



**RESEARCH PAPER**

**Perceptions of Principals, Teachers, Parents and Students Regarding Follow Up of Business Ethics as Economic Adjustment of Students in Society**

Mati Ullah<sup>1</sup> Saif Ullah Khan<sup>2</sup> Sayyed Farooq Shah<sup>3</sup>

1. Ph. D. Scholar, Department of Education & Research, University of Lakki Marwat, KP, Pakistan
2. Ph. D. Scholar, Department of Education & Research, University of Lakki Marwat, KP, Pakistan
3. Principal, Government Higher Secondary School Ismail Khel, Bannu, KP, Pakistan

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**ABSTRACT**

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**Corresponding  
Author:**  
educationistmrn  
@mail.com

Business ethics is a code of conduct comprised of social principles and morality for doing business; its purpose is to focus on business practices and policies. A cross-sectional study was conducted. All male Principals, Teachers, Parents, and students of Public, Private Schools, and Deeni Madaris in Southern districts of KP including Kohat, Karak, Bannu, LakkiMarwat, D.I. Khan and Tank were taken as the population of the study. The total numbers of (n=1500, respondents) were taken as samples of the study from the entire population by applying the L. R. Gay sample size rule of thumb. Convenient, stratified, simple random, and disproportionate sampling techniques were used. Data was collected from the respondents via a questionnaire of six points Likert scale and was statistically analyzed through SPSS by using frequency and One Way ANOVA by providing vital information for policymakers and stakeholders. In light of the results and conclusions of the study, it was revealed that business ethics play a significant role in better earning and economic adjustment of students in society

**Introduction**

Business ethics is a code of conduct which is comprised of social rules (Principles) and morality for doing business (Ashman & Winstanley, 2006). Business ethics include consumer protection, consumer welfare, and fair dealings with others in society (Chan, 2008). Sincere developed and experienced businessmen provide better services to society (Freeman, 2008). It is very significant for the true and trustworthy businessmen to avoid others' exploitation in business matters and to earn more and more in the best technical way along with the promoting society from a business point of view (Hartman, 2001). Well-developed businessmen always attract their customers by using polite and loving attractive attitudes during their dealings, sales, and profit in

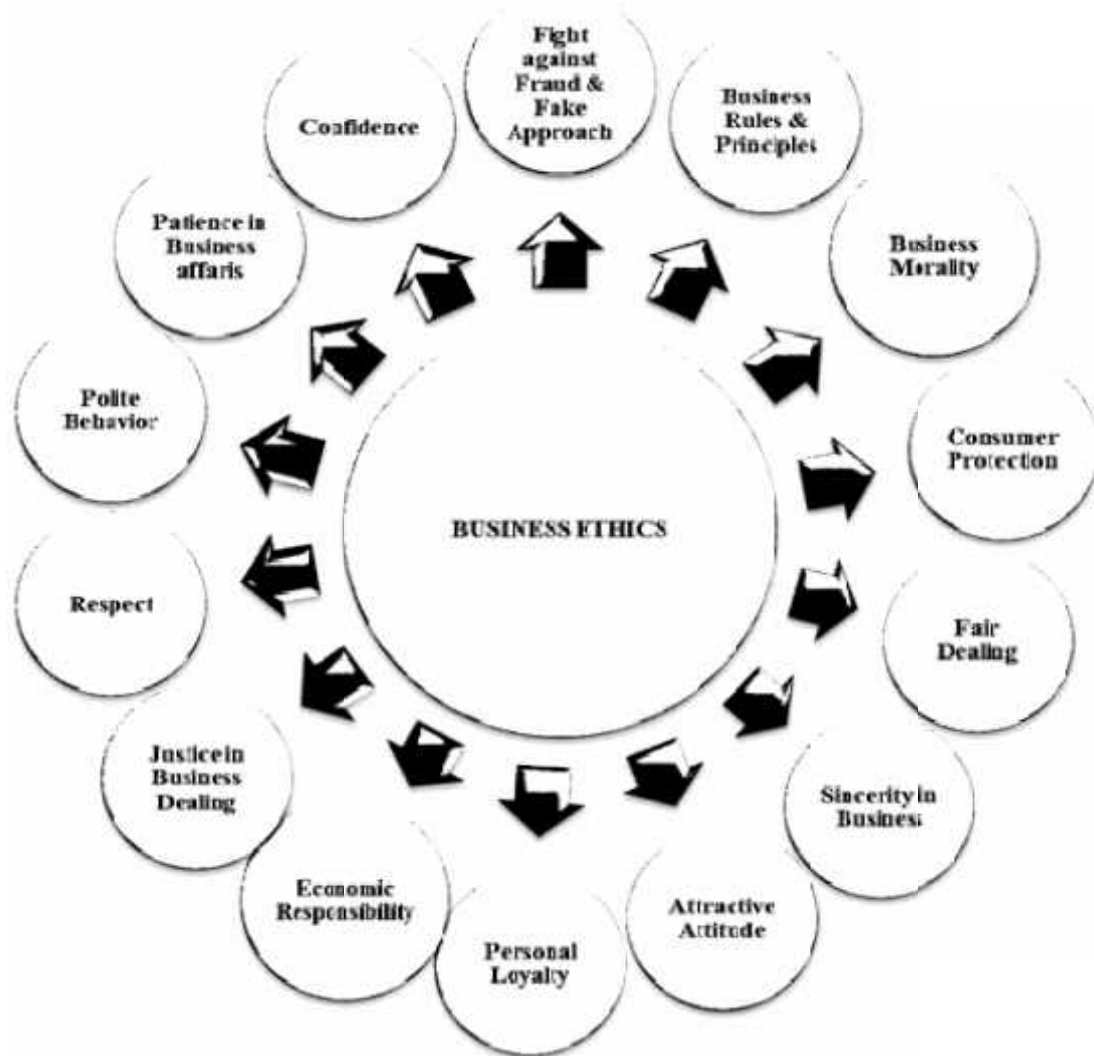
the market and such types of businessmen increase productivity in business for the welfare of the whole society (Heath, 2006).

Heath, Moriarty and Norman, (2010) found that business ethics mean study regarding practices and policies of the business. According to (Heath & Norman, 2004), personal loyalties, organizational, legal, and economic responsibilities are included in business ethics. (Marcoux, 2003) explained that business ethics are comprised of official (representative) responsibilities and technical morality. (Moriarty, 2005) mentioned that businessmen aware of business ethics always follow ethical principles such as principles of justice, accountability, and fairness, etc. due to which they earn money in a better way. (Néron& Norman, 2008) illustrated that expert and well-experienced businessmen do moral judgment of an individual regarding right and wrong; good and bad; fair and unfair due to which customers are positively attracted to them. (Norman & MacDonald, 2010) revealed that a businessman knowing business ethics makes better business-related decisions and treat customers politely and friendly.

Orts and Strudler, (2010) demonstrated that a well-developed businessman is fully aware of business ethics; he respects others' beliefs and justice in business dealing. (Abend, 2011) pointed out that advanced businessmen never hurt their customers; they always promote goodness among others in the business market. (Amato & Amato, 2007) highlighted that business ethics i.e. honesty, respect, fair dealing, politeness, and patience to get success in the business market. (Choi & Wang, 2007) cited that acceptance of social responsibilities and polite behaviors are highly beneficial for a businessman everywhere in the business market. (Craft, 2013) elaborated that expert businessmen strictly follow the business code of conduct, social and moral principles to do better business. (O'Fallon & Butterfield, 2005) stated that the key principles and ethics of business include protection of the consumer, fair treatment with the customers and never to exploit others in life especially in business matters.

Cheney et al., (2010) found that qualities like confidence, sincerity, and fairness in business, efficiency, struggle for better services and products, etc. are all those factors of business ethics that are directly associated with businessmen through which every businessman can enhance his economy up to the zenith of successful marketing (selling). (Velasquez, 2006) pointed out that maintaining customer's trust, avoiding, and discouraging unethical business issues like bribery, fraud, fake approach in business, and dishonesty are the key steps to further polish business ethics and strengthen one's economy within a short period. (Burcea&Croitoru, 2014) revealed that successful businessmen never favor discrimination in business dealings; they never practice inequality and carelessness in business privacy because they perceive all these activities issues, blocks, and violations of business rules, regulations, and business ethics.

