ETHICAL CONDUCT OF EDUCATED YOUTH IN INDIA- A STUDY OF MBA STUDENTS

Mala Sinha[*] and Anisha[**]

ABSTRACT

The purpose of this study is to understand the nature and categories of (un)ethical behaviours that are displayed by educated youth in India. The rationale for the study is based on the fact that there is an increase in corporate crimes in the current area of globalisation. Since research studies have shown that a large number of global organisations hire managerial resource from business schools this study has examined the unethical and transgressive practices of, post-graduate students pursuing MBA- the resource pool for business organisations. Data was collected from 65 respondents doing master's in business administration from one of the leading institutions of the country. The age of the participants was between 21-27 years, most of them were freshers but a few had work experience. Based on narratives of the (un)ethical conducts of their peer group described, content analysis was conducted to understand the transgressive behaviours of educated business school youth. The results showed that most of the stated conducts by the participants were unethical and very few were ethical. Three identified categories of major unethical conducts were: academic misconducts, rule breaking and lying. Under these categories various unethical themes were also identified. In all 54 kinds of unethical behaviours and themes were identified under 9 domains like classroom, public life and inter-personal relations. During the debriefing interviews it was found that the reported unethical conducts were linked to imitating behaviour of role models, goal-orientation due to competitiveness and learned cultural behaviours.

Key words: Transgressive Behaviour, Educated Youth, Post-Graduates, MBA Students, Ethical Conduct.

---

[*] Professor, Faculty of Management Studies, University of Delhi, Delhi, E-mail: mala.sinha@fms.edu

[**] Assistant Professor, Department of Commerce, Shri Ram College of Commerce, University of Delhi, Delhi, E-mail: anishaaug@gmail.com

INTRODUCTION

The present work environment in this era of globalization is characterised by integration of economies, interdependencies of various cultures and workforce diversity. However, the most important challenge faced by organisations is an increase in unethical work practices globally, both in private and public sectors. Internationally Enron in 2001, WorldCom in 2005 brought this issue to the forefront; and in India it was Satyam in 2009 which showed that even the most successful organisations were capable of engaging in serious financial malpractices. The global economic crime and fraud survey conducted by PwC (Price water house Coopers) in 2018 49% of the global organisations admitted that they have experienced economic crimes in the past two years.

White-collar crimes as per Jain et al. (2017) losses and harm caused by these crimes are far more than those incurred by conventional and civil crimes like theft, murder and assault. As per the report on white collar crimes in India published by Forensic and Integrity services of E&Y in 2016, 469 cases of frauds were handed over to Serious Fraud Investigation Office (SFIO) for investigation from 2004 to 2016. Further the cases increased to 184 in the year 2015-16 alone and these were committed by people in the managerial positions. The E&Y report also indicates that corruption cases prepared by Central Bureau of Investigation (CBI) between 2006-2016 were 6533. The data show that white collar crimes committed by educated individuals are severely impacting the economy of the country. This brings us to the question "why are the best paid jobs increasingly displaying unethical behaviours in corporate functions?"

Cory and Trevino (2017, P 135) state that "*many of the major participants in the massive accounting scandals that stunned the business world in the early 2000s and the 2008 financial meltdown were highly educated and knowledgeable people. For example, Enron's Jeffrey Skilling, who spearheaded the fraud that destroyed the world's largest energy trader, earned an MBA from Harvard. The late Kenneth Lay, former CEO of Enron, obtained both a Master's in Economics and a Ph.D. from the University of Houston*". Typically, people working in these organisations are from business schools where they acquire skills- competencies to manage business and implicitly it is assumed that they acquire values that govern their corporate life thereafter. Based the above

theorising the present study has chosen to focus on this cohort, to see if campus life also sees transgressive behaviours which later may translate into white caller crimes after employment. Research studies have shown that business school education and unethical behaviour in the workplace are correlated with each other (Gioia, 2002; Gentile and Samuelson, 2005). The propensity for business school graduates to engage in unethical conducts can also be substantiated by the fact that e-commerce business which is the preferred choice of young business graduates in our country is also the hub of fraudulent practices as seen by Sanwal et al.,2016; ASSOCHAM, 2014 and E&Y report, 2016. This clearly shows that educated youth of India is inclined towards e-commerce and the same sector is reported to have the highest fraudulent activities, like, counterfeit goods, data security, diversion of funds and so on. Based on the above discourse the present study explores through a qualitative methodology the ethical and unethical conducts of educated youth in India specially in business schools.

REVIEW OF LITERATURE

The present section examines the way terms associated with ethical conduct are defined by researchers, the corporate crimes in era of globalisation and suggested framework that may explain why these crimes occur.

a. ETHICS MORALITY AND TRANSGRESSION

The concept of right and wrong behaviours and conducts have been defined using various terms in ethics literature through terms like, ethics, morality and transgressions. The word ethics finds its roots in Greek literature and is derived from the word "ethos" which means character or custom and refers to right or wrong behaviours. Further, the philosophy of ethics focuses on how human conduct should be instructed, advised and evaluated (Bilimoria et al., 2007) so that human beings can live with each other in a way that they do not impede on other rights while protecting their own. And allied term morality is defined as a set of values and principles that governs one's behaviour to be right or wrong or good or bad as judged as the individual (Walker, 2007). Transgression on the other hand simply means going beyond rule or norms like law breaking and it has nothing to do with personal character, values or principles.

