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INTRODUCTION

REVIEW OF LITERATURE

NEED/IMPORTANCE OF THE STUDY

STATEMENT OF THE PROBLEM

OBJECTIVES

HYPOTHESES

RESEARCH METHODOLOGY

RESULTS & DISCUSSION

FINDINGS

RECOMMENDATIONS/SUGGESTIONS

CONCLUSIONS

SCOPE FOR FURTHER RESEARCH

ACKNOWLEDGMENTS

REFERENCES

APPENDIX/ANNEXURE

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10.   **FIGURES & TABLES:** These should be simple, crystal clear, centered, separately numbered &self explained, and **titles must be above the table/figure**. **Sources of data should be mentioned below the table/figure**. It should be ensured that the tables/figures are referred to from the main text.

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- When listing two or more works by one author, use --- (20xx), such as after Kohl (1997), use --- (2001), etc, in chronologically ascending order.
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- For titles in a language other than English, provide an English translation in parentheses.
- The location of endnotes within the text should be indicated by superscript numbers.

<u>**PLEASE USE THE FOLLOWING FOR STYLE AND PUNCTUATION IN REFERENCES**</u>:

BOOKS
- Bowersox, Donald J., Closs, David J., (1996), "Logistical Management." Tata McGraw, Hill, New Delhi.
- Hunker, H.L. and A.J. Wright (1963), "Factors of Industrial Location in Ohio" Ohio State University, Nigeria.

CONTRIBUTIONS TO BOOKS
- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

JOURNAL AND OTHER ARTICLES
- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

CONFERENCE PAPERS
- Garg, Sambhav (2011): "Business Ethics" Paper presented at the Annual International Conference for the All India Management Association, New Delhi, India, 19–22 June.

UNPUBLISHED DISSERTATIONS AND THESES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

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

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WORK ETHICS AND ITS IMPACT ON JOB SATISFACTION OF INDIAN MANAGEMENT TEACHERS - AN EMPIRICAL STUDY

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ABSTRACT

*Better corporate governance and greater accountability have once again surfaced as exigent issues. Organizations continue to recognize the value of an ethical culture. One recent survey found that 94% of employee respondents strongly stated the need for an ethical employer and that 36% said they have left a job in disagreement with a company's ethical standards (Yahr, Bryan, & Schimmel, 2009).[1]In the recent past, numerous examples of the lack of ethics have emerged. The collapse of companies like Arthur Andersen, LLP was the result of lapses in ethical judgment. Business schools and business students compete with people from across the globe with diverse cultural orientations. Critics claim that business schools focus too much on the achievement of the bottom-line at all costs and that this indoctrination has led to unethical behaviors and scandals associated with Enron, Tyco, WorldCom, and other such firms (**Mitroff,** 2004)[2]. To improve ethical decision making, the role of parents, churches, elementary and secondary schools, colleges and universities, businesses, communities and corporations had increase manifold. These efforts include implementing and improving training, awareness and education, as well as instituting codes of conduct. A conflict between ethical values of the employees and the organization's ethical climate will lead to lower level of job Satisfaction. This is expected to lead to dissatisfaction among employees. Thus, the purpose of this study was to explore a relationship between work ethics and its impact on the job satisfaction of Indian Management Teachers from diversified institution like management colleges of state university, central university and private university, besides IIMs.*

KEYWORDS

Job Satisfaction, Management education, Work Ethics

I.   INTRODUCTION

Every individual of this world wants to live in an ideal world, where he seeks to determine the norms, ideals and standards of the particular society or organization. It is generally observed that there are three ideals of human life i.e. *truth, beauty* & *goodness*. They correspond to three aspects of our experience - *thinking, feeling* & *willing*. The ideals of goodness refer to the 'Ethics'.

