The Unique Effect of Dynamic Motivation and Different Perception of Organizational Politics on Students' Ethics

Setyabudi Indartono, Email: setyabudi_indartono@uny.ac.id
Universitas Negeri Yogyakarta, Indonesia

Abstract

Although scholars coincide with the need to support higher education students toward higher levels of ethics, their findings lack dynamic individual behavior and environmental influence. Students' motive and their perception of external dynamics are closely to react to their ethical behavior. Various education systems and technologies are believed to boost students' ethics behaviors differently. This Study investigates the effect of Motivation and Perception of Organizational Politics on Students' Ethics. It is employed by 2375 higher educations' students. This study expected that students' motivation and their perception of organizational politics have a significant unique effect on their ethics. Multiple regressions are used to analyze the data. The better ethical behavior of the student is shown by a student with higher motivation and perceives less political behavior at school. The unique findings show that motivation able to strengthens the effect of perception of organizational politics on their ethical behavior, and perception of organizational politics strengthen the effect of students' motivation on their ethical behavior. Implications and future research are discussed.

Keywords: Motivation, POP, Students' Ethics, Systems and Technology
JEL: I23, D74, D91

Biographical Statement
Setyabudi Indartono is an Associate professor of Strategic HRM at Yogyakarta State University, with 16 years experienced with 50s academic publications. His research interest is in the dynamic HR behavioral issues.

Introduction

Scholars believe that students 'cheating behavior at school have a significant effect on their unethical behavior at work (Ballantine, Guo, & Larres, 2016; Beekun, R. I., Alayoğlu, N., Öztürk, A. O., Babacan, M., & Westerman, 2017; A. L. Christensen, Cote, & Latham, 2016; Lawson, 2004; Massey, 2017). The ill services in the business world are reflected by dishonest students graduating and entering the workplace with a set of dubious ethical values. They with poor behavior at school promote an equal behavior at work. Hence ethical business course is delivered to protect student to act unethical behavior. It is expected that

the final year students have better moral reasoning to decide a certain behavior compared to the first-year students. The final year students used their theoretical knowledge of ethics to create ethical reasons in their behavior. Whereas the first-year students have less knowledge of ethics and that in turn may act unethical behavior more than the final year students. Thus, students play a better ethical behavior

at school after attending the ethical business course and increase their ethical behavior at work based on their ethical experience at school and at the beginning of work (Alghalith, 2018; Shawver, & Miller, 2017; Christensen, Cote, & Latham, 2016; Comer, & Schwartz, 2015). The students' idealism and political ideology such as being conservative or liberal have a significant effect on their ethical decision. Student with different ideology may act the ethical behavior differently. The students at state and liberal arts universities are estimated to differ from those at certain categories of religious universities. Religiosity is believed to play a significant role in the unethical behavior (Y. J. Chen & Tang, 2013). The religiosity is used to be a basic motive of ethical behaviors. However, some students may have high moral reasoning ability, and if they are unable to recognize the event as one with a moral choice, they may not behave ethically and vice versa.

Theoretically, students with an ethical decision-making framework able to improve their ethical judgment and integrate their previous ethical education to increase their ethical sensitivity (Mladenovic, Martinov-Bennie, & Bell, 2017). The ethics education is able to increase the students' ethical perceptive, reflective, and decision-making skills (Avci, 2017). Students with fully educated on ethics will be motivated to act ethically. The course introduces students to the range of ethical perspectives such as deontology, theology, and utilitarianism theory and the various ethical decision-making models. These diverse of the theoretical models of ethics has been developed mainly from psychology and extended into business and accounting paradigms (Martinov-Bennie & Mladenovic, 2015). A cognitive ethical concept is usually utilized to analyze the investigation of the students' ethical behavior (Arfaoui, Damak-Ayadi, Ghram, & Bouchekoua, 2016; Barnhardt & Ginns, 2017; Massey, 2017; Serodio, Kopelman, & Bataglia, 2016). Hence ethical sensitivity, ethical judgment, ethical intention, and ethical action/behavior seem interrelated. However, theory of planned behavior (TPB), social cognitive theory (SCT), social learning and identity theories, the social norms theory, the theory of moral sentiments, and moral foundation theory is believed to answer and examine the intentions of students ethics differently(Andersen, Zuber, & Hill, