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STATEMENT OF THE PROBLEM
OBJECTIVES
HYPOTHESIS (ES)
RESEARCH METHODOLOGY
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FINDINGS
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BOOKS

- Bowersox, Donald J., Closs, David J., (1996), "Logistical Management." Tata McGraw, Hill, New Delhi.
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UNPUBLISHED DISSERTATIONS

- Kumar S. (2011): "Customer Value: A Comparative Study of Rural and Urban Customers," Thesis, Kurukshetra University, Kurukshetra.

ONLINE RESOURCES

- Always indicate the date that the source was accessed, as online resources are frequently updated or removed.

WEBSITES

- Garg, Bhavet (2011): Towards a New Gas Policy, Political Weekly, Viewed on January 01, 2012 http://epw.in/user/viewabstract.jsp

CHALLENGES AND OPPORTUNITIES OF TEACHING BUSINESS ETHICS: AN ACTION RESEARCH

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ABSTRACT
Business Ethics teaching in India is still in its nascent stage. There is a dearth of good textbooks and case studies that are from India. Compounding it with a poor perception of ethics and values it is a challenge teaching Business Ethics course. This Action research was conducted keeping in mind the adverse environment within which one teaches Business Ethics in Indian universities. Armed with a number of new Andragogical methods the researcher documented using both qualitative and quantitative methods to find out the impact of the perception of students towards this course and also to find out if there was any behavioural change brought about through the course. Through a pre and post study of the student perception towards the course the action research tried to come out with a conceptual model that can be used while teaching business ethics.

KEYWORDS
teaching business ethics, business ethics.

INTRODUCTION
Teaching business ethics is caught up in a muddled situation. Most universities do not actively promote it. Where it is promoted it is only to the extent that it brings good will to the college/university. It is a challenge for the person who is teaching to create a course that will not only take care of the need of the society but also creates interest in the students to learn. A cursory reading on the topic of teaching Business Ethics and student perception revealed that already it is a well-developed field of study. Special issues in the Business Ethics journals have been dedicated to the topic of teaching Business Ethics (Curry and Thach 2007). Most universities abroad have a Business Ethics course; however, they are based on the need for compliance. AACSB mandates it for universities to participate in its ranking activities. A lot of effort has gone into developing the right content, pedagogy, and roles of learner and teacher.

Student perception towards teaching Business Ethics too has not been very encouraging. Often they approach with the attitude that business and Ethics are diametrically opposite factors and therefore business ethics is an Oxymoron. Students with work experience always feel that it is good to study theories and cases but in the corporate it is always what the boss wants.

A teacher who has the right intention to teach does not have the audience with the right disposition, who is willing to learn. There are not enough good books that can be accessed by the students. There are no guidelines as to what should be the syllabus of an ethics course. No methodology is identified as the most effective method to conduct the course.

The objective of this Action Research was to identify ways and means to create a positive perception among students towards Business Ethics course. The research focused on the content, delivery and assessments of a two credit course conducted during the third semester of the MBA program.

LITERATURE REVIEW
Many educators these days have researched on the use of technology to improve the student engagement in the classrooms (Manuguerra and Petocz, 2011, Deepwell and Malik, 2008). They however also acknowledge that the use of ICT in student engagement is not adequately researched. (Zepke, and Leach (2010) synthesizes 93 research studies from ten countries to develop a conceptual organizer for student engagement. They proposed four perspectives: student motivation; transactions between teachers and students; institutional support; and engagement for active citizenship. Then they compiled from these articles ten propositions for improving student engagement in higher education. (Hyland 2003) studied the teacher feedback and student motivation and engagement. There are a number of measures suggested by researchers to improve the student engagement. Since such action researches is a new concept in India especially in a higher education institution it has to be contextualised and there is a need to validate some of these measures suggested. (Hopper 2016) researched the active learning as a measure to improve student engagement.

Floyd et al, (2013) states that the subject of Business Ethics is a contested one and neither institutes nor students take an active interest in teaching and learning business ethics. He identified ten business ethics outcomes. They have researched to find out the cause of the scepticism which is emanating from the cognitive dissonance and the lack of interests in the universities and Business schools. Hesselbarth, and Schaltegger, (2014) studied the impact of ten years of MBA education on sustainability and gives a contrary view than Floyd et al (2013) study. O'Keeffe (2013) says in order to create a good perception among the students the institute must create a caring, supportive and welcoming environment. Khanova et al (2015) compare the student perception based on the learning experience of students especially with the use of flipped classroom. There are a number of factors that affect student perceptions about ethics course and also how to improve the perception.

CHALLENGES IN TEACHING BUSINESS ETHICS
Ronald Sims in a (2004) article titled, "Business Ethics Teaching: Using Conversational Learning to Build an Effective Classroom Learning Environment", discusses the relevance and importance of using conventional methods in teaching business Ethics. He stresses the importance of controlling the content, process and learning environment to make it more effective. He must address the aspects such as values, morals, virtue, integrity and other related issues including self-doubt and shame. he suggests the following aspects to make it more relevant:

1. Effort to be prepared before entering the class room
2. Be aware that we are all mortals and have biases and blind spots
3. To have an open mind to learn
4. A willingness to learn
5. A conscious effort to refrain from advancing ones own ideas as the truth.
6. To have an inclination to listen
7. To give and take with mutual respect
8. To realise that we may often go off course and the need to come back to the discussion
9. Knowledge that it will take time to create a robust environment for good discussion and debate

Sims and Felton, Jr. (2006) expanded Sims (2004) paper based on the questions raised by academics world over on the nature of the content, expected outcome, learning environment and role of the learners. The paper gives details on the content, method, outcome and roles of the participants in great detail with examples.
Sims and Felton, Jr. (2011) provides the key to effective ethical teaching and talks of the following factors; 1) addressing the relevance challenge; 2) striving to achieve a balance between the active engagement of students with issues and a critical analysis of choices in to be made in real-life situations; 3) attending to or managing the learning process to include learning styles and experiential learning; 4) debriefing experientially-oriented learning activities; and 5) institutionalizing outcomes of ethics education objectives.
Falkenberg and Woiceshyn (2008) in their article 'Enhancing Business Ethics: Using Cases to Teach Moral Reasoning' stresses the role of case studies in teaching business ethics. From early on teachers and text books use cases of some highly visible ethical scandals. Some also stresses on the importance of teaching moral reasoning. Others have also argued that it is not possible to change values and behaviour through one or two courses. But Association to Advance Collegiate Schools of Business (AACSB) makes teaching ethics as an important aspect of accreditation for a management school. This article eulogises the use of case studies to teach ethics
Gold (2010) in his article The Implications of Rorty's Post—Foundational "Moral Imagination" for Teaching Business Ethics delves into the area of philosophy in teaching ethics especially the applied ethics provided by Aristotle, Immanuel Kant, John Rawls, J.S. Mils etc. One inherent deficiency on the theory and method of teaching based on the traditional philosophy is to measure everything form a western perspective. He proposes a neo-pragmatic approach drawing on John Dewey's pragmatic approach in constructing his teaching pedagogy.
Curry and Thach (2007), in his article on the attitudes of deans around the world on teaching business ethics looks at the lack of consensus in the content, approach, effectiveness and curriculum of business ethics courses. Also there is no agreement on the four questions namely 1) What should be the outcome of the course? 2) What should be the learning environment? 3) What should be the learning process to be employed? 4) What should be the roles of the learners? Discusses about eight perspectives why Business ethics teaching is considered important today.

1) Morality based than pragmatic
2) Canters around corporate culture, structure and values than personal values and behaviour
3) Has a relativist tendency than having a universal form
4) Is based on reactions to corporate scandals
5) Is to suit the need of compliance and regulatory bodies
6) Stress is given on philanthropy
7) Also emphasise corporate governance and related issues.
8) To increase the brand value of the business school.

Furman, F. K. (1990) studied the existing assumptions and sought to find out new avenues in teaching Business Ethics.
Above articles discusses the centrality of teachers in teaching Business Ethics course. They discuss the need for preparedness, having good content, including innovative pedagogical methods; need to have an open mind and the like. All the papers discuss in detail the need for having proper content, method, outcomes and roles of the participants. Two dominant perspectives in the methodology are 1) to stress on philosophical arguments and 2) on real life case study methods. They also say that there is an inherent western bias in the content and delivery of the course. Some also stress on the morality and values. Another common theme that runs across the course is the role of philanthropy.

CHANGE IN PERCEPTION DUE TO ETHICAL TRAINING
Ozbec, et.al., (2015), studies the change in perceptions due to a course in Business Ethics. It studied the change in the perception of ethical issues and the ethical intentions of 150 marketing students. They constructed a controlled and experimental group and to the controlled group they administered a 10 hour ethics course and found that there was a marked difference in the perception of ethical actions and also their ethical intentions.
Lau et.al., (2012). In the article, 'College students' perception of ethics' studies five factors that affect student's perception. They are: 1. impact of teachers on students ethics, 2) what are the students attitude towards cheating, 3) impact of technology environment, 4) importance of ethics and 5) Ethical campus environment. The paper concluded that college students tend to have strong sense of ethics and perceive the instructor and their teaching pedagogy having an impact in shaping their ethical behaviour.
Bloodgood et.al. (2010) observe that ethics course has no impact on students who are very high on Machiavellianism. It is always found that in every group of students there will be a number of students who are high on Machiavellianism. The study focused on student cheating tendency.
Drover et.al (2012) looks at a 30 year old historical study and undertakes a study among university students regarding their perception about the ethical standards. They make comparisons of three studies conducted in 1980, 1991 and 2011 using the same framework. The paper discusses on perception on teaching ethics in business schools. Often times it becomes difficult to make the distinction between what is ethical and what is unethical as the many shades of grey is glorified in the corporate set up. Centre for Business Ethics (1986) asks are corporations institutionalising ethics or the corporate structure encourages and institutionalising unethical practices. Chiaki Nakano too discusses in his paper the Japanese managers perception on ethics. To some extent students with work experience air a similar opinion regarding business ethics.
Looking from a learners perspective it is generally accepted that a business ethics course do have an impact on the world view of the students. However, it is also found that people with certain personality traits cannot be taught ethics and morality like those with high Machiavellianism. Students often are highly motivated in an ethics class but when they actually go into the corporate world are faced with an entire different situation (Bersoff 1999).

METHODOLOGY
'What's good for the practice is good for research' Altrichter and Posch's (1989). This Action Research conducted both quantitative and qualitative research approaches to collect data. Acton research is generally considered as an experimental research method and therefore a quasi-experimental design was used. Action research framework is most appropriate for participants who recognize the existence of the shortcomings in their educational activities and who would like to adopt some initial stance in regard to the problem, formulate a plan, carry out an intervention, evaluate the outcomes and develop further strategies in an iterative fashion (Hopkins 1993).Action research is very popular in the field of education because there is always room for improvement when it comes to teaching and educating others. Qualitative research is primarily concerned with gaining direct experience with a setting and is intrinsically an exploratory endeavour. This paper used a combination of personal reflection, peer evaluation and survey to develop the argument. The survey was to understand the student's ethical intention and their appreciation of the course itself.
To describe the journey through the Action Research the researcher has used personal reflection, peer evaluation and a questionnaire survey. The Action Research was conducted with the third semester students of 180 MBA ITBM students. Students are divided into four divisions. The survey was conducted in two division where most of the experiments were conducted and about 82 students' responses were collected. Data was collected only from two divisions as there was a deadline for finishing and submitting the project for evaluation. A Factor analysis was performed on the collected data and the results are provided below.

ACTION RESEARCH
The Action Research was conducted with the third semester students of MBA ITBM. The batch consisted of 190 students. The course was conducted for a period of 30 hours and for two credit points. There were a number of objectives behind this action research. First, the course in MDHEA mandated that everyone to undertake this research to make changes in any one identified problem in our teaching. This mandate gave the impetuous to conduct the experiment. Secondly the researcher always wanted to make Business Ethics course both interesting as well as something that students always look forward to attend. Thirdly the researcher wanted to change the perception of the student towards the business ethics course as having too much theoretical content which is dry and irrelevant form a practitioners perspective. Fourth reason for the Action Research was to find out different ways of teaching business ethics course and thereby creating a new pedagogical/andragogical method in this field.

a. Teaching Method undertook.

i. Flipped Class room method

Thus the teaching method I undertook to conduct this research was predominantly a flipped class room method which ensured the class room was devoted mostly for the discussions. IT was not easy to get the students to come prepared for the classes. Initially I had to show them some fear factors as marks being attached to coming prepared for the sessions. Eventually I realised that students started liking the sessions and therefore the marks threat was withdrawn. However this did not lead to a diminishing attendance in the class. Occasional feedback from the students ensured that they liked the method I am using especially the discussion mode of lectures.

Students these days do take some time to read the articles prior to coming to the class. To prepare them for doing pre readings I had to engage one session to teach them how to read. Using the 3RS method of Dr. Ed. McGrath I taught them to do the fast reading, eye span improving exercises, and scanning the article for the important messages.

Next biggest challenge was to ensure everyone is engaged in the class discussions. I could get some extremely quite student talking in the process but it was not possible to ensure every ones participation in the class. That is the next part of the Action research which is not the purview of this report.

ii. Guest lectures

Another method undertook was to introduce an industry professional to engage certain topics. This very well appreciated by the students. We had packed halls during those days. In the open ended survey conducted many commented on the importance of having more such sessions. They said that both they learned lot from those sessions as well as asked for more such interactions. He also provided valuable peer feedback on my own teaching as he observed my sessions on a number of occasions. a number of students in the student feedback on the course said that they preferred the industry expert and asked for more real life examples and interaction with industry professionals. To address this program, I have arranged a one day conference where the industry professionals would come talk, debate and discuss with the students on the industry experience on various topics on ethics.

iii. Case discussions

It is generally accepted that Business Ethic is to be taught using case study method. However, I preferred to use the method of starting with philosophies and then moving on to make it look like an applied ethics program. However, the research did not completely ignore the cases. Instead of long cases which I used to use earlier this time around short case scenario were used to create a conversational atmosphere into the class. this resulted in lots of class discussion. an open ended questionnaire I used to ask the student about what they liked most about the course showed Discussion as the most liked aspect. almost 60% students mentioned discussion as something that they liked most. Many students also said that they prefer more discussions in the class.

iv. Use of Videos in the class

This time around I did not use too many videos. However, I ensured to show at least one short one during most of my lectures. The videos were very well chosen so much so that the students in their remark have asked for more videos during the lecture. I preferred to give them videos prior to the class and ensured students watched them and classroom was used for discussions. Some popular movies that everyone has watched were also used for class discussions. Videos of advertisements too were used.

v. Use of Power point

Students had mentioned in the beginning that they prefer less power points during the session. Hence I preferred not to use them as the only teaching aid. I kept that in the background and used white board a lot and also class discussions. Power point was circulated to the students after the sessions.

vi. Pre-readings

In the beginning of the sessions along with the session plan a set of readings were circulated to the students which was to be used as mandatory readings and supplementary readings for each session. According to the need of the sessions students either read the pre-reads before coming to the class or they used the readings for the assignments post the session. During one session they were to prepare a short presentation in groups and present in the class on which the discussion was conducted.

b. Assessments

Assessments too were prepared keeping in mind the experiment. They would be taking two quizzes, three assignments, a midterm test and a presentation. Quizzes were initially planned to conduct using Moodle software but due to technical problems it could not happen. Instead the quiz was conducted at the end of a session for which they had to come prepared. After both their prior reading and the class discussion students were given the Quiz. For doing the assignments students were given the freedom to choose between reading based assignments, or a case preparation based on the News Paper survey or to do a CSR activity and report it through a Video. Most preferred the reading based assignments. However, four groups preferred to do the News Paper based assignments and one group on CSR. These projects have not been complete as the term is still in progress. For midterm questions I used a set of scenario based questions, and concept clarification questions which included both lower level learning as well as higher order thinking questions.

c. Content

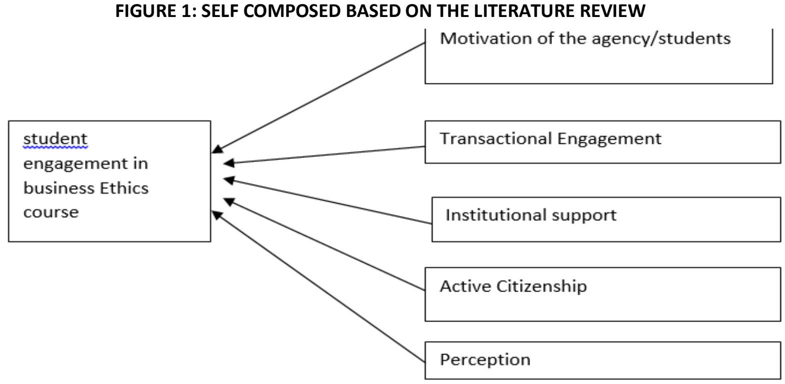
There are a number of text books on Business Ethics. Mostly are written from a western outlook (Manuel Valesquez (2002), William Shaw (1989), Daniel Albuquerque (2010), Crane and Matten (2007) etc). The text book on Business Ethics by AC Fernando (2009) seems to be of a very good standard. It does not take a moral stand point but describe the journey with good case studies of Indian companies. Some other books surveyed were by Anant Das Gupta (2004), S. K. Bhatia (2004), and others have a prescriptive element to the topics covered. Two guiding books referred were Crane and Matten (2007) and A.C. Fernando (2009). However, the researcher also provided students with additional reading materials in the form of research articles, case studies, concept papers, white papers among others for each session conducted.

DATA ANALYSIS AND DISCUSSION

CONCEPTUAL MODEL

Based on the readings of the literature and also the reflections a conceptual framework for Student Engagement in business Ethics course was constructed. This model was then tested using the questionnaire (Figure 1)

FIGURE 1: SELF COMPOSED BASED ON THE LITERATURE REVIEW



POST-TEST ANALYSIS

i. Descriptive Analysis

This section discusses the descriptive data analysis *relating* to gender, prior work experience and attendance. Male and females constituted 39 male and 43 females respectively. (82 students) 34 students did not have prior work experience or having less than one year of experience. 48 students had work experience more than one year. 42 students had attendance between 75 to 90 percent while 40 students had above 90% attendance. We also performed a cross tabulation to understand the distribution of gender across the other three sample characteristics stated above (table 1). Cross tabulation of each of these revealed that each of these components are independent and do not have impact on the study.

TABLE 1: DESCRIPTION OF THE INDEPENDENT VARIABLES CONSIDERED *(using Excel)*

	Experience		
Gender	No Exp	With Exp	Grand Total
Male	15	24	39
Female	19	24	43
Grand Total	34	48	82

	Attendance		
Experience	below 90%	Above 90%	Grand Total
No Exp	21	13	34
With Exp	21	27	48
Grand Total	42	40	82

ii. Factor Analysis

The exploratory factor analysis (EFA) is conducted to know the highly impacting factors identified from their academic life. The widely used combination of Principal Component Analysis (PCA) with Varimax rotation (Orthogonal type) is used for factor extraction. This combination is useful because it considers both the unique and common variances (values of 1's in the correlation matrix diagonal, supports the extraction of maximum variance, number of extremely loaded variables are minimised and makes it possible to identify a variable with a factor (Goldberg, D. P., & Hillier, 1979, Abdi, 2003, Richman,1986, Suhr, 2005). In the subsequent paragraphs the preliminary and final sections of the EFA is presented.

The sample adequacy test and the correlation matrix constitute the preliminary analysis section. Multi-colinearity did not exist as the determinant value is greater than 0.00001, based on the determinant of the correlation matrix. Bartlett's test of sphericity, which is usually done before factor analysis identifies if the data comes from a multivariate normal distribution with zero covariance. The KMO value of 0.732 presented in table 4 is comfortably adequate and the chi-square value out of the Bartlett's test is found to be significantly positive for the data contained in all the twenty variables. The results of KMO and Bartlett's test are presented in table 2.

TABLE 2: KMO AND BARTLETT'S TEST

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.732
Bartlett's Test of Sphericity	Approx. Chi-Square	570.001
	df	190
	Sig.	.000

Self compiled (Extracted from SPSS file)

The correlation matrix is enables to detect if there are any two variables paired with high inter-correlation between them. In such a case exist it means that both the variables convey the same meaning. The correlation matrix has two important implications, one the inter-correlation between the variables and two the degree of such relatedness is not too high (leading to multi-colinearity or singularity). Such extreme cases will dilute or nullify the unique contribution of each variable to the factor. The communalities shown below show moderate values of extraction (> 0.500). It means that that all the variables are eligible for factor rotation and they may comfortably load on any component. From the communalities table it can be also understood that there is adequate internal consistency which also implies construct validity (Akaike, 1987, Ford et al, 1986).

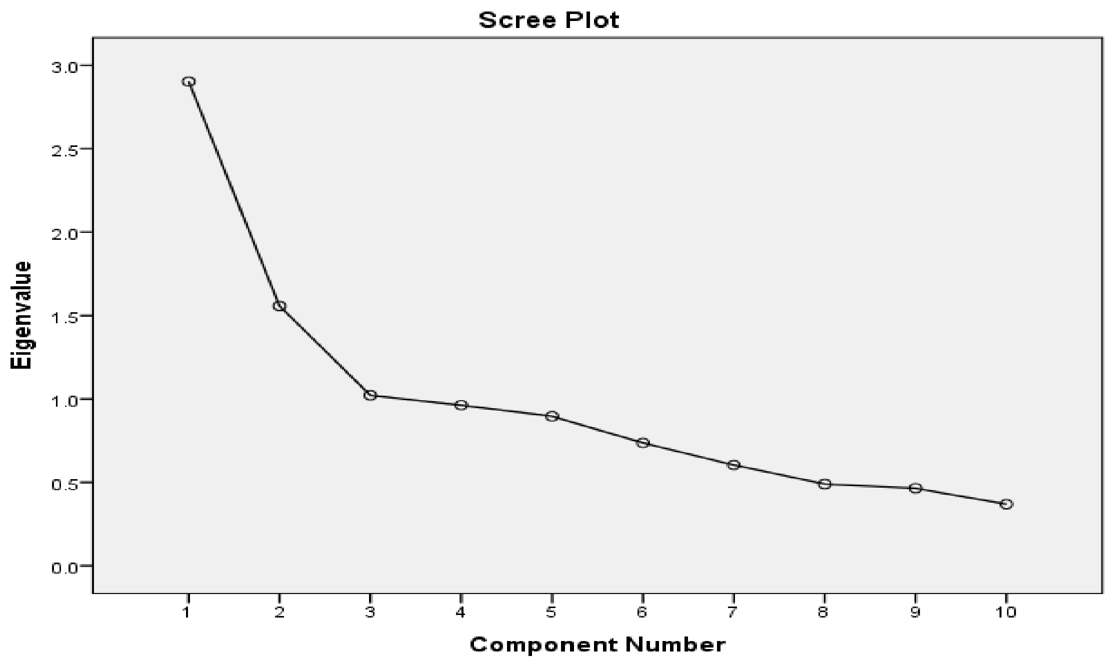
Lastly, the interpretation of the output is given from "Total Variance Explained" and the "Rotated Component Matrix Value" for all the variables to be explained. Based on the component grouping of the factors their relevance and impact of Ethics teaching on the student's academic perception and appreciation has been explained in table 3.

