

UNIVERSITY OF ZULULAND

**The Impact of Business Ethics Education on Attitudes toward
Corporate Ethics of B Com. Accounting Students at the
University of Zululand**

**By
Sharon Fourie
201001946**

**Submitted to the Faculty of Commerce, Administration and Law in fulfilment of the
requirements for the degree Masters in Commerce in the Department of Accounting
at the University of Zululand**

October 2011

**The Impact of Business Ethics Education on Attitudes
toward Corporate Ethics of B Com. Accounting
Students at the University of Zululand.**

By
Sharon Fourie

Submitted to the Faculty of Commerce, Administration and Law in fulfilment of
the requirements for the degree Masters in Commerce in the Department of
Accounting at the University of Zululand

.....

Promoter

Contogoannis, E.

.....

Date

Declaration

I, the undersigned, declare that the contents of this dissertation constitute my own original work, which has not been previously presented to another institution, either in part or whole for the purpose of obtaining a degree.

.....

Sharon Fourie

.....

Date

Acknowledgements

I take this opportunity to thank those who have been involved in the process of the completion of this dissertation. To Terry Contogiannis and Dannie Venter for their assistance and guidance. To my family who are my constant support and to God, who provides me life, wisdom and ability.

Table of Contents

Declaration	ii
Acknowledgements	iii
Table of Contents	iv
Abstract	vi
1 INTRODUCTION AND SCOPE OF THE RESEARCH PROJECT	
1.1 Introduction	1
1.2 Problem Statement	2
1.3 Hypothesis	3
1.4 Goals and Objectives of the Research Project	3
1.5 The Significance of the Research Project	4
1.6 Delimitation and Limitation of the Research Project	4
1.7 Research Methodology	5
1.8 Chapter Layout	7
1.9 Reference Technique	8
1.10 Conclusion	8
2 FUNDAMENTALS OF BUSINESS ETHICS AND THE TEACHING THEREOF	
2.1 Fundamantals of Business Ethics	9
2.2 Teaching Business Ethics	16
2.3 Course Design	24
2.4 Business Ethics at Unizulu	25
3 RESEARCH METHODOLOGY	
3.1 Introduction to the Research Method	26
3.2 The Measurement Process	26
3.3 Research Instrument	28
3.4 Questionnaire Testing	31
3.5 Questionnaire Distribution	31

3.6	Sampling Technique	32
3.7	Population	32
3.8	Scoring	32
3.9	Data Capturing and Data Editing	32
3.10	Data Analysis	33
3.11	Shortcomings and sources of error	33
3.12	Ethical considerations	33
3.13	Conclusion	33
4	EMPIRICAL ANALYSIS	
4.1	Introduction	34
4.2	Reliability of Data	35
4.3	Learning Gains Score	43
4.4	Analysis and Discussion of each statement presented	44
4.5	Demographics compared to post test results	59
4.6	Conclusion	62
5	CONCLUSION	
5.1	Findings	64
5.2	Possible reasons for the lack of improvement	64
5.3	Difficulties Experianced with the Survey Instrument	65
5.4	On the Bright Side	65
5.5	Limitations of the study	68
5.6	Need for further research	68
5.7	Conclusion	68
	APPENDIX A	70
	APPENDIX B	74
	APPENDIX C	78
	REFERENCES	95

ABSTRACT

“We are conscious of the reality that corruption in many forms has deeply infected the fibre of our society. Precisely because we face the challenge of dealing with systematic corruption, we need a dispassionate and systematic approach to this question.”

Nelson Mandela, at the opening of Parliament (February 17, 1995)

It would appear that the integrity of leading organizations, and the ethical behavior of leaders in the workplace, can have a positive impact on the organization as a whole. Many such leaders are moulded and developed in our institutions of higher education. Is there then an onus on these institutions to attempt to instill such ethical values into tomorrow's leaders? Business ethics courses have in recent years become prevalent world wide, and more recently here in South Africa.

The question that begs asking however is: Does teaching an ethics course to students have an effect on their moral judgment, competence and attitudes toward corporate ethics?

Many believe that integrity, and hence ethical behaviour, is not something that can be acquired as an adult, but is dependent on your upbringing, social status and perhaps religion. These aspects of life may form a foundation for thinking, but as we are constantly growing and developing, especially in the formative years, they too can be developed.

Based on the undisputed need for ethical leaders the following hypothesis was developed. Higher education institutions using a well-designed Ethics instruction programme can positively influence the undergraduate student's moral judgment competence and attitude toward corporate ethics.

A literary review was conducted including both local and international studies. Based on this a survey instrument was prepared, tested and distributed. Solomon's four group design was chosen as the most appropriate method of research.

Although this research showed no statistical or practical improvement in students' attitude toward business ethics I believe the teaching thereof at least provides the student with an

awareness of the situations she/he may encounter on entering the business world. It also provides methods for resolution of conflict both internal and external to which the student may later refer. In this study there were not found to be any significant demographics affecting students' attitudes, however the sample did have demographic limitations.

As significant resources are allocated to the teaching of ethics it would be prudent to conduct further research into the effectiveness of teaching business ethics.

The purpose of further research would not be to justify no longer teaching ethics, but to develop a standard of best practice in this regard.

We can not change the world overnight and we possibly can not even change the views of an entire group, but if we can just create one ethical leader we have made a difference to the world.

1

CHAPTER ONE

INTRODUCTION AND SCOPE OF THE RESEARCH PROJECT

1.1 INTRODUCTION

“The simple step of a simple courageous man is not to take part in the lie, not to support deceit. Let the lie come into the world, even dominate the world, but not through me.”

Alexander Solzhenitsyn

Given the flood of corporate accounting scandals it has become abundantly clear that ethics among professional businessmen is paramount to the survival of the world's economies.

“The challenge in coming years will be to create corporate cultures that encourage and reward integrity as much as creativity and entrepreneurship. To do this, executives need to start at the top, becoming not only exemplary managers but also moral compasses for the company.”, predicted by Byre as quoted in Jewe (2008). A survey of 1500 participants by the Ethical Resource Centre (ERC) determined that managers who model ethical behavior found a significant reduction of misconduct in the workplace over managers who did not model ethical behavior as quoted in Jewe (2008). It would appear that the integrity of those leading organizations, and the ethical behavior of such leaders in the workplace, can have a positive impact on the organization as a whole. Many such leaders are molded and developed in our institutions of higher education. Is there then an onus on these institutions to attempt to instill such ethical values into tomorrow's leaders?

Closer to home, here in South Africa the situation is no different, we wrestle with the behavior of those in power. It was aptly said by our former president, Nelson Mandela, at the opening of Parliament (February 17, 1995): “We are conscious of the

reality that corruption in many forms has deeply infected the fibre of our society. Precisely because we face the challenge of dealing with systematic corruption, we need a dispassionate and systematic approach to this question.”

One such approach, which will be considered in this dissertation, is the teaching of ethics to university students and the effect that this has on their attitudes towards ethical dilemmas.

1.2 PROBLEM STATEMENT

Business ethics courses have in recent years become prevalent world wide, and more recently here in South Africa. In a study, Rossouw (1997) it was found that only one graduate school of business taught ethics as a compulsory course and two others offered elective courses, while others integrated business ethics into other subjects to a greater or lesser degree. This appears to have changed with most institutions now offering ethics as a compulsory or elective course.

The question that begs asking however is: Does teaching an ethics course to students have an effect on their moral judgment, competence and attitudes toward corporate ethics?

Many believe that integrity, and hence ethical behaviour, is not something that can be acquired as an adult, but is dependent on your upbringing, social status and perhaps religion. These aspects of life may form a foundation for thinking, but as we are constantly growing and developing, especially in the formative years, they too can be developed.

There have been a number of international studies and a few local ones addressing this question. Both of which will be discussed in the overview of the literature.

The current situation at the University of Zululand presents us with a unique opportunity for research into this question. Ethics has not been taught to undergraduate (B Com. Accounting) students as a stand alone course, but has been to a limited extent included in the Auditing curriculum in the form of the South African

Institute of Chartered Accountants (SAICA) Code of Professional Ethics. A need for more in-depth instruction in ethics has been identified and a six month module developed. This provides us an opportunity to assess the views of students who have completed the auditing module (with its limited review of ethics) only against students who have completed the stand alone module in ethics as well.

1.3 HYPOTHESIS

A hypothesis is a possible answer to a research question. The researcher should thus view the hypotheses development as more than an item on a checklist to be dealt with swiftly, but rather make the research question as specific as possible to be used as a communication tool to relay information. The researcher must, as far as possible, generate a hypothesis.

In formulating our hypothesis out of the research question, the following hypothesis is formulated:

The hypothesis (H1). Higher education institutions using a well-designed Ethics instruction programme can positively influence the undergraduate student's attitude toward corporate ethics.

1.4 GOALS AND OBJECTIVES OF THE RESEARCH PROJECT

The goal of this study is to assess how much of an improvement in the ethical and moral character of undergraduate students can be attained by the introduction of instruction in business ethics.

The objectives of the study are as follows:

The main objective of this study is as stated above.

Attaining the following two secondary objectives is important to support the achievement of the primary objective:

A review of Business ethics teaching and course content and a review of current local and international studies addressing the effectiveness of business ethics courses. Results and recommendations, based on the outcome of the questionnaires that is sent out, are put forward in the study.

1.5 THE SIGNIFICANCE OF THE RESEARCH PROJECT

As previously stated, the existence of ethical leaders in our country is paramount to the success of South Africa as a global player in the world financial markets. Tertiary institutions are called upon to play a critical role in the development of such leaders. Courses in business ethics have been developed and instituted by many of these institutions over the past decade at considerable cost. The completion of such ethics courses requires the resources of the institution as well as the time, attention and financial input of the student. It thus would be prudent to assess the success of such endeavors.

1.6 DELIMITATION AND LIMITATION OF THE RESEARCH PROJECT

In order to ensure that the research project is manageable, it is necessary to demarcate the research. For the purpose of this study, the area demarcated for the study is second year students of the B Com. Accounting degree.

After obtaining the necessary permission for the administration of the questionnaires from the Dean of the Faculty of Commerce, Administration and Law the questionnaire is administered to the students.

As this study is performed on students, the variables of age and work experience are limited. The study is also limited in geographical terms.

1.7 RESEARCH METHODOLOGY

The first part of this study is a thorough review of the literature, which is a major factor in undertaking post-graduate academic research. The second part of the

research project is a study that will investigate the effect of teaching business ethics to undergraduate students. This survey research will be for the purpose of achieving the primary objective developed in this study. The survey research will be implemented by means of a questionnaire survey. The Solomon four group design will be used. Shuttleworth (2009). Experimental group 2 will consist of a sample of second year students, who will undergo pre-testing, be exposed to the treatment (ethics course) and then undergo post-testing. Control group 1 will consist of a sample of 3rd year students who have not been exposed to a course in ethics, they will undergo pre and Post-testing. Experimental group 2 are again a sample of second year students who will be taught ethics and will undergo Post-testing, but this group was not subjected to the Pre-test. Control group 2 will be a sample of 3rd year students who only undergo the Post-test. All the testing takes place between February 2011 and June 2011.

In this study, as much as possible available and relevant literature, which included books as well as relevant journals articles, are collected and used. The Harvard method of source referencing and acknowledgement is used.

A structured and comprehensive questionnaire is developed by the researcher based on the information gained from the literature study and from other similar questionnaires.

A structured questionnaire is administered. It is made up of a set of questions that are designed to generate information necessary to achieve the objectives. Students will be faced with situations where they are required to assess the behavior of an individual in terms of ethical acceptability. Their responses range on a 5 point scale of, one representing totally unacceptable behavior and 5 representing totally acceptable. All respondents will be provided with the assurance of confidentiality and anonymity, an especially important requirement in assessing ethical behavior.

In an effort to eliminate ambiguous questions and to improve the lucidness of unclear questions, a pilot study in reference to the questionnaire is done so as to carefully select and adjust the questions. Every precaution possible is taken to ensure that the questions are fully understood, that no biased questions are included and that good quality answers are obtained.

The population selected for this study is second year students of the B Com. Accounting degree, who have completed their first auditing module. Third year students will be used as the control group as they have never been exposed to a course in ethics. The number of questionnaires administered is approximately 60 for each experimental group and 30 for each control group.

The questionnaires are administered during class time and although participation will be voluntary it is expected that most students will be willing to respond, given the anonymity of their responses. A good return rate is thus expected.

The statistical procedure used to interpret and analyse the data is determined in consultation with the researcher's promoter and a statistician from a Higher Education institution, as part of the questionnaire compilation process.

1.8 CHAPTER LAYOUT

This study has been divided into five chapters. The chapter layout and brief content is summarised as follows:

CHAPTER 1: INTRODUCTION AND SCOPE OF THE STUDY

In **Chapter 1** the reader is introduced to the study. It highlights the problem statement, research objectives and demarcation of the study. In addition, the significance of the study and the research methodology is developed and described. The hypotheses are also set in this chapter.

CHAPTER 2: FUNDAMENTALS OF BUSINESS ETHICS AND THE TEACHING THEREOF

Within the pages of **Chapter 2** an overview of the literature is first given, then business ethics in general are discussed as well as current teaching methods and objectives.

CHAPTER 3: RESEARCH METHODOLOGY

The purpose of **Chapter 3** is to outline the research methodology employed in this research study. The logic of the research process and the design of the research methodology are outlined. Quantitative and qualitative research methods are discussed, and the development and distribution of the questionnaire is summarised. The chapter also aims to ensure the reliability and validity of the research study, and the importance thereof.

CHAPTER 4: EMPIRICAL ANALYSIS

In **Chapter 4** the results of the questionnaire survey will be analysed, interpreted and evaluated. A description of the statistical tests used to analyse the research data and the findings of the study will be presented.

CHAPTER 5: CONCLUSION

The findings from the analysis of the questionnaire are summarised in **Chapter 5**. Conclusions reached from the analysis of the questionnaire are presented as well as limitations of the study and suggestions for further research.

1.9 REFERENCE TECHNIQUE

The Harvard method of reference is used throughout the study to indicate the sources consulted. A detailed list of all sources used and consulted in this dissertation is attached at the end of this study.

The following items, which appear within this research study, are clarified as follows:

- Annexures are appended at the end of this research study,
- Tables and figures are illustrated within the text of this research study,
- Where no sources are indicated, the specific instance relates to own research,

- Tables and figures are placed in, or immediately following, the relevant pages, and
- A copy of the questionnaire is provided.

1.10 CONCLUSION

In this chapter the reader has been introduced to the topic under investigation. It highlighted the problem statement, research objectives, hypotheses tested and demarcation of the study. In addition, the significance of the study and the research methodology were developed and described.

FUNDAMENTALS OF BUSINESS ETHICS AND THE TEACHING THEREOF

2.1 FUNDAMENTALS OF BUSINESS ETHICS

This area of study has gained momentum over the last decade and has attracted the attention of a number of researchers. Ethics are an integral part of the business world and although there are many who scoff and consider the very concept to be an oxymoron, it can not be denied, that business ethics are vital. Business, society and the individuals that operate there in are inextricably linked. The individual ethical choices made by all affect us all.

2.1.1 ETHICS: VITAL TO THE SURVIVAL OF THE BUSINESS WORLD

Few business people would dare to deny the paramount importance of acting in an ethical manner, but somehow the business world and the driving force of power and wealth continue to support unethical behaviour.

The reasons for business's ethical failures are many, but perhaps the primary one is that corporate culture has claimed the tacit right to capitalize on almost anything that the market will bear, no matter how harmful the product or process turns out to be. So long as the letter of the law allows it, business seems free to do it. And if the law forbids it, a corporate culture of gamesmanship encourages businesspeople to find loopholes large enough to do it anyway. Friedland J (2009).

Schonsheck (2009) states "No company has a mission statement that claims, "We promote dishonesty and the employees who increase profits by practicing it" or "Ruthless, unbridled ambition, and deception are rewarded here." But don't senior executives sometimes act as if those *were* their mission statements?" He states that the

only way to judge a corporate culture is to note which employees and which actions get rewarded. In a similar vein Jack Welch a retired CEO quotes in his book Winning, with approval, a colleague's maxim: "Show me a company's various compensation plans, and I'll show you how its people behave." (Welch, 2005).

This view is supported by the continuing flood of fraud and business failures. What is reported and seen in the media is only the tip of the iceberg as much of the unethical behaviour of executives is part of the day to day functioning of the business world. Because much of this behaviour is in accordance with the letter of the law it seldom comes to light.

Throughout the world these scandals are rampant from Nugan Hand Bank back in 1980 to the current Lehman Brothers. There does not seem to be a country who escapes this scourge.

It also appears that there are few audit firms who manage to escape scrutiny through the investigations into these scandals.

A list of the significant scandals gives a brief overview of what the business world has faced in the last 30 years.