### Conceptual Framework Regarding Business Ethics



#### Material and Methods

##### Nature of the Study

The study was cross-sectional.

##### The population of the Study

All Public Private Schools and Deeni Madaris in Southern Khyber Pakhtunkhwa, Pakistan were the Populations of the study.

### Target Population of the Study

The total numbers of (N = 405957) respondents including male Principals, teachers, parents and students of Public, Private Schools and DeeniMadaris in six districts (Kohat, Karak, Bannu, LakkiMarwat, D.I.Khan, and Tank) of Khyber Pakhtunkhwa, Pakistan were taken as the target population of the study as per constitution 25<sup>th</sup> amendment Act/KP/Section 6/Chapter-II/Land Govt. of KP Board of Revenue & Estate Department Peshawar/dated:19.07.2018 in which 148995 respondents were taken from Public Schools; 82784 respondents from Private Schools; and 174178 respondents were from DeeniMadaris respectively as shown in the self-explanatory table above:

**Table 1  
Target Population of the Study**

Districts	Public Schools				Private Schools				Deeni Madaris			
	Principals	Teachers	Students	Parents	Principals	Teachers	Students	Parents	Principals	Teachers	Students	Parents
<b>Kohat</b>	49	917	16537	14800	32	750	6500	5010	50	155	5330	4200
<b>Karak</b>	54	1007	13425	11010	37	875	8010	6050	106	370	10459	9010
<b>Bannu</b>	58	1029	15056	13000	40	800	10011	8020	193	888	25742	24000
<b>Lakki</b>	57	923	14386	13060	39	883	8300	7070	171	604	19533	18180
<b>D.I.Khan</b>	78	1214	13785	11050	68	910	9073	7035	171	526	21888	20190
<b>Tank</b>	26	421	4038	3015	16	210	2015	1030	61	159	6842	5350
<b>Sub Total</b>	322	5511	77227	65935	232	4428	43909	34215	752	2702	89794	80930
<b>Total</b>	<b>148995</b>				<b>82784</b>				<b>174178</b>			
<b>G.Total</b>	<b>405957</b>											

**Source:** constitution (25<sup>th</sup> amendment) act/KP/Section 6/Chapter-II/Land Govt. of KP Board of Revenue Estate Department Peshawar/dated:19.07.2018.

### Samples of the Study

The total numbers of (n= 1500, respondents including Principals, Teachers, Parents, and students) in six districts (Kohat, Karak, Bannu, LakkiMarwat, D.I.Khan, and Tank) in Khyber Pakhtunkhwa were taken as samples of the study.

### Sample Size of the Study

Out of (n = 1500, sampled respondents) including Principals, Teachers, Parents, and students; (n = 500, respondents) were categorically taken as samples from each category (Public Secondary Schools, Private Secondary Schools, and DeeniMadaris) in six Southern districts (Kohat, Karak, Bannu, LakkiMarwat, D.I.Khan, and Tank) of Khyber Pakhtunkhwa, Pakistan as per L.R.Gay(2003) Sample Size rule of thumb. Districts were selected through the Judgmental sampling technique. The detail is shown in the table below:

**Table 2**  
**Sample of the Study**

Districts	Public Schools				Private Schools				Deeni Madaris			
	Principals	Teachers	Students	Parents	Principals	Teachers	Students	Parents	Principals	Teachers	Students	Parents
<b>Kohat</b>	3	15	50	15	3	15	50	15	3	15	50	15
<b>Karak</b>	3	15	50	15	3	15	50	15	3	15	50	15
<b>Bannu</b>	3	15	50	15	3	15	50	15	3	15	50	15
<b>LakkiMarwat</b>	3	15	50	15	3	15	50	15	3	15	50	15
<b>DIKhan</b>	3	15	50	15	3	15	50	15	3	15	50	15
<b>Tank</b>	5	15	50	15	5	15	50	15	5	15	50	15
<b>Total</b>	20	90	300	90	20	90	300	90	20	90	300	90
<b>Sub Total</b>	<b>500</b>				<b>500</b>				<b>500</b>			
<b>G. Total</b>	<b>n=1500</b>											

#### L.R. Gay, (2003) Sample Size

Population Size	Sample Size
< 100	Entire Population
~ 500	50% (250)
~1,500	20% (300)
> 5,000	500

#### Sampling Techniques

Simple random, disproportionate, stratified, and convenient (judgmental) sampling techniques were used.