TABLE 3: COMPONENTS EXTRACTED WITH EIGEN VALUES AND TOTAL VARIANCE

Component	Total Variance Explained Initial Eigen values			
	Total	% of Variance	Cumulative %	Community Extraction
1	2.903	29.026	29.026	.586
2	1.557	15.570	44.597	.663
3	1.021	10.215	54.812	.272
4	.962	9.623	64.435	.356
5	.895	8.954	73.389	.402
6	.736	7.357	80.746	.594
7	.603	6.033	86.780	.519
8	.489	4.892	91.671	.336
9	.464	4.644	96.315	.215
10	.368	3.685	100.000	.516
Extraction Method: Principal Component Analysis.				

The graphical representation of the components extracted with their Eigen values is presented in figure 2 below.

FIGURE 2: SCREE PLOT



Source: Data from SPSS

The factor loading columns in table 9 below shows that the variables within each factor are highly correlated. According to Jakobsson (2011) it is strongly desired that the loading values are 0.500 and above to support convergent validity. Accordingly, only 10 variables out of the original inventory of 15 are considered for further analysis and interpretation in Table 4

TABLE 4: TABLE SHOWING TOTAL VARIANCE EXPLANATION (ROTATED COMPONENT MATRIX)

		Component	
		1	2
MA2	Course appreciation by the students	.770	
MA1		.765	
TE2		.710	
IS2		.627	
TE3		.596	
AC2		.580	
IS1			.753
P1			.561
MA3			.462
P2			.439

iii. Component construction and Reliability testing

The initial 15 questions were rotated to check cross loading. After eliminating about five questions the final set of questions were grouped into two factors. First factor is students appreciation on the business Ethics course conducted. The second component reworded is Students perception on business Ethics.

Based on the final two components I propose a model (table 5) for student perception of business Ethics course. As it is a reflective measurement model which is an effect model we checked a reliability of the model and found a Cronbach Alfa of 0.770

TABLE 5: ITEMS FOR COMPONENT ONE AFTER ROTATION

Item number	Item description	Component name	Mean	Std. Deviation	N
2	Understanding one's own values	Course appreciation by the students	3.73	.847	82
1	Concretising existing values system		3.52	.820	82
6	Regular attendance of Business Ethics course		3.56	1.020	82
7	Class discussions		3.39	.978	82
9	Moulding into ethical citizens		3.84	.853	82
12	Having a compulsory Ethics course		4.26	.966	82

The second set of items that converged into one component after the rotation is a cause factors. This does not have good internal validity as these are not depended on each other much. We also assume that the lack of reliability is due to the fact that student's perception of ethics has not changed drastically to bring about a change in their perception of the business Ethics. (Table 6)

TABLE 6: ITEMS FOR COMPONENT TWO AFTER ROTATION

Item number	Item description	Component name	Mean	Std. Deviation	Analysis N
4	Differentiating personal ethics from professional ethics		3.54	1.209	82
11	Role of leadership in creating an ethical organisation		4.46	.632	82
13	Impossible to be ethical in today's Challenging ties		3.79	1.027	82
14	Complementarities of Business and Ethics	Students perception of ethics	3.05	1.175	82

TABLE 7: FINAL SET OF QUESTIONS AFTER ROTATION PERFORMED

MA2	The ethics lecture has helped in concretising certain values system that I was doubtful about.	.770
MA1	The business Ethics lecture have helped me to understand my own value system	.765
TE2	I attend the Business Ethics course because the lectures are interesting.	.710
IS2	I believe that leadership plays a vital role in instilling ethical values among the employees.	.627
AC2	I believe that ethics is important for the survival of business	.596
TE3	The class discussions and instructions have helped me forge my own identity as an ethical leader.	.580
IS1	I feel that I alone cannot bring changes in the way business are run today	.753
P1	I feel that Business and Ethics are complementary.	.561
MA3	I believe that my personal ethics should be different from the professional ethics.	.462
P2	It is impossible to be ethical in today's challenging times.	.439

PRE-TEST RESULTS AND ANALYSIS

i. Descriptive Analysis

This section discusses the result of the pretest to understand the student's perception towards Business Ethics. This section too had the data *relating* to gender, prior work experience and attendance. Male and females constituted 42 males and 28 female's students respectively. (70 students) 27 students did not have prior work experience or having less than one year of experience. 43 students had work experience more than one year. We also performed a cross tabulation to understand the distribution of gender across the other three sample characteristics stated above (table 8). Cross tabulation of each of these revealed that each of these components are independent and do not have impact on the study.