Manuel G. Velasquez, "Ethics is the discipline that examines one's moral standard or moral standards of society".[3]

Ethics has been woven into every aspect of professional education since the first professional schools were established in the great river civilization of China, Egypt and Sumeria. Moral education was the primary goal of the first U.S. College and the 'Central Goal' of the curriculum. The entire college environment was to develop sensitivity to moral responsibilities to teach ethical thought and action and to develop student's character says McNeil, 1994.[4]

In the recent past, numerous examples of the lack of ethics has emerged. The collapse of companies like Arthur Andersen, LLP was the result of lapses in ethical judgment. Arthur Andersen was indicted on criminal charges for its role in obstructing the government's investigation into Enron's accounting practices. As a result, Arthur Andersen now ceases to exist. Also, in the absence of ethical judgment, many companies had to file for bankruptcy. The dearth of ethical decision making has also had significant impact on companies like Tyco International Ltd., KPMG LLP, Tyson Foods, Inc. and Wal-Mart Stores, Inc. Dennis and many others. Poor ethical decision making can destroy individuals, companies, and their reputations, having significant negative impact on all those who are involved.

Many faculties and other stakeholder attempting to articulate the goals or purposes under girding ethics teaching efforts are entering into territory that has been relatively unexplored. Business schools and business students compete with people from across the globe with diverse cultural orientations. Critics claim that business schools focus too much on the achievement of the bottom-line at all costs and that this indoctrination has led to unethical behaviors and scandals associated with Enron, Tyco, WorldCom, and other such firms (**Mitroff,** 2004)[5]. (**Ghoshal S.,** 2005) states that "business schools have actively freed their students from any sense of moral responsibility" because faculty members teach theories that are ideological in nature (2005, p. 76).[6]

To improve ethical decision making, the role of parents, churches, elementary and secondary schools, colleges and universities, businesses, communities and corporations had increase manifold. These efforts include implementing and improving training, awareness and education, as well as instituting codes of conduct. Ethics has come to be considered a management discipline, especially since the birth of the social responsibility movement in the 1960s. Sumantra Ghoshal, a respected business academician, argued that the way MBA students are taught freed them from any sense of moral responsibility for what they subsequently do in their business lives (Ghoshal S. 3., 2005)[7]. Ghoshal would have a winning argument if business schools were not including ethical education within required coursework. Most business schools are integrating ethical decision making within the required core courses of all business majors as well as requiring a separate business ethics class. Business schools are giving a balanced picture that you can both make money and keep your moral standards, that success and ethics are not mutually exclusive. Ghoshal's argument shows that business schools do have to develop ethical decision making skills in their students. Business colleges and universities need to balance the instruction of business skills with the teaching of ethics. Omission of ethics within the curriculum will lead students and others to the conclusion that business schools are guilty by omission of abdicating their responsibilities in the area of ethical behavior. Integrating ethics into the business school curriculum will truly change an important dimension of the learning process for the student. Business schools need to

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[1]   Yahr, M., Bryan, L., & Schimmel, K. (2009). *Perceptions of College and University Codes of Ethics.* Journal of Academic and Business Ethics, 1-10.
[2]   Mitroff, I.I. (2004). *An Open Letter to the Deans and Faculties of American Business Schools.* Journal of Business Ethics, 185-189.
[3]   Manuel G. Velasquez (1998). *Business Ethics : Concepts and Cases.* Fourth Edition, Prentice Hall Inc., Upper Saddle River, N.J.
[4]   McNeel, S. P. (1994). *College Teaching and Student Moral Development in J.R. Rest and D. Narva´ez (eds.), Moral Development in the Professions : Psychology and Applied Ethics.* Lawrence Erlbaum Associates, Publishers, Hillsdale, NJ, pp. 27–49.
[5]   Mitroff, I.I. (2004). *An Open Letter to the Deans and Faculties of American Business Schools.* Journal of Business Ethics, 185-189.
[6]   Ghoshal, S.3. (2005). *School of Scandal.* The Economist.
[7]   Ghoshal, S.3. (2005). *School of Scandal.* The Economist.

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be part of the collaborative effort of restoring ethics to the business world as well as improving the image of business professionals. Another argument for teaching ethics as part of the business curriculum is that it is the beginning of the student's business career (**Merritt,** 2003). Therefore start fresh with an ethical perspective and maintain this perspective throughout your professional career.

Ethical situation in organization are becoming increasingly more complex, involving issues such as societal expectation, legal protection & rights and social responsibilities. At an organizational level, much results can be found from understanding the, if any, between a firm's ethical behaviour and performance (e.g. financial performance). On an individual level, consequences such as job satisfaction, stress, motivation, commitment or job performance can have significant impact on organization.

