

Implementing Organizational Ethics in an Academic Environment: The Case of a Croatian University

Juras, Ana; Lovrinčević, Marina; Kružić, Dejan

Source / Izvornik: **Proceedings of the 18th European Conference on Management, Leadership and Governance, ECMLG 2022, 2022, 211 - 222**

Conference paper / Rad u zborniku

Publication status / Verzija rada: **Published version / Objavljena verzija rada (izdavačev PDF)**

Permanent link / Trajna poveznica: <https://urn.nsk.hr/urn:nbn:hr:124:208537>

Rights / Prava: [Attribution 4.0 International](#)/[Imenovanje 4.0 međunarodna](#)

Download date / Datum preuzimanja: **2025-02-25**

Repository / Repozitorij:

[REFST - Repository of Economics faculty in Split](#)



Implementing Organizational Ethics in an Academic Environment: The Case of a Croatian University

Ana Juras, Marina Lovrinčević and Dejan Kružić

Department of Management, Faculty of Economics, Business and Tourism, University of Split, Croatia

ajuras@efst.hr

mlovrinc@efst.hr

dkruzic@efst.hr

Abstract: Despite its great importance as a crucial aspect of organizational culture, organizational ethics and the implementation of ethics initiatives at all levels of the organization are still largely misunderstood or even neglected, not only in the business world but also in academia. Given the role of universities in educating young people for the labour market and future jobs, the translation of defined and proclaimed ethical policies, norms, and formal documents into desirable ethical behaviours by individuals, departments, and faculties is a sine qua non requirement for any university. This is especially true in less developed countries and emerging economies where the challenge of creating an ethical environment in organizations, corporate or otherwise is even greater. The main goal of the paper is to explore the interrelationship between formalized ethical policies and initiatives and demonstrated ethical behaviours at the organizational level, as well as to further investigate their role in shaping ethical behaviours of academic staff and, subsequently, ethical behaviours of students in an academic setting in a transitional economy. To achieve this goal, empirical research was conducted in 2021 using a specially designed questionnaire on a sample of 115 employees from one of the leading universities in Croatia. A moderated mediation model was designed and the analysis was conducted using PROCESS macro v4.0 for SPSS. The obtained results suggest that the effectiveness of standalone formalized ethical policies and initiatives is questionable in shaping ethical behaviours of academic staff, whereas these policies and initiatives in conjunction with actually demonstrated high ethical behaviours at the organizational level positively influence the ethical behaviours of academic staff. Moreover, the demonstrated ethical behaviours of academic staff plays an important mediating role in the positive impact of formalized ethical policies and initiatives on student ethical behaviours. In fact, demonstrated high ethical behaviour at the organizational level contribute positively to the indirect effects in this model. These and other findings of the research contribute to the relevant literature by providing additional confirmation of the importance of moving beyond formal ethics-related documents to actually demonstrated ethical behaviours in shaping ethical behaviours of individuals, in this case, university employees and students.

Keywords: organizational ethics, ethical policies, ethical initiatives, ethical behaviours, transitional economy, academic environment

1. Research background

Organizational ethics and the implementation of ethics initiatives that lead to values such as fairness and impartiality, once considered universal features of university systems, have recently been supplanted or even replaced in a number of cases by unethical behaviours and interests of individuals (Heyneman, 2011). Due to their role in society and their potential to train exceptionally innovative specialists and the leaders of tomorrow in all areas of industry, research and politics, higher education institutions must develop and maintain a culture of integrity and ethical values to socialize and develop their own employees to adhere to proclaimed ethical values and produce honest, reliable, and trustworthy graduates (Momete, 2019). In this sense, Priscariu & Shah (2016, p. 161) emphasize that “ethics and moral values are a virtue to a high quality university, where corporate and academic governance framework articulates ethical standards in teaching, research and all other activities”. As a result, headlines about ethical violations at institutions of higher education require academic leaders to formulate and implement comprehensive strategies and initiatives to promote ethical conduct (Elliot, Marquis & Neal, 2013). Based on the assumption that students who are dishonest during their studies will transfer this behaviour to their future workplace (Rakovski & Levy, 2007), corporate scandals and unethical behaviours in the workplace have led to considerable attention to the role of higher education in training young professionals (Deshpande, Joseph & Berry, 2012) in ethics and ethical values. For example, Leonard, Riemenschneider & Manly (2017) point out that students should be prepared to face ethical issues in the workplace during their studies and as part of the educational system. Considering that ethical transgression is an ongoing problem in higher education (Rothman, 2017), previously largely ignored research on organizational ethics and ethical issues and behaviours in higher education has become a weighty topic and is therefore receiving increasing attention from researchers (Elliot, Marquis & Neal, 2013; Jamil, Mohammad & Ramu, 2018).