TABLE 8: DESCRIPTION OF THE INDEPENDENT VARIABLES CONSIDERED *(using Excel)*

gender		work experience	
Male	42	no work exp.	27
Female	28	with work exp.	43

ii. Factor Analysis

The factor analysis revealed a value of 0.732 presented in table 4 is comfortably adequate and the chi-square value out of the Bartlett's test is found to be significantly positive for the data contained in all the twenty variables. The results of KMO and Bartlett's test are presented in table 9.

TABLE 9: KMO AND BARTLETT'S TEST

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.582
Bartlett's Test of Sphericity	Approx. Chi-Square	158.482
	df	36
	Sig.	.000

Source: Self compiled (Extracted from SPSS file)

An analysis of the correlation matrix and the communalities reveal that rotation could be performed on the data. The inter-collinearity was not a problem. We also found that all the variables are eligible for conducting a rotation matrix. the interpretation of these is given in the form of Total Variance Explained and the Rotation Component Matrix. Based on the component grouping of the factors their relevance and impact of Ethics teaching on the student's academic perception and appreciation has been explained (presented in tables 10 and 11).

TABLE 10: COMMUNALITIES

	Initial	Extraction
P1	1.000	.462
P2	1.000	.595
P4	1.000	.594
P5	1.000	.609
P8	1.000	.661
P9	1.000	.647
P3	1.000	.372
P11	1.000	.348
P6	1.000	.269

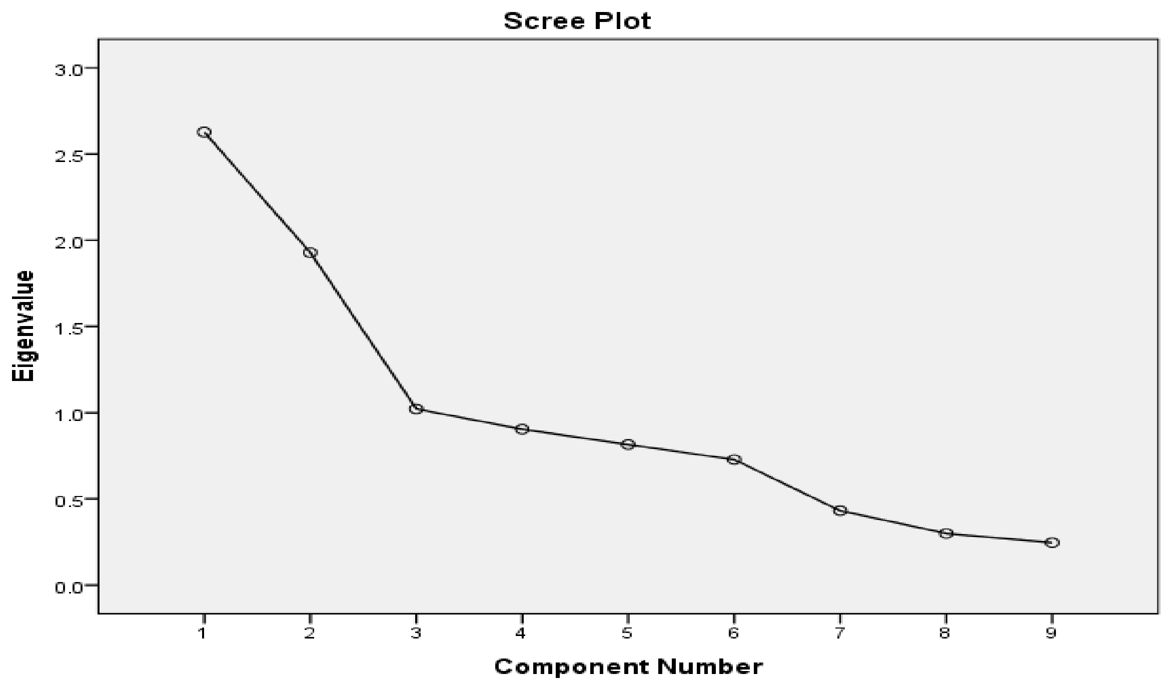
Extraction Method: Principal Component Analysis.

TABLE 11: COMPONENTS EXTRACTED WITH EIGEN VALUES AND TOTAL VARIANCE

Component	Initial Eigen values		
	Total	% of Variance	Cumulative %
1	2.627	29.191	29.191
2	1.929	21.429	50.620
3	1.022	11.356	61.976
4	.904	10.043	72.019
5	.815	9.055	81.074
6	.728	8.086	89.160
7	.431	4.788	93.948
8	.299	3.323	97.271
9	.246	2.729	100.000

The graphical representation of the components extracted with their Eigen values is presented in figure 3 below.

FIGURE 3: SCREE PLOT



Source: Data from SPSS

The factor loading columns in table 9 below shows that the variables within each factor are highly correlated. According to Jakobsson (2011) it is strongly desired that the loading values are 0.500 and above to support convergent validity. Accordingly, only 9 variables out of the original inventory of 12 are considered for further analysis and interpretation.