Table 2.1 Business world scandals over time

Company	Year	Audit Firm	Country
<u>Nugan Hand Bank</u>	1980		Australia
<u>ZZZZ Best</u>	1986		United States
<u>MiniScribe</u>	1989		United States
<u>Polly Peck</u>	1990		United Kingdom
<u>Bank of Credit and Commerce International</u>	1991		United Kingdom
<u>Phar-Mor</u>	1992		United States
<u>Informix</u>	1996		United States
<u>Cendant</u>	1998	<u>Ernst & Young</u>	United States
<u>Waste Management, Inc.</u>	1999		United States
<u>Microstrategy</u>	2000	<u>PricewaterhouseCoopers</u>	United States
<u>Unify Corporation</u>	2000		United States

Computer Associates	2000	KPMG	United States
Xerox	2000	KPMG	United States
One.Tel	2001	Ernst & Young	Australia
Enron	2001	Arthur Andersen	United States
Adelphia	2002	Deloitte & Touche	United States
AOL	2002	Ernst & Young	United States
Bristol-Myers Squibb	2002	PricewaterhouseCoopers	United States
CMS Energy	2002	Arthur Andersen	United State
Duke Energy	2002	Deloitte & Touche	United States
Dynegy	2002	Arthur Andersen	United States
El Paso Corporation	2002	Deloitte & Touche	United States
Freddie Mac	2002		United States
Global Crossing	2002	Arthur Andersen	
Halliburton	2002	Arthur Andersen	United States
Homestore.com	2002		United States
ImClone Systems	2002	KPMG	United States
Kmart	2002	PricewaterhouseCoopers	United States
Merck & Co.	2002		United States
Merrill Lynch	2002	Deloitte & Touche	United States
Mirant	2002		United States
Nicor	2002		United States
Peregrine Systems	2002	KPMG	United States
Qwest Communications	2002		United States
Reliant Energy	2002	Deloitte & Touche	United States
Sunbeam	2002		United States
Tyco International	2002	PricewaterhouseCoopers	Bermuda
WorldCom	2002	Arthur Andersen	United States
Royal Ahold	2003	Deloitte & Touche	Netherlands
Parmalat	2003	Grant Thornton	Italy
HealthSouth Corporation	2003	Ernst & Young	United States
Chiquita Brands International	2004		United States

<u>AIG</u>	2004	<u>PricewaterhouseCoopers</u>	United States
<u>Bernard L. Madoff</u>	2008	<u>Friedling & Horowitz</u>	United States
<u>Investment Securities</u>			
<u>LLC</u>			
<u>Anglo Irish Bank</u>	2008	<u>Ernst & Young</u>	Ireland
<u>Satyam Computer</u>	2009	<u>PricewaterhouseCoopers</u>	India
<u>Services</u>			
<u>Lehman Brothers</u>	2010	<u>Ernst & Young</u>	United States

Source: Wikipedia

2.1.2 A SOUTH AFRICAN PERSPECTIVE

Even here in our beautiful South Africa the business environment has been marred by one scandal after another. Rossouw (1997) highlighted the problem in his journal article entitled Business Ethics in South Africa. He notes that white collar crime had more than doubled during the first year of our newly formed democratic government. The cases which the South African Police (SAP) were currently investigating (1997) amounted to R18.5 billion. According to the police at the time it was believed that only 10% of all economic crimes were being reported.

Commercial crime statistics released by the SAP report that this category of crime has steadily increased post 2004 and there was a 16.6% increase between 2007/2008 and 2008/2009. This is rather disconcerting. One is perhaps left in hope that it is just the reporting rates that have improved. The Research Report on Corruption in the South African Private Sector (2006) provides some interesting insights.

On the question of bribery it was reported that:

- 11.5% of companies had bribes offered to them (not accepted)
- 7.3% of companies had individuals who accepted bribes
- 16% of companies had bribes demanded from them (not paid)
- 5.5% of companies had individuals who paid bribes

According to this report on a global scale this does not compare badly with the rest of the world, but it does mean that a large proportion of companies have had experience

with bribery and have had to face the ethical dilemma of whether or not to pay or accept bribery.

Of even greater concern was the fact that 75% of respondents said that corruption is a deterrent to doing business in South Africa. This is a grave concern. Adv. Willie Hoffmeyer (Head of the Special Investigating Unit) made the point at a recent corruption seminar: “If a country is perceived to be corrupt it will attract corrupt investors.” (As cited in The Research Report on Corruption in the South African Private Sector (2006).)

The World Bank & IFC Enterprise Surveys 2007 (as cited in South African Country Profile) shows that 15% of companies surveyed expect to make facilitation payments to public officials to “get things done”, with the figure for SMEs being higher than that for larger companies. It appears that much of this bribery is to overcome a cumbersome regulatory environment, to avoid adverse regulatory interventions (fees and fines) and to get approvals to which they are not entitled.

In South Africa we have faced many an ethical difficulty from the “Arms Deal” and “Travelgate scandal” on the political front to Saambou on the business front. The question remains: What can be done?

2.1.3 A BASIC OVERVIEW OF ETHICS

Ethics are defined as that branch of philosophy dealing with values relating to human conduct, with respect to the rightness and wrongness of certain actions and to the goodness and badness of the motives and ends of such actions. Business ethics is thus concerned with the study of what constitutes right and wrong (or good and bad) human conduct in a business context.

It is worth noting that ethics must be distinguished from etiquette and from law. An action that is not ethical may still be lawful and one that is considered poor etiquette may still be ethical. The converse applies too: a non-ethical action may still be conducted in a manner which is socially polite (good etiquette) and an action which is lawful may not be ethical. Thus descriptions of these terms are required.

Etiquette refers to the norms of correct conduct in polite society, social behavior or courtesy. Law on the other hand can be categorised as statutes, regulations, common law and constitutional law.

There is much discussion in literature regarding the origins of ethics, but this goes beyond the scope of this review. Suffice to say ethics are a product of a person's values, morals, upbringing, religious standing and experiences and learning in life.

Fraedrich, Ferrell and Ferrell (2011) categorise business ethics as follows:

- Honesty and fairness
- Conflict of interest
- Fraud
- Discrimination
- Information technology

2.1.4 DECISION MAKING MODELS

Ethical dilemmas which require resolution arise all the time in the business world and executives need methods of resolution. Making ethical decisions is a thought provoking, reflective exercise and the outcome is a whole lot easier to defend when it is based on an established model and is well documented.

A number of decision making models have been developed, the two noted here are those which will be taught to students during the business ethics course conducted at the University of Zululand.

Firstly, the Rational Interaction for Moral Sensitivity (RIMS) strategy. Rossouw (1997)

The purpose of RIMS is to structure a process of rational interaction between rival points of view in a moral dispute that will result in morally-sensitive decisions.

The assumptions made by this model are:

- Dissensus does not equal defeat
- Dialogue can produce solutions
- Focusing on motives is futile
- Only moral arguments are allowed

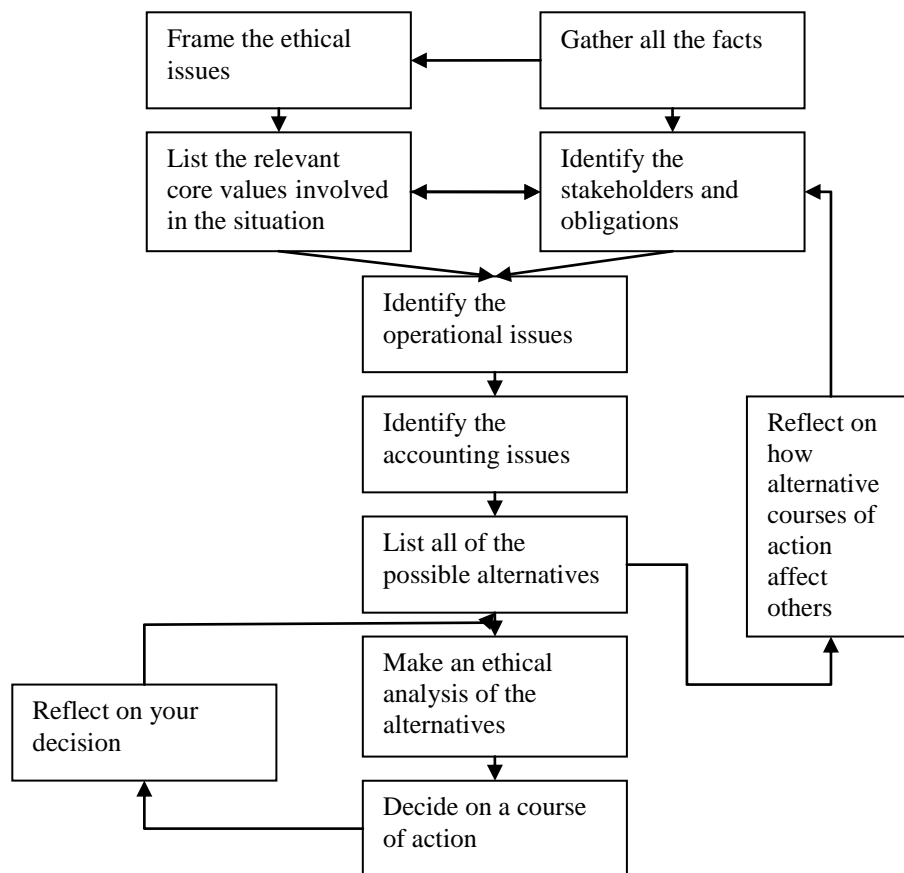
The RIMS strategy is summed up into three basic steps:

- Generate and evaluate all points of view

- Identify implications
- Find solutions

Secondly, the model by Mintz and Morris (2008) is illustrated in Figure 2.1. This decision making process is designed to facilitate an understanding of this decision to be made. Although the process may seem onerous, it is vital that the decision maker considers all relevant ethical issues and all those who are affected by his/her decision before such a decision is made.

Figure 2.1 An Ethical Decision-Making Model



Source: Mintz and Morris (2008)

2.2 TEACHING BUSINESS ETHICS

2.2.1 THE ISSUE

Many leading businesses no longer debate the legitimacy of the role and importance of ethics; rather, they are finding new ways to put ethics into practice. The vast majority recognizes that the challenges for tomorrow's business leaders will be even greater. Clearly, ethics is a core discipline of business and an essential competency for the next generation of managers. Krehmeyer (2007).

He also states: "In today's world, unless you acquire a keen knowledge and understanding of ethics, values, and how to unite the interests of increasingly diverse and vocal stakeholder groups, you will likely impede your ability to be a successful business leader over the long term."

Despite this positive view we need to remain aware of the realities of the business world discussed in part 1.1. Schonsheck (2009) sums up the situation well in his statement, “I can provide students with insightful texts and sweet reason. But when corporations offer people vast wealth for behaving badly, it’s tough for me to compete.”

How can we expect to have an ethical business world without ethical participants? There is no doubt that there is a crucial need to produce ethical leaders and to raise ethical awareness amongst established ones.

The question that begs to be addressed is then, “How do we produce ethical leaders? Although academia can not take the full responsibility for this role, it undoubtedly has a crucial role to play!

A Report of the Ethics Education Task Force to The Association to Advance Collegiate Schools of Business (AACSB) International Board of Directors (2004) gives us a clear directive.

The task force recommends that AACSB supports and encourages a renaissance in ethics education and exercise its leadership role to ensure the commitment of business schools. We must strengthen ethics components of our curricula in all disciplines, to emphasise the importance of individual integrity and corporate responsibility to business success. We must offer courses that introduce frameworks that may help in resolving ethical business and managerial problems; courses that lay out the larger societal context in which business operates; and seminars and workshops that bring executives to campus to focus on the link between leadership and values. We must work to build a community of scholars and students in which ethical principles are not platitudes, but reality.

A review of past research conducted as to the effectiveness of ethics training shows varying results. There does not appear to be any obvious trend or improvement over time.

Jewe (2008) found no improvement in ethical attitudes, but there was at least an increased awareness.

The most encouraging studies were conducted by Dellaportas (2006) and Gautschi and Jones (1998).

2.2.2 INTEGRATION OF ETHICS VS STAND ALONE COURSES

We have ascertained that there is a severe problem, despite the clear need for ethical leaders, the business world appears to reward those who behave contrary to good ethics.

So if we are to endeavor to stem this tide and instill ethics in tomorrow's leaders, how do we do it?

Teaching business ethics is a delicate subject which has received much attention of late. Most business courses are so content full, that adding another module to cover ethics is almost unthinkable as students as well as the institutions by whom they are taught will have their resources stretched even thinner. This constraint is noted in an article: Teaching Business Ethics: A Quandary for Accounting Educators Frank et al., (2010).

This has lead to the debate regarding the effectiveness of integration of ethics within the disciplines of auditing, accounting and even taxation. Such integration in the past has generally been limited to Professional codes on conduct within the subject of auditing.

The Report of the Ethics Education Task Force to AACSB International Board of Directors (2004) is non-prescriptive on the subject and does not insist which method is used to teach ethics, but just that it is imperative that they are taught.

Nicholson and DeMoss (2009) noted: The bottom line for our findings was that curriculum managers across disciplines reported less ethics education than they perceived was required by business. In addition, there was evidence that coordinators wanted more ethics and social responsibility inclusion at the level of the major.

Here in South Africa our own Institute of Chartered Accountants (SAICA) requires that in order for a B Comm degree to be accredited by them it must include the teaching of ethics. Although the requirements are toward the CA(SA) qualification they are also relevant to undergraduate studies as the undergraduate degree needs to

be accredited by SAICA in order for the student's to pursue his/her studies further. A guide on such teaching is given, but it is not prescriptive, leaving the individual university to decide on the delivery structure. The content required by SAICA, however must be retained. It is suggested that the instruction take place primarily in the students' second year of study. South African universities are thus free to decide in what manner ethics should be taught.

2.2.2.1 ETHICS VIGNETTES

Teaching business ethics using ethics vignettes was examined in an article entitled Using Ethics Vignettes in Introductory Finance Classes: Impact on Ethical Perceptions of Undergraduate Business Students by Cagle et al., (2008). This study found that this method of teaching was not an effective pedagogical strategy in terms of changing student's ethical standards, but it did change students' perception of business ethics. Thus including the discussion of ethics vignettes in class can improve the students' impressions of the ethical standards of the typical businessperson.

2.2.2.2 BUSINESS ETHICS INTEGRATED

There is much support for this approach as it does not require separate resources to be applied.

Effect of ethics taught using an integrated method, where positive were found to be transitory with post-test scores reverting to pre-test levels (La Grone et al.,1996) as cited in Dellaportas (2006). This view was supported by Richards (1999). In this study it was found that integrating ethics training into a business course had an immediate positive impact, but the subjects' ethical standards declined significantly over a four week period. He states that if limited integration is found, ineffectiveness can probably be assumed.

In a study conducted by Nguyen et al., (2008), Ethics Perception: Does teaching make a difference? It was found that integration of ethics in a Principles of Management course was not effective in causing a student to demonstrate more ethical judgment

relating to moral equity or to relativism. The students in this study were exposed to ethics for one week out of a total of 15 weeks (approximately 7% of the total learning package). This study suggests a stand alone ethics course with more in-depth ethics coverage. It suggests that such a course should devote time to the discussion and practice of ethical theories, application of rules, analysis and selection of the most ethical alternative.

2.2.2.3 STAND ALONE COURSE

This approach is generally more time consuming and costly both to the institution and student.

Jewe (2008) reviewed students some of whom had completed an ethics course and some of whom had not. He found that the ethics course was of no significant value in affecting ethical attitudes, but that the real value of such courses may lie in their potential for increasing individual's awareness. It must however be noted that this study was carried out at four universities, all of which had religious affiliation and a religious orientation and thus it is possible that the religiousness of the respondents may have influenced their responses.

Ritter (2006) noted that a separate course in ethics, specifically in the Academy of Management's model for ethical decision making had little effect on the moral awareness and moral reasoning of students. There was however a positive effect noted in the female students, which is in line with other studies conducted.

In contrast to the above Dellaportas (2006) found a significant improvement in moral development. Here students were required to complete a course entitled Ethical Issues in Accounting. The primary aim of the course was to sensitise and deepen the students' understanding of ethical issues in accounting and expose students to ethical theories, concepts, values, and rule based frameworks to analyse and resolve ethical dilemmas. The course also included case-study analysis, formal debating, a self learning computer program on ethics development and a business ethics video. This study concluded that a required and dedicated course in ethics education has a significant and positive effect on Defining Issues Test (DIT) P-scores, and thus on

moral development. The findings of this study suggest that the “discrete” method of ethics intervention is a more powerful method of teaching ethics than the “pervasive” method.

Gautschi and Jones (1998) had similar findings in their study which reviewed the effectiveness of an elective, stand alone course in ethics. They saw that the students who completed the ethics course recognized and categorized ethical issues more readily than their counterparts who did not take the course. Although these findings are encouraging one must note that the students who chose to complete an ethics course may have brought with them nascent ethical issue schemata (an awareness of ethical issues being the reason that they chose to take this elective course) already in place. In order to overcome this shortfall a study thus needs to be completed using a required ethics course.

Davis and Welton (1991) concluded that there was no difference in the perceptions of ethical behaviour of students who have attended an ethics course or some formal ethics training and those who have had no formal exposure to ethics. This supports the Lane et al., (1988), as cited in Davis and Welton (1991), assertion that “...there is little empirical evidence to suggest that ethical behaviour and decision making are enhanced through ethical education.” However it must be noted that this study does not give any indication of what ethics training these students underwent and does admit that ethics education can not be ruled ineffective on the basis of the study.

From the above review it appears that a stand alone course is relatively more effective in enhancing the ethics of students and thus that is the method that will be focused on in this study.

2.2.2.4 GENDER

As supported below, in a review of past studies gender repeatedly shows as a significant factor affecting business ethics, in most cases females are found to be more ethical than males.

Gender was found to be the leading variable in a study conducted at a mid-Atlantic university Persons(2009). Roxas and Stoneback (2004) similarly found that when all eight countries surveyed were considered in aggregate males were significantly less ethical than females. However the only countries with significant differences were China and Ukraine, and China actually showed females to be less ethical. Conroy and Emerson (2004) saw student males consistently found the ethically questionable situations presented in the vignettes more acceptable. This view is also supported by Ruegger and King (1992), where female students were found to be more ethical in their perception of business ethical situations.