Ethics and Morality are generally used in the same context and sometimes interchangeably, but some researchers differentiate. Morality is considered personal and centres on how one lives, whereas, ethics are considered normative study of morality by many philosophers (Walker, 2007). In other words, we can say that ethics is a community code of conduct and morality is personal code of conduct. However, community, society and personality are interlinked and intersectional as per the moral development theories (Bandura, 1986) and this intersectional relationship is complex (Bronfenbrenner, 1986). Therefore, it is difficult to draw a demarcation between personal and social while studying the moral fabric of an individual. The present study is exploratory in nature and therefore, ethical and unethical conducts subsume notion of morality and transgressions.

b. HUMAN DEVELOPMENT BIO-ECOLOGICAL MODEL

As per the general system theory all macro systems consist of smaller subsystems which are interactive and interdependent, and thereby influencing and shaping the meta system-macro system. Drawing from this Bronfenbrenner's (2011) has suggested that the moral development of an individual which influences behaviour is not only shaped by interactions between the elements present within a subsystem but also by the interactions of the subsystems. He also stated that "Changes or conflict in any one layer will ripple throughout other layers".

Along the same lines Coleman (1999) suggested that social conditions influence individual's values that in turn gets converted into individual's behaviour which is again reflected in the form of a social system at the macro level. Therefore, there is a dynamic and a bidirectional relationship between the micro and macro aspects of any system.

The diagram below has been adapted from Bronfenbrenner's bio-ecological model. In this model there are three broad social systems; macro, meso and micro. Macro system includes the collective elements like organisation, business, cultures and communities. Meso system includes family, schools and higher educational institutions. Micro system contains individual's emotional cognitive and biological elements affecting its morality and value system.

ECOLOGICAL MODEL OF HUMAN DEVELOPMENT
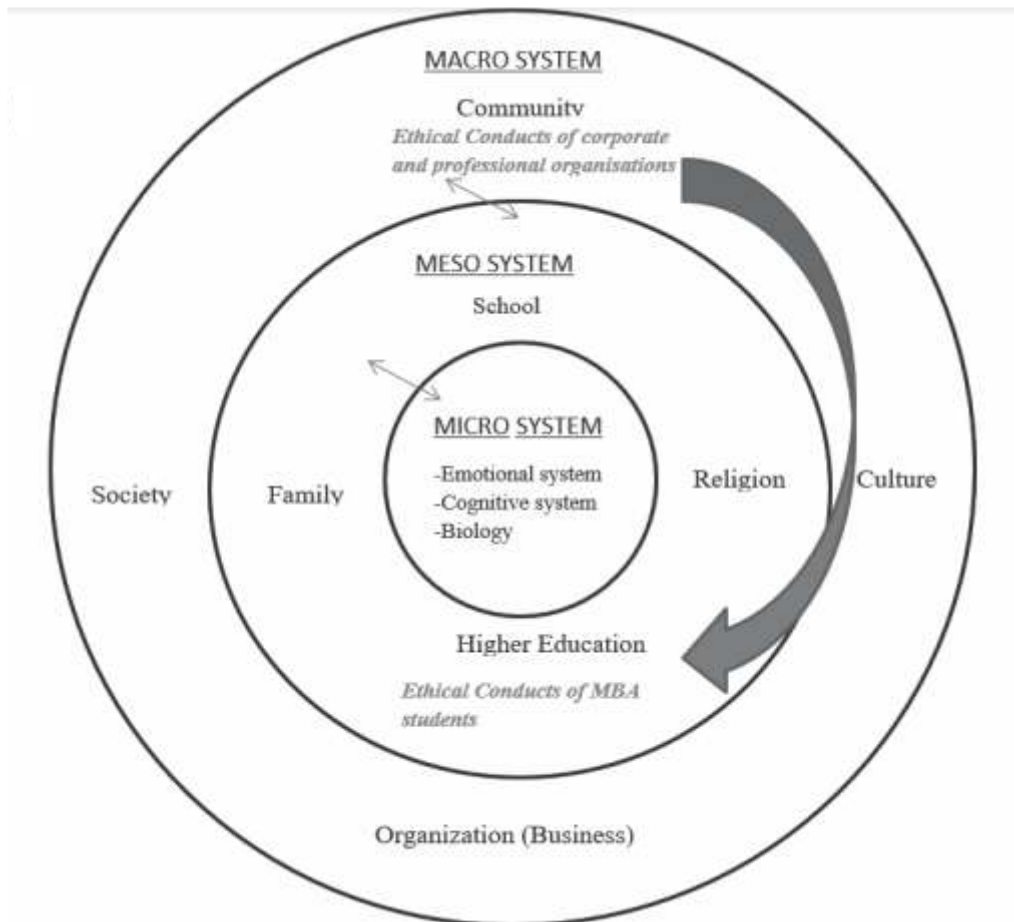
Source: Adapted version of ecological systems theory (Bronfenbrenner, 2011)

The diagram also highlights how we have arrived at the present research question. As suggested by the theory, macro, meso and micro subsystems are interlinked and the moral conducts in one subsystem may reflect in other systems. Resource pool of big corporations and the places where business school graduate's works is part of Bronfenbrenner's macro systems. Similarly, business schools come under meso system of Bronfenbrenner's because it from here that graduates go for employment. There is a

bidirectional relationship between the two that is graduates take their values to corporations and reciprocally are themselves influenced by the corporate values. The present study is focusing on the meso system of this ecology that is the business schools while it is also true that family and the social environment which also form the micro subsystem of an individual's emotional and cognitive makeup which would in some way impact the ethical and unethical conduct of graduate students.

c. ETHICS AND THE WORK ENVIRONMENT

Work malpractices have the potential to cause enormous harm to individuals, society and environment at large. Association of Certificate Fraud Examiners states that a typical organization loses 5% of revenue annually to fraudulent practices and same study also states that 5% of the gross world product of 2013 turns out to be 3.7trillion. Even in the highly regulated and controlled business environment the frequency of scams and scandals is mounting. ACFE also reported that "77% of the frauds in the study are committed by individuals working in accounting, operations, sales, executive/upper management, customer service, purchasing and finance" (ACFE, 2014, P5).