Organizational ethics can be viewed as factors or aspects that enable exceptional, strong ethical conditions in organizational life (Bright *et al.*, 2014 in McLeod, Payne, Evert, 2016). Culture and climate, codes of ethics, programs, rewards, and sanctions are commonly referred to as ethical infrastructure in organizations (Treviño *et al.*, 2014). For an organization to be perceived as ethical, this infrastructure must move from ‘words’ to ‘actions’ at the individual and organizational levels (Credo, Ianuzzi & Armenakis, 2010). In this sense, ethical climate and culture in organizations are most effective when there is congruence between individual member ethics and organizational ethics – the greater the degree of ethical value congruence within the organization, the more influential the organization’s ethical values are in shaping responses of individuals to ethical dilemmas (Liedtka, 1989 in Elango *et al.*, 2010). In the context of a higher education institution, the ethical infrastructure can be perceived as shown in Table 1, where the principle of “from words to actions” aims to avoid the unethical behaviours listed in the table.

Table 1: Elements of ethical infrastructure and unethical behaviours at faculties/universities

Desirable elements of an ethical culture	The most common unethical behaviours of employees	The most common unethical behaviours of students
<ul style="list-style-type: none"> ○ Mission statement; ○ Honour code for students; ○ Codes of conduct for students, faculty and administrators; ○ Adjudication procedures for violations; ○ Reported ethical violations; ○ Outcomes of ethical violations; ○ Faculty handbook; ○ A statement of non-bias in hiring; ○ A statement of criteria used in faculty promotion; ○ A statement of fairness in admissions; ○ Transparency in budgets and accounting; ○ Ethics in research; ○ Diversity and equity; ○ Academic integrity. 	<ul style="list-style-type: none"> ○ Illegal procurement of goods and services; ○ Fraud in admissions, grading, graduation, housing and academic products; ○ Professional misconduct such as favouritism toward family members, sexual exploitation, bias in grading, research plagiarism and abuse of authority; ○ Fraud in the payment of taxes and in the use of university property. 	<ul style="list-style-type: none"> ○ Cheating in examinations; ○ Plagiarism; ○ Fraud; ○ Unacceptable assistance.

Source: adapted from Heyneman, 2013; Ishak, Haron & Ismail, 2019.

In light of the above, it is imperative for higher education institutions to create a culture of integrity and ethical values (Priscariu & Shah (2016; Momete, 2019). To achieve this, higher education institutions must ensure the effectiveness of their ethical infrastructure, i.e. congruence between the ‘words’ (formal policies, programs, initiatives, etc.) and the demonstrated behaviours exhibited at the organizational level and individual member levels (‘actions’). The perception of ethics in higher education institutions depends primarily on the behaviours of leaders, academic staff, and students, as opposed to those of administrative staff. The ethics and moral values of higher education institutions are judged based on the behaviours of managers and employees of those institutions, but also based on the behaviours of students as a result of those institutions (Mirshekary & Lawrence, 2009). In this sense, students’ unethical behaviour related to their studies, which primarily takes the form of academic cheating – the deliberate attempt to use prohibited data and/or resources in exams (e.g. copying other students’ answers) or written work (e.g. plagiarism) submitted for academic credit (Chapman *et al.*, 2004, Hayes & Introna 2005)- has become as a major concern worldwide (Mirshekary & Lawrence, 2009).

Based on the assumption of value congruence, the main goal of this paper is to investigate the interrelationship between formalized ethical policies and initiatives and evidenced ethical behaviours at the organizational level, as well as to further investigate their role in shaping ethical behaviours of academic staff and, subsequently, ethical behaviours of students. To achieve this goal, the research conducted in this paper seeks to provide answers to the following research questions:

- What role does organizational ethics, in the form of formalized policies and initiatives, play in shaping the ethical behaviour of academic staff?
- Does demonstrated ethical behaviour by academic staff mediate the impact of organizational ethics in terms of formalized policies and initiatives on student ethical behaviour?
- Does demonstrated ethical behaviour at the organizational level (leaders, sanctions, etc.) influence the impact of organizational ethics in the form of formalized policies and initiatives on the ethical behaviour of academic staff and students?

The listed research questions are presented in the form of a research model – a moderated mediation model with three testing paths (Figure 1).