In the study by Ritter (2006) it was found that integration of ethics into a business course, while having no effect on the moral awareness and the decision making processes of males, showed a significant improvement in women.

Because of the interesting questions raised by these findings the question of gender has been included in this study.

2.2.2.5 AGE

Age is also repeatedly found to be significant. The older the respondent the more ethical the response, implying that there is a maturing that has deepened the ethical views of the older individual.

This view is supported by Ruegger and King (1992) where students falling in the 40 years plus age group were found to be the most ethical followed in order of age by the younger groups. The age categorization used in the above mentioned study will also be used for the purposes of this research.

2.2.2.6 EMPLOYMENT EXPERIENCE

Previous employment of students may have an effect on their attitudes toward ethics as they have experienced firsthand the real business world, or at least some aspects of it.

Persons (2009) found those who had been employed tended to be more ethical than those who had not. This differentiation however was not as significant as that found with regard to gender and an accounting major.

Studies concerning a relation between years of work experience and ethical behaviour reported mixed results. Callan (1992), Dubinsky and Ingram (1984), Reiss and Mitra (1998) and Serwinek (1992), all as cited in Persons (2009), found no significant relation between length of employment and ethical behaviour. Length of employment would naturally tie in with the issue of age. In this study we are limited as all the respondents are students with little or no employment experience.

2.2.2.7 RELIGIOUS AFFILIATION

In the study by Conroy and Emerson (2004) Business Ethics and Religion: Religiosity as a predictor of Ethical Awareness among Students the impact of religiosity as measured by frequency of church attendance was tested. Instead of testing which religion positively affects business ethics, rather the vigour with which the respondent follows their religion of choice was considered. Religiosity was found to be significantly correlated with ethical perceptions. The findings of this study suggest that the best way to improve ethical attitudes of college students would be to promote active participation in their religion of choice.

As religion is covered to a greater or lesser degree by most courses in business ethics it is worth an inclusion to see whether any correlation emerges.

2.3 COURSE DESIGN

The current AACSB Standards require the institution or business programs of the institution to establish expectations for ethical behavior by administrators, faculty and students, and requires that the curriculum cover, among other things, Ethical understanding and reasoning abilities and the teaching of ethical and legal responsibilities in organizations and society.

Sims and Felton (2006) proposed four objectives of an ethics curriculum:

- Raise ethical awareness among students
- Help students to understand their core values
- Expand students' understanding of ethics, and
- Help students understand that ethical maturity is an ongoing process.

Ritter (2006) gives some guidelines for instituting an ethics curriculum:

- Identify the goals of your ethics program and the related outcomes. The outcomes can then be assessed to determine the program's effectiveness.
- Training should be designed so that it is relevant to students and applied to a business environment.
- Effective implementation, which involves providing a safe learning environment (a non-critical, open atmosphere) that includes experiential or active learning components.

Similarly, in South Africa, SAICA gives guidance on the teaching of business ethics. The guidelines are attached hereto in Appendix B.

2.4 BUSINESS ETHICS AT UNIZULU

Business ethics have not in the past been taught at University of Zululand. Due to a need for SAICA accreditation of the B Com degree a path is being mapped out to meet the requirements of SAICA. One such requirement being the inclusion of a course on business ethics. Unfortunately the degree structure does not allow for a separate semester course on the subject and thus it will be run in conjunction with second year auditing. A course outline has been developed which complies with the requirements set forth by SAICA. The course outline is attached as Appendix C.

2.4.2 REASONING BEHIND COURSE OUTLINE AND METHOD OF DELIVERY

The course will be covered over one semester. The semester comprises two eight week periods. The subject matter will be introduced to students during lectures and

many case studies will be discussed. It was hoped that an ethics game could be included, but this was not possible due to cost constraints. Students will be encouraged to follow current business ethics issues during the course.

2.5 CONCLUSION

This chapter has reviewed the fundamentals of business ethics and has considered how it is currently taught. Past studies and their findings have been summarised. The course design at the University of Zululand has been explored as well as the reasoning behind the way it has been composed. Chapter three considers the research methodology used to ascertain whether there has been any change in the attitudes of students toward business ethics over the duration of the course.

3

CHAPTER THREE

RESEARCH METHODOLOGY

If we knew what we were doing, it would not be called research, would it?
Albert Einstein (1879-1955)

3.1 INTRODUCTION TO THE RESEARCH METHOD

The literature forms a theoretical basis for the research designed and the research question and hypothesis arose directly from the issues raised in the literature.

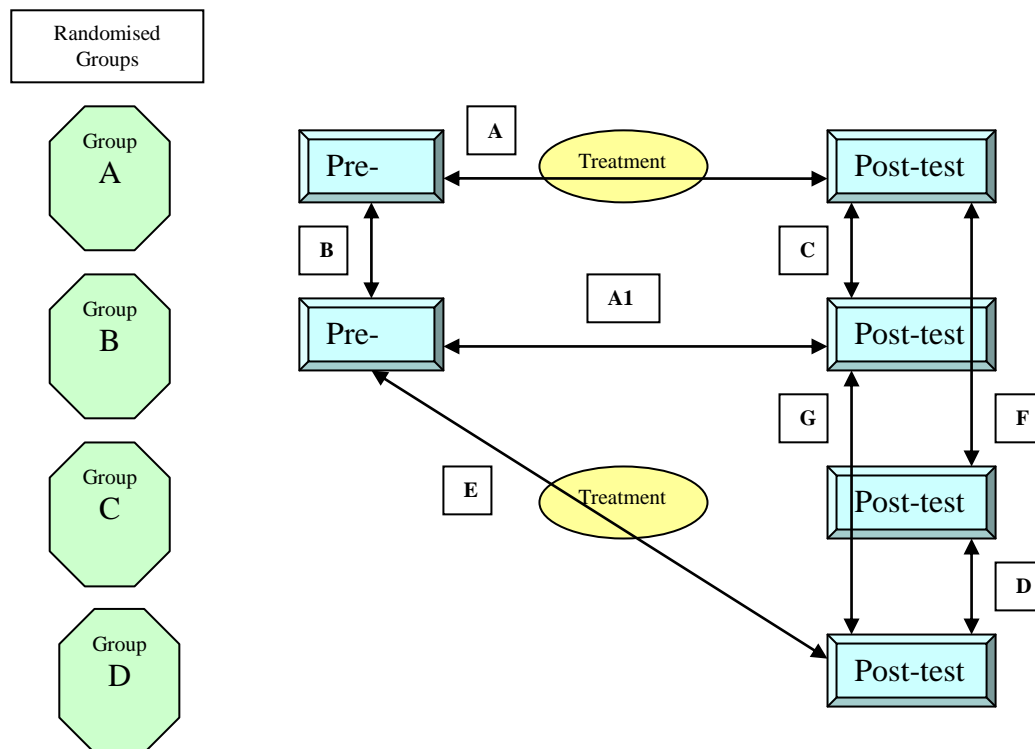
This section will provide a description of the measurement processes used in this research. It will describe the sampling technique, measurement instruments and other facets of the research design. The survey techniques for the measurement of Moral Judgment Competence and Attitudes toward Corporate Ethics are detailed.

3.2 THE MEASUREMENT PROCESS

After assessment of the research question, the Solomon four group design was chosen as the most appropriate method of research. This design contains two extra control groups, which serve to reduce the influence of confounding variables and allow the researcher to test whether the Pre-test itself has an effect on the subjects. The Solomon four group design thus ensures both internal and external validity. Despite the complexity of this approach, it remains the benchmark for sociological and educational research. This approach would constitute experimental research. Such research is often considered to be the bedrock on which other forms of research are built, and is also fundamentally based on the logic of comparison.

The research design would thus appear as follows:

Figure 3.1 The Solomon four group design



Source:Experiment-resources.com (Shuttleworth, 2009)

The lines in Figure 3.1 depict our ability to interpret the results obtained.

- Line A and A1 show if there has been a change in the responses of both groups A and B over time. If so the researcher would attempt to uncover the reasons therefore.
- Line B allows comparison of the Pre-test scores of groups A and B to ensure the randomization process was effective.
- Line C allows comparison between groups A and B Post-test giving an idea of the overall effectiveness of the treatment.
- Line D depicts a comparison between the Post-test results of groups C and D, this allows the researcher to determine if the actual act of Pre-testing influenced the results. Furthermore a comparison with the effect depicted by line C, can determine if the Pre-test provided to group A had the same effect upon the results.

- Line E depicts the comparison between the group B Pre-test and the group D Post-test which allows the researcher to establish if any external factors have caused a temporal distortion. It is a check upon causality.
- Line F shows the effect that the Pre-test has had upon the treatment.
- Line G depicts a comparison between Post-test groups B and D and shows whether the Pre-test itself has affected behaviour, independently of the treatment.

The groups are constituted as follows:

- Group A consists of 120 second year students who will undergo the Pre-test, treatment and the Post-test.
- Group B are a group of 30 third year students used as a control group. These students will undergo the pre and Post-tests, but will not be subjected to the treatment.
- Group C are a group of 30 second year students who will be subjected to an unrelated Pre-test, the treatment and the Post-test.
- Group D are a group of 30 third year students who will only be given the Post-test.

3.3 RESEARCH INSTRUMENT

A survey questionnaire is believed to be the most practical measure as:

- Surveys are relatively inexpensive.
- Surveys are useful in describing the characteristics of a large population. No other method of observation can provide this general capability.
- They can be administered from remote locations using mail, email or telephone.
- Consequently, very large samples are feasible, making the results statistically significant even when analyzing multiple variables.
- Many questions can be asked about a given topic giving considerable flexibility to the analysis.

- There is flexibility at the creation phase in deciding how the questions will be administered: as face-to-face interviews, by telephone, as group administered written or oral survey, or by electronic means.
- Standardized questions make measurement more precise by enforcing uniform definitions upon the participants.
- Standardization ensures that similar data can be collected from groups then interpreted comparatively (between-group study).
- Usually, high reliability is easy to obtain--by presenting all subjects with a standardized stimulus, observer subjectivity is greatly eliminated.

A survey does however carry the following disadvantages:

- A methodology relying on standardization forces the researcher to develop questions general enough to be minimally appropriate for all respondents, possibly missing what is most appropriate to many respondents.
- Surveys are inflexible in that they require the initial study design (the tool and administration of the tool) to remain unchanged throughout the data collection.
- The researcher must ensure that a large number of the selected sample will reply.
- It may be hard for participants to recall information or to tell the truth about a controversial question.
- As opposed to direct observation, survey research (excluding some interview approaches) can seldom deal with "context."

Source: Colorado State University [Online]

The questionnaire was prepared after a thorough review of previous studies. Certain questions were selected from these studies and adapted in order to ensure relevance in a South African context. Other questions were formulated specifically for review of a specific ethical attribute. The questionnaire was structured around the five categories identified by Fraedrich, Ferrell and Ferrell (2011). These being honesty and fairness, conflict of interest, fraud, discrimination and information technology.

Three questions were developed covering each category as well as a surrogate question. The surrogate question is a question which ties up with one of the business related dilemmas, but is related to student life. Such a question is thus more relevant

in the life of the respondents, as they are all students and is expected to be an indicator of how they will respond in the corresponding business situation.

The questionnaire covers the relevant subjects as follows:

- Honesty and fairness Questions 1, 12, 21 and 16
- Conflict of interest Questions 5, 17, 11 and 8
- Fraud Questions 2, 6, 7 and 4
- Discrimination Questions 13, 20, 15 and 10
- Information technology Questions 23, 18, 19 and 3

Three dummy questions were included; they are questions 9, 14 and 22.

In order to avoid bias, questions 4, 6 and 17 were reversed.

Questions 2, 12, 13, 14, 21, 22 and 23 were adapted from Jewe (2008). Question 17 from Persons (2009) and questions 4, 7, 8 and 11 from Smyth et al., (2009).

The remaining questions were designed for the purpose of this research.

A five point Likert-type scale was used. This being an interval scale allows for a wide range of statistical analysis. The response options offered have attempted to make the gaps equidistant. Such interval variables allow us not only to rank order the items that are measured, but also to quantify and compare the sizes of differences between them.

Respondents are asked to give certain demographic information so that other factors can be analysed in relation to their responses. The issues that will be considered are gender, age, previous employment and religious persuasion.

In a covering letter respondents are introduced to the importance and purpose of the study. They are assured of the confidentiality of the study and that they will not in any way be associated with their responses. They are also requested to read the questions carefully and answer as truthfully as possible. Respondents all consent in writing to their participation in the study and are assured that they are free to withdraw at any time.

Questionnaire validity is increased by the fact that some of the scenarios have been used in previous studies. The questionnaire has been reviewed by a panel of experts

(The University of Zululand Higher degrees Committee). In addition a pilot study was conducted and any apparent problems resolved.

3.4 QUESTIONNAIRE TESTING

A pilot study of the questionnaire was done using 10 third year B Com students from the 2010 group. These students were asked to complete the questionnaire and then put forward any comments or concerns they may have.

Resultant from this process the word habitually was replaced with often in question 1. Questions 4 and 6 which were reverse questions were restated to be in a positive direction as the reversal was the cause of confusion to 3 of the 10 respondents. This left only question 17 as a reverse question. An experience element was added to the scenario presented in question 13.

A general observation was that students crossed the options instead of ticking as per the instruction, thus this will be changed. One respondent ticked two options for one question; to avoid this respondents were told that extra answer sheets are available should they need a clean one. Students tended to rush their responses. This is difficult to overcome, but students were asked to read and consider each scenario carefully and were assured that there are no time constraints.

3.5 QUESTIONNAIRE DISTRIBUTION

Questionnaires were distributed in a classroom type setting and the completion thereof was on a voluntary basis. Respondents were given as much time as they need to complete the questionnaire and were given the opportunity to ask for clarity on any question or terms that they did not understand.

3.6 SAMPLING TECHNIQUE

Sampling refers to a process of selecting subjects from a population. A population is all the subjects who are of interest to the study. Sampling is not relevant to this study as the whole population will be surveyed.

3.7 POPULATION

The population comprises second and third year B Com students at the University of Zululand. There is a reasonable mixture of male and female students. They are generally between the ages of 20 and 25 years of age. Most have little or no work experience. Students are expected to be of Christian or African traditional persuasions, but the extent of their commitment thereto is not known.

3.8 SCORING

Data capturers capture the data, reversing the relevant items. The data analyst summates all items and then the mean is calculated. This mean indicates the level of ethics possessed by each respondent. The three dummy items were removed.

3.9 DATA CAPTURING AND DATA EDITING

Data cleaning is an important part of the process involved in Data Management, which involves the identification and correction of any data captured erroneously. Conditional formatting that highlights missing values and checks for extreme numbers captured (e.g. six on a five point Likert scale) was used. In this study, incomplete questionnaires were not captured.

3.10 DATA ANALYSIS

Data analysis was conducted by a statistician. First the data was tested for reliability using Cronbach's alpha.

Both descriptive and inferential statistics were calculated. These included:

Mean

Standard Deviation

Minimum and Maximum

Quartiles

Frequency Distribution

T-tests

Anova

3.11 SHORTCOMINGS AND SOURCES OF ERROR

In the analysis of the data it has become apparent that despite all attempts to make the questions easy to understand, students appeared to have some difficulty understanding what was being asked.

It also became apparent that there was a lack of diligence amongst the students as they tended to rush their response to the questionnaire despite requests that they read carefully and consider their responses.

3.12 ETHICAL CONSIDERATIONS

Without doubt, the subject matter for this study is highly sensitive. The researcher was completely transparent about the purpose of the research. All information was handled with the strictest confidentiality, and that individual identification was known only to the researcher.

3.13 CONCLUSION

In this section, various aspects of the study's research method were described. These included a specification of the research questions, hypotheses, key variables and concepts. In addition, the research instrument was described. The whole population, comprising students at University of Zululand, was surveyed. Data was collected by the researcher in a classroom setting. It was cleaned and captured into MsExcel. It was then scored and analysed statistically. The instruments and training techniques were checked for validity and reliability and were administered in an ethical manner. The following chapter provides an analysis of the empirical results.

4

CHAPTER FOUR

EMPIRICAL ANALYSIS

4.1 INTRODUCTION

In this chapter the results of the questionnaire are analysed and discussed. The data is tested for reliability and the Solomon's four group design is tested for internal and external consistency.

The learning gains are then analysed and the results discussed. These findings are then discussed in the light of past studies.

Each statement is then taken and the results discussed and possible reasons for the results are explored. These questions are grouped using the categories cited by Fraedrich, Ferrell and Ferrell (2011).

- Honesty and fairness
- Conflict of interest
- Fraud
- Discrimination
- Information technology

The data is then used to investigate whether or not there are any demographic factors which play a significant part in shaping students' attitudes toward business ethics. The results of this are then discussed with findings of past studies.

4.2 RELIABILITY OF DATA

4.2.1 Cronbach's Alpha

The data was captured and cleaned by the researcher. Cronbach's alpha was then computed. Cronbach's alpha is a measure of internal consistency, that is, how closely related a set of items are as a group. A "high" value of alpha is often used as evidence that the items measure an underlying construct. It is thus a test of reliability.

Cronbach's alpha was calculated for each sub category of Business ethics as identified by Fraedrich, Ferrell and Ferrell (2011). The resultant alphas are depicted in Table 4.1.

Table 4.1 Cronbach's Coefficient Alphas

Cronbach's Coefficient Alphas	Pre-Test	Post-Test
Honesty and Fairness	0.01	-0.15
Conflict of interest	-0.51	0.20
Fraud	0.53	0.47
Discrimination	0.33	0.39
Information Technology	0.06	0.41

Source: Own calculations

This posed a problem as the alphas are unacceptably low, which indicates that the average inter-item correlation is low.