The key findings of "Global Barometer 2013" - a survey done across 107 countries of the world stated that bribery is widespread (Global Barometer 2013, Transparency International Publication, July 19, 2013, transparency .org./gcb2013 Retrieved 2014-12-23).

Things have not changed since 2013, as reported by E&Y in their global fraud survey of 2018. They have found that frauds and corruptions have not declined globally in the past two years and 38 % of the respondents in the survey said that bribery and corrupt practices are widely spread in the business sector of their country, with a great deal of pressure on youngsters to act unethically.

c.i. Indian Work Environment

Condition of Indian work environment is more distressing with respect to unethical actions of organisations and professionals. As per the Indian corporate fraud perception

survey of 2018 carried out by Deloitte 49% of respondents indicated that they themselves have lost INR 10 lakhs in the fraud losses in the recent past. With respect to Corruption Perception Index 2018 India is ranked a low 78 out of 180 countries. Additionally, according to Transparency International report bribery rates were 69 percent in India as compared to 0.2 % in Japan (Pring, 2017). "*India had the highest bribery rate of all the countries surveyed, where nearly seven in 10 people who had accessed public services had paid a bribe*" (Pring,2017). As per this report people had paid bribe to police, in courts and in public schools.

When various segments of societies in India were evaluated on corruption by Times of India opinion poll (MODE), the results placed business on fifth position in the list with 76 % of the respondents believing that business are corrupt. Politician and Ministers had the highest rank, while 43 % respondents believed that teachers are corrupt (Times of India- MODE, January 14, 1995).

There are reports of KFC (Kentucky Fried Chicken) spokesperson admitting to the use of mono sodium glutamine to fatten chicken used in KFC kitchen (Times of India, letters to the Editor, February 29, 1996). The National Labour Relations Board announcement of bringing out 78 charges against McDonald's and some of its franchise operators for violating federal labour law (The Economics Times, December 22, 2014). The Sahara group claims paying Rs. 20,000 crores to ghost depositors, as a bid to camouflage their financial transgressions (The Economics Times, March 2,2014). Stories of white caller crimes are unlimited in Indian context.

d. WHY POST-GRADUATE MBA STUDENTS?

It is evident through reports and researches, organisations and business in the work environment of the country are run my young graduates who are hired from top business schools (Cory and Trevino, 2017), the present study focuses on the conducts and behaviours of post-graduates' students pursuing MBA.As per one of the economics time's article published by Dasgupta, 2016 1,543 MBA graduates were hired by various corporate companies (Deloitte, Cognizant, ICICI bank, Wipro, Infosys, TCS, etc.) from 26 major B-schools of the country (including, IIMA, IIMB, XLRI, MDI Gurgaon, FMS-

Delhi etc.). Following statements also substantiate the fact that management institutions are preferred choices of big corporates for hiring:

"Our focus on hiring MBAs has always been a priority, along with other specialised talents as per our vertical requirements, said Parag Paned, managing director, human resources, Accenture India" (Basu and Bhattacharya, 2016).

"We have been hiring MBAs in significant numbers since 2000 and have been visiting premier B-schools in India, North America, Europe and APAC as a preferred recruiter for high-growth and challenging career opportunities that we are known to provide. Over the last three years, we have hired more than 1,200 MBAs to help propel our business growth", said, Sriram Rajagopal, senior vice-president of human resources at Cognizant (Basu and Battacharya, 2016). Thus, management institutes are chosen for investigation.

Repeated studies have shown that number of crimes in the white-collar jobs has gone up (Lie shout and Merken, 2013). Edwin Sutherland in 1939 defined the term white collar crimes as crimes that are not violent but deceptive in nature and are carried out by well educated people doing business. These crimes are also committed by professionals like doctors, accountants and government officials and their nature is completely different from rapes, murders and robberies. White collar crimes like frauds involving deceptions, take advantage of the loopholes in laws for personal gains. It is ironical that the crimes are committed by those who have passed out of premier institutions of the country and have grabbed high pay packages to move up professional ladder of social class very fast (Piff et al., 2011).

OBJECTIVES OF THE STUDY

The study explores the ethical and unethical conducts displayed by post-graduation level MBA students in their student life and the main objectives of the study were:

1) Identifying and listing the reported ethical and unethical behaviors of MBA students.

2) Classifying the reported behaviors into ethical and unethical under categories.

3) Analyzing the nature of these conducts and behaviors reported by MBA students to obtains insights regarding the reasons for them.

RESEARCH METHODOLOGY

This research design used in the study was qualitative, because the nature of the study requires to probe into the psychology of the Indian youth as well as to know how they perceive the behaviours of their peers.   Further, as it is an exploratory study, in order to get the comprehensive inventory of all possible behaviours that the students have perceived, engaged and experienced in their lives, qualitative research method was considered most suitable. The qualitative methods also provide a wider scope for extracting the in-depth information specially since notions of right and wrong and morality and ethics are often subjective.