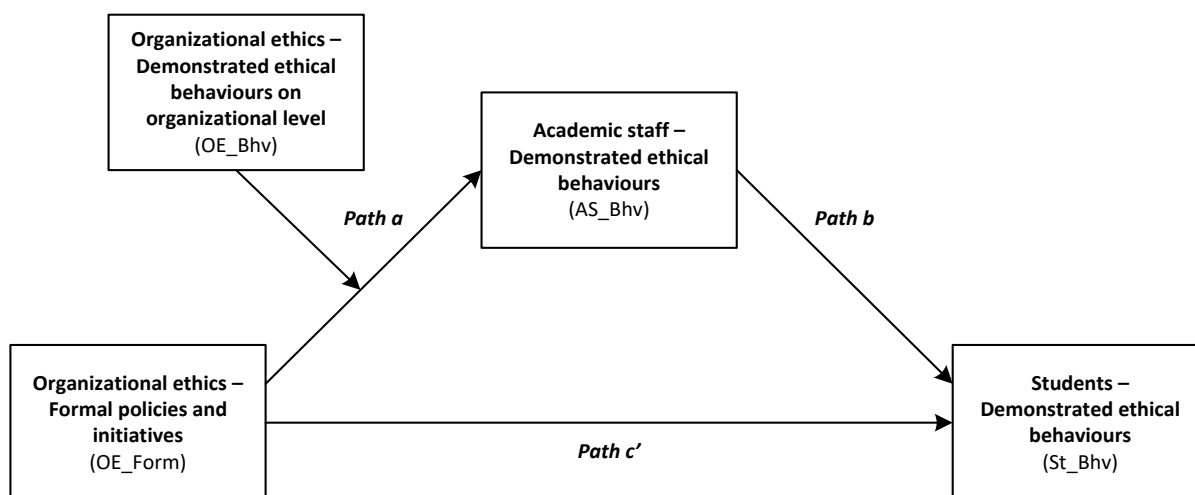


Figure 1: Research model

2. Methodology

In order to answer the above stated main research questions, empirical research was conducted in 2021 at one of the leading universities in Croatia, which consists of 16 faculties and university departments, employs about 2500 academic and non-academic staff and has around 20000 students. Research and contributions of Hunt *et al.* (1989), Treviño *et al.* (1998), Valentine & Fleischman (2004), Weber (2006) and Lau *et al.* (2012) served as a starting point and basis for the development of a specially designed questionnaire. The questionnaire contained six questions about the respondents' background and 28 closed-ended questions on a 5-point Likert scale about the research constructs. Ten items in the questionnaire addressed the construct of formalized organizational ethics, nine items addressed the construct of organizational-level ethical behaviours, six items addressed the construct of academic staff ethical behaviours, and three items addressed student ethical behaviours. The questionnaire was distributed via email to all university employees using Google Forms. After two rounds of email reminders, 115 correctly completed questionnaires were submitted by respondents into the Google Forms database, forming the final research sample (response rate of 4.6%). The collected data was extracted from the Google Forms database and entered into SPSS Statistics 23.0 software, which was used to perform all statistical analyses. In this sense, PROCESS macro v4.0 for SPSS was used to test the moderated mediation model. The main characteristics of the research sample are shown in Table 2.

Female respondents (70.4%) and middle-aged employees (36-55 years; 57.4%) dominate the research sample. More than half of the research sample were academic staff (55.7%), the vast majority of whom are both academic and lecturing (89.0%) on the faculties (86.7%). The lower and middle ranks of academic staff were equally represented in the sample and dominated over the high ranks (80.4% vs. 19.6%). One-third of the research sample were respondents on managerial positions (33.0%).

3. Results

3.1 Ethical policies, initiatives, and behaviours at the university

Organizational ethics at the university under study were investigated from four different perspectives: formalized policies and initiatives, evidenced ethical behaviours at the organizational level (managers, leaders,

sanctions, ethical climate, etc.), evidenced ethical behaviours of academic staff, and evidenced ethical behaviours of the university's students (Table 3).

Table 2: Research sample characteristics

Gender		male	29.6%
		female	70.4%
Age (years)		21-25	0.9%
		26-30	12.2%
		31-35	13.9%
		36-45	37.4%
		46-55	20.0%
		56-65	13.0%
		> 65	2.6%
Tenure (years)		< 5	32.2%
		6-10	13.9%
		11-15	24.3%
		16-25	20.9%
		26-35	6.1%
		> 35	2.6%
Job type	<i>Academic staff</i> 55.7%	Performing scientific work only	3.5%
		Performing lecturing work only	2.6%
		Performing both scientific and lecturing work	49.6%
	<i>Non-academic staff</i> 44.3%	Administrative work with direct contact with students	18.3%
		Administrative work without direct contact with students	21.7%
	Work on auxiliary and technical jobs	4.3%	
Academic staff rank	<i>At the Faculty</i> 86.7%	Teaching assistant or junior researcher	23.3%
		Assistant professor	23.3%
		Associate professor	23.3%
		Full professor	3.3%
		Full professor tenure	13.3%
	<i>At the University department</i> 13.3%	Lecturer	1.7%
		Senior lecturer	8.3%
		University (professional) department professor	3.3%
		tenure	
Managerial/ non-managerial position	<i>Managerial position</i> 33.0%	Executive board member (University or Faculty)	8.7%
		Director of Institute or Academic department	11.3%
		Director of department, centre or other managerial positions	13.0%
		<i>Non-managerial position</i>	67.0%