TABLE 12: TABLE SHOWING TOTAL VARIANCE EXPLANATION (Rotated Component Matrix)

	Component	
	1	2
P5	.781	
P2	.770	
P4	.695	
P1	.667	
P8		-.813
P9		-.729
P11		.582
P3		.558
P6		.480

iii. Component construction and reliability testing

The initial 11 questions were rotated to check cross loading. After eliminating two items the final set of questions were grouped into two factors. They are Functions and Perceptions of Business Ethics course (Table 13 and 14). As it is a reflective measurement model which is an effect model we checked a reliability of the model and found a Cronbach Alfa of 0.728.

TABLE 13: ITEMS FOR COMPONENT ONE AFTER ROTATION

Item number	Item description	Component name	Mean	Std. Deviation	Analysis N
Q2	Ethics lecture will clarify value system	Functions of Business Ethics course	3.91	.812	70
Q3	Ethics lecture will concretise value system		3.53	.675	70
Q5	Will discuss Ethics freely		3.33	1.032	70
Q6	IT will mould students into ethical citizens		3.71	.903	70

The second set of items that converged into one component after the rotation are a cause factors. This does not have good internal validity as these are not depended on each other much. We also assume that the lack of reliability is due to the fact that student's perception of ethics has not changed drastically to bring about a change in their perception of the business Ethics.

TABLE 14: ITEMS FOR COMPONENT TWO AFTER ROTATION

Item number	Item description	Component name	Mean	Std. Deviation	Analysis N
Q1	Distance between Personal and professional Ethics	Perceptions of Business Ethics course	3.83	.992	70
Q2	Individual alone cannot bring a change		4.16	.862	70
Q3	Ethics is important for the survival of Business		3.61	1.289	70
Q4	Ethics important for the survival of human race		3.06	1.128	70
Q5	Ethical violations can be good if it helps larger population		4.09	1.201	70

QUALITATIVE DATA ANALYSIS

Along with the survey questionnaire the researcher also got students opinion on the effectiveness of the course and also areas that can be improved. Using Tagul.com; an online software analysed the data collected and created a word cloud. A few aspects that students liked in the course has been the use of class discussions, course content, teaching methodology especially the flipping of the class, the live examples from the industry, helping them connect the dots and clarify their concept of values and ethics. Some other factors stood out in their answers were the bottom up approach, scenario based examples, reading materials etc.

For the question *what are the few things I liked most in this course* students' answers gave the following world cloud.

FIGURE 4: WORD CLOUD ON STUDENT PERCEPTION OF THE COURSE

The second question asked was to *mention two to three factors that can be done to make the course more meaningful.* To this again the maximum comments got was to have more discussions and live sessions by the industry professionals. One entire module was conducted by an external expert from the industry and they liked it very much. Probably that has prompted them to give these two as the best way to conduct the course on business ethics. They also suggested including more videos and case studies. All the sessions had lots of current examples from the industry. This time less videos were used compared to the previous years. It was deliberately done to encourage more time for class discussions. Another deliberate thing I did not do this year was to give them a text book. Instead set of readings were given. That too showed up prominently in their comment. Some also commented that the course was a bit boring as it had lots of theories.

FIGURE 5: WORD CLOUD ON STUDENT PERCEPTION OF THE COURSE

CONCLUSION AND FUTURE SCOPE

This Action Research was the first effort towards making ethics course more interesting to students and innovative in nature. The action research made the researcher to look the course in a different perspective. Business Ethics has been regarded as one of the most undesirable subjects in MBA as it did not give students a new skill that can be directly applied in their job and placement process. Thus the effort was to make it more interesting. Often times these efforts were not guided by any plan. This time around the course had a definite plan of action and from the start to finishing it was to achieve certain predefined objectives. Thus setting objective to the course was the starting point of the Action research. The course outline was created based on the learning from MDHEA and had clear achievable goals set. The course followed a flipped class room method and elicited wonderful class discussions where maximum students could participate. The Qualitative analysis revealed that students appreciated the effort and has asked for more such interactive sessions. The frequent feedbacks provided the researcher timely inputs to make progressive changes in the conduct of the program. The quantitative analysis pointed out that it is important to manage the perception about ethics to get their attention to the class. Further sessions have to ensure this perception change among the students. The pretest pointed out that among the many initiatives it is important to manage to clarify personal values through the lectures and also it should help in molding corporate citizenship. In the post test too these variables were reflected as important aspects. These two factors have to be looked more closely and study how this can be implemented in the further Action Researches.

To make this initiative a problem solving tool further action researches in the entire course are a must. Always the question will be to ensure how to create a good perception among the students and also to increase the student engagements.

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