 It was decided to collect narratives written by the students in which, they are expected to comment on the behaviours they observed in their peer groups with respect to their student life, like classrooms behaviours, outside classroom behaviours, public space and working on projects etc. By using this qualitative technique, we expected to get an extensive view on the conducts of business students and to get a good understanding of the psychology of these students regarding what is ethical and unethical.

Narratives analysis which is writing about personal accounts, we can get deep insight about the respondents' mindset (Hall and Powell, 2011) . With the help of content analysis similar themes can be clubbed to create broad domains of ethical and unethical behaviours.

In a classroom setting students were given writing materials and the following instruction was given.

1. Do an analysis of your peer group with respect to the ethical conduct they have displayed during last five years. List the behaviours which formed the basis of

your evaluation with respect to whether you consider it ethical or unethical."

The students were given 1 to 1.5 hrs. to write the narrative. They were asked to frame their answers with respect to the kind of life they lead in last five years. All participants were encouraged to give detailed and authentic information and were assured of confidentiality of their responses. The answer to the question were written in the presence of the instructor and the scripts containing the narratives were handed over to the instructor at the end of the session.

After the narratives were collected a debriefing session in which students were encouraged to come and interact with session coordinator was organised.

SAMPLING

Data were collected through convenience sampling. Written narratives were obtained from 65 respondents (13 female and 52 males). Out of the total responses 9 (all males) responses were not evaluated due to interpretational problems. All the respondents were between 21 to 27 years of age and were currently pursuing MBA in a top business schools located in the capital city of India. The respondent group included students coming from different states and cultures. Some respondents also had professional work experience having been worked in full or part-time capacity in various multinational organizations.

CONTENT ANALYSIS

Each narrative was read in detail and themes that emerged from the written accounts of ethical and unethical behaviours were noted. This way we extracted a list of behaviours that were considered ethical and unethical from the respondent's perspective. While reading narratives we gave frequencies to the number of times a theme appeared in the narrative and therefore obtained the frequency count to determine the of the intensity of ethical and unethical conducts. We also created categories by clubbing similar behaviours and themes into single category. These themes and behaviours along with the categories and cumulative frequencies are reported in Table 2.

Please note that in some cases, behaviours are clubbed to form a single core theme. For instance, in the two statements "my friends don't greet teachers outside classrooms" and "students do not stand up when teacher enter the class" the core theme "Not respecting professors" was identified. In other cases, the behaviour itself is considered the core theme for instance, "copying assignments".

A step by step approach of content analysis is presented below:

In the first step a broad listing of behaviours and frequencies are done in the following way:

• Behaviors with respect to peer group are identified and listed.

• Core themes were built based on common behaviors.

• Frequency of the behaviors were observed and calculated.

In the second step responses of the question were analyses in depth again to club or create themes and subthemes from the listed behaviours. The listed behaviours from the written narratives are again analysed in the following manner:

• Core themes are broadly clustered based on some commonalities.

• Categories are named for each cluster with similar themes and differentiated as being ethical and unethical.

• With respect to each cluster (categories) the hidden underlying value/ values are identified and noted.

• The frequencies of the behaviors in a core theme are clubbed and counted.

• The frequencies of core themes in a category are clubbed for each cluster and recounted.

• The themes are then sorted based on cumulative frequencies from highest to lowest.

RESULTS

The ethical and unethical behaviours that MBA students have seen their peers engaged in in the past five years were listed together and categorised based on the content analysis in Table 2 , Left hand side column of table 2 lists the behaviours which they have considered unethical, whereas right hand side column of table 2 lists the behaviours that they perceived ethical.

There were in all 54 unethical behaviours that were identified and clubbed under 9 categories, whereas there were only 3 behaviours and categories that emerged from the written narrative to be ethical. This show that by and large MBA students consider the conducts of their peers unethical.

MBA students have considered a range of behaviours as unethical for instance from careless actions, like "*nonparticipation in group assignments", "not having read the required case study"* to rule breaking behaviours like, "*marking proxies", "not following traffic rules"* to extreme actions of harming people for instance "*damaging hostel property" and "slapping boss at work"* all are considered unethical.

Further, On the basis of the frequency count the top three unethical behaviours that emerged from the data were; academic misconducts which included behaviours, like, "copying *assignments", "marking proxied"* and *"using unfair means while writing exams",* breaking rules which included items, like, "*not following traffic rules"*, "*bursting crackers inside hostel premises during Diwali"* and *"using cell phones on office floors".* and Lying include behaviours, like, "*lying to parents about late night parties and drinking"* and "*lying about marks"*.

Table 2: Summary of Stated (Un)ethical Conducts and Behaviors of MBA Students

Categories and related unethical themes/behaviors	Total counts	Categories and related ethical Behaviors	Total Counts
Academic misconducts • Copying assignments • Using unfair means while writing exams • Plagiarism • Using fake data in projects • Marking proxies • Coming late for classes	41	**Doing social work and doing good work for the society.**	05
Breaking Rules (Traffic, hostel, office and College) • Not following traffic rules • Bursting crackers inside hostel premises during Diwali. • Using cellphones on office floors. • Swiping someone else's card in office. • Talking in class and Using cellphones • Sleeping during lectures. • Ragging- Make freshers wash clothes, seniors forcing freshers to write assignments for them, Torturing weaker students. • Consuming alcohol, cigarettes (below legal age) and consuming drugs. • Disregarding deadlines. • Illegal betting.	21	**Respect for Professor/Elders**	03
Lying/ delay in telling truth (customers, parents, Teachers), • Lying about their marks, • Managers making false promises. • Asking more time from the clients than actually required for the task. • Lying to parents about late night parties and drinking	16	**Helping friends.**	03

