on idealism and relativism as given by Forsyth) and ethical decision making (measured on variables like justice, egoism, deontology, relativism, orientation and utilitarianism as given by Jeffrey R. Cohen) of students was circulated. We obtained 168 responses in which we had an equal number of male and female i.e 84. When we further analyse the data it was identified that on the basis of courses of students 109 were from commerce background, 26 were from science and 33 students were from humanities background.

Furthermore, out of 168 respondents 95 students were from government college and 73 students were from private colleges across the country. Ethical position is simply the inclination towards a particular behavior. It relates to person's mental ability given all the reasoning made available to him/her that in turn clear their justification for their own actions within their locus of control.

Ethical decision making is simply the evaluation of alternatives which are available at a particular point of time and choosing the best ethical option amongst them. In ethical decision making it is really important to remove those decisions which are unethical in nature. It is the mental process that considers various ethical principles and virtues or maintenance of relationship to guide intended decisions. To identify the ethical decision making of respondent a situation was given to the respondents in the questionnaire.

According to the analysis on the data obtained it was found that the mean of the sample while measuring the idealism is 7.4670 and that of relativism came out to be 7.068. Thus it can be said that the students scored high on both idealism (believing in high morals and ideals and strives to make them real, even though they may be impossible) and relativism (it holds that morality is relative to one's culture and set of belief. The same action can be right for one person and wrong for another). Thus we can say that they are Situationists (individuals who act in a particular way so as to secure the best possible consequences for all concerned outcomes even if doing so will violate traditional rules and moral code of conduct about ethics). It can be inferred that females scored (7.5018) slightly higher than males (7.4322). On the other hand males (7.1256) were slightly higher than females (7.0105) while calculating relativism. It was also identified that gender, course or college had no significant effect on ethical position of an individual.

While analyzing ethical decision making of students in India with the help of theories i.e deontology, justice, egoism, relativism, utilitarianism and orientation. It was identified that the decisions of students were affected by justice and utilitarianism.

The decisions were least affected by egoism and also it was found that deontology and relativism theories didn't contribute much in the ethical decision making process of students.

Theoretical Implication

Our study revealed that the decision making of the students are mainly dependent of justice and utilitarianism whereas other theories of ethics namely egoism , deontology and relativism did not contribute much to the decision making.

- In a research by Rebecca Friesdorf , Paul Conway , and Bertram Gawronski(2015) titled Gender Differences in Responses to Moral Dilemmas: A Process Dissociation Analysis Rebecca ,they found out that men showed a stronger inclination and preference for utilitarian over deontological judgments than women. Similarly in our research also we have come to the same conclusion and we support this theory.
- In another research by Dan Baugher and Ellen Weisbord (2009) titled Egoism, justice, rights, and utilitarianism: student views of classic ethical positions in business concluded that students agree more strongly with the social rules perspective of ethics(Deontology theory) than with the social consequences perspective (Teleological theory). In our study also it was identified that the decision making of the students are affected by the rules or action rather than the consequence.
- In a research by József Poór, Yavuzaslan Abdulkerim, Bariscil Ahmet, Péter Kollár (2018), it has been seen in terms of gender women are more idealistic than men. Also, women are a little relativist in comparison to men, even though there is not much difference in terms of relativism. On the contrary ,in our research, males are slightly more relativist in comparison to females. But we also support this study as in our research we found out that women are more idealistic than men.

Limitations of the Study

The sample chosen aims to represent the population, however to ensure that the data collected represents the ethical position of students in India the sample would need to be larger. One of the key limitations of the study was the size of the questionnaire. It consisted of more than 20 questions which is a considerable factor to understand why many respondents failed to complete the questionnaire. Solely relying on the questionnaire limited the scope of the study. It could have been accompanied with an interview or short discussion with the target sample. Also, the study is limited to only a few states in India. It could have been extended to other states or more representation could have been achieved from other cultures.

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Annexure

Table: Ethical Position Questionnaire

Idealism

1. People should make certain that their actions never intentionally harm another even to a small degree.
2. Risks to another should never be tolerated irrespective of how small the task might be.
3. The existence of potential harm to others is always wrong, irrespective of the benefits to be gained.
4. One should never psychologically or physically harm another person.
5. One should not perform an action which might in any way threaten the dignity and welfare of another individual
6. If an action could harm an innocent other, then it should not be done.
7. Deciding whether or not to perform an act by balancing the positive consequences of the act against the negative consequences of the act is immoral
8. The dignity and welfare of the people should be the most important concern in any society.
9. It is never necessary to sacrifice the welfare of others.
10. Moral behavior are actions that closely match ideas of the most perfect action.

Relativism

11. There are no ethical principles that are so important that they should be part of any code of ethics.
12. What is ethical varies from one situation and society to another.
13. Moral standards should be seen as being individualistic, what one person considers to be moral may be judged to be immoral by another person.
14. Different types of morality cannot be compared as to rightness.

15. Questions of what is ethical for everyone can never be resolved since what is moral or immoral is up to the individual.
16. Moral standards are simply personal rules that indicate how a person should behave and are not to be applied in making judgements of others.
17. Ethical considerations in interpersonal relations are so complex that individuals should be allowed to formulate their own individual codes.
18. Rigidly codifying an ethical position that prevents certain types of actions could stand in the way of better human relations and adjustment.
19. No rule concerning lying can be formulated whether a lie is permissible or not permissible totally depends upon the situation.
20. Whether a lie is judged to be moral or immoral depends upon the circumstances surrounding the action

Ethical Decision Making

New product launch A company has just introduced a highly successful new kitchen appliance. The sales manager, who is paid partly on a commission basis, discovers that there has been insufficient product testing to meet government guidelines. The tests so far indicate no likelihood of any safety problem.

Action: The sales manager continues to promote and sell the product.

Just	1	2	3	4	5	6	7	Unjust
Fair	1	2	3	4	5	6	7	Unfair
Morally Right	1	2	3	4	5	6	7	Not Morally Right
Acceptable to my family	1	2	3	4	5	6	7	Not Acceptable to my family
Culturally Acceptable	1	2	3	4	5	6	7	Culturally Unacceptable
Traditionally Acceptable	1	2	3	4	5	6	7	Traditionally Unacceptable
Self promoting for the actor	1	2	3	4	5	6	7	Not self-promoting for the actor
Personally satisfying for	1	2	3	4	5	6	7	Not Personally satisfying

the actor								for the actor
Produces the greatest utility	1	2	3	4	5	6	7	Produces the least utility
Maximises benefits while minimizes harm	1	2	3	4	5	6	7	Minimises benefits while maximises harm
Does not violate an unwritten contract	1	2	3	4	5	6	7	Violates an unwritten contract
Does not violate an unspoken promise	1	2	3	4	5	6	7	Violates an unspoken promise
Shows compassion or caring	1	2	3	4	5	6	7	Shows no compassion or caring
The probability that I would Undertake the same action is HIGH	1	2	3	4	5	6	7	The probability that I would Undertake the same action is LOW
The probability that my peers would undertake the same action is HIGH	1	2	3	4	5	6	7	The probability that my peers would undertake the same action is LOW
The action described above is ETHICAL	1	2	3	4	5	6	7	The action described above is UNETHICAL