Formalized organizational ethics at the university, in the form of adopted documents, policies, and initiatives, is moderate to high ($M = 3.45$; $SD = 0.79$). The Code of Ethics is the most common formal document related to ethics ($M = 4.34$, $SD = 1.02$), while less formal and less written institutional efforts at the faculty or university departments level to promote ethical norms, values, and behaviours are the least common ($M = 2.30$, $SD = 1.14$; $M = 2.87$, $SD = 1.27$). The actual ethical behaviours exhibited at the level of the institution or by its leaders are almost at the same level as formalized organizational ethics ($M=3.46$, $SD=0.84$). At the university, the sense of an ethical atmosphere is at a high level ($M \geq 3.70$), while, on the other hand, the frequency of reporting and appropriately sanctioning unethical behaviours by employees, especially when these employees are institutional leaders, is at a much lower level ($M < 3.40$), which calls into question the ubiquity of ethical values and culture. As for academic staff, the results suggest that these staff members have high levels of respect and adherence to ethical standards. This is especially true for their interactions with students in teaching and mentoring ($M = 3.92$, $SD = 0.97$) and in the conduct of scientific work ($M = 4.03$, $SD = 0.99$). On the other hand, academic staff are somewhat reluctant in their efforts to prevent unethical student behaviour ($M = 2.47$, $SD = 1.26$). Finally, students lag behind in their ethical behaviours when compared to formalized organizational ethics, demonstrated ethical behaviours at the institutional level, and when compared to the ethical behaviours of academic staff ($M = 3.23$, $SD = 0.71$).

Table 3: Ethical policies, initiatives and resulting behaviours at university (N=115; N*=59-65)

	M	Mdn	Mode	SD
Embeddedness of ethical values into vision, mission and strategy	3.76	4.00	5.00	1.12
Existence of a Code of Ethics	4.34	5.00	5.00	1.02
Existence of centres, offices, committees, commissioners, etc. to implement ethics	3.62	4.00	4.00	1.14
Institutional engagement to introduce employees with ethical norms, values and culture of the institution (presentations, announcements,...)	3.30	3.00	4.00	1.18
Opportunities to participate in content related to ethics and ethical behaviours (lectures, seminars, ...) within the institutional setting	2.30	2.00	1.00	1.14
Commitment of the management level to introduce and maintain ethical norms, values and culture	3.42	3.00	3.00	1.23
Management's attitude of zero-tolerance for unethical behaviour	3.55	4.00	5.00	1.33
Rewarding employees who demonstrate integrity and honour in their behaviour and in the performance of their daily duties	2.87	3.00	3.00	1.27
No favouritism shown to individuals by the Executive board	3.09	3.00	3.00	1.33
Standalone courses in study programmes that address ethics	3.27	3.00	3.00	1.41
Organizational ethics – formalized policies and initiatives	3.45	3.50	4.20	0.79
Familiarity of employees with ethical norms, values, and culture	3.57	4.00	4	1.04
To be successful in an institution, one does not have to abandon one's personal ethical values and principles	3.82	4.00	5.00	1.24
Not witnessing ethically questionable behaviours by colleagues	3.70	4.00	5	1.29
Frequency of reporting and appropriate sanctioning of unethical behaviours by employees	2.42	2.00	1	1.40
Leaders avoid engaging in unethical behaviours	3.85	4.00	5.00	1.19
Sanctioning managers who have engaged in unethical behaviours for personal gain	3.33	3.00	3.00	1.28
Sanctioning managers who have engaged in unethical behaviours for the benefit of the organization	3.25	3.00	3.00	1.26
Severity of sanctioning employees for unethical behaviours	3.32	3.00	3.00	1.17
Perception of employees who adhere to formalized organizational ethics	3.89	4.00	4.00	1.02
Organizational ethics – demonstrated behaviours at the organizational level	3.46	3.44	3.89	0.84
Lectures on ethics and topics related to ethical behaviours in courses offered	3.34	4.00	5.00	1.55
The commitment of academic staff in emphasizing and developing ethical values among students	3.70	4.00	4.00	1.02
The level of adherence to ethical standards by academic staff in their interactions with students	3.92	4.00	4.00	0.97
The degree to which academic staff adhere to ethical standards in conducting scientific researches and publishing scientific output	4.03	4.00	5.00	0.99
The commitment of academic staff to preventing students from cheating on examinations and student papers	2.47	2.00	1.00	1.26
The conduct of the academic staff when they 'catch' students cheating	3.17	3.00	3.00	1.30
Academic staff – demonstrated ethical behaviours*	3.43	3.50	3.50	0.61
Not witnessing ethically questionable student behaviours	3.33	3.00	3.00	1.12
Frequency of reporting and appropriate sanctioning of unethical student conduct	2.70	3.00	3.00	1.30
Student behaviour is consistent with formalized organizational ethics (codes, procedures, acts, guidelines, ...)	3.65	4.00	4.00	0.80
Students – demonstrated ethical behaviours	3.23	3.33	3.00	0.71
Organizational ethics at university*	3.43	3.46	1.89	0.69