Taking advantage of others for personal gains • Misusing collected funds for short term personal gains. • Fake promises for personal gains. • Presenting fake image of the college in front of the companies to gain sponsorship. • Faking sales numbers for monetary gains. • Speaking to please others rather than telling the truth to gain advantage. • Nonparticipation in group assignments.	11		
Personal Relationship Preference • Favoring people in college elections and placements • Favoring others (Misusing position power) • Managers giving higher rating to individuals closer to them. • Getting placements in good companies through contacts/ Networking.	9		
Non serious attitude • Coming late for Classes without any genuine reasons. • Not coming prepared for the lectures • Not having read the required case study. • Bunking classes.	09		
Retaliation • Damaging hostel property. • Rude behavior. • Backstabbing friends because of hatred. • Slapping boss at work. • Badmouthing seniors	09		
Non-Disclosure and misleading information • Not Disclosing Important Information / giving Misleading information in CV • Deliberate miscommunication and filtering information. • Misleading people to get advantage. • Accepting multiple job offers at a time.	08		

Stealing • Stealing components from computer labs and selling them for money. • Presenting Fake bills in offices/ college societies. • Incorrectly filling timesheets in office. • Coming late to office/ working less than stipulated time period.	07		
Other misconducts. • Not Respecting Professors • Doing dirty politics. • Using all unethical means to win elections. • Supporting friends even when they are wrong. • Misusing power for monetary gains. • Bribing	10		

Additionally, it was also noted that unethical behaviours were practiced across domains. It was not that their academic conducts and behaviours are unethical but their general conduct in the society for instance, in parental relations, with employer, with friends are also unethical. "*Presenting fake bills in offices/ college societies", "backstabbing friends because of hatred", "slapping boss at work", "badmouthing seniors" "not following traffic rules"* and "*lying to parents about late night parties and drinking"* are a few examples which illustrate that their behaviours in all domains of their lives are unethical.

The unethical behaviours that they have displayed poses a grave concern on what value system they follow. As, the underlying values in the unethical acts of academic misconducts is dishonesty, lying is deception and taking advantage of others for personal gains is greed and selfishness.

DISCUSSIONS

It is unusual to see MBA students posting negative behaviours, whereas, the question that was asked for writing the narrative was simply about reporting the ethical conduct of their peers. As is seen in Table 2 ethical conduct was mostly that narration of unethical behaviour, they had witnessed in their campus life. It is noteworthy that the unethical behaviours that they had listed are also typically considered unethical by law and by norms of society and the educational institution,

The large-scale reporting of unethical behaviours instead of ethical behaviours by MBA students can be attributed to several factors.

Firstly, these behaviours could be understood as normal behaviours of student life, (copying in class) which are imitated without any internal motivation to be unethical. Bandura (1977) says that behaviours are sometimes outcomes of the process of identification that is identifying and adopting observed behaviours. Coleman (1999) also stated that macro realities shapes the micro realities, hence the prevalent behaviours and practices at societal level (macro level) might be imitated at the micro level. In other words, the actions and behaviours of the corporate business executives and decisions of various business and corporates which are generally profit-oriented decisions influences behaviours of the MBA students. Often senior alumni come to business schools and share formally and informally what goes on in corporation and are role models which students imitate, Hence it could be possible that the unethicality in terms of scams, corruption and deception present at the macro level filters down to the micro level and imitated in a subtle fashion by MBA students.

Secondly, it could be possible that MBA students exhibit goal-oriented behaviours more frequently than the value-oriented behaviours. This insight was obtained when after the narrative was written during the debriefing session the students opened up and shared why they were just completing their work so that they come closer to their goals and fulfilment of aspirations – a fact supported by Karaagac and Threlfall (2004). Further, since the goal preferences of MBA students are aligned to corporate goals and peer norms which is profit maximization in the current era of globalization – the means for

achieving goals are secondary in comparison to the primacy that goal achievement has.

Homann (2006) in his two by two framework which is based on profitability and responsibility points out that there are two critical choices, in front of managers today. First is high profitability at the cost of irresponsible behaviour and second is responsible action or morally desirable action at the cost of damaging profitability. These two are the important dilemmas that firms and managers face in the globalized environment. Homann (1991) also stated that no manager will take a morally ethical decision that will hamper the firm's survival in the long run substantiating the fact that most corporate firms are looking for profit maximization. Walker (1992) states that MBA students come to a business school with basic premises that determine their actions which are "self-interested behaviours maximize utility" and "virtually all human interactions are economic transaction".

So, we can deduce that there is a high probability of MBA students setting profit maximization or material gains as their primary goals and will carefully prefer actions that maximizes their self-interest. Whether the cations are unethical is not important as long as it helps accomplishing the end self-interested goals.

This can only justify the acts of "*faking sales number for personal gains", "misusing collective funds for short term personal gains", "presenting fake image of the college in front of the companies to gain sponsorship" or "copying in exam or using unfair means to get more marks"*. We can also say that while concentrating on the ends they ignore the means. In other words, terminal values of profit and personal gains are highly acknowledged by MBA students and instrumental values are somewhat ignored.

