
Investigating the role of Personality Traits on Ethical Behavior of Academicians Working in Management Education institutions in Faridabad Region.

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Abstract

The personality and the ethics of academicians play relevant and Pivotal influence on performamnce and success of academic institutions as well as their students. The present paper attempts to study empirically the five traits of personality and the impact of each on ethical behavior based on the sample collected from 250 academicians working in different management colleges in Faridabad region. It also studies the impact of different demographic factors on ethical behavior and finally establishes the fact, using different statistical tools like correlation, regression that the predictor five traits of personality viz Extraversion, agreeableness, Conscientiousness, Emotional Stability and Openness play significant roles in determining the ethical behavior of the faculty members. It has also been established that different traits play different role according as age, income group, gender and work experience. The study helps in developing an insight among faculty members to assess the impact and role of these traits in their work behavior, learning , teaching and other skills. The study also provides guidelines how each of these traits can help them effectively contributing towards growth of students, institutions and society at large.

Keywords : *Ethical behavior, five factors of personality, academic institutions.*

Introduction

The topic on ethical behavior especially with relevance to education industry makes great sense. It is an obvious fact that one cannot develop value system or ethics in a day. One needs to experience, conceptualize, realize and apply in daily experience, many a times to realize the value of ethical behavior and its outcome on our decisions and other aspects of life. Since behavior is the result of our thoughts, beliefs, assumptions, morals, experiences and expectations, leanings from the past experiences and many other related circumstantial situations, everyone's ethical behavior for obvious reasons is a

set of certain traits which are an inherent part of each one's personality. It is the result of our interaction, experiences, expectations, type and nature of work, our intra and inter factors that shape our personality and resulting attitude. This in turn affects our behavior, thought process and action which is a result of these composite factors. As suggested by

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David and Suls (1999), the impact of important traits of personality is of great relevance. The study emphasizes on the role of five important traits viz. Extraversion, Agreeableness, Conscientiousness, Emotional Stability and Openness etc. Based on one's own reflection of these traits, individual exhibits different behavior and attitude. In the context of teaching as a profession, this model becomes much more useful as the role and personality of a teacher has to be a combination of skill based, value centric, knowledge centered and outcome oriented wherein he/she trains, shapes and directs many minds together not only by way of knowledge but through skill enhancement, shaping career, attitude and transferring value system in them. Thus, understanding the relevance of personality and its traits in directing the ethical behavior is quite important.

Equally important is the fact that ethical culture specially in academic institutions lays the foundation for a prosperous and sustained future for not only the academic institution but also for the society. Students of today are the future workforce for industry and if they are not trained on value system, there will be significant loss for the country. Thus, the role of academicians and their personality in shaping the ethical behavior for themselves and their students highly are importance for developing effective education system. All of us are aware of present news of unethical behaviour or malpractices. All these have negative impacts not only on individual or organization but these influence culture at the country level. The present study is a relevant research attempt in this field.

Ethical behavior in an organization is defined as moral judgments' and standards of conduct that focuses on shared values, ethics, serves to guide, channel and direct the behavior of individuals in a productive way. Ethical behavior has a positive impact on how the employees are treated and how they perform in their work. Thus, in any business or social organization, ethical behavior refers to principles that lead to acceptable and good business behavior. Since academicians and the faculty members are the role models for any academic institutions, their personality and ethical behavior also shape the future of the students, institution and the society.

Review of Literature

Personality

Barrick and Mount(2006) established relationship between the five personality traits and certain job performance criteria. They found that different traits had different relationship with job performance based on the type of occupation and thus helped in establishing the fact that this model could be used to determine personality trait and its relationship with job performance.

Saulsman et.al (2002), in their meta-analysis reviews also found that there was a contributive role of certain traits of personality on the overall personality fit of an individual that affected the mental health of an individual as well as also organization health.

Judge et.al(2002) found five traits that affected both personality and leadership like extraversion, conscientiousness, openness to experience and neuroticism. The researcher found extraversion as one of the most closet traits of leadership.

Brown et.al.(2005) focused on ethical leadership dimensions and found that ethical leadership dimensions also affect the employee outcomes and helps in solving management problems.

Pierce et.al(2004) also explored the impact of self-esteem on the work behavior and motivation level of employees. Their study revealed that there was a substantial role of individual and organizational self-esteem on overall organization growth.

Luthans et al. in their study found that variable psychological capital helps employees to keep a balance and remain attached to organization thus reducing the chances to leave. This thus increases the trait of resilience that helps in contributing to effective organizational growth.

Ethical Behavior

Kasinee et.al (2006) found that different demographic variables of parents and personal variables of students affect the student's overall ethics.

The study of Shahir Bhatt et.al(2013) shows how a positive ethical practices adopted by an academic institution affect the brand of an organization.

According to research of David et.al (2007), a good level of teaching of ethics based papers help in developing better reasoning and competency but this should be facilitated by other pedagogy followed.

Nasrin et.al (2012) in their study found a positive relationship of teaching subjects like business ethics on ethical behavior of students; they found that demographic factors affect the personal ethical belief of students.

Jackson Terence (2001) conducted a cross nation study to determine different factors affecting ethical decision making and found that nations are affected by different set of factors ranging from demographic variables to skills and religion of people.

The impact of ethical climate was pointed to be affected by religion, culture of organization and the income level to which people under survey (Kit-Chun Lam and Bill W. S. Hung, 2005).

Maureen L et.al (2008) observed that there was a positive impact of ethics and ethical climate on satisfaction level, job commitment and job intent.

Research Design

The analysis is based on primary data collected through the questionnaire distributed to Academicians working in management colleges in and around Faridabad region. Total 15 colleges were selected based on convenience sampling. Respondents belonged to different age group with varied work experience and income group. The sample comprised of both male and female. The questionnaire was administered personally as well as through e-mail. Total of 250 respondents were selected for analysis.

Objectives of study

Based on the above review of literature certain major traits of personality and its impact on various aspects were noted. Similarly for ethical behavior based on the variables were identified. Thus following objectives are been set from the literature survey.

- a) To assess interrelationship between five different personality traits.
- b) To measure any significant difference in relation to age and work experience with respect to ethical behaviour.
- c) To measure deviation big five personality traits in scores with respect to demographic factors.
- d) To measure the impact of the big five personality traits and resulting ethical behavior among academicians.

Instruments used

For assessing Personality

International Personality Item Pool (Goldberg, 1999) was utilized to assess the five personality traits. It consists of 50 items ten for each of the traits specified for personality. The responses were recorded on a 5-point scale with 1-as inaccurate to 5 very accurate.

Reliability

The reliability of the scale for international Personality Pool was determined by calculating reliability coefficient on a sample of 200 subjects. The split half reliability coefficient was found to be 0.88.

Validity

The validity index was calculated to be 0.93 indicating high validity.

For assessing Ethical Behavior

In order to measure ethical aspect of academicians work Behavior, questionnaire was developed consisting of 30 item related to six different areas of ethical behavior like discrimination in evaluation, imperfect knowledge level, mutualizing institution resources, unethical work habits, deception, falsification and favoritism. It was measured on 5-point rating scale like very often, often, occasionally, seldom and never.

The index of reliability was ascertained by computing Cronbach Alpha coefficient which was found to be 0.86 and the corrected inter correlation correlation

between that particular item and the sum of all other items was found between 0.3-0.68.

The first objective of study was to assess interrelationship between five different personality traits with each other. This was established using Inter-correlation matrix (table -1)

Data Analysis and interpretation

Table - I Inter-correlation matrix between personality traits and ethical behaviour

1	2	Extraversion	Agreeableness	Conscientiousness	Emotional stability	Openness	Ethical behavior
Extraversion	Pearson Correlation Significance N	1 250					
Agreeableness	Pearson Correlation Significance N	0.589 0.000 250	1 250				
Conscientiousness	Pearson Correlation Significance N	0.547 0.002 250	0.682 0.001 250	1 250			

1	2	Extraversion	Agreeableness	Conscientiousness	Emotional stability	Openness	Ethical behavior
Emotional Stability	Pearson Correlation	0.658	0.742	0.654	1		
	Significance	0.000	0.000	0.001			
	N	250	250	250	250		
Openness	Pearson Correlation	0.736	0.685	0.558	0.685	1	
	Significance	0.000	0.000	0.002	0.002		
	N	250	250	250	250	250	
Ethical Behaviour	Pearson Correlation	0.561	0.525	.489	.785	.348	1
	Significance	0.000	0.001	0.002	0.000	0.002	
	N	250	250	250	250	250	250