#### Data Collection Tool (Instrumentation)

Data was collected through a questionnaire of six points Likert scale with options Strongly Agree, Agree, Slightly Agree, Slightly Disagree, Disagree and Strongly Disagree carrying values 1, 2, 3, 4, 5, 6 respectively.

#### Pilot Testing

The validity of the questionnaire was done through experts in the field of education and rectification in the questionnaire was fully ensured. The refined questionnaire was then distributed amongst the respondents for reliability. Content and face validity of the items were also ensured under the supervision of the supervisor and other professionals.

### Reliability of Instrument

The researcher used split-half reliability to analyze and assess the internal consistency of the research instrument. Cronbach's alpha was used for the determination of internal consistency among the different measures of the study. The Cronbach's alpha result was found reliable as well as acceptable as shown as in the table below:

<b>Reliability Statistics</b>	
<b>Cronbach's alpha</b>	<b>No. of Items</b>
0.990	15

### Data Analysis

Data was statistically analyzed through SPSS by using frequency and One Way ANOVA. The frequency table provides variation in the responses of the respondents about Business Ethics as economic adjustment of students in society from different angles i.e. Public, Private Schools, and Deeni Madaris; whereas One Way ANOVA indicates comparison amongst the responses of the respondents of Public, Private Schools, and Deeni Madaris.

### Results and Discussion

**Table 03  
Business Ethics (Frequency)**

Statement	Respondents	Responses of Respondents							Sub Total	Total
		Institutions/ Schools	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly disagreed		
They follow business ethics for better earning.	Principals	Public School	4	10	1	1	3	1	20	60
		Private School	6	8	2	1	2	1	20	
		DeeniMadaris	5	7	3	2	1	2	20	
	Teachers	Public School	14	36	15	11	8	6	90	270
		Private School	16	39	15	9	6	5	90	
		DeeniMadaris	25	31	13	9	8	4	90	
	Parents	Public School	19	35	16	9	8	3	90	270
		Private School	19	37	15	10	5	4	90	
		DeeniMadaris	17	38	13	9	8	5	90	
	Students	Public School	28	200	21	17	12	22	300	900
		Private School	33	116	41	22	45	43	300	
		DeeniMadaris	40	186	36	28	4	6	300	
Total			226	743	191	128	110	102	1500	1500

Table 03 shows that out of (n=1500) respondents, 60 respondents are Principals, 270 respondents are teachers, 270 respondents are parents and 900 respondents are students. Overall, 226 respondents provide Strongly Agree on responses, 743 Agree on

responses, 191 Slightly Agree responses, 128 Slightly Disagree responses, 110 Disagree responses, and 102 Strongly Disagree responses about the statement regarding “**Business Ethics**”. The above table is self-explanatory and the decision can be made in a variation of the responses wherein the majority of the respondents have shown their agreement with the statement that their students follow business ethics for better earning and able to economically adjust in society.

**Table 04**  
**Business Ethics (ANOVA)**

		Sum of Squares	df	Mean Square	F	Sig.
Principals	Between Groups	124.818	5	24.964	47.454	.000
	Within Groups	785.926	1494	.526		
	Total	910.744	1499			
Teachers	Between Groups	127.704	5	25.541	54.360	.000
	Within Groups	701.946	1494	.470		
	Total	829.650	1499			
Students	Between Groups	113.197	5	22.639	43.825	.000
	Within Groups	771.787	1494	.517		
	Total	884.983	1499			
Parents	Between Groups	93.355	5	18.671	42.303	.000
	Within Groups	659.389	1494	.441		
	Total	752.744	1499			

Table 04 reveals that the Mean Value of teachers is maximum i.e. 25.541 with the significant value (.000) and after that the Mean Value of principals i.e. 24.964 with the significant value (.000), then students i.e. 22.639 with the significant value (.000) and at last parents i.e. 18.671 with significant value (.000). So it is clear from the findings that the perceptions of teachers regarding students studied in the public, private schools and Deeni Madaris having significant influence in the society. Overall results elaborate that the p-value is less than 0.05 for all four groups under study which means that there is significant Group Mean difference in responses of the respondents about the statement regarding “**Business Ethics**” related to the economic adjustment of the students in society. So it is interpreted that these results are generalizable.