Lastly, the unethical behaviours exhibited by MBA students can be explained through a cultural perspective. Sinha (1962) states that ethics in Indians context are very complicated and complex as there is an inherent coexistence of opposite values in India that have cultural and psychological roots which leads an average Indian to be caught in a chaos of conflicting patterns, none of them wholly condemned but no one of them clearly approved and free of confusion. Sinha, (1962) states that, "It is this coexistence of opposites throughout Indians lives and culture that is considered to be the cultural and

psychological root of their anxiety". A belief in detachment was found to coexist with materialistic orientation (Tripathi, 1990). As the primary socialization avenues (family, friends, school etc) and secondary socializations avenues (community, business organisations, political environment, higher educational institutions etc.) in the Indian community which feeds in and feed on individuals are not free from these moral confusions. MBA students are these individuals only. Sinha and Tripathi, (1994) states that, "though the truth is highly valued in the Indian moral code, its practice is bound by context. Thus, the popular Indian adage goes, "One should speak the truth; one should speak what is pleasant; and one should not speak the truth if it happens to be unpleasant". This explains why dishonest behaviours are listed by MBA students. Further, Basham, (1971) states that "*Chalta hai*" (it goes on like this) attitude is a typical characteristic of Indian work behaviours. Absence of work ethos, casualness and inefficiencies are very common. The casualness can explain the rule breaking behaviours of MBA students like "*not meeting the deadlines", "coming late for a lecture", "using cell phones in classrooms".* So, the MBA students' behaviours could be attributed to their cultural influence imprinted on their personalities. Also, in a recent study by M. Sinha (2019) educated youth indicated that the pressures of globalisation could only be offset by resorting to manipulations with respect to fake mark sheets.

 Presently India has the largest youth population in the world, and it is this cohort which will fuel much of the India's global economic activity in future (Chandrashekhar, Ghosh & Roy Choudhury, 2006). As young professionals from these educational streams are expected to feed commercial public and private corporations in large numbers in India in future; and will thereby play a significant role in India's growth story and in the formation of perceptions about India's image in the global scenario, they should be guided and trained with right set of ethical values.

Morality is based on a two -way influence process from micro to macro and macro to micro. MBA students' sense of ethics is not very different from the ethics displayed by big business houses and institutions. In order to change the basic value preferences of the youth, a beginning must be made at the micro level that is at the meso level where family, schools and higher educational institutions imparting higher education operates.

Further, Business houses and public systems need to be regulated stringently so that their influence on society is beneficial. Ultimately, we need thought leaders at the level of family, school and higher educational institutions who work collectively to inculcate value oriented and ethical behaviour in young adults.

REFERENCES

Association of Certified Fraud Examiner (ACFE), 2014. Report to the Nations on Occupational Frauds and Abuse. Global Fraud Study. The Gregor Building 716 West Ave, Austin, TX 78701-2727, U.S.A.

Alford, R. R. and Friedland, R., 1985. *Powers of Theory: Capitalism, the State, and Democracy*. Cambridge: Cambridge University Press.

Alexsnder, C. J., Giesen, B., Munch. R. and Smelser. N. J., 1987. The Micro-Macro Link, University of California Press.

Basham, A.L., 1971. That wonder that was India. Rupa Publication.Calcutta.

Basu, S. and Bhattacharya, S., 2016. India's top campus recruiting companies of 2016. The Economic Times.

Blatt, M. and L. Kohlberg, 1975. The Effect of Classroom Moral Discussion upon Children's Level of Moral Judgment. *Journal of Moral Education,* Vol. 4, p.129–161.

Bandura, A., 1999. A social cognitive theory of personality. In L. Pervin & O. John (Ed.), *Handbook of personality*, Ed. 2, pp. 154-196. New York, Guilford Publications. (Reprinted in D. Cervone & Y. Shoda Eds., The coherence of personality. New York: Guilford Press.)

Bandura, A., 1986. Social foundations of thought and action: A social cognitive theory. Prentice-Hall, Inc.

Bandura, A., 1977. Social learning theory. Englewood Cliffs, NJ: Prentice Hall.

Bandura, A. Ross, D., & Ross, S. A., 1961. Transmission of aggression through the imitation of aggressive models. *Journal of Abnormal and Social Psychology*, Vol. 63, pp. 575-582

Bilimoria, Purusottama, Prabhu, Joseph and Sharma Renuka, 2007. Indian Ethics: classical traditions and contemporary challenges. The Heythrop Journal, Vol 49(3).

Bronfenbrenner, U., 1992. Vasta Ross Ed. Ecological System Theory, Jessica Kingsley Publishers, London. England.

Bronfenbrenner, U., 1974. Developmental research, public policy, and the ecology of childhood. *Child Development*, Vol. 45.

Bronfenbrenner, U. The experimental ecology of human development. Cambridge, Mass. Harvard University Press, in press.

Bronfenbrenner, U., 1986. Ecology of the family as a context for Human development : Research Perspective. *Development Psychology,* Vol. 22 (6), pp 723-742.

Bandura, A. & Walters, R. H., 1963. *Social learning and personality development*. New York: Holt, Rinehart & Winston.

Chandrasekhar, C. P., Ghosh, P. and Roychowdhury, A., 2006. Economic and Political Weekly. Special Articles.

Carman, J. M., 1977. Values and Consumption pattern a closed loop. In Hunt, H. K., Ed. Advance in Consumer Research, *MI Association of Consumer Research.* Vol. 5.

Cory, S. N. and Trevino, R. M., 2017. An Exploratory Study: Moral Disengagement Levels in Accounting Majors. *Southern Journal of Business and Ethics*, Vol 9.

Coleman, J. S., 1966. Foundation for a theory of Collective Decisions. American Journal of Sociology, Vol. 71, pp. 615- 627.