3.2 Research model testing

The proposed research model was tested as a single moderated mediation model containing three paths *a*, *b* and *c'* – (Hayes, 2013). The full moderated mediation model consists of two sub-models. Model 1 implies the regression of demonstrated ethical behaviours of academic staff on formalized organizational ethics, demonstrated ethical behaviour at the organizational level, and the interaction term (path *a*). Model 2 means that student ethical behaviour is simultaneously regressed on the formalized organizational ethics and the demonstrated ethical behaviour of the academic staff (path *c'* and *b*). The PROCESS Procedure conducted for SPSS version 4.0 (Model 7) produced results for both sub-models and the full moderated mediation model

(Figure 2, Appendix 1). The basic assumption before testing the moderated mediation model is that all predictors included in the model are correlated with each other. The results from Table 4 support this assumption.

Table 4: Correlation results among research constructs

Pearson correlation, N=56-115	1	2	3	4
Organizational ethics – formalized policies and initiatives	-			
Organizational ethics – demonstrated behaviours at org. level	0.819**	-		
Academic staff – demonstrated ethical behaviours	0.575**	0.635**	-	
Students – demonstrated ethical behaviours	4.443**	0.443**	0.591**	-

* $p < 0.05$; ** $p < 0.01$

Model 1 showed a good fit and accounted for a significant proportion of the variance in the demonstrated ethical behaviour of academic staff, $R^2 = .49$, $F(3, 52) = 16.70$, $p < 0.001$, while Model 2 exhibited a good fit and accounted for a significant proportion of the variance in the demonstrated ethical behaviour of students, $R^2 = .50$, $F(2, 53) = 26.32$, $p < .001$. Demonstrated ethical behaviour at the organizational level was found to moderate the impact of formalized organizational ethics on the ethical behaviour of academic staff ($\beta = 0.25$, $p = 0.003$). Simple slope tests indicate that higher levels of demonstrated ethical behaviour among academic staff (+1 *SD*) are expected when higher level of formalized organizational ethics and higher levels of demonstrated organizational-level ethical behaviour are present in the institution (Figure 3). In this sense, the moderating effects of demonstrated ethical behaviours at the organizational level are much stronger when the institution moves toward a higher level of formalized organizational ethics– ‘the fan effect’ ($\beta = 0.45$, $p = 0.009$). These effects are not present when the level of formalized organizational ethics and demonstrated ethical behaviours at the organizational level is low ($\beta = 0.16$, $p = 0.91$). Higher levels of demonstrated ethical behaviour among academic staff are associated with higher levels of demonstrated ethical behaviour among students ($\beta = 0.63$, $p = 0.001$). The index of moderated mediation supports the full moderated mediation model ($IMM = 0.16$, 95% CI = 0.05, 0.31), with non-zero values within CIs indicating a significant moderating effect of demonstrated ethical behaviours at the organizational level on formalized organizational ethics on the indirect effects via demonstrated ethical behaviours of academic staff (Hayes, 2015). The conditional indirect effects of formalized organizational ethics on student ethical behaviours are present when demonstrated organizational-level ethical behaviours are high (95% CI = 0.08, 0.56).