Another factor job satisfaction is also studied which is related with work ethics. Job satisfaction is defined as "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs" (Spector, 2000)[8]. Job satisfaction has been a matter for worries now-a-days. Organizations realized that employees Job satisfaction is a key element for increasing customer satisfaction and keep their business running as competition. Employee dissatisfaction that has a problem will spread the problem to his/her workmate, and will be affected on the organization operating. Even the employees, who are not satisfied, can be a useful source of information for the organization to develop business strategies, and the formulation of tactical decisions.

Job satisfaction is one of the most researched areas of organizational behaviour and education. It is perceived as an attitudinal variable measuring the degree to which employees like their jobs and the various aspects of their jobs (Spector, 1997)[9]. This is an important area of research because job satisfaction is correlated to enhanced job performance, positive work values, high levels of employee motivation, and lower rates of absenteeism, turnover and burnout (Begley & Czajka, 1993)[10]; (Tharenou, 1993)[11].

As many of the corporate scandals are the results of unethical behaviour of the professional. These ethical lapses of senior executives which lead to major scandals which had caused financial challenges that the world is facing today, targets business schools and their graduates. Thus, for maintaining corporate governance and greater accountability, business organizations and academic institutions play's a major role. As a training ground of Professional Manager, the effort must first start in the management schools. At initial level, it is the academician who are accountable for developing ethical behaviour among the students as they act as a model for students, disseminate knowledge and skills to students, educate and inculcate moral values, inculcate good behaviour, develop students' potentials intellectually, spiritually, emotionally and physically.

Now the question arises what are the factors which are responsible for the ethical environment of the organization and how these factors affects the ethics of the management teachers and also how it has an impact on the job satisfaction of management teachers.

II.   REVIEW OF LITERATURE

Management Ethics became important these days in management institution. Management in management colleges should be such that it increases staff satisfaction for work environment and should provide effective education methods for the learners. In the research, Saks et.al found that a stronger belief in work ethics has a direct relationship with job satisfaction and organizational commitment and indirect relationship with less inclination to leave the job [19].

In another research by Schwepker conducted among the sales managers, it was found that the creation of an ethical environment depended upon ethical rules and regulations which will lead to a higher job satisfaction and organizational commitment and therefore a lower rate of job dropouts[12]. In a research by Pettijohn & Charles performed in a business company, it was found that there was a positive relationship between seller's understanding level of work ethics principles set by employers and consuming behavior and its effect on job satisfaction of the sellers[13].

Okpara and Wynn[14] conducted a survey on the effect of work ethics on job satisfaction and organizational commitment in Nigeria and concluded that there was a meaningful relationship between work ethics and job commitment and job satisfaction. Boo & Koh, (2004)[15] - This study examines the relationship between organizational ethics and organizational outcomes based on the justice theory and cognitive dissonance theory. The sample data are derived from a questionnaire survey of 237 managers in Singapore. Results obtained from decision trees indicate significant and positive links between ethical culture constructs (i.e. top management support for ethical behavior and the association between ethical behavior and career success within the organization) and job satisfaction. Further, there is a significant and positive link between job satisfaction and organizational commitment. Also, for different levels of job satisfaction, particular aspects of organizational ethics are associated with organizational commitment. The results suggest that organizational leaders can use organizational ethics as a means to generate favorable organizational outcome.

III.   NEED/IMPORTANCE OF THE STUDY

As many of the corporate scandals are the results of unethical behaviour of the professional. These ethical lapses of senior executives which lead to major scandals which had caused financial challenges that the world is facing today, targets business schools and their graduates. Thus, for maintaining corporate governance and greater accountability, business organizations and academic institutions play's a major role. As a training ground of Professional Manager, the effort must first start in the management schools. At initial level, it is the academician who are accountable for developing ethical behaviour among the students as they act as a model for students, disseminate knowledge and skills to students, educate and inculcate moral values, inculcate good behaviour, develop students' potentials intellectually, spiritually, emotionally and physically. Now the question arises what are the factors which are responsible for the ethical environment of the organization and how these factors affects the ethics of the management teachers and also how it has an impact on the job satisfaction of management teachers.

