

ETHICS OF FUTURE BUSINESS MANAGERS: THE INFLUENCE OF BELIEFS AND VALUES ON ETHICAL ATTITUDES.

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ABSTRACT

Academic cheating is a common problem on today's college campuses. It is a problem in which many students participate. This research is designed to study the beliefs and value orientations of students related to cheating. The focus is to attempt the determination of which types of personal values dissuade students from contemplating cheating and which personal values are prevalent in those who engage in academic misconduct.

Burton and Near (1995) discussed several personal values that affect academic cheating: moral judgment and will (theistic); alienation and neutralization (detachment); commitment to academics (involvement); and a desire for better grades (achievement). Forsyth (1980) identified two factors (idealism and relativism) that influence the ethical behavior of people. Further, Foltz and Miller (1994) suggested that six beliefs and values dimensions help explain why people differ in their outlook on the world. These dimensions (Positive/Negative orientation, Tolerance/Intolerance, Achievement/Experience, Behaviorism/Humanism, Detachment/Involvement, Theistic/Nontheistic) influence people's convictions and relationships and tend to shape our characters and behaviors.

Multiple regression reveals that students who "actively benefit from unethical action" have liberal or tolerant outlook and reject the idea of absolute beliefs (tolerant), believe in living for the moment, do not plan and spontaneous (experienced), and do not believe that the inherent goodness (badness) of a specific action will guide the ethical choice of action (not idealistic).

Multiple regression also reveals that those who "passively benefit from questionable action" do not judge an action on the basis of whether it infringes on individual rights or universal rules. In addition, the results show that idealism was the sole predictor for "actively benefiting from questionable action" and "acting on opportunistic situation." Finally, "detachment/ involvement " and "relativism" were responsible in explaining "no harm/no foul" practice.