The data was thus grouped as a measure of ethics as a whole in the business scenario. The data related to student life (surrogate questions) were kept separate. The resultant alphas are depicted in Table 4.2.

Table 4.2 Cronbach's Coefficient Alphas

Cronbach's Coefficient Alphas	Pre-Test	Post-Test
Business related ethics	0.48	0.67
Business related ethics excluding items 5 and 17	0.63	0.69
Student life (Surrogate) items	0.42	0.35

Source: Own calculations

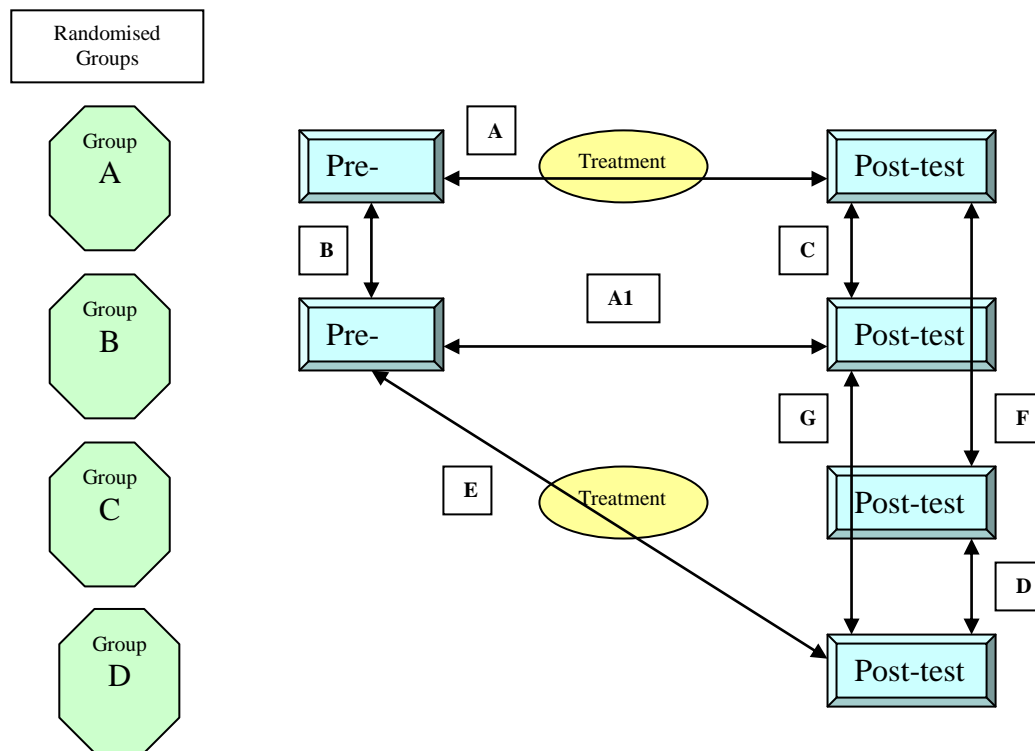
A reliability coefficient of 0.70 is required by some professionals as a rule of thumb, SPSS; however the results of 0.63 and 0.69 are sufficient for the purposes of this study. It was thus decided to combine the items which related to the business world as a measure of ethics as a whole. Questions 5 and 17 were excluded from the analysis. Question 17 was the reversed item and this caused confusion among respondents. Question 5 related to share sales and insider trading; this too seemed to be beyond the grasp of students especially among the second year group.

The surrogate questions were not combined due to the low alpha, but were dealt with as individual items.

4.2.2 SOLOMON FOUR GROUP DESIGN

As discussed in Chapter 3 the Solomon four group design was chosen as the most appropriated method of research. In this section we will investigate the relationships between the results and the bearing they have on the validity of the research conducted. For the sake of ease of reference the design is repeated below.

Figure 4.1 The Solomon four group design



Source: Experiment-resources.com (Shuttleworth, 2009)

The results of our testing can thus be analysed as follows.

The data representing business ethics has been used as this constitutes the majority of the data to be analysed.

The two most elementary formal properties of every relation between variables are the relations of magnitude and reliability. The magnitude is much easier to understand and measure than the reliability. The reliability of a relation is a much less intuitive concept, but still extremely important. It pertains to the "representativeness" of the result found in our specific sample for the entire population. The reliability of a relation between variables observed in our sample can be quantitatively estimated and represented using a standard measure technically called p-value.

The statistical significance of a result is the probability that the observed relationship (e.g., between variables) or a difference (e.g., between means) in a sample occurred by pure chance, and that in the population from which the sample was drawn, no such relationship or differences exist.

More technically, the value of the p-value represents a decreasing index of the reliability of a result (Brownlee, 1960). The higher the p-value, the less we can believe that the observed relation between variables in the sample is a reliable indicator of the relation between the respective variables in the population. Specifically, the p-value represents the probability of error that is involved in accepting our observed result as valid, that is, as "representative of the population." For example, a p-value of .05 (i.e., 1/20) indicates that there is a 5% probability that the relation between the variables found in our sample is a "fluke." In other words, assuming that in the population there was no relation between those variables whatsoever, and we were repeating experiments such as ours one after another, we could expect that approximately in every 20 replications of the experiment there would be one in which the relation between the variables in question would be equal or stronger than in ours. (Note that this is not the same as saying that, given that there IS a relationship between the variables, we can expect to replicate the results 5% of the time or 95% of the time; when there is a relationship between the variables in the population. Typically, in many sciences, results that yield $p \leq .05$ are considered borderline statistically significant, but remember that this level of significance still involves a pretty high probability of error (5%). Results that are significant at the $p \leq .01$ level are commonly considered statistically significant, and $p \leq .005$ or $p \leq .001$ levels are often called "highly" significant. But remember that these classifications represent nothing else but arbitrary conventions that are only informally based on general research experience.

Source: StatSoft Electronic Statistics Textbook (2011)

Line A and A1

The comparison of these two lines would show if there has been a change in the responses of both groups A and B over time.

One-Way ANOVA from Summary			
Data Group	Number of subjects	Mean	Standard Deviation
Pre-test A	60	1.66	0.38
Post-test A	60	1.65	0.38
P score = 0.886			

One-Way ANOVA from Summary			
Data Group	Number of subjects	Mean	Standard Deviation
Pre-test B	30	1.67	0.29
Post-test B	30	1.63	0.37
P score = 0.643			

The P score shows no statistical significance between the pre and Post-test scores of either group. This indicates there was no significant change in either group over time.

Line B

Allows the comparison of the Pre-test scores of groups A and B to ensure randomization. In this particular study however group A consisted of second year students and group B third year ones.

One-Way ANOVA from Summary			
Data Group	Number of subjects	Mean	Standard Deviation
Pre-test A	60	1.66	0.38
Pre-test B	30	1.67	0.29
P score = 0.899			

No significant difference between the responses of the two groups and/or the difference between them is due to random chance.

Line C

Line C allows comparison between groups A and B Post-test giving an idea of the overall effectiveness of the treatment.

One-Way ANOVA from Summary			
Data Group	Number of subjects	Mean	Standard Deviation
Post-test A	60	1.65	0.38
Post-test B	30	1.63	0.37
P score = 0.813			

Treatment was not effective as there is no significant difference found.

Line D

Depicts a comparison between the Post-test results of groups C and D, this allows the researcher to determine whether the actual act of Pre-testing influenced the results. Furthermore a comparison with the effect depicted by line C, can determine whether the Pre-test provided to group A had the same effect upon the results.

One-Way ANOVA			
from Summary			
Data Group	Number of subjects	Mean	Standard Deviation
Post-test C	33	1.73	0.34
Post-test D	35	1.73	0.42
P score = 1			

The pre-test had no significant effect of the results

Line E

Depicts the comparison between the group B Pre-test and the group D Post-test which allows the researcher to establish if any external factors have caused a temporal distortion. It is a check upon causality.

One-Way ANOVA			
from Summary			
Data Group	Number of subjects	Mean	Standard Deviation
Pre-test B	30	1.67	0.29
Post-test D	35	1.73	0.42
P score = 0.512			

No statistical significant difference, thus there were no external factors causing a problem.

Line F

Shows the effect that the Pre-test has had upon the treatment.

One-Way ANOVA from Summary			
Data Group	Number of subjects	Mean	Standard Deviation
Post-test A	60	1.65	0.38
Post-test C	33	1.73	0.34
P score = 0.316			

The Pre-test had no significant effect on the results.

Line G

Depicts a comparison between Post-test groups B and D and shows whether the Pre-test itself has affected behaviour, independently of the treatment.

One-Way ANOVA from Summary			
Data Group	Number of subjects	Mean	Standard Deviation
Post-test B	30	1.63	0.37
Post-test D	35	1.73	0.42
P score = 0.316			

The Pre-test, independent of the treatment, had no significant effect on the results.

4.3 LEARNING GAINS SCORE

The learning gains score formula reads as follows:

$$(\text{Post assessment} - \text{Pre assessment}) / (100\% - \text{Pre assessment})$$

You are dividing the actual gain (numerator) by the potential gain (denominator). You are calculating how much the student gained out of the total possible that they could have gained from the pre to post assessment.

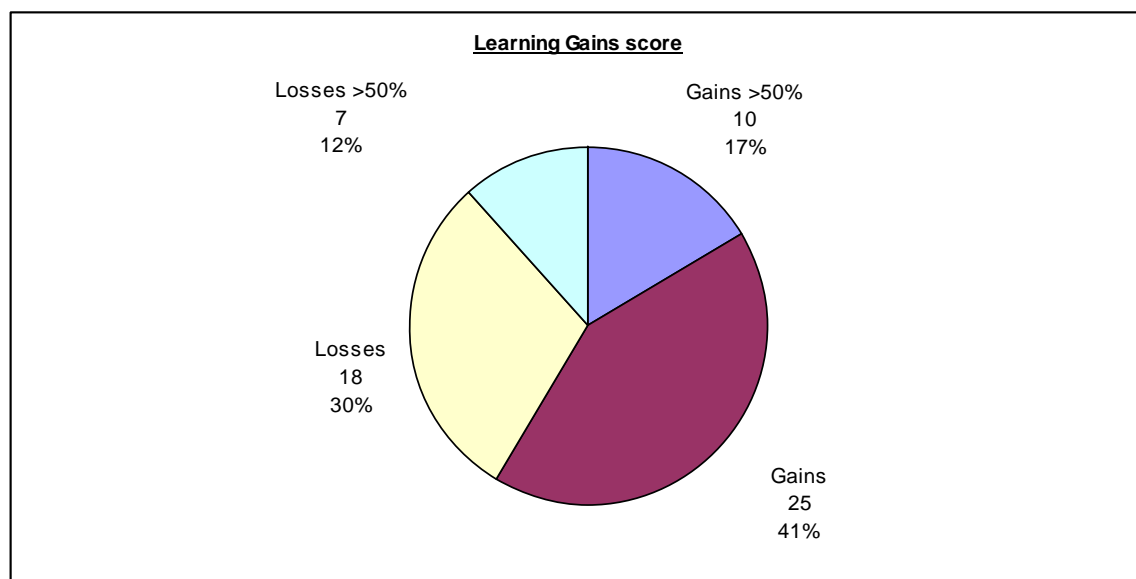
This formula would have to be modified for use in our situation as 1 represents the most ethical score and 5 the least ethical score.

$$- (\text{Post assessment} - \text{Pre assessment}) / - (1 - \text{Pre assessment})$$

The computed learning gains can be analysed as follows:

Scores were grouped according to the % of learning attained and the number of students in each category reported. All responses to business related statements were used for the purposes of this analysis except question 17 (the reversed item).

Figure 4.2 Learning Gains Score



4.4 ANALYSIS AND DISCUSSION OF EACH STATEMENT PRESENTED

The responses from each statement are analysed and discussed here. Where appropriate the results are compared to those obtained in the studies where the statements were first used. The statements were also informally discussed with a group of students and some of their responses are noted.

4.4.1 Honesty and Fairness

4.4.1.1 Statement 1

An employee, who is permitted to use a company vehicle only from home to work each day, uses the vehicle often for private travel.

	Mean	Standard deviation	Totally Unacceptable %	Unacceptable %	Unsure %	Acceptable %	Exemplary %
Pre-test	1.62	0.78	53%	35%	8%	3%	0%
Post-test	1.73	0.80	43%	45%	7%	5%	0%

The Post-test mean was greater than the pre, thus indicating a lesser level of ethics. In discussion with students it was found that some honestly feel that using a company vehicle for private purposes is acceptable as you are an employee of that company, a part of it and therefore entitled to use the assets owned by the company.

4.4.1.2 Statement 12

A company pays a R350 000 "consulting fee" to a government official, who in turn promises to assist in obtaining a government contract.

	Mean	Standard deviation	Totally Unacceptable %	Unacceptable %	Unsure %	Acceptable %	Exemplary %
Pre-test	1.60	0.85	60%	23%	13%	3%	0%
Post-test	1.67	0.97	60%	20%	9%	3%	2%

This question was taken from Jewe (2008). He found there to be no statistical difference in the mean scores of those who had taken a business ethics course and those who had not. This particular question in the study by Jewe (2008) showed those who had attended an ethics course to be slightly less tolerant of this behaviour.

4.4.1.3 Statement 21

Because of pressure from his/her boss, a stockbroker recommended an investment to his/her client which he/she did not really consider a good investment.

	Mean	Standard deviation	Totally Unacceptable %	Unacceptable %	Unsure %	Acceptable %	Exemplary %
Pre-test	1.88	0.78	35%	43%	20%	2%	0%
Post-test	1.87	0.72	33%	47%	20%	0%	0%

This question was also taken from Jewe (2008). Very little change is shown here as was the case in the study by Jewe. Students seemed to feel that this is not too serious a transgression as they were instructed to recommend the investment by a senior who should have better investment knowledge.

4.4.1.4 Statement 16

A student, under pressure to outperform a fellow student, suggests that his /her friend studies a portion of the text that he/she knows will not be covered in the exam.

	Mean	Standard deviation	Totally Unacceptable %	Unacceptable %	Unsure %	Acceptable %	Exemplary %
Pre- test	1.53	0.91	67%	20%	8%	3%	2%
Post- test	1.70	0.81	47%	42%	4%	5%	0%

This question was a question related to student life, designed to see if students react in a similar manner to student life dilemmas. The mean scores are comparable with those relating to the business world. It is interesting to note that Post-test 20% of students moved from totally unacceptable to unacceptable. A possible indication that they feel it is acceptable to put your own interests ahead of others.

4.4.2 Fraud

4.4.2.1 Statement 2

A doctor, who receives a portion of his fees in cash, reports only half these receipts for tax purposes.

	Mean	Standard deviation	Totally Unacceptable %	Unacceptable %	Unsure %	Acceptable %	Exemplary %
Pre-test	1.60	0.81	58%	25%	15%	2%	0%
Post-test	1.32	0.62	75%	20%	3%	2%	0%

This question showed a significant improvement.

The unpaired t-test results in a t value of 2.1262 and the P value equals 0.0356, this is considered statistically significant. Through the teaching of ethics students may have grasped the seriousness of the consequences of tax fraud.

4.4.2.2 Statement 6

The financial director inflates the stock values in order to avoid income tax in the current financial year because the company experiencing cash flow difficulties.

	Mean	Standard deviation	Totally Unacceptable %	Unacceptable %	Unsure %	Acceptable %	Exemplary %
Pre-test	2.02	1.02	38%	33%	17%	12%	0%
Post-test	1.70	0.85	50%	35%	10%	5%	0%

This question showed an improvement, however it is not considered statistically significant. The unpaired t-test results in a t value of 1.8669 and the P value equals 0.06594. In the Pre-test students may have read the statement and thought it was a clever plan to get out of the current trouble without considering the consequences

thereof. Possibly the teaching of ethics may have encouraged them to think a little deeper about the possible consequences of their actions.

4.4.2.3 Statement 7

An accountant falsifies his/her manager's signature to ensure that a vat return is timeously submitted.

	Mean	Standard deviation	Totally Unacceptable %	Unacceptable %	Unsure %	Acceptable %	Exemplary %
Pre-test	1.55	0.93	68%	15%	10%	7%	0%
Post-test	1.55	0.83	63%	22%	12%	3%	0%

There is very little change in the responses to this question. Possibly because there is very little perceived consequence to this action. They may also have felt that no one was short changed in this action and that the end (timeous submission and the avoidance of penalties) justifies the means.

4.4.2.4 Statement 4

A student writes his/her friend's exam for her/him.

	Mean	Standard deviation	Totally Unacceptable %	Unacceptable %	Unsure %	Acceptable %	Exemplary %
Pre-test	1.10	0.30	90%	10%	0%	0%	0%
Post-test	1.08	0.28	92%	8%	0%	0%	0%

This surrogate question was taken from Smyth et al., (2009).

Sims, as cited in Smyth et al., (2009), found that past cheating is a strong predictor of future cheating. In the study conducted by Smyth et al., (2009) in general the business cases were judged by students to be more unethical than their academic counterparts. However this particular statement in their study was judged to be more unethical in an

academic environment. This is also true of this study as the mean scores are lower for the surrogate statement than for the business ones.

The improvement in the scores shown here is not considered to be statistically significant, resulting in a t value of 0.3775 and the P value equal to 0.7065.

4.4.3 Conflict of interest

4.4.3.1 Statement 5

An auditor, in the course of his/her duties, becomes aware that a key executive of a company in which he/she owns shares is to resign and that the share value will drop as a result. He/she quickly sells his/her shares.