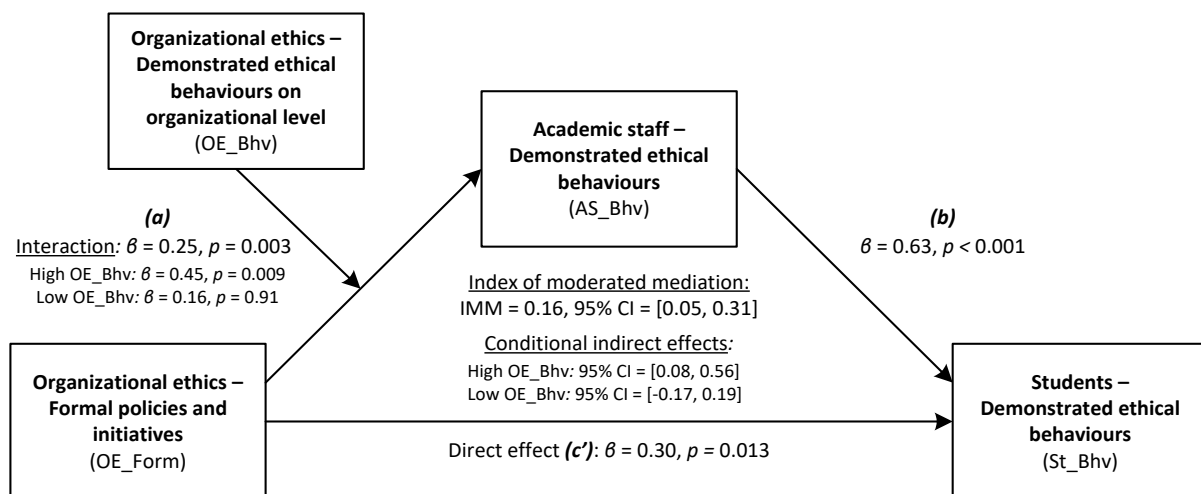


Figure 2: Testing results for the moderated mediation model (research model)

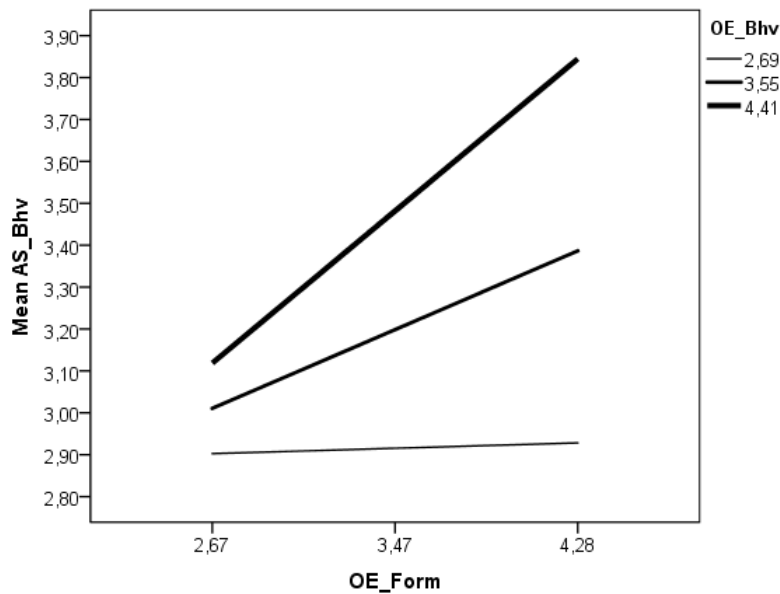


Figure 3: Simple slopes computations and verification for moderation effect in the research model

4. Conclusion

The research conducted in this paper provided answers to the research questions posed. The obtained results suggest that the effectiveness of standalone formalized ethical policies and initiatives in higher education institutions is questionable in shaping the ethical behaviours of academic staff. However, when these policies and initiatives are combined with actual demonstrated moderate and especially high levels of ethical behaviour at the organizational level, i.e. high integrity, honesty, and general ethical behaviour by academic leaders, supported by sanctions and reward policies and programs, they have a positive impact on the demonstrated ethical behaviour of academic staff. Both formalized organizational ethics and demonstrated ethical behaviour of academic staff have positive effects on demonstrated ethical behaviour of students, and the effects of demonstrated ethical behaviour of academic staff on demonstrated ethical behaviour of students are much stronger than the same effects of formalized organizational ethics. Moreover, the demonstrated ethical behaviour of academic staff plays an important mediating role in the effects of formalized ethical policies and initiatives on student ethical behaviours. As with the effects of formalized organizational ethics on the demonstrated ethical behaviour of academic staff, demonstrated high ethical behaviour at the organizational level contributes positively to the indirect effects of formalized organizational ethics on the demonstrated ethical behaviour of students.

The main findings and conclusions just presented support the viewpoint of the relevant literature on the critical importance of leadership as the ‘tone at the top’ that shapes the direction and ethical culture of an organization (Elliot, Marquis & Neal, 2013; Rothman, 2017; Ishak, Haron & Ismail, 2019). In this sense, demonstrated ethical behaviour at the organizational level in the form of academic leaders’ behaviours, ethical (mis)conduct, and decisions about sanctioning unethical or rewarding integrity and ethical behaviour of individuals informs the overall research model. Given the assumption that the ethical climate in a higher education institution refers to the perception of its members (university leaders, faculty, administrative staff and students) about the rights and wrongs within a particular university, unethical behaviour that is not sanctioned by strong measures creates poor role models for university members and determines bad behaviour that becomes a part of the organizational culture (Hanson, 2009; Rothman, 2017 in Momete, 2019). Furthermore, the findings of this research emphasize that academic staff often act as ‘silent heroes’ for ethical behaviour, fairness, and impartiality in their interactions with all students at the university, even in circumstances sometimes unfavourable to ethics (Heyneman, 2011). As Lau *et al.* (2012) show, the ethical behaviour of the faculty is critical in shaping the ethical behaviour of today’s university students and tomorrow’s experts, professionals, industry leaders, politicians, and so on. The research findings presented, which emphasize the importance of the actual ethical behaviour exhibited at the higher education institution (‘actions’) in fostering an ethical climate and shaping the resulting ethical behaviour of students as compared to formalized organizational ethics (‘words’), provide additional support for the similar claims made in the relevant literature. The perception of an organization’s ethical actions may have a greater impact than an organization’s words regarding ethics, which