IV.   STATEMENT OF THE PROBLEM

After considering the research work already done, following problem have been identified in the proposed field of investigation:-
a)   Specific study on the work ethics of management teachers have not been found out by researchers
b)   Study related to the interrelationship between work ethics and job satisfaction of management teachers have not been found out by researcher.
c)   A specific study on impact of work ethics on job satisfaction of management teachers have not been found out by researcher.

V.   OBJECTIVES

The proposed research study has been undertaken to contribute towards the following broad objectives:-
a)   To study the interrelationship between the work ethics and job   satisfaction.

8   Spector, P.E., (2000). *Industrial & Organizational Psychology.* 2nd Edition, New York: John Wiley & Sons.
9   Spector, P.E., (1997). *Job Satisfaction: Application, Assessment, Cause, and Consequences.* California: Sage Publication, Inc.
10   Begley, T., & Czajka, J., (1993). *Panel Analysis of the Moderating Effects of Commitment on Satisfaction, Intent to Quit and Health Following Organizational Change.* Journal of Applied Psychology, 552-556.
11   Tharenou, P., (1993). *A Test of Reciprocal Causality of Absenteeism.* Journal of Organizational Behaviour, 269-290.
12   Schwepker Jr. C. H. (2001). *Ethical Climates Relationship to Job Satisfaction or Organizational Commitment, and Turnover Intention in the Sales for Company.* Journal of Business Research, Vol. 54 (72), pp. 520-571.
13   Pettijohn, M., Charles. B. (2008). *Salesperson Perceptions of Ethical Behaviors : Their Influence on Job Satisfaction and Turnover Intention.* Journal of Business Ethics, Vol. 4(78), pp. 547-557.
14   Okpara, J.O., Wynn. P. (2008). *The Impact of Ethical Climate on Job Satisfaction, and Commitment in Nigeria. Implication for Management Development.* Journal of Management Development, Vol. 9(27), pp. 935-950.
15   Boo, E.H., & Koh, H.C. (2004). *Organizational Ethics and Employee Satisfaction and Commitment.* Management Decision, 42(5), 677-693.

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b)   To understand the various dimensions of work ethics for management teachers.
c)   To understand the various dimensions of job satisfaction.
d)   To study the impact of ethics on the different aspects of professional life of a management teacher.
e)   To assess the impact of work ethics on job satisfaction level of the management Teacher.

VI.   HYPOTHESIS

In the course of study, following hypothesis were tested:-
1)   There is a positive relationship between Work Ethics as 'Independent variable' and Job Satisfaction as 'Dependent variable' on Management Teachers.
2)   Work ethics as "independent variable" puts significant impact on each aspect of professional life and ultimately puts significant impact on Job Satisfaction.

VII.   RESEARCH METHODOLOGY

A)   RESPONDENTS/PARTICIPANTS

The random sample of the study consisted of 100 Management Teachers who worked at various management colleges (both public and Private Institution) in the India.

B)   INSTRUMENTS

Work Ethics: About 25 statements from the Work Ethic Inventory (WEI) were used to provide a self-assessment of each management faculty perceived work ethics level. The dimensions of work ethic assessed by this tool are: Administration, Teaching, Colleagues, Self and Student. A five-point Likert scale response format ranging from highly satisfied to highly dissatisfied were used to score each item.

Job Satisfaction: A set of 20 statements from the Job Satisfaction was used to provide a self assessment of each management faculty perceived job satisfaction level. The three dimensions of job satisfaction assessed by this tool are: Administrative Policies, Boss/Head, Colleagues, Supervisor. A five-point Likert responds format ranging from highly satisfied to highly dissatisfy be used to score each item.

VIII.   ANALYSIS AND INTERPRETATION

To see the relationship between different dimension of work ethics and job satisfaction, factor analysis was applied in order to draw factors from work ethics. On application of factor analysis, six factors were derived each having 'Eigen value' more than 1 and the total variance explained by these six factors was 66.976% which quite good. The six factors which were extracted were Rules and Regulation, Relationship with colleagues, Teaching Methodology, Mentoring and Guiding, Administration and Research Innovation.