	Mean	Standard deviation	Totally Unacceptable %	Unacceptable %	Unsure %	Acceptable %	Exemplary %
Pre-test	3.23	1.23	10%	23%	12%	43%	12%
Post-test	2.20	1.09	33%	30%	20%	17%	0%

This question showed a significant improvement. It results in a t value of 4.8546 and the P value equals 0.0001. In the pre-test students may have read the statement and thought it was a great course of action to avoid personal financial loss. During the course they were taught that this is an unacceptable course of action and responded differently in the post-test. More than half of those students who said it was an acceptable course of action initially changed their response to unacceptable or unsure. All students who responded exemplary changed their response in the post-test.

As discussed at the beginning of this chapter because the responses to this statement wreaked havoc with the calculation of Cronbach's Alpha it had to be excluded for the purpose of calculating most of the statistics in this study.

4.4.3.2 Statement 17

A financial manager refuses a lunch invitation from a bank employee who is trying to solicit their business.

	Mean	Standard deviation	Totally Unacceptable %	Unacceptable %	Unsure %	Acceptable %	Exemplary %
Pre-test	2.71	1.21	18%	25%	30%	18%	8%
Post-test	2.75	1.14	12%	37%	25%	18%	8%

This statement was taken from Persons (2009), but was reversed in order to stop students from merely making a mechanical response to the statements posed to them. It however appeared to cause confusion. The students surveyed do not have English as their first language and appeared to have difficulty interpreting the negative statement.

4.4.3.3 Statement 11

Through a family member who works for a competitor, a struggling sales executive obtains a list of the competitor's clients in order to solicit their business.

	Mean	Standard deviation	Totally Unacceptable %	Unacceptable %	Unsure %	Acceptable %	Exemplary %
Pre-test	1.75	0.91	50%	30%	17%	2%	2%
Post-test	1.77	0.87	47%	33%	18%	0%	2%

This statement was taken from Smyth et al., (2009).

No significant change is seen here. It is possible that strong family loyalties play a role in the response to this statement.

4.4.3.4 Statement 8

A student struggling in an exam looks at a friend's exam paper.

	Mean	Standard deviation	Totally Unacceptable %	Unacceptable %	Unsure %	Acceptable %	Exemplary %
Pre- test	1.52	0.75	60%	32%	5%	3%	0%
Post- test	1.77	0.83	42%	47%	5%	7%	0%

This statement was taken from Smyth et al., (2009), where the academic statement was viewed by students as the more unethical scenario than the related business one. In this study the related business scenario was statement 11 above. Here the responses were very similar.

Student became more tolerant of this statement. Possibly looking at it from the point of view that the end (passing) justifies the means. They can not see that anyone was harmed in the process of their cheating. Not considering the credibility of their resulting qualification.

4.4.4 Discrimination

4.4.4.1 Statement 13

A Chief Financial Officer promoted a loyal friend and competent manager instead of a better qualified manager with whom he/she had no personal ties.

	Mean	Standard deviation	Totally Unacceptable %	Unacceptable %	Unsure %	Acceptable %	Exemplary %
Pre-test	1.47	0.79	68%	20%	8%	3%	0%
Post-test	1.63	0.88	57%	30%	7%	7%	0%

This statement was taken from Jewe (2008), who found there to be little difference in the mean scores of those who had taken a business ethics course and those who had not. Students in Jewe's study, as was the case here, were relatively tolerant of this behaviour. Students in this study became more tolerant of this behaviour over time. A question of loyalties possibly comes into play again here as well as undefined consequences. Promotion of friends is rife in our country and this possibly plays a role in shaping the attitudes of students in this regard.

4.4.4.2 Statement 20

In order to progress toward the employment equity targets of the company a CEO promoted an incompetent African woman into a management position instead of her white co-worker who had both the experience and expertise required.

	Mean	Standard deviation	Totally Unacceptable %	Unacceptable %	Unsure %	Acceptable %	Exemplary %
Pre-test	1.97	1.06	43%	30%	13%	13%	0%
Post-test	2.08	1.12	42%	25%	17%	17%	0%

Given the history of South Africa and the demographics of the students surveyed, this is not an unexpected result. Some honestly feel that given the history of discrimination against African woman a CEO would be justified in promoting her despite her incompetence.

4.4.4.3 Statement 15

A manager does not permit an HIV positive employee to participate in a three year training programme as he/she believes that the company should not invest in HIV positive staff.

	Mean	Standard deviation	Totally Unacceptable %	Unacceptable %	Unsure %	Acceptable %	Exemplary %
Pre- test	1.20	0.44	82%	17%	1%	0%	0%
Post- test	1.18	0.50	85%	13%	0%	1%	0%

Given the high prevalence of HIV in South Africa and the degree to which the issue is highlighted, it is not surprising that most students found this action highly unacceptable. The issue was dealt with at length in class and the views of all parties concerned considered. There was no significant change in the students' attitudes toward this issue.

4.4.4.4 Statement 10

A group of students exclude a student from their assignment group on the grounds that he/she is HIV positive.

	Mean	Standard deviation	Totally Unacceptable %	Unacceptable %	Unsure %	Acceptable %	Exemplary %
Pre-test	1.05	0.29	97%	2%	2%	0%	0%
Post-test	1.08	0.38	95%	2%	3%	0%	0%

This statement was a surrogate of statement 15 related to student life. As was to be expected the results were very similar to those of statement 15. The students were even less tolerant of this behaviour in student life. One reason could be because there is no economic investment involved and therefore no third party's interest to be considered.

4.4.5 Information technology

4.4.5.1 Statement 23

An owner of a small business used an illegal copy of a copyrighted computer software programme as he could not afford to purchase it.

	Mean	Standard deviation	Totally Unacceptable %	Unacceptable %	Unsure %	Acceptable %	Exemplary %
Pre-test	1.82	0.93	45%	37%	10%	8%	0%
Post-test	1.78	1.06	53%	28%	7%	10%	2%

Interestingly here there is a slight improvement in the mean score, but the standard deviation increased, indicating a wider spread of responses. In discussion with students it appears that some felt it was in fact acceptable to use illegal copies of software as they were previously disadvantaged and thus unable to pay for it. No one is being prejudiced as there is no loss of revenue. This statement was taken from Jewe (2008), who found very little difference in the responses of those who had and those who had not attended ethics training. The study by Jewe resulted in means of 2.6 and 2.66 respectively, indicating that his respondents were also relatively tolerant of this behaviour.

4.4.5.2 Statement 18

A company uses the internet to sell inferior quality products. As the customer does not actually see the product prior to purchase they are unaware of the quality issues. (The company has a no returns policy.)

	Mean	Standard deviation	Totally Unacceptable %	Unacceptable %	Unsure %	Acceptable %	Exemplary %
Pre-test	1.68	0.97	57%	27%	10%	5%	2%
Post-test	1.75	0.86	47%	37%	12%	5%	0%

Students became slightly more tolerant of this behaviour after studying ethics. The change is small and the reasons therefore are not known.

4.4.5.3 Statement 19

An employee downloaded a review of different company's codes of conduct and presented it to the board of directors as his/her own review.

	Mean	Standard deviation	Totally Unacceptable %	Unacceptable %	Unsure %	Acceptable %	Exemplary %
Pre-test	1.60	0.89	60%	27%	7%	7%	0%
Post-test	1.38	0.69	72%	20%	7%	2%	0%

Here some students may have come to the understanding that presenting others' work as their own is in fact a form of theft. Thus explaining the improved scores. The improvement is however not statistically significant with a t score of 0.8922 and a p value of 0.3741.

4.4.5.4 Statement 3

A student submitted a section of a report, downloaded from the internet, as his/her own work.

	Mean	Standard deviation	Totally Unacceptable %	Unacceptable %	Unsure %	Acceptable %	Exemplary %
Pre-test	1.58	0.91	63%	22%	8%	7%	0%
Post-test	1.68	0.89	53%	32%	8%	7%	0%

This statement was a surrogate of statement 19 above related to student life. As was to be expected the results were very similar to those of statement 19. It is somewhat strange that the scores increased marginally in the Post-test, although the movement was only between totally unacceptable and unacceptable.

4.4.5 Conclusion

There are both increases and decreases between the pre and Post-test results which would tend to indicate that the treatment (teaching of ethics) had very little impact on students' attitudes toward business ethics. One significant observation is that looking at the changes in response it appears that there is an improvement in responses where the scenario is rules based and the students learn of clear consequences to those actions. See statements 2, 5 and 6. This may advocate the teaching of ethics using a more rules based approach. Possibly with more attention directed toward the SAICA code of professional conduct.

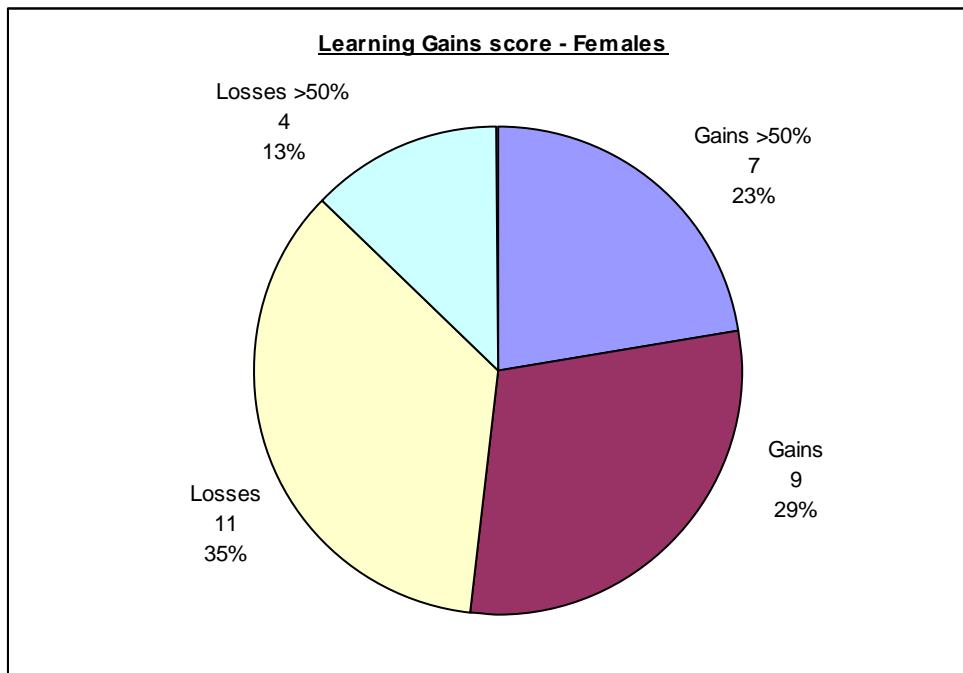
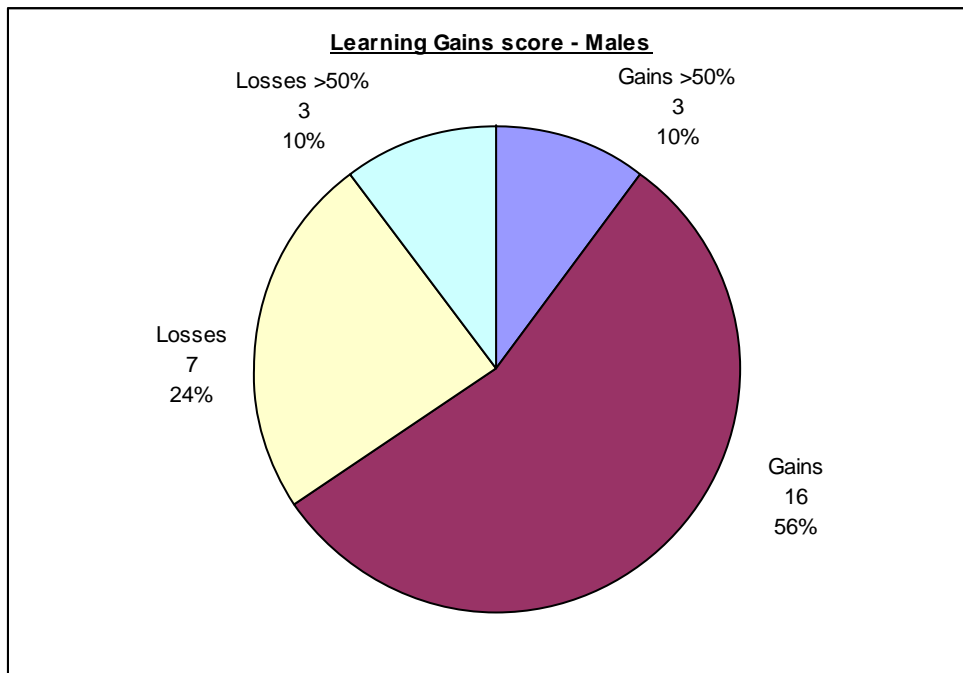
4.5 DEMOGRAPHICS COMPARED TO POST-TEST RESULTS

In this section the business statement Post-test results were analysed and compared to the various demographics surveyed.

ANOVA Results - Biographical Variables related to FB post					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2.267	10	.227	1.657	.096
Intercept	283.266	1	283.266	2070.929	.000
Group	.058	3	.019	.141	.935
Gender	.118	1	.118	.862	.355
AgeCat	.588	1	.588	4.300	.040
Employment	.677	3	.226	1.650	.180
Regularity	.505	2	.253	1.847	.161
Error	20.107	147	.137		
Total	468.995	158			
Corrected Total	22.374	157			
* Statistically significant: $p < .05$					

4.5.1 Gender

It was expected that females would be found to be more ethical than males as supported by studies performed by Person (2009), Roxas and Stoneback (2004) and Conroy and Emerson (2004). This view was also supported by Ruegger and King (1992), where female students were found to be more ethical in their perception of business ethical situations. In a study by Ritter (2006) it was found that integration of ethics into a business course, while having no effect on the moral awareness and the decision making processes of males, showed a significant improvement in women. This study however showed greater learning gains in males than in females.



In this study there was found to be no statistically significant effect on the results whether the respondents were male or female.

4.5.2 Age

Descriptive Statistics						
Age Cat	Estimated Mean	Std. Error	95% Conf. Interval		Cohen's d	#
			Lower	Upper		
under 21	1.590	.055	1.481	1.698	0.32	#
22-40	1.729	.044	1.643	1.815		
# Significant, small effect: $0.20 < d < 0.50$						

In this study it was found that students under 21 years were in fact more ethical than those over 21. This may be because these students would mostly fall into the second year group who underwent the ethics training. The third year group did not. And this analysis uses the Post-test scores. There is a limitation in this study in that only 3 students fell outside of the first two age categories. This result is in conflict with Ruegger and King (1992) who showed students falling in the 40years plus age group were the most ethical followed in order of age by the younger groups.

4.5.3 Employment experience

This study found there to be no significant link between employment and ethical behaviour, but it is important to note that in this study we were limited as all the respondents are students with little or no employment experience. 17% said they had worked full time, 15% said they had worked part time, 18% said they had done holiday work and 50% acknowledged that they had no work experience at all. This is in conflict with Persons (2009) who found those who had been employed tended to be more ethical than those who had not. This differentiation however was not as significant as that found with regard to gender and an accounting major. However it is in keeping with the findings of Callan (1992), Dubinsky and Ingram (1984), Reiss and Mitra (1998) and Serwinek (1992), all as cited in Persons (2009). All these studies found no significant relation between length of employment and ethical behaviour.

4.5.4 Religious Affiliation and frequency of attendance

These were also not found to be significant factors affecting the results. In the study Business Ethics and Religion: Religiosity as a predictor of Ethical Awareness among Students Conroy and Emerson (2004) study the impact of religiosity as measured by frequency of church attendance. Religiosity was found to be significantly correlated with ethical perceptions. The findings of this study suggest that the best way to improve ethical attitudes of college students would be to promote active participation in their religion of choice. This did not ring true among the students tested here.

4.6 CONCLUSION

In summary, this study found that teaching business ethics to students did not have any significant effect on their attitudes toward business ethics. It did however raise awareness amongst the students. It is important to bear in mind that the results of such a study are aggregated and the material learned in the course may have made a significant difference to individual students (As evidenced by the learning gains tests).

These findings are not unique and are supported by the studies noted below.

In a study conducted by Nguyen (2008), Ethics Perception: Does teaching make a Difference? It was found that integration of ethics in a Principles of Management course was not effective in causing a student to demonstrate more ethical judgment relating to moral equity or to relativism.

Jewe (2008) reviewed students some of whom had completed an ethics course and some of whom had not. He found that the ethics course was of no significant value in affecting ethical attitudes, but that the real value of such courses may lie in their potential for increasing individual's awareness.

Davis and Welton (1991) concluded that there was no difference in the perceptions of ethical behaviour of students who have attended an ethics course or some formal ethics training and those who have had no formal exposure to ethics. This supports the Lane et al., (1988), as cited in Davis and Welton (1991), assertion that "...there is little empirical evidence to suggest that ethical behaviour and decision making are

enhanced through ethical education.” However it must be noted that this study does not give any indication of what ethics training these students underwent and does admit that ethics education can not be ruled ineffective on the basis of the study.

5.1 FINDINGS

This study, in summary, has found that there was no significant improvement in the attitudes of students toward business ethics. This finding is supported by other studies as discussed in chapter four.

5.2 POSSIBLE REASONS FOR THE LACK OF IMPROVEMENT IN STUDENTS' ATTITUDES TOWARD BUSINESS ETHICS

There are those who believe ethics are a result of how you grew up and can not be learned. I can not accept this view as people we all have the ability to grow and develop in every sphere of our lives. There may however be reasons why this intervention was not as successful as we might have hoped and these possibilities are discussed here.