Coleman, J., 1999. The Foundation of Social Theory. The presidents and Fellows of Havard College. USA. ISBN0674312252.

Elakumaran, S., 2006.Corporate Codes of Conduct in India: A Survey. *Journals of Human Value*. Vol. 12(1).

Goel, N., Kaur, A., and Vaidya, M., 2012. Indian Youth Inclination towards Unethical Practices in the use of Information and Communication Technology. *Pertanika Journals,* Vol. 20(4).

Giluk, T.L. and Postlethwaite, B.E., 2014. Big five personality and academic dishonesty: A meta-analytic review. *Personality and Individual Differences,* Vol.72.

Gould, E.D. and Kaplan, T.R., 2011. Learning unethical practices from a co-worker: The peer effect of Jose Canseco. *Labour Economics*, Vol. 18, pp.338-348.

Glesne, C.,1999. Becoming qualitative researchers: An introduction. New York: Addison Wesley Longman.

Gilligan, C., 1982. *In a Different Voice: Psychological Theory and Women's Development*. Cambridge, Massachusetts. Harvard University Press. ISBN 780674445444.

Garmire, B.L., 1975.Value Shock Part 1.*Texas Police Journal*. Vol. 22(12)

Glesne, C.,1999. Becoming qualitative researchers: An introduction. New York: Addison Wesley Longman.

Hall M. J. and Powell J., 2011. Understanding a Person through Narrative. *Nursing Research and Practices* http://dx.doi.org/10.1155/2011/293837.

Homer, P. M. and Kahle, L. R., 1988. Personality Process and Individual Difference: A Structural equation Test of the Value-Attitude-Behavior Hirearchy. *Journal of personality and Social psychology*. Vol. 54.

Hurrelmann, K., 1989, reissued 2009. Social Structure and Personality Development. Cambridge: Cambridge University Press.

Harris, J. R., 1995. "Where is the child's environment? A group socialization theory of

development". *Psychological Review*. Vol. 102(3), pp. 458–489. doi:10.1037/0033-295x.102.3.458.

Homann K., 1991. Der Sinn der Unternehmensethik in der Marktwirtschaft. In: Corsten u.a. H (ed) Diesoziale dimension der Unternehmung, Berlin, pp 97–118.

Homann K., 2007. Globalization from a business ethics point of view. In: Homann, K., Kowlowski P., Luetge C., eds Globalisation and business ethics, Aldershot, pp 3–9.

Jain H., Agrawal C., Sharma H., Joshi A., Surana J., 2017. "A Case Study on White Collar Crimes". *IJEDR.* Volume 5(2), ISSN: 23219939.

Kahle, L. R., 1980. Stimulus Condition Self- Selection by Males in the Interaction of Locus of Control and Skill Chance Situation. *Journal of personality and Social psychology*. Vol. 38, pp.50-56.

Kearns, Laurel and Keller Catherine, 2007.Ecospirit: Religion and Philosophies for the Earth. *Fordham University Press.*

Kohlberg, L., 1964. Development of Moral Character and Moral Ideology, in M. L. Hoffman and L. W. Hoffman. (eds.), *Review of Child Development Research 1*.Russell Sage Foundation, New York, NY. pp. 381–431.

Kohlberg, L., 1981. The Philosophy of Moral Development, Harper & Row, San Francisco, CA.

Kohlberg, L., 1984. The Psychology of Moral Development: The Nature and Validity of Moral Stages, Harper & Row,San Francisco, CA.

 Kohlberg, L. and Colby, A., 1987. The Measurement of Moral Judgment: Theoretical Foundations and Research Validations 1.Cambridge University Press, Cambridge, MA.

Karaagac, M.K. and Threlfall, J., 2004. The tension between teacher's beliefs and teacher practice: The impact of the work setting. *Proceedings of the 28th Conference of the International Group for the Psychology of Mathematics Education*.Vol 3.

Kulkarni, M.N., 1993. Unethical Development. Economic and Political Weekly, Vol. 28 (48), Nov. 27, p. 2562.

Kaur, G. and Mishra, R., 2010.Corporate Governance Failure in India A Study of Academicians Perception. *Journals of Corporate Governance*, Vol. IX (1, 2).

Lind, G., 2002. The Meaning and Measurement of Moral Judgement Competence: A dual Aspect Model. Unpublished Manuscript.

Lieshout, V. J. and Merken, J., 2013. Is greed really good? The interaction between white-collor criminals and modern western society, an interdisciplinary study. Utrecht University.

Mead, G. H. and Morris, C. W., 1967. Mind, self, and society from the standpoint of a social behaviorist. Chicago London: University of Chicago Press. pp. 178–179. ISBN 9780226516608.

Mead, G. H. and Morris, C. W. , 1967 . Mind, self, and society from the standpoint of a social behaviorist. Chicago London: University of Chicago Press. pp. 174–186. ISBN 9780226516608.

Piff, K. P., Stancato, D. M., Cote, S., Denton, R., and Keltner, D., 2012. Higher Social-Class Predicts Increased Unethical Behavior. *Proceedings of National Academy of Science*. www.pnas.org/cgi/doi/10.1073/pnas.1118373109.

 Piaget, J., 1953. *The origin of intelligence in the child*. New Fetter Lane, New York: Routledge & Kegan Paul.

Piaget, J., 1982. Reflections on Baldwin (interview with J. J. Vonèche). In J. M. Broughton & D. J. Freeman-Moir Eds., *The cognitive developmental psychology of James Mark Baldwin*. Noorwood, NJ, Ablex. pp. 80–86.