**Correlation is significant at 0.01 level (2 tailed)

From the above correlation matrix, it was clear that all the selected five personality traits were positively related with each other and also ethical behavior showed significant positive correlation between all the five personality traits. Certain traits that show strong correlation were openness and extraversion (0.736)($P < .01$), Emotional stability and ethical behavior (.785)($p < .01$), emotional stability and agreeableness (0.742)($p < 0.1$), openness and agreeableness (0.685)($P < 0.01$). Other traits also

show positive correlation though not that strong but had a positive correlation. Thus, from the above table it was clear that all the personality traits were mutually positively related with each other and with ethical behavior. It can be understood that for academicians, understanding and realizing the significance of all the five personality traits is important because each trait signifies and play a pivotal role whether it is openness towards new learning, flexibility in transferring learning, enriched

pedagogy etc. The same applies for emotional stability which helps in making teaching a real experience. Effectiveness and acceptability of a teacher may be different depending on the student skill set, understanding level, maturity, expectations and aspiration, liking of the subject.

The second objective was to measure if there is any significant difference in experience with respect to ethical behavior. In order to determine the same, bivariate correlation and descriptive statistics were applied. (Table-2) from the table it is clear that age is positively correlated with ethical behavior of academicians. ($r=0.12$; $p<0.07$) Also it is seen that work experience is found to be significantly correlated with ethical behavior of academicians ($r=0.14$, $p<0.05$).

Table-2 Demographic statistics for age

Age(in years)	N	%
30Years	68	27%
30-50 years	125	50%
50&above	57	23%

Table-3 Demographic statistics for Gender

Work Experience(inYears)	N	%
Upto 10 yrs.	118	47%
10-20 yrs	85	34%
20 yrs and above	47	19%

The third objective was to measure deviation of big five personality traits scores with respect to demographic factors-**gender and income groups**.

Descriptive statistics of personality traits have been calculated also to find deviation among different gender group and income groups.

Table-4 Descriptive statistics of income group with respect to five personality traits

Level	Sal-ary	Extra-version	Agree-ableness	Conscien-tiousness	Emotl onall stability	Openn-ness	Ethical Behavior
30000-60000	Mean	26.78	24.48	23.32	21.84	22.45	24.57
	N	118	118	118	118	118	118
	S.D	5.73	4.98	5.98	6.47	6.01	4.87
60000-80000	Mean	24.57	23.58	24.45	27.54	26.32	25.78
	N	85	85	85	85	85	85
	S.D	4.49	5.92	4.89	4.89	5.23	4.98
80000 & above	Mean	25.43	22.45	26.58	28.39	23.54	26.78
	N	47	47	47	47	47	47
	S.D	5.01	6.01	5.23	4.43	5.89	5.54
Total	Mean	26.85	22.85	25.87	26.87	25.78	25.67
	N	250	250	250	250	250	250
	S.D	5.32	6.43	5.02	5.87	4.49	4.22

From the table, it can be understood that in the first category i.e salary group between 30000-60000, extraversion scored the highest mean amongst respondents followed by ethical behavior and agreeableness which indicates that after experience and learning an academican wants his/her personality to be understood in a way as he /she is and prefers openness, adaptability and learning more and more to progress towards growth matched with best ethical ways that he adopts to improvise and learn better in his own area. In the second category of income group, emotional stability, openness and ethical behavior scored higher followed by other traits. In this stage the person wants open interaction, wide learning and ethically progresses in his way

exemplifying the same in his behavior. In the third income group, it was seen that emotional stability, ethical behavior, extraversion were found to score higher in comparison with other traits. Also in order to ensure effective learning and its utility it is important that the students should understand these from their own perspective for which keeping an open communication channel, accommodative attitude and a constructive approach is significant.

It is also pertinent to note that in all the three categories ethical behavior scored higher irrespective of the category which is a very positive indication of ethics being an integral part of teaching and a pivotal trait for an academican.

Table-5 Descriptive statistics with Respect to Gender Group

Type		Extra- version	Agree- ableness	Conscien tiousness	Emotl onall stability	Openn ness	Ethical Behavior
Male	Mean	26.78	25.48	24.32	26.84	24.45	25.57
	N	115	115	115	115	115	115
	S.D	5.73	4.98	5.98	6.47	6.01	4.87
Female	Mean	24.57	27.58	24.45	25.54	24.32	26.78
	N	135	135	135	135	135	135
	S.D	4.49	5.92	4.89	4.89	5.23	4.98
Total	Mean	24.85	23.85	25.87	25.87	25.78	25.67
	N	250	250	250	250	250	250
	S.D	5.32	6.43	5.02	5.87	4.49	4.22

From the table 5, agreeableness scored highest among female, thus females seem to be more open, accommodative with higher adjustment function in comparison to male. They show a highly cooperative and positive attitude towards work and commitment in whatever is been delegated followed by ethical behavior. Among males, emotional stability scored highest followed by extraversion implying that they are emotionally more stable and practical towards their working and attitude this contrast may also be because of the fact that females have a dual

responsibility towards both personal and professional life here. They are more extroverts by nature as they are generally affront, practical and more rational. These factors also help us in understanding how learning also gets affected by the gender of the academicians.