TABLE - 1: RESULT OF EIGEN VALUES AND VARIANCE

Factor	Initial Eigen Values			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
Rules and Regulation	9.306	37.222	37.222	3.801	15.204	15.204
Relationship with colleagues	2.178	8.711	45.934	3.607	14.430	29.633
Teaching Methodology	1.505	6.019	51.953	3.225	12.900	42.534
Mentoring and Guiding,	1.487	5.948	57.901	2.279	9.117	51.651
Administration	1.246	4.986	62.887	2.096	8.385	60.036
Research Innovation	1.022	4.089	66.976	1.735	6.940	66.976

The six factors which were extracted were Rules and Regulation, Relationship with colleagues, Teaching Methodology, Mentoring and Guiding, Administration and Research Innovation. The factor means score was derived for each factor which ranged between 3(neutral) to 4 (Satisfied).

TABLE – 2: RESULT OF FACTOR MEAN SCORE

|	
Rules and Regulation	4.21
Relationship with colleagues	3.85
Teaching Methodology	4.11
Mentoring and guiding	4.07
Administration	3.22
Research Innovation	3.70

1   The factor Mean score of Rules and Regulation (first factor) is 4.21 which show that the management faculty is satisfied with working procedures adopted by the organization. They feel that procedures followed by the organization are a requirement and they feel satisfied when they follow them. Organization provides rules, regulations, code of conduct and protocols etc which provide guidelines for working and make it easier for management faculty to work.
2   The factor Mean score of Relationship with colleagues (Second Factor) is 3.85 shows that it gives them a feeling of satisfaction when they are in working with a group. They feel that colleagues helps in reducing the insecurity of standing alone, makes them feel stronger, reduced self doubts, helps in providing recognition, status, self esteem. A congenial relationship with the colleagues also helps in completing the assignment on time.
3   The factor Mean score of Teaching Methodology (Third Factor) is 4.11 shows a satisfaction level of management faculty toward self and students. They feel that quality teaching and method will help to develop and nurture students. They feel satisfied when they bring changes in curriculum and methodology also as teaching is multidimensional which has wide variety of practices and methods.
4   The factor Mean score of Mentoring and Guiding (Fourth factor) is 4.07 shows that management faculty feels satisfied when they act as guide or mentor to their student and other faculty members as by acting as a mentor they provide encouragement and support, demonstrate professional and scholarly integrity, create stimulating environment and dynamic of reciprocity, that facilitates the personal and professional development of the faculty member and the student alike.
5   The factor Mean score of Administrative working (fifth factor) is 3.22 shows that management faculty feels satisfied when they participate in the decision making process of the administration as these decision has an ultimate effect on their working environment. The working pattern affects the ethics of management faculty.
6   The factor Mean score of Research Innovation (sixth Factor) is 3.70 shows that it gives them a feeling of satisfaction when they promote and implement research based best educational practices. All these innovation helps in bringing more innovative practices of teaching.

Also, Person's correlation coefficient was applied to assess the work ethics relationships with job satisfaction. The results are shown in table 3.

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TABLE – 3: CORRELATION BETWEEN WORK ETHICS AND JOB SATISFACTION

Work Ethic Factors	R	Significance	N
Overall	0.567	***	100
Rules and Regulation	0.313	***	100
Relationship with colleagues	0.503	***	100
Teaching Methodology	0.501	***	100
Mentoring and Guiding	0.384	***	100
Administrative working	0.426	***	100
Research Innovation	0.380	***	100