increases the importance of researching organizations' ethical actions and perceptions of those actions (Credo, Ianuzzi, & Armenakis, 2010). In this sense, research on the perceptions of the ethical actions of higher education institutions (organizations) is another contribution of the paper. Finally, the research presented in this paper contributes to the relevant literature by advancing the understanding of ethics through the simultaneous study of individual and organizational ethics and their combined impact on students' ethical behaviours, all in the context of a higher education institution in a transnational economy (Elango *et al.*, 2010; McLeod, Payne & Evert, 2016).

The limitations of the research conducted are primarily reflected in a small research sample and only one university as a research polygon, although it consists of 16 legally autonomous higher education institutions (faculties, university departments). Another limitation of the research is the research methodology used in the study of ethics in higher education institutions, which is quantitative in nature – a questionnaire compared to an in-depth interview (Rothman, 2017). A possible limitation of the research presented could also be the common method variance, as the data on both the independent and dependent variables in the research model were collected from the same respondents at a specific point in time. The respondents, employees of a university, assessed their institutional ethical environment, the ethical behaviour of their colleagues and peers, and the ethical behaviour of students. Expanding the research sample to include students as respondents and their contributions to the constructs in the research model would add validity to the research presented and could minimize the potential issue of common method variance.

References

- Credo, K., Ianuzzi, A., & Armenakis, A. (2010). Organizational ethics perceptions: A qualitative and quantitative assessment. In *Meeting of the Southern Management Association Meeting*, St. Pete, FL.
- Deshpande, S. P., Joseph, J., & Berry, K. (2012). Ethical misconduct of business students: some new evidence. *American Journal of Business Education (AJBE)*, 5(6), 719-726.
- Elango, B., Paul, K., Kundu, S. K., & Paudel, S. K. (2010). Organizational ethics, individual ethics, and ethical intentions in international decision-making. *Journal of Business Ethics*, 97(4), 543-561.
- Elliott, T. L., Marquis, L. M., & Neal, C. S. (2013). Business ethics perspectives: Faculty plagiarism and fraud. *Journal of Business Ethics*, 112(1), 91-99.
- Hayes, A. F. (2013). *Introduction to mediation, moderation, and conditional process analysis: A regression-based approach*. New York: Guilford Press.
- Hayes, A. F. (2015). An index and test of linear moderated mediation. *Multivariate Behave Res*, 50, 1-22.
- Heyneman, S. (2011). The corruption of ethics in higher education. *International Higher Education*, 62, 8-9.
- Heyneman, S. (2013). The ethical underpinnings of world class Universities. *Conference proceedings of Eurasian Higher Education Leaders' Forum 2013* (Eds. Sagintayeva, A. & Kurakbayev, K.), 35-42.
- Hunt, S. D., Wood, V. R., & Chonko, L. B. (1989). Corporate ethical values and organizational commitment in marketing. *Journal of marketing*, 53(3), 79-90.
- Ishak, N. K., Haron, H., & Ismail, I. (2019). Examining factors that could lead to unethical behaviour in institutions of higher learning. *Journal of Governance and Integrity*, 3(1), 10-18.
- Jamil, R., Mohammad, J., & Ramu, M. (2019). Antecedents of unethical behaviour intention: Empirical study in public universities in Malaysian context. *Journal of Academic Ethics*, 17(1), 95-110.
- Lau, L. K., Caracciolo, B., Roddenberry, S., & Scroggins, A. (2012). College students' perception of ethics. *Journal of Academic and Business Ethics*, 5, 1-13.
- Leonard, L. N., Riemenschneider, C. K., & Manly, T. S. (2017). Ethical behavioral intention in an academic setting: Models and predictors. *Journal of Academic Ethics*, 15(2), 141-166.
- McLeod, M. S., Payne, G. T., & Evert, R. E. (2016). Organizational ethics research: A systematic review of methods and analytical techniques. *Journal of Business Ethics*, 134(3), 429-443.
- Mirshekary, S., & Lawrence, A. D. (2009). Academic and business ethical misconduct and cultural values: A cross national comparison. *Journal of Academic Ethics*, 7(3), 141-157.
- Momete, D. C. (2019). Ethical behaviour as a means to deliver quality outcomes in higher education. *Calitatea*, 20(172), 41-44.
- Prisacariu, A., & Shah, M. (2016). Defining the quality of higher education around ethics and moral values. *Quality in Higher education*, 22(2), 152-166.
- Rothman, P. (2017). Ethics in Higher Education: A study of the perceived ethical climate of administrators and faculty at a higher education institution. *Education Doctoral*. Paper 287.
- Treviño, L. K., Butterfield, K. D., & McCabe, D. L. (1998). The ethical context in organizations: Influences on employee attitudes and behaviors. *Business Ethics Quarterly*, 8(3), 447-476.
- Valentine, S., & Fleischman, G. (2004). Ethics training and businesspersons' perceptions of organizational ethics. *Journal of Business Ethics*, 52(4), 391-400.