The last objective of the study was to measure the impact of the five personality traits and resulting ethical behavior among academicians. This was tested using regression analysis and coefficients.

Table - 6 Showing regression analysis with ethical behaviour as dependent variable

Model Summary

Model	R	R Square	Adjusted square	Std. Error of estimate
1	.710a	.756	.720	4.618

Predictors : Constant, Extraversion, agreeableness, Conscientiousness, emotional, stability, openness

Table - 7 Showing ANOVA between variables

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1254.252	3	1257.667	19.271	.000a
	Residual	653.861	297	56.745		
	Total	1908.062				
a. Predictor : Constant - Extraversion, agreeableness, Conscientiousness, emotional stability, openness						
b. Dependent Variable : Ethical Behavior						

Thus, from the above tables (7, 8 and 9), it is clear that regression analysis F- test was statistically significant ($F=19.271$ & $p<0.01$) which proves that model is statistically significant. The R-squared value was .756 which shows that 75.6% of variance in the model is explained by predictor variables. From coefficients, it is clear that out of the selected traits conscientiousness, agreeableness and emotional stability show maximum variance followed by other variables

Findings of study

Thus, based on the set objectives and purpose of study, the following findings were observed-

- a) All the five traits of personality were found to be significantly correlated with ethical behavior. Certain traits like openness, conscientiousness, extraversion, stability were found to have high correlations with

each other which indicate that all these traits are of prime importance for an academicians to define his role clearly and to perform in the

expected manner also these traits largely affects one's behavior and outcome.

Table 8 - Regression Coefficients*

Model		Unstandardized Coefficients		Standardized	t	Sig
1		B	Std. Error	Beta		
	Constant	23.523	6.225		4.298	.000
	Extraversion	-0.73	.152	-0.58	-.578	.223
	Agreeableness	-.321	.307	-2.46	-2.141	.001
	Conscientiousness	1.127	.518	.728	3.217	.000
	Emotional stability	1.107	.417	.824	4.107	.000
	Openness	-.318	.319	-.224	.217	.564

a. Dependent variable : Ethical behavior

b) Both age and work experience, were found to be positively correlated with ethical behavior indicating that there were a significant impact of these traits on ethical behavior of academicians since with increasing age and experience, one explores new ways of enriching the learning and its transfer for effective communications with students.

c) It was also seen that demographic variables such as income groups and age groups affect ethical behavior of academicians. Ethical behavior and agreeableness are correlated and significant which indicates that after experience and learning, an academicians wants his/her personality to be understood. He /she prefers openness, adaptability and learning, towards growth matched with best

ethical ways. Also emotional stability, openness and ethical behavior are found to score higher with age.

d) With respect to gender, it is found that the female scores high on agreeableness and male scored high on emotional stability, extraversion etc.

e) It is found that the predictor variables significantly explain the variance in the model where conscientiousness, agreeableness and emotional stability showed maximum variance followed by other variables. This also supports the fact that all the predictor variables significantly explained the dependent variable i.e ethical behavior.

Conclusion

Thus from the above discussion, it can be concluded that personality has an important role to play to decide the overall ethical performance and behavior of academicians. The education industry being one of its own kinds, requires employees being ethically oriented which again is affected by the personality one possesses. Thus, it was significant to study the role of selected five traits of personality on ethical behavior of academicians. Thus, this study has empirically proved that while improvising or strengthening the role of academicians in making learning more effective and outcome centric or for designing training or development plans for academicians or even for understanding which traits affect the outcome or learning largely, the role of these traits can be referred. Since every faculty member has his/her own traits depending on many organizational, student related personal and other extra organizational factors the effectual learning and ethical behavior can be designed based on these factors. With respect to based on the demographic factors, the personality and the resulting ethical behavior varies which can be considered while developing pedagogical tools and other related aspects of teaching and learning. It will benefit both students, academic fraternity, the organization and the society.

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