5.2.1 English Medium Instruction

Students generally at the University of Zululand struggle with English. In most cases it is not the student's mother tongue and the instruction that they have received at school level is insufficient to prepare them for the language requirements that they will face in tertiary education. Later in this chapter extracts from some students' learning journals are given. These extracts serve to prove this concern. I thus believe some students may have struggled with the coursework as well as understanding what was required from them in the assignments, tests, exam and even in these survey questionnaires.

5.2.2 The inclusion of ethics into the Auditing 2 module

Due to the fact that changes could not be made to the B Com. degree grid ethics had to be incorporated into the Auditing 2 module. Although it was lectured for three hours

a week and adequate assessment was performed, the resultant mark only comprised 30% of their auditing 2 result. This I believe caused students to have a casual approach toward the subject. There was poor attendance at lectures and a poor pass rate.

The pass rate was 32% with an average final mark of 41%. This only takes into account students who completed the module.

5.2.3 Class time reduced

A prolonged strike which took place at the beginning of the year also contributed to the poor results attained by students in this course due to lost contact time.

5.2.4 Lecturer inexperience

As this was a first for UniZulu, the lecturer who taught the course was teaching the material for the first time. There may be something to be said for experience and this may have contributed to the poor results.

5.3 DIFFICULTIES EXPERIENCED WITH THE SURVEY INSTRUMENT

Some practical difficulties were encountered with the survey instrument.

- Students may have struggled to correctly interpret the statements made and thus may have responded unsuitably. The difficulties encountered by students with English were discussed above.
- Students, despite being asked to complete the questionnaire carefully and with consideration, still tended to rush through it.
- The instrument may have been too long causing students to lose interest near the end.

5.4 ON THE BRIGHT SIDE

Despite what one could consider disappointing results, it was interesting to note some comments made by students in their learning journals, which were submitted at the end of the semester.

They indicate to me that despite the insignificant improvements in the responses to the questionnaire, there are a large number of students who felt they benefited from learning business ethics.

For the sake of brevity only a few extracts are given here and the identity of the students concerned are kept confidential.

“Ethics is a very interesting and exciting subject especially for professionals. Wishing this information can be broad to enhance the moral actions in most people around the world.”

“I have also learnt that ethics are used in many places which I was not aware of.”

“Learning about ethics has helped me view the world in a broader way, as in I am not the only one living in this world so the choices I make will affect others in one way or another and its best if they affect them in a good and positive way.”

“Breaking the law often starts with unethical behaviour that has gone unnoticed. I had learn a lot about ethics, the important of making sure that my decision must not be a one that benefit me only, but must benefit others too. Respecting other religions and traditions as well. This has made a magnificent change to me as i wasn't concern more about others religions and traditional but know i do see that important. This has change my life knowing that how to treat others in society, workplace,etc.”

“I really disliked Muslims; i believed they are stereotyped, hard-headed, heartless and selfish people who only kill others mostly with bombs without a reason..... Now I know that these people are not as bad as I thought, I lacked knowledge and understanding of their religion.”

“I am an account holder of FNB. Two months ago my mother deposited R130 in my bank account and the bank teller made a mistake and deposited and R1300. When I received the cell phone notification, I immediately run to ATMs and I withdrew the whole amount. The bank immediately made a phone call and when I realized it was them I turned off the phone.

I could imagine what happened to the teller who made the mistake. I did not see anything wrong by then, thinking that it is not a loss to the bank since they are making billions, but the study of ethics has taught me a lot especially about considering the interests of others. I thought of only “me” not for “other” and “good”

Ethics has developed the strong values of honesty and care for others

I was in a dilemma when the sense of ethics was instilled in my mind. I thought of taking it back and thought what if I open a case on any thing

Nevertheless I am now a better person.”

“Then I realized that in order for you to prosper in the profession of Auditors and Chartered Accountants you need to be ethical, if not you will be forced to resign from the profession or you will be removed from the profession.”

“After studying Ethics I realized that even though our religions are different we can all live together in peace and harmony. I can conclude by saying ethics has made me look and understand life better than I did before. Ethics has made me a much better person than I was before.”

“I found all these chapters educational and so much interesting, I have acquired knowledge that has equipped me now and for the future.”

“One day on Friday in our lecture classes of ethics as we were leaving I spotted a calculator that a fellow student had left on the table, during the time I did not have a calculator of my own and I decided that I shall take it for myself. As I was going to take it the law kicked in and I thought to myself would I like it if everyone started doing that and more to the point how would it make me feel if it happened to me, and after that I couldn’t take it thanks to ethics. The old me would have taken it in a heartbeat.”

These statements cause me to not throw the baby out with the bath water and reject the entire idea of teaching ethics, but rather to find better and more effective ways of doing so.

5.5 LIMITATIONS OF THIS STUDY

Several limitations of the present study should be noted. The research design attempts to measure an individual's attitudes toward ethical behaviour, rather than measuring the actual behaviour itself. Longnecker, McKinney and Moore (2004), citing Rest's (1986) framework for ethical decision making, admit that some variables may impact on moral sensitivity, moral judgment and moral intention without affecting moral behaviour. Thus a student's response to the behaviour of others may not be a prediction of his/her own behaviour in the same given situation.

As the study was conducted only at the University of Zululand, the demographics of the study were limited to the students studying at this institution.

98% of these respondents were in the two first age categories. They were under 31 years of age. Thus limiting the study with respect to age.

85% of respondents were from a Christian background and 9% subscribed to African Traditional ethics, thus limiting the study to these religious views.

As discussed above the English ability of these students has posed a challenge and limited the study.

5.6 NEED FOR FURTHER RESEARCH

As significant resources are allocated to the teaching of ethics it would be prudent to conduct further research into the effectiveness thereof.

The purpose of further research would not be to justify no longer teaching ethics, but to develop a standard of best practice in this regard. A study of different methods used in South Africa, and possibly abroad, could be conducted and looked at in correlation with the improvement in student attitudes toward business ethics attained. Consideration could be given to teaching methods, contact time, methods of assessment as well as the credentials of the presenter of the course.

5.7 CONCLUSION

Although this research showed no statistical or practical improvement in students' attitude toward business ethics I believe the teaching thereof at least provides the student with an awareness of the situations she/he may encounter on entering the

business world. It also provides methods for resolution of conflict both internal and external to which the student may later refer.

In this study there were not found to be any significant demographics affecting students' attitudes, however the sample did have certain limitations as discussed above.

We may not have perfected the method, but the goal remains:

South Africa needs ethical leaders if we are to rise as a dominant player in world markets.

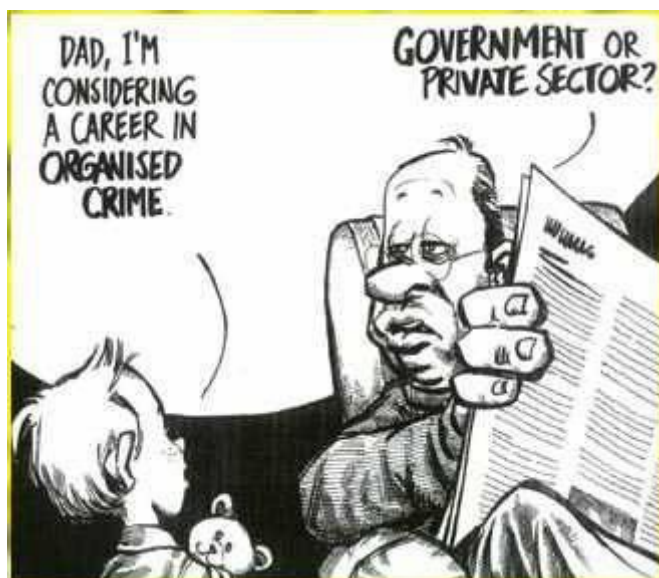
"Africa, the time has come" Mbeki (1998).

"Doing what's right" represents a return to the philosophical underpinnings of capitalism grounded in ethics. The path to operationalizing ethical capitalism requires ethical leadership, not just from the top, but throughout organizations. Over time, ethical leadership fosters and sustains enduring corporate cultures that provide vigilant, self-governing environments, and insist on consistent conduct that meets the highest standards. Seidman (2011).

Universities undoubtedly have a role to play in the shaping of these ethical leaders and we have the profound responsibility of devising ways to achieve this goal.

We can not change the world overnight and we possibly can not even change the views of an entire group, but if we can just create one ethical leader we have made a difference to the world.

In closing may the cartoon below represent a reality of the past as we strive toward an ethical tomorrow.



Source: <http://www.benafrica.org/downloads/Naude,%20Piet.pdf>

APPENDIX A

UNIVERSITY OF ZULULAND COMMERCE ADMINISTRATION AND LAW

Dear Respondent,

M Com Research Project

Researcher: Sharon Fourie Contact number – 035 902 6122

Supervisor: Prof. E Contogiannis Contact number – 035 902 6381

I am a Masters postgraduate student in the Department of Commerce Administration and Law, at the University of Zululand. You are requested to participate in a research project that focuses on *the impact of Business Ethics Education on Attitudes toward Corporate Ethics*.

- ☐ The aim of this study is to determine the effect of ethics training on students' attitudes toward corporate ethics.
- ☐ Through your participation I hope to understand how effective ethics training is. The results of this survey are intended to contribute to development of future ethics training modules and to what extent they should or should not be included in the B Com curriculum.
- ☐ Your participation in this project is voluntary. You may decline to participate or withdraw from the project at any time. There will be no monetary gain from participating in this research project. The Department of Commerce, Administration and Law will maintain confidentiality and anonymity of records, ensuring that no participant is identified in subsequent research reports.
- ☐ If you have any questions or concerns about participating in this study, please contact me or my supervisor at the numbers listed above.
- ☐ It should take you about 20 minutes/s to complete the questionnaire. I hope you will take the time to complete the questionnaire.

Sincerely

Sharon Fourie

The participant can retain this page.

**UNIVERSITY OF ZULULAND
COMMERCE ADMINISTRATION AND LAW**

M Com Research Project

Researcher: Sharon Fourie

Supervisor: Prof. E Contogiannis

CONSENT

I _____
(full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project. I understand that I am at liberty to withdraw from the project at any time, should I so desire. This letter is kept separate from the questionnaire for ethical audit purposes and will not be entered on the data analysis program. You will be identified by means of an assigned respondent number.

Signature of Participant

BUSINESS ETHICS SURVEY

Gender

Male	Female
------	--------

Age

under 21 yrs	22-30 yrs	31-40 yrs	over 40 yrs
--------------	-----------	-----------	-------------

Have you been previously employed?

Full Time	Part Time	Holiday Work	No
-----------	-----------	--------------	----

Religious persuasion

Christian	African Traditional	Muslim	Hindu	Atheist	Other
					Specify _____

I attend religious gatherings

seldom	weekly	more regularly
--------	--------	----------------

Please rate the actions of the individual in the given scenario using the given scale.
Cross the appropriate block.
Please read the questions carefully and answer honestly.

Scenario

In my opinion the behaviour depicted is:

Totally						
	Unacceptable 1	Unacceptable 2	Unsure 3	Acceptable 4	Exemplary 5	
1	An employee who is permitted to use a company vehicle only from home to work each day, uses the vehicle often for private travel.	1	2	3	4	5
2	A doctor, who receives a portion of his fees in cash, reports only half these receipts for tax purposes.	1	2	3	4	5
3	A student submitted a section of a report, downloaded from the internet, as his/her own work.	1	2	3	4	5
4	A student writes his/her friend's exam for her/him.	1	2	3	4	5
5	An auditor, in the course of his/her duties, becomes aware that a key executive of a company in which he/she owns shares is to resign and that the share value will drop as a result. He/she quickly sells his/her shares.	1	2	3	4	5
6	The financial director inflates the stock values in order to avoid income tax in the current financial year because the company is experiencing cash flow difficulties.	1	2	3	4	5
7	An accountant falsifies his/her manager's signature to ensure that a vat return is timeously submitted.	1	2	3	4	5
8	A student struggling in an exam looks at a friend's exam paper.	1	2	3	4	5
9	An accountant uses the company photocopier to copy his child's school assignment.	1	2	3	4	5

10	A group of students exclude a student from their assignment group on the grounds that he/she is HIV positive.	1	2	3	4	5
11	Through a family member who works for a competitor, a struggling sales executive obtains a list of the competitor's clients in order to solicit their business.	1	2	3	4	5
12	A company pays a R350 000 "consulting fee" to a government official, who in turn promises to assist in obtaining a government contract.	1	2	3	4	5
13	A Chief Financial Officer promoted a loyal friend and competent manager instead of a better qualified and more experienced manager with whom he/she had no personal ties.	1	2	3	4	5
14	A salesman exaggerates the benefits of his/her product to a potential customer.	1	2	3	4	5
15	A manager does not permit an HIV positive employee to participate in a three year training programme as he/she believes that the company should not invest in HIV positive staff.	1	2	3	4	5
16	A student, under pressure to outperform a fellow student, suggests that his/her friend studies a portion of the text that he/she knows will not be covered in the exam.	1	2	3	4	5
17	A financial manager refuses a lunch invitation from a bank employee who is trying to solicit their business.	1	2	3	4	5
18	A company uses the internet to sell inferior quality products. As the customer does not actually see the product prior to purchase they are unaware of the quality issues. (The company has a no returns policy.)	1	2	3	4	5
19	An employee downloaded a review of different company's codes of conduct and presented it to the board of directors as his/her own review.	1	2	3	4	5
20	In order to progress toward the employment equity targets of the company a CEO promoted an incompetent African woman into a management position instead of her white co-worker who had both the experience and expertise required.	1	2	3	4	5
21	Because of pressure from his/her boss, a stockbroker recommended an investment to his/her client which he/she did not really consider a good investment.	1	2	3	4	5
22	An employee used his/her office computer to book a family holiday over the internet during his/her lunch hour.	1	2	3	4	5
23	An owner of a small business used an illegal copy of a copyrighted computer software programme as he could not afford to purchase it.	1	2	3	4	5

APPENDIX B : SAICA GUIDLINE

The Pervasive Qualities and Skills

Pervasive Qualities and Skills — A Vital Relationship

The pervasive qualities and skills in The Competency Framework combine with the specific competencies in a vital relationship that result in the competencies that are unique to the CA profession. Together, they combine to produce the technical excellence, integrity, objectivity and commitment to public interest for which the CA profession is known.

CA candidates are expected to demonstrate the highest level of proficiency, *level X*, for all the pervasive qualities and skills described below at entry point to the profession (i.e. after completing all education, professional, training and assessment programmes). See page 11 of this document for more details of how this should be achieved in the academic programme.

IA-Ethical Behaviour and Professionalism

Ethical Behaviour and Professionalism is the first of three categories of the “Pervasive Qualities and Skills”, i.e. those qualities that a CA brings to any task.

Whether recently qualified or highly experienced, all CAs are required to uphold ethical principles and conduct themselves professionally. Acting with integrity, through adherence to these values, is fundamental to the profession’s commitment to excellence and the public interest.

Integrity means acting ethically and honestly, carrying out all work with an objective frame of mind and maintaining independence, both in fact and in appearance, when involved in independent services. Integrity also means that CAs raise and address issues regarding stewardship – that is, the discharge by management of its stewardship responsibilities to those who have provided resources to an entity. CAs monitor whether management is being accountable and honest in addressing issues of stewardship and when making decisions or reporting information.

It is this strong commitment to integrity in everything that CAs do that earns them their reputation for trustworthiness, and the confidence of clients, employers and the public at large. As a result, clients and employers seek to involve CAs in the most significant financial and business decisions that they face.

IA	Ethical Behaviour and Professionalism	Page
IA-1	Protects the public interest	78
IA-2	Acts competently with honesty and integrity	78
IA-3	Carries out work with a desire to exercise due care	78
IA-4	Maintains objectivity and independence	78
IA-5	Avoids conflict of interest	79
IA-6	Protects the confidentiality of information	79
IA-7	Maintains and enhances the profession’s reputation	79
IA-8	Adheres to the rules of professional conduct	79

IA-1 Protects the public interest

For all assignments, adheres to the related standards

Understands the profession's standards of competence and integrity and how these standards serve the public and protect the public interest

Identifies ethical dilemmas in a business or government situation and makes decisions that ensure the public interest is paramount

IA-2 Acts competently with honesty and integrity

Understands and adheres to the profession's standards of competence and integrity

Follows the law and the spirit of the law

Ensures that breaches of an entity's code of conduct and unethical behaviour are reported to a supervisor so that such information is communicated to the appropriate level within the governing body (e.g. board of directors)

Acts honestly

Makes transparent decisions, recognising and accepting responsibility for actions and for the consequences of those decisions

Uses all appropriate internal and/or external resources in resolving ethical dilemmas

IA-3 Carries out work with a desire to exercise due care

Ensures that when carrying out work, the interests of the public, the client and the employer are placed before own self-interest

Preserves the trust inherent in fiduciary relationships with the public at large, the client, the employer and the profession

Prepares information in such a way that the pertinent facts are fairly presented

Interprets information in an objective manner, exercising professional scepticism when required

Makes appropriate ethical judgements based on an understanding of the level of care expected of professional accountants in various situations

IA-4 Maintains objectivity and independence

Understands the principles and rules of objectivity and independence and acts appropriately

Identifies and evaluates threats to objectivity in a proposed activity or decision, and implements suitable safeguards to obviate the threats / reduce the threats to an acceptably low level

Identifies and evaluates threats to independence (both in fact and appearance) and implements safeguards to obviate the threats / reduce the threats to an acceptably low level

IA-5 Avoids conflict of interest

Understands the reasons for avoiding conflict of interest situations and is familiar with the guidelines and laws that have been developed to prevent their occurrence

Consciously avoids real, potential or perceived conflicts of interest

Ensures that the interest of one party is not favoured over that of another

IA-6 Protects the confidentiality of information

Does not divulge or exploit confidential information

Protects against the accidental distribution of confidential information

IA-7 Maintains and enhances the profession's reputation

Performs work to a high standard of quality

Understands the role of the profession within the economic and social environment of South Africa and the region

Understands the structure of the profession, the services which it provides to members and the requirements for membership

Contributes to the enhancement of the profession's image

Promotes the profession

Practises professional courtesy

IA-8 Adheres to the rules of professional conduct

Abides by the Codes of Professional Conduct of the South African Institute of Chartered Accountants (SAICA) and, if applicable, the Independent Regulatory Board for Auditors (IRBA)

Refrains from improper conduct as defined in the SAICA By-laws and, if applicable, the IRBA Disciplinary Rules

Abides by the code of ethics implemented by an employer

In South Africa we are thus given in-depth guidance on what should be taught. There is also a guide on the teaching of ethics supplied by SAICA, which gives more detail of course content and design.