Weber, J. (2006). Implementing an organizational ethics program in an academic environment: The challenges and opportunities for the Duquesne University Schools of Business. *Journal of Business Ethics*, 65(1), 23-42.

Appendix 1: Results for the moderated mediation model (PROCESS Procedure for SPSS Version 4.0)

Run MATRIX procedure:

```
***** PROCESS Procedure for SPSS Version 4.0 *****
                Written by Andrew F. Hayes, Ph.D.      www.afhayes.com
                Documentation available in Hayes (2022). www.guilford.com/p/hayes3
*****
Model   : 7
  Y     : St_Bhv
  X     : OE_Form
  M     : AS_Bhv
  W     : OE_Bhv

Sample
Size:   56

*****
OUTCOME VARIABLE:
  AS_Bhv

Model Summary
      R      R-sq      MSE      F      df1      df2      p
      ,7004      ,4906      ,1940     16,6950     3,0000     52,0000     ,0000

Model
      coeff      se      t      p      LLCI      ULCI
constant     3,1986     ,0747     42,8175     ,0000     3,0487     3,3485
OE_Form       ,2335     ,1373     1,7006     ,0950     -,0420     ,5090
OE_Bhv        ,3287     ,1254     2,6211     ,0115     ,0771     ,5804
Int_1         ,2527     ,0809     3,1228     ,0029     ,0903     ,4151

Product terms key:
  Int_1      :      OE_Form  x      OE_Bhv

Test(s) of the highest order of unconditional interaction(s):
      R2-chng      F      df1      df2      p
X*W      ,0955      9,7522      1,0000     52,0000     ,0029
-----
      Focal predict: OE_Form (X)
      Mod var:      OE_Bhv (W)

Conditional effects of the focal predictor at-on values of the moderator(s):

      OE_Bhv      Effect      se      t      p      LLCI      ULCI
-,8612      ,0159      ,1401      ,1132      ,9103     -,2653      ,2970
,0000      ,2335      ,1373      1,7006      ,0950     -,0420      ,5090
,8612      ,4511      ,1667      2,7063      ,0092      ,1166      ,7856

*****
OUTCOME VARIABLE:
  St_Bhv

Model Summary
      R      R-sq      MSE      F      df1      df2      p
      ,7059      ,4983      ,3185     26,3172     2,0000     53,0000     ,0000

Model
      coeff      se      t      p      LLCI      ULCI
constant     ,9634     ,5237     1,8396     ,0714     -,0870     2,0139
OE_Form       ,2990     ,1156     2,5870     ,0125     ,0672     ,5309
AS_Bhv        ,6289     ,1551     4,0560     ,0002     ,3179     ,9399

***** DIRECT AND INDIRECT EFFECTS OF X ON Y *****

Direct effect of X on Y
```

Effect	se	t	p	LLCI	ULCI
,2990	,1156	2,5870	,0125	,0672	,5309

Conditional indirect effects of X on Y:

INDIRECT EFFECT:

OE_Form	->	AS_Bhv	->	St_Bhv
OE_Bhv	Effect	BootSE	BootLLCI	BootULCI
-,8612	,0100	,0859	-,1653	,1898
,0000	,1468	,0910	-,0049	,3514
,8612	,2837	,1265	,0773	,5635

Index of moderated mediation:

	Index	BootSE	BootLLCI	BootULCI
OE_Bhv	,1589	,0677	,0483	,3108

***** ANALYSIS NOTES AND ERRORS *****

Level of confidence for all confidence intervals in output: 95,0000

Number of bootstrap samples for percentile bootstrap confidence intervals: 5000

W values in conditional tables are the mean and +/- SD from the mean.

NOTE: The following variables were mean centered prior to analysis: OE_Bhv OE_Form

----- END MATRIX -----