GRAPH - 1: CORRELATION BETWEEN WORK ETHICS AND JOB SATISFACTION
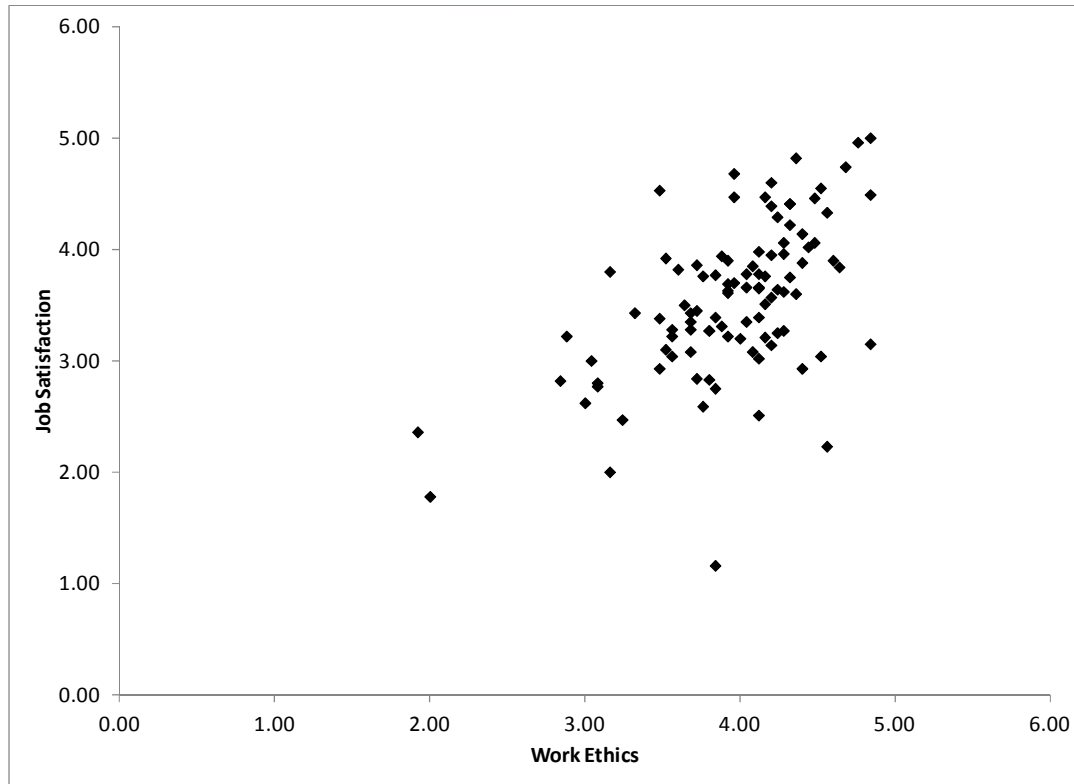
Graph 1 shows there is a significant positively relationship between six dimensions of work ethic (Rules and Regulation, Relationship with colleagues, Teaching Methodology, Mentoring and Guiding, Administrative working and Research Innovation) and Job satisfaction.

IX.   DISCUSSION AND CONCLUSION

The multi-dimension finding in this research has many things to say. First, the research showed that faculty understandings of work ethics have a positive and meaningful relationship with job satisfaction. In other words, the research shows that the more the faculty feels the dominant rule of ethics in work environment, the more they will be satisfied with their job experience. Even there is a significant correlation between work ethics and job satisfaction which shows that when the organization follow ethical rules and procedures, and have ethical work environment, ultimately affects the satisfaction level of faculty. The more ethics is followed, the satisfaction is derived. This finding is similar to the findings of the previous researches conducted by Yosuf[16], Schwepker[17], Okapara and Vein [18]. The above surveys have discussed and expressed the positive relationship between organizational ethics and job attitudes (namely commitment, job satisfaction and sympathy with job. The studies performed in Iran also approves the findings of the present research. Haghiri[19] for example, showed that ethical management improves organizational commitment and job interest. Attarian[20] found the relationship of organizational ethics with job satisfaction. Saboori[21] found that ethical behavior of managers has affected the consumption behavior model of staff in executive jobs in public organizations. In general, to explain the research findings, it can be argued that work ethics is based on philosophical, social, cultural and psychological principles; each has its own effects on behavior of staff. Philosophically, assumption, values, individuals, as well as group and organizational beliefs and thoughts of managers toward society, organization and work environment, will cultivate their hypothetical and practical principles of etc

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X.   RECOMMENDATION

The study reveals that more focus should be placed on integrating ethical practices in personal and professional life of students, institutions and teachers should work on ethical practices also, ethics teaching should be done at Indian as well as global levels, promotion of more practical aspect rather than just theory, develop real case studies on domestic models of ethics, pedagogy should be based on innovative teaching. As the scams and corruption are rising high, there is urgency to dig over out the roots of these problems. Business curriculum need to integrate concepts and issues of ethics. Therefore, the need of the hour for the Business schools to groom the students with socially responsible values for a qualitative and sustainable business and society.

XI.   SCOPE FOR FURTHER RESEARCH

More light can be thrown through further study by exploring implication of ethics through management education by examining and comparing differences between Business Schools of India and at an international level.

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