Section 1: Introduction to applied ethics (four weeks)**Outcomes**

- 1 A sound introductory understanding of the ethical dimension of individual and social life in the context of cultural diversity.
- 2 A basic grasp of selected ethical theories and their relevance to business and professional ethical issues.
- 3 The ability to link case material with ethical knowledge and theory.
- 4 The ability to use ethical decision-making strategies, e.g. in relation to case studies.

Section 2: Business ethics (four weeks)**Outcomes**

- | |
|---|
| <ol style="list-style-type: none">1. An introductory understanding of selected, large-scale, socio-economic ethical issues relevant to the business world and professional practice.2. An introductory understanding of selected issues and approaches to business ethics in South Africa and internationally.3. Knowledge and basic skills relating to the nature of organisations and management in ethical perspective.4. The ability to link the above competencies and knowledge with case studies. |
|---|

Section 3: Ethics and accountancy (four weeks)

<p><i>Outcomes</i></p> <ol style="list-style-type: none">1 Knowledge of the nature of professionalism in general and of its ethical aspects.2 Understanding of the purpose, structures and contents of selected codes of ethics from business and the professions.3 A basic knowledge of main ethical issues and aspects of the accountancy profession.4 An ability to analyse case studies from the accountancy profession in relation to decision making and comparative and diversity ethics (where appropriate) and ethical theories, and to propose solutions to the ethical issues they involve.
--

APPENDIX C : COURSE OUTLINE

UNIVERSITY OF ZULULAND

Faculty of Commerce, Administration & Law

Subject: Ethics for Accountants and Auditors

Programme Codes: CADEG1/CBDEG1

Programme:
BCom (Accounting) and
BCom (General)

Subject Code:
Included in CAUD 201

NQF level: 7
(HEQF
Oct2007)

Credits: 8



Learning Guide 2011

TABLE OF CONTENTS

No	Content	Page
SECTION A – ORGANISATIONAL COMPONENT		
1.	Study field	3
2.	Purpose of the module	3
3.	Themes	3
4.	Value to learner	3
5.	Study methods / techniques	3
6.	Syllabi	4-11
7.	Work schedule – planning	12
8.	Guidelines – Use of learning guide	13
9.	Prescribed books / other resources	13
10.	Recommended additional resources	13
11.	Study assistance – learner support	13
12.	Facilitator / Lecturer assistance	14
13.	Notional hours	14
14.	Tests – Dates, times and venues	14
15.	Project dates	15
16.	Time table	15
17.	Assessment guidelines	15
SECTION B – LEARNING COMPONENTS		
1.	Introduction to subject	16
2.	Roles and responsibilities	16
3.	Modules and titles / Learning units and titles	17-27
4.	Concept / term clarification	28
5.	Fundamental, core & elective	28
6.	Self-directed learning	28
7.	Problem based learning	28
8.	Recent up-to-date	28
9.	Relevance / market orientation	28
10.	Applicable level	28
11.	Career – focused (practical)	28
12.	Course content	29
13.	Sick test/exam application	
14.	Exam papers 2007 (modules1-4)	
15.	Current publication extracts	

SECTION A – ORGANISATIONAL COMPONENT

NQF structural requirements of the particular module

1. STUDY FIELD

Education Training and Development – Higher Education

2. PURPOSE OF THE MODULE

At the end of this subject the student should have an advanced knowledge of Ethics within the fields of accounting and auditing.

3. THEMES

- 1. Principles of ethics**
- 2. Business ethics**
- 3. Professional ethics**

4. VALUE TO LEARNER

At the end of this subject the student should have knowledge of the theory of ethics as well as an insight into the application thereof. Ethics. The student will have an enhanced ability to solve ethical dilemmas faced by the business world.

5. STUDY METHODS / TECHNIQUES

The student is required to work through the theory section of the principle under review.

The work will then be assessed by answering the following types of questions:

Questions for discussion (from prescribed handbook)	long questions, self study, facilitator will review some of the questions
Current events in the business world (from current media)	Facilitator will discuss in class
Questions IM	long questions, self study, facilitator will review the questions given out in class

6. SYLLABI

Instructional offering	Ethics for Accountants and Auditors
Subject code (SAPSE code)	
Examination	Incorporated into Auditing 2 paper
Prerequisite subjects	None
Credits	8
NQF level	7
Type of learning	Core
Notional learning hours	80

TOPIC	Credits	Notional Hours
1. Principles of Ethics	3	30
1a. Key concepts in business and professional ethics	0.5	5
1b. Value systems in South Africa	0.5	5
1c. Philosophical foundations of ethics	0.5	5
1d. Ethical decision-making	0.5	5
1e. Resolving ethical dilemmas	0.5	5
1f. Using ethical skills and insights	0.5	5
2. Business Ethics	2.5	25
2a. Macro-ethics	0.5	5
2b. The modern corporation and its moral obligations	0.5	5
2c. Corporate governance	0.5	5
2d. Managing ethics	0.5	5
2e. Case studies	0.5	5
3. Professional ethics	2.5	25
3a. Accountants and auditors as professionals	1	10
3b. Codes of professional ethics	1	10
3c. Case studies	0.5	5
Total	8	80

7. WORK SCHEDULE – PLANNING

The following program planning schedule will be adhered to during the semester. It will be expected from students to familiarise themselves with the work before every facilitation session.

WEEK	UNIT
1	Introduction
2	1a. Key concepts in business and professional ethics
3	1b. Value systems in South Africa
4	1c. Philosophical foundations of ethics
5	1d. Ethical decision-making
6	1e. Resolving ethical dilemmas
7	1f. Using ethical skills and insights
8	2a. Macro-ethics
	2b. The modern corporation and its moral obligations
Holiday	
1	2c. Corporate governance
2	2d. Managing ethics
3	2e. Case studies
4	3a. Accountants and auditors as professionals
5	3b. Codes of professional ethics
6	3c. Case studies
7	Revision
Holiday	

The above timetable may be amended at any time at the discretion of the facilitator.

8. GUIDELINES – USE OF LEARNER GUIDE

Purpose of the learning guide

This learning guide serves as an instrument for preparation and will provide you with a complete picture of the course and prescribed syllabus. The course is subdivided into units to enable you to plan your academic preparation and follow the systematic completion of the syllabus.

How to use the learning guide

This learning guide serves as an instrument of preparation for the learner. Each unit will guide the learner in terms of:

- Specific outcomes of the unit,
- Assessment criteria,
- Chapter in the prescribed book, and
- Assignments on the chapter.

9. PRESCRIBED BOOKS / OTHER RESOURCES

Ethics for Accountants and Auditors Rossouw, et al. 2009. 2nd Edition Oxford and supplementary notes and solutions supplied by the lecturer

SAICA Code of Professional Conduct

10. RECOMMENDED ADDITIONAL RESOURCES

Read as many magazines as you can on a daily and weekly basis. You must try to keep track with what is happening in the business world.

The following is recommended: Accountancy SA, Business Day, Finance Week, Financial Mail, Succeed, Business sections of daily newspapers.

Business Ethics, Shaw 7th Edition Wadsworth Cengage learning

11. STUDY ASSISTANCE – LEARNER SUPPORT

The facilitator may be consulted during consulting hours for subject assistance. An appointment needs to be made for any consultation outside the hours.

12. FACILITATOR / LECTURER ASSISTANCE

Facilitator

Subject head: Mrs S Fourie
Facilitator: Mrs S Fourie
Office: D Block Room 221
e-mail: sfourie@pan.uzulu.ac.za

Consulting hours:

You may personally consult the facilitator in her office during specified consultation hours. These hours are stated on the door.

13. NOTIONAL HOURS

TOPIC	Notional Hours
1. Principles of Ethics	30
2. Business Ethics	25
3. Professional ethics	25
Total	80

14. TESTS – DATES, TIMES & VENUES

The tests are as follows:

Semester1 Test 1
 Assignment 1 Due 1 April
 Assignment 2 Due 1 May
 Exam
 Sick exam
Dates to be advised.

15. PROJECT DATES

Homework and assignments will be given out regularly by the facilitator and it is the responsibility of the student to ensure his/her class attendance in order to review answers to the homework/assignment.

16. TIME TABLE

The times and venues for scheduled class will be advertised at the beginning of each term.

17. ASSESSMENT GUIDELINES

Assessment will be included in Auditing 2. One test of 1 hour will be written during the semester. The test weighs 5% of the final semester mark. The two assignments weigh 10% and the final exam 15% of a student's final semester mark. This constitutes a total of 30% of the Auditing 2 mark.

Students are responsible for ensuring that they are aware of and understand the various means of evaluation for each of the subjects for which they are registered.

- Please note that once you've been granted a re-evaluation, sickness- or special evaluation, no additional evaluation will be granted.
- The minimum pass mark per subject is 50%.
- It is the duty of every student to ensure that he/she is fully aware of dates, times and venues of evaluation.
- Re-evaluation
 - Immediately after the official evaluation, an official supplementary re-evaluation will be granted to all students who have achieved a final result of 45% or above.
 - A final mark of 50% only will be awarded if the candidate passes the re-evaluation.
 - The particulars of students who qualify for a re-evaluation will be published on the door of office 221.
 - It is the responsibility of the student to acquaint him/herself of such a summons to re-evaluation, the date, time and venue. This university accepts no responsibility/ liability in this regard.
- Sickness and special evaluations

Application for sickness and special evaluations must be made within one (1) working day after the evaluation or the date on which the evaluation item should have been submitted. The application must be supported by a medical report or other suitable proof. [The medical report must be dated on or before the date of evaluation.]

LEARNING COMPONENT

Structure of learner guide

1. INTRODUCTION TO SUBJECT

Welcome to Ethics for Accountants and Auditors. I trust that you will complete this course successfully and find it exciting and stimulating while doing so. The aim of this subject is to provide an overview and explain the principles involved in making ethically acceptable decisions. And to facilitate the understanding that ethical maturity is an ongoing process.

Ethics are defined as that branch of philosophy dealing with values relating to human conduct, with respect to the rightness and wrongness of certain actions and to the goodness and badness of the motives and ends of such actions. Business ethics is thus concerned with the study of what constitutes right and wrong (or good and bad) human conduct in a business context.

It is worth noting that ethics must be distinguished from etiquette and from law. An action that is not ethical may still be lawful and one that is considered poor etiquette may still be ethical. The converse applies too: a non-ethical action may still be conducted in a manner which is socially polite (good etiquette) and an action which is lawful may not be ethical. Thus descriptions of these terms are required.

Etiquette refers to the norms of correct conduct in polite society, social behaviour or courtesy. Law on the other hand can be categorised as statutes, regulations, common law and constitutional law.

1.1.1 2. ROLES AND RESPONSIBILITIES

- **Attendance of class**

The importance of class attendance and participation in class as well as preparation and execution of homework can not be emphasised enough. Theory, solutions to homework and additional exercises will be discussed in class.

Unfortunately the facilitator will not repeat (during consultation hours) any lectures missed by the learner because of poor class attendance nor lend notes or transparencies to learners. If you fail to attend class, it will be your responsibility to obtain relevant information from fellow learners.

STAYING AWAY FROM CLASS IS A GUARANTEED RECIPE FOR FAILURE. Should you fail to attend class, it will be **YOUR** responsibility to obtain relevant information from fellow learners.

- **Punctuality**

Be punctual for class – being late is a definite characteristic of an irresponsible individual, and creates a spirit of sloppiness.

- **Tests**

A test, two assignments and one exam will be written.

- **Class behaviour**

The facilitator is in charge of the orderly conduct of the class at all times and may exclude a student who does not comply with a reasonable request in this regard

Cell phones must be switched off at all times!

3. MODULES AND TITLES / LEARNING UNITS AND TITLES

Unit and Specific outcome	Assessment criteria	Notional hours
1. Principles of Ethics		30
1a. Key concepts in business and professional ethics		5
<ul style="list-style-type: none"> • Become familiar with the major terms involved in ethics and business ethics in particular • Identify the three levels of business at which ethics is evaluated and the core issues involved • Gain insight into why ethics is necessary on the personal and organisational level • Distinguish between ‘morality’ and ‘legality’ • Indicate why professional ethics and professional virtues are important. 	<ul style="list-style-type: none"> • Define the major terms involved in ethics and business ethics in particular • Discuss the three levels of business at which ethics is evaluated and the core issues involved • Discuss why ethics is necessary on the personal and organisational level • Distinguish between ‘morality’ and ‘legality’ • Discuss why professional ethics and professional virtues are important. 	
1b. Value systems in South Africa		5
<ul style="list-style-type: none"> • Understanding of South Africa’s dominant value systems and their influence • Gain greater sensitivity to cultural diversity • Gain insight into both shared ethical values and differences • Motivation to find ways to manage cultural differences • Motivation to find ways to learn more about other cultures. 	<ul style="list-style-type: none"> • Discuss South Africa’s dominant value systems and their influence • Demonstrate greater sensitivity to cultural diversity in the workplace • Discuss shared ethical values and differences • Discuss how to manage cultural differences 	

1c. Philosophical foundations of ethics

5

- Distinguish between virtue ethics, deontological ethics, and utilitarian ethics
- Apply above three theories to specific auditing and accounting cases.
- Discuss virtue ethics, deontological ethics, and utilitarian ethics
- Apply above three theories to specific auditing and accounting cases.

1d. Ethical decision-making

5

- Identify the importance of making ethically sound decisions in business
- Generate options for consideration
- Consider the legality of decisions
- Assess decisions in terms of organisational ethical standards
- Determine the potential impact on stakeholders
- Apply the disclosure test.
- Discuss the importance of making ethically sound decisions in business
- Generate options for consideration
- Discuss the legality of decisions
- Assess decisions in terms of organisational ethical standards
- Determine and discuss the potential impact on stakeholders
- Apply the disclosure test.

1e. Resolving ethical dilemmas

5

- Identify personal and social dilemmas and negative and positive concerns within each
- Apply the RIMS strategy to dissolve such dilemmas despite moral dissensus
- Evaluate arguments to be included in RIMS process
- Generate solutions to moral dilemmas.
- Discuss identified personal and social dilemmas and negative and positive concerns within each
- Apply the RIMS strategy to dissolve such dilemmas despite moral dissensus
- Evaluate and discuss arguments to be included in RIMS process
- Generate solutions to moral dilemmas.

1f. Using ethical skills and insights

5

- Apply ethical concepts to professional and business activities
- Utilise philosophical theories to judge morality of professional and business opportunities
- Link relevant value systems to professional and business decisions
- Use the RIMS method of resolving ethical dilemmas
- Reach sound ethical conclusions in connection with professional and business decisions.
- Discuss ethical concepts when applied to professional and business activities
- Demonstrate the use of philosophical theories to judge morality of professional and business opportunities
- Link relevant value systems to professional and business decisions
- Use the RIMS method of resolving ethical dilemmas
- Reach sound ethical conclusions in connection with professional and business decisions.

2. Business Ethics

25

2a. Macro-ethics

5

- Understand enterprise in the context of a larger ethical framework
- Discuss enterprise in the context of a larger ethical framework

- Analyse capitalism and its constitutive elements
- Evaluate theories of justice and distribution.

- Explain capitalism and its constitutive elements
- Discuss the theories of justice and distribution.

2b. The modern corporation and its moral obligations

5

- Understand why issue of moral nature of corporation is prominent
- Critique corporate social responsibility
- Discuss moral agency
- Evaluate strands of stakeholder theory.

- Discuss why the moral nature of a corporation is prominent
- Discuss corporate social responsibility
- Discuss moral agency
- Discuss strands of stakeholder theory.

2c. Corporate governance

5

- The influence on ethical conduct of control
- Importance of governance
- Two agencies of control – shareholders & the board and board & management
- Theory and reality of governance
- Issues for participants in the governance process
- Alternative stakeholder model
- The King Committee in South Africa
- Importance of corporate disclosures
- Role of accounting and auditing professions.

- Discuss the influence of control on ethical conduct
- Discuss the importance of governance
- Explain the two agencies of control – shareholders & the board and board & management
- Discuss the theory and reality of governance
- Discuss the issues for participants in the governance process
- Discuss an alternative stakeholder model
- Show an awareness of The King Committee in South Africa
- Explain the importance of corporate disclosures
- Evaluate the role of accounting and auditing professions.

2d. Managing ethics

5

- Understanding of role of governance ethics in accounting and auditing professions
- Insight into the process of ethics risk analysis and various codes of ethics
- Analysis of the institutionalisation of ethics on strategic and systems level of organisations
- Insight into the principles and objectives that guide socio-ethical reporting.

- Discuss the role of governance ethics in accounting and auditing professions
- Discuss the process of ethics risk analysis and various codes of ethics
- Analysis of the institutionalisation of ethics on strategic and systems level of organisations
- Show insight into the principles and objectives that guide socio-ethical reporting.

2e. Case studies

5

- Gain an awareness that a wide variety

- Discuss the wide variety of potential moral

of potential moral problems and conflicts exist in business

- Business professionals need to be aware of and be familiar with these issues so sensitivity to moral aspect of own work increases, and skills needed to analyse such problems are developed
- Case study examples provided herein range from fraud and cheating, HIV/AIDS and affirmative action, to expense accounts, gift-receiving and whistle blowing.

problems and conflicts that exist in business

- Show an awareness with these issues so sensitivity to moral aspect of own work increases, and skills needed to analyse such problems are developed
- Show an ability to analyse and discuss the case study examples provided.

3. Professional ethics

25

3a. Accountants and auditors as professionals

10

- Difference between personal, business & professional ethics and the concepts of 'profession' and 'professionalism'
- Study the background and development of professions
- Learn the characteristics that distinguish professional from non-professional occupations
- See accountants and auditors as members of a profession
- Dimensions of professionalism specifically within the accounting and auditing professions
- Study 'Licensing'
- Investigate key roles of the professional accountancy bodies in South Africa
- Awareness of the major scandals that have affected the accounting and auditing professions in recent years.
- Discuss the difference between personal, business & professional ethics and the concepts of 'profession' and 'professionalism'
- Discuss the background and development of professions
- Discuss the characteristics that distinguish professional from non-professional occupations
- Show awareness that accountants and auditors are members of a profession
- Discuss dimensions of professionalism specifically within the accounting and auditing professions
- Discuss 'Licensing'
- List key roles of the professional accountancy bodies in South Africa
- Discuss the major scandals that have affected the accounting and auditing professions in recent years.

3b. Codes of professional ethics

10

- Study the content and purpose of a code of professional ethics
- Read the 'Conceptual framework approach' adopted by the IFAC Code of Ethics for Professional Accountants
- Review the construction of SAICA's Code of Professional Conduct
- Investigate the fundamental principles of 'integrity', 'professional competence and due care' and 'objectivity/ independence'
- Display an understanding of the content and purpose of a code of professional ethics
- Discuss the 'Conceptual framework approach' adopted by the IFAC Code of Ethics for Professional Accountants
- Show an understanding of the Construction of SAICA's Code of Professional Conduct
- Discuss the fundamental principles of 'integrity', 'professional competence and due care' and 'objectivity/ independence'

- Debate self-regulation of a profession vs government oversight.

- Debate self-regulation of a profession vs government oversight.

3c. Case studies

5

- Integrate knowledge of ethics in general to particular ethics of accounting
- Apply this knowledge and understanding to real-life situations
- Develop solutions to ethical dilemmas that enhance relationships with others.

- Integrate knowledge of ethics in general to particular ethics of accounting
- Apply this knowledge and understanding to real-life situations and discuss
- Develop and discuss solutions to ethical dilemmas that enhance relationships with others.

Total

80

4. CONCEPT / TERM CLARIFICATION

At the beginning of each, the necessary theory and term classification is explained.

5. FUNDAMENTAL, CORE & ELECTIVE LEARNING

This subject constitutes **CORE** learning.

6. SELF – DIRECTED LEARNING

It is expected of the student to work through the theory on their own, and answer the self assessment questions through-out the text.

7. PROBLEM BASED LEARNING

Students are expected to master this subject by utilising all resources of learning.

8. RECENT, UP-TO-DATE

This learning guide was compiled in 2011, and will be revised annually.

9. RELEVANCE / MARKET ORIENTATION

“The simple step of a simple courageous man is not to take part in the lie, not to support deceit. Let the lie come into the world, even dominate the world, but not through me.”

Alexander Solzhenitsyn, quoted in Pitfalls of Practical Ethics

As our country requires ethical leaders it is imperative that such leaders are developed. A course in ethics is one tool to bring us to a higher level of ethical maturity.

10. APPLICABLE LEVEL

This is a second year course and there are no specific prerequisite courses.

11. CAREER – FOCUSED (PRACTICAL)

This subject is a part of the B-Com accounting degree, which is the basis of the CA (SA) qualification. In order for SAICA to accredit a B-Com degree this subject must be taught. During their semester students become familiar with the theory behind ethics and will enhance their ability to be tomorrow’s responsible leaders.

12. COURSE CONTENT

Source	Unit	Theme	Assessment questions	
Rossouw - Chapter 1- 6	1)	Principles of Ethics		All questions in the text and at the end of each chapter
Rossouw - Chapter 7-11	2)	Business Ethics		All questions in the text and at the end of each chapter.
Rossouw - Chapter 12-14	3)	Professional ethics		All questions in the text and at the end of each chapter.

APPLICATION TO WRITE SPECIAL / SICK EXAM

THIS APPLICATION MUST REACH THE LECTURER NO LATER THAN **ONE DAY** AFTER THE TEST WAS WRITTEN!

I would hereby like to inform Mrs Fourie that I was unable to write exam/test written on the _____ 2011.

I was unable to write the test as (REASON FOR ABSENCE):

My details are as follows:

Student number: _____

Surname and initials: _____

I hereby apply to write the special / sick test.

Herewith attached is a doctor's certificate or other verification as proof of my absenteeism from the test (**NO APPLICATION WILL BE CONSIDERED UNLESS SUCH DOCUMENTATION IS ATTACHED**).

I declare that this is a bona fide application and that the certificate/letter attached is a true document.

SIGNATURE: _____

DATE: _____

REFERENCES

- ANOVA Calculator [Online]. Available at:
<http://danielsopper.com/statcalc3/calc.aspx?id=43> [Accessed 16/08/2011].
- Brownlee, K. A. (1960). *Statistical Theory and Methodology in Science and Engineering*. New York: John Wiley.
- Cagle, J.A.B. et al., 2008. Using ethics vignettes in introductory finance classes: impact on ethical perceptions of undergraduate business students. *Journal of Education for Business*, November/December 2008:76-83.
- Colorado State University [Online]. Available at:
<http://writing.colostate.edu/guides/research/survey/com2d1.cfm> [Accessed 05/09/2011].
- Conroy, S.J. & Emerson T.L.N., 2004. Business ethics and religion: religiosity as a predictor of ethical awareness among students. *Journal of Business Ethics*, [Online]. 50(4):383-396. Available at: Jstor <http://www.jstor.org/stable/25075204> [Accessed 22/04/2010].
- Crane, F.G., 2004. The teaching of business ethics: an imperative at business schools. *Journal of Education for Business*, January/February 2004:149-151.
- Crime Statistics 2008/9 Minister of Police briefing. 22/09/2009. [Online], Available at: <http://www.pmg.org.za/briefing/2009> [Accessed 27/05/2010].
- Davis, J.R. & Welton, R.E., 1991. Professional ethics: business students' perceptions. *Journal of Business Ethics*, [Online]. 10(6):451-463. Available at: Jstor <http://www.jstor.org/stable/25072173> [Accessed 22/04/2010].
- Dellaportas, S., 2006. Making a difference with a discrete course on accounting ethics, *Journal of Business Ethics*, [Online]. 65(4), pp391-404. Available at: Jstor <http://www.jstor.org/stable/25123801> [Accessed 23/04/2010].
- Ethics Education in Business Schools: Report of the Ethics Education Task Force to AACSB International's Board of Directors, 2004.
- Faria, A. J. & Nulsen, R., 1996. Business simulation games: current usage levels a ten year update. *Developments in business simulation & experiential exercises*, [Online]. 23. Available at: <http://www.sbaweb.wayne.edu/absel/bkl/vol16/16aj.pdf> [Accessed 30/07/2010].
- Fraedrich, J., Ferrell, O.C., Ferrell, L., 2011. *Ethical Decision Making for Business International Edition*, 8th Edition. United States of America: South-Western Cengage Learning.
- Frank, G., Ofobike, E. & Gradisher, S., 2010. Teaching business ethics: a quandary for accounting educators. *Journal of Education for Business*, 85:132-138.

Friedland, J.,2009. Where business meets philosophy: the matter of ethics. *Chronical of Higher Education*, 56(12), pp26-27. Available at <http://search.ebscohost/45230917> [Accessed 20/04/2010].

Gautschi, F.H. & Jones, T.M.,1998. Enhancing the ability of business students to recognise ethical issues: an empirical assessment of the effectiveness of a course in business ethics. *Journal of Business Ethics*, [Online].17(2), pp205-216. Available at: Jstor <http://www.jstor.org/stable/25073069> [Accessed 23/04/2010].

Haas, A. 2005, Now is the time for ethics in education. *The CPA Journal*, [Online].605, p66. Available at <http://www.nysscpa.org/printversions/cpaj/2005/605/p66.htm> [Accessed 3/8/2010].

Jewe, R.D., 2008. Do business ethics courses work? The effectiveness of business ethics education: an empirical study. *The Journal of Global Business Issues*, Conference Edition 2008:1-6.

Kreyhmeyer, D.,2007. Teaching business ethics: a critical need. *Business Week*, [Online].10/26/2007:4. Available at <http://search.ebscohost/27296542> [Accessed 20/04/2010].

Lee, N. with Lings, I.,2008. *Doing Business Research: a guide to theory and practice*. London: Sage.

Longenecker, Justin. G., McKinney, Joseph A. & Moore, Carlos. W., 2004. Religious Intensity, Evangelical Christianity, and Business Ethics: An Empirical Study. *Journal of Business Ethics*, [Online].55:373-386. Available at: Jstor <http://www.jstor.org/stable/25123358> [Accessed 29/09/2011].

Mandela,N., 1995. Address of president Nelson Mandela on the occasion of the opening of the second session of the democratic parliament, [Online], Available at: <http://www.anc.org.za/ancdocs/history/mandela/1995/sp950217.html> [Accessed 21/07/2010].

Marx, B. 2010. Ethics and governance: evolving responsibilities for audit committees resulting from the credit crunch.

Mbeki, Thabo., 1998. *Africa: the time has come: selected speeches*. Cape Town Tafelberg.

Mintz, Steven. M. & Morris, Roselyn. E., 2008. *Ethical Obligations and Decision Making in Accounting: text and cases*. New York:McGraw-Hill Irwin.

Molyneaux, D., 2004. After Anderson: an experience of intergrating ethics into undergraduate accountancy education. *Journal of Business Ethics*, [Online].54(4):385-398. Available at: Jstor <http://www.jstor.org/stable/25123358> [Accessed 23/04/2010].

Moore, G., 2004. Business ethics in the curriculum: of strategies deliberate and emergent. *Journal of Business Ethics*, [Online].54(4):319-321. Available at: Jstor <http://www.jstor.org/stable/25123352> [Accessed 22/04/2010].

Nguyen, N.T. et al., 2008, Ethics perception: does teaching make a difference?. *Journal of Education for Business*, November/December 2008:66-75.

Nicholson, C.Y. & DeMoss, M.,2009. Teaching ethics and social responsibility: an evaluation of undergraduate business education at the discipline level. *Journal of Education for Business*, March/April 2009:213-218.

Park, H., 1998. Can business ethics be taught?: a new model of business ethics education. *Journal of Business Ethics*, [Online].17(9/10):965-977. Available at: Jstor <http://www.jstor.org/stable/25073927> [Accessed 22/04/2010].

Persons, O., 2009, Using a corporate code of ethics to assess students' ethicality: implications for business education. *Journal of Education for Business*, July/August 2009:357-366.

Qing, L., 2007. Mathematics, Science, and Technology in Secondary Schools: Do Gender and Religion Make a Difference? *Canadian Journal of Learning and Technology*, [Online].33(1). Available at: <http://www.cjlt.ca/index.php/cjlt/article/viewArticle/21/19> [Accessed 07/02/2011].

Research Report on Corruption in the South African Private Sector 2006, [Online], Available at: <http://www.business-anti-corruption.com/country-profile> [Accessed 27/05/2010].

Richards, C., 1999. The transient effects of limited ethics training. *Journal of Education for Business*, July/August 1999:332-334.

Ritter, B. A., 2006. Can business ethics be trained? A study of the ethical decision making process in business students. *Journal of Business Ethics*, [Online].68(2):153-164. Available at: Jstor <http://www.jstor.org/stable/25123904> [Accessed 23/04/2010].

Rossouw, D. du Plessis, C. Prinsloo, D. & Prozesky, M., 2009. *Ethics for Accountants and Auditors*. 2nd ed. Cape Town: Oxford University Press.

Rossouw, G.J., 1997. Business ethics in South Africa. *Journal of Business Ethics*, 16: 1539-1547.

Roxas, M.L. & Stoneback, J.Y., 2004. The importance of gender across cultures in ethical decision-making. *Journal of Business Ethics*, [Online].50(2):149-165. Available at: Jstor <http://www.jstor.org/stable/25123203> [Accessed 22/04/2010].

Ruegger, D. & King, E.W., 1992. A study of the effect of age and gender upon student business ethics. *Journal of Business Ethics*, [Online].11(3):179-186. Available at: Jstor <http://www.jstor.org/stable/25072262> [Accessed 22/04/2010].

SAICA. 2009. SAICA Handbook. Pietermaritzburg: LexisNexis.

Sample Learning Gains Score Calculation [Online]. Available at: <http://www.oc.edu/.../Instructions for learning gains scores.doc> [Accessed 12/08/2011]

Schonsheck, J., 2009. Pillars of virtue. BizEd, May/June 2009:46-49.

Schumann, P. L. & Anderson, P. H. & Scott, T. W., 1996. Introducing ethical dilemmas into computer-based simulation exercises to teach business ethics. *Developments in business simulation & experiential exercises*, [Online].23. Available at: <http://www.sbaweb.wayne.edu/absel/bkl/vol23/23al.pdf> [Accessed 30/07/2010].

Schumann, P.L., Anderson, P.H., Timothy, S.W., 1996. Introducing ethical dilemmas into computer-based simulation exercises to teach business ethics. *Developments in business simulation and experiential exercises*, , [Online].23:74-80. Available at: [sbaweb.wayne.edu/zasel/bk/vol23/23al.pdf](http://www.sbaweb.wayne.edu/zasel/bk/vol23/23al.pdf) [Accessed 30/07/2010].

Seidman, D. Thw case for ethical leadership. [Online]. Available at: <http://www.1rn.com/the-case-for-ethical-leadership.html> [Accessed 29/09/2011].

Shaw, William. H.,2011. *Business Ethics*.7th ed. Boston:Wadsworth Cengage Learning.

Shuttleworth, M., 2009. Pretest-Post-test Designs and Solomon Four Group Design. *Experiment-Resources.com*, , [Online]. Available at: <http://www.experiment-resources.com> [Accessed 21/07/2010].

Sims, R.R. & Felton, E.L. Jr., 2006, Designing and delivering business ethics teaching and learning. *Journal of Business Ethics*, [Online].63(3):297-312. Available at: Jstor <http://www.jstor.org/stable/25123710> [Accessed 23/04/2010].

Smyth, L.S. et al, 2009. Students' perceptions of business ethics: using cheating as a surrogate for business situations. *Journal of Education for Business*, March/April 2009:229-238.

Solomons Four Group Design [Online]. Available at: <http://www.experiment-resources.com/solomon-four-group-design.html> [Accessed 21/07/2010].

Solzhenitsyn, Alexander. [Online]. Available at: <http://www.dedicatio.com/quote/4656> [Accessed 13/11/2011].

South Africa Country Profile, [Online], Available at: <http://www.business-anti-corruption.com/country-profile> [Accessed 27/05/2010].

SPSS FAQ: What does Cronbach's Alpha mean? [Online]. Available at: <http://www.ats.ucla.edu/stat/spss/faq/alpha.html> [Accessed 26/07/2011].

Statistics – Introduction to Basic Concepts [Online]. Available at: <http://bobhall.tamu.edu/FiniteMath/Module8/Introduction.html> [Accessed 12/08/2011].

StatSoft Electronic Statistics Textbook [Online]. Available at:
<http://www.statsoft.com/textbook/> [Accessed 14/10/2011].

The Prism Guide to Interpreting Statistical Results [Online]. Available at:
<http://graphpad.com/articles/interpret.htm> [Accessed 1/09/2011].

Trevino, L.K., 1992. Moral reasoning and business ethics: implications for research, education and management. *Journal of Business Ethics*, [Online].11(5/6):445-459.
Available at: Jstor <http://www.jstor.org/stable/25072293> [Accessed 22/04/2010].

University of Zululand, 2010. Faculty of Commerce, Administration and Law, Auditing Learning Guide 2010.

University of Zululand, 2011. Faculty of Commerce, Administration and Law, Ethics for Accountants and Auditors Learning Guide 2011.

University of Zululand, 2011. Faculty of Commerce, Administration and Law, Ethics for Accountants and Auditors Learning Journals 2011. Student Submissions.

Welch, J., Welch, S., 2005. *Winning* 1st edition, United States of America Harper Colins Publishers.

Weber, J., 1990. Measuring the impact of teaching ethics to future managers: a review, assessment, and recommendations. *Journal of Business Ethics*, [Online].9(3):183-190.
Available at: Jstor <http://www.jstor.org/stable/25072023> [Accessed 22/04/2010].

Winfield, J., Ethics is for everyone. *Accountancy SA*, March 2010.