## Conclusion

The results of the study indicate that teachers of Public, Private Schools and Deeni Madaris were found more anxious and in favor of business ethics about economic adjustment of students in society. Principals were also in favor to encourage students regarding business ethics for their better earning, economic stability, and economic adjustment in society but the responses and perceptions of parents in this regard were not serious towards students’ approach towards business ethics. From an institutional point of view, the DeeniMadaris trend was found more inclined towards business ethics rather than Public and Private Schools. According to the research study

of Duong Thi Hoang Yen, in 2016 titled "Business Ethics" in Centria University of Applied Sciences, those students have no much knowledge about business ethics because students are young, tension free and careless at this age. They have no such business experiences at this stage. Duong Thi Hoang Yen further mentioned that students need much experience with people, businesses, economies, business market; they need awareness, trust, and knowledge regarding earning at this age. Human resources are ought to provide them all the said needs to avail the business opportunity and attain the desired objectives i.e. follow up of business ethics for earning purposes and economic adjustment in society.

Students of this modern and digital world are advised and emphasized fully understand and learn digitalization as well as globalization of business to easily overcome all business ethics and its related matters or activities (Nuseir&Ghandour, 2019). No doubt, digital media, internet, computer techniques, recent innovations in 2020, latest technological resources like skype, Facebook, Whatsapp, IMO, Instagram, android mobile with its functions as a minicomputer, email and all others technological resources are highly essential and mandatory to understand and get practical command over all these technological resources which are very vital for understanding and knowing the basic ethics of business strengthen economic in a true sense (Warren, 2011). Communication, promoting sales and marketing, business procedures, and accounting expertise are all important business ethics to practically and successfully follow and adopt in business matters, marketing, and all business activities (Gangone, 2010). Dealing with customers, company dealers, employees, businessmen, the basic concept of loss, profit, progress, awards and tackling warning in business, etc. on the behalf of different circumstances in the world of business are all the main and significant factors of business ethics to understand and act upon it for economic growth and economic stability in life (Shabbir, Ghazi &Mehmood, 2016).

Therefore, it is concluded from the study that teachers were more interested in students to follow up on business ethics for their better economic stability and adjustment in society. Parents were not serious in this matter while previous studies regarding business ethics as earning sources and economic adjustment of students in society indicated that students are not fully mature at this age; they are not in the position to accept business or earning types responsibilities and strengthen their economy via business ethics but human sources would develop the experiences, trust, awareness about business ethics, business market, people in society and business dealing, etc.

### **Recommendations**

The following recommendations were suggested in light of the objectives and results of the study:

- All principals, teachers, and parents of Schools and Deeni Madaris may now and then encourage students to follow up on business ethics for their economic stability and economic adjustment in society.



- The government, as well as wealthy public, may ensure all economic facilities and resources to Schools and Deeni Madaris students to practically follow their business ethics and strengthen their economy.
- Proper seminars, workshops, and special programs may be conducted and ensured for Schools and Deeni Madaris students regarding business ethics and economic stability to reduce poverty and unemployment.
- Parents of Schools and Deeni Madaris students may hire the responsibilities of local businesses to students during their part-time hours to strengthen their economy; and such activities are already practiced in advanced countries like China, USA, UK, Norway, and France, etc. Therefore, the same activities may also be practiced in Pakistan.
- The teachers of Schools and Deeni Madaris may always instigate their students to actively participate in all those programs, workshops, and seminars that develop their business knowledge and business ethics so that they may enable them to economically adjust themselves in society in this modern era of 2020 and onward future to come.
- The researcher may do interesting research work on “Students’ Follow up of Business Ethics for Their Economic Adjustment in Society” after getting insight from this article in the future.

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