Sanwal, T., Avasthi, S. and Saxena, S., 2016. E-Commerce and its sway on the minds of young generation. *International Journal of Scientific and Research Publications*, Volume 6(3), ISSN 2250-3153.

Skinner, B. F., 1971. Beyond Freedom and Diginity. Penguin Books, USA.

Sinha, Mala and Chauhan, Vishal, 2013. Deconstructing LajjA as a Marker of Indian Womanhood. *Psychology and Developing Societies*. Sage Publication. Vol 25(1).

Sinha, D., 1962. Cultural factors in the emergence of anxiety. *Eastern Anthropologist*. Vol 15(1).

Sinha and Tripathi, 1994. In Uichol Kim, 1995. Individualism and Collectivism: psychological, cultural and ecological analysis. *NIAS report studies No. 21.* ISBN 87-87062-19-4.

Sinha, Mala, 2019. Educated youth, Employment and Globalized India. In Psychological Perspectives on Diversity and Social Development. Eds. J Pandey R Kumar Komilla Thappa. Springer.

Tripathi, R.C., 1990. Individualism in the collective culture: a case of coexistence of dichotomies. Paper presented at the international conference on individualism and collectivism: psychocultural perspective from east and west, Seoul.

Thornton, H. P., and Ocasio, W., 2008. Institutional Logics. The Sage Handbook of Organizational Institutionalism.

Thornton, H. P., Ocasio, W. and Lounsbury, M., 2012. The Institutional Logics Perspective: A New Approach to Culture, Structure and Process. ISBN: 9780199601936.

"Times of India- MODE, January 14, 1995" in Chakraborty, S.K., 1997. Business Ethics in India. *Journal of Business Ethics*, Vol. 16(14), pp.1529-1538.

Walker, J. S., 1992. Greed is Good"... or is it? Economic Ideology and Moral Tension in a Graduate School of Business. *Journal of Business Ethics*, Vol.11.

Walker, M. U., 2007. Moral Understandings A Feminist Study in Ethics. Oxford University Press. ISBN: 9780195315394

Internet Sources

Corruption Perception Index 2016 by Transparency International, Berlin. http://www.thehindu.com/news/international/India-ranks-76-in-Corruption-Perception-Index/article14022729.ece# , Retrieved on 10/22/2016.

Global Barometer 2013", Transparency International Publication, July 19, 2013, transparency.org./gcb2013.URL:http://www.transparency.org/gcb2013.

The Economics Times. India to become world's fastest growing economy by 2013-2015: Morgan Stanley. Published on 17-08-2010. URL:http://articles.economictimes.indiatimes.com/2010-08-17/news/27599478_1_china-s-gdp-real-gdp-growth-savings-rate.

Stanford Encyclopedia of Philosophy. Business Ethics. Published on 04-04-2008 URL: http://plato.stanford.edu/entries/ethics-business/ "Cox and Kings Pvt. Ltd. Vs Mr. Joseph A. Fernanes, 2005" in Are we really "buying" Ebooks? July 3, 2013. http://blog.mylaw.net/tag/cyber-laws/

Phukan, R.S., 2014 (24 July). Impact of Corruption in India's Healthcare Sector. http://www.mapsofindia.com/my-india/india/impact-of-corruption-in-indias-healthcare-sector.

The Economics Times, published on 22-12-2014. McDonald's faces 78 charges of flouting labour laws in US. URL: http://articles.economictimes.indiatimes.com/2014-12-22/news/57316512_1_general-counsel-mcdonald-labour.

Cavanagh, M. F., 2009 Behavior or Practice. https://mfcavanagh.wordpress.com/2009/04/10/behaviour-or-practice/

Coleman, S. J., 1999. Coleman's boat https://undsoc.org/tag/methodological-individualism/ Kingfisher airlines values. http://corporatemissions.blogspot.in/2007/10/kingfisher-airlines.html

https://mfcavanagh.wordpress.com/2009/04/10/behaviour-or-practice/ Nasscom

Report on Hiring. http://economictimes.indiatimes.com/jobs/it-hiring-may-drop-by-20-this-year-nasscom/articleshow/51930291.cms

Karl Marx, 1845, "1) ad Feuerbach". Brussels Translated by Cyril Smith 2002 https://www.marxists.org/archive/marx/works/1845/theses/ Retrieved on 10/22/2016.

E&Y, 2016. "The changing dynamics of white-collar crimes in India". A white paper by Forensic and Integrity Services. https://www.ey.com/Publication/vwLUAssets/ey-the-changing-dynamics-of-white-collar-crime-in-india-new/$FILE/ey-the-changing-dynamics-of-white-collar-crime-in-india.pdf.

Deloitte, 2018. "India Corporate Fraud Perception Survey Edition III". https://www2.deloitte.com/content/dam/Deloitte/in/Documents/finance/in-risk-fraud-survey-2018-noexp.pdf.

Pring, Coralie, 2017. "People and corruption: Asia pacific global corruption barometer". Published by Transparency International. Global Surveys ISBN: 978-3-96076-044-3. https://www.transparency.org/whatwedo/publication/people_and_corruption_asia_pacific_global_corruption_barometer.

PwC, 2018. Global Economic Crime and Fraud Survey. https://www.pwc.com/gx/en/services/advisory/forensics/economic-crime-survey.html.

Basu,S. and Bhattacharya, S., 2016. https://economictimes.indiatimes.com/jobs/indias-top-campus-recruiting-companies-of-2016/articleshow/54202192.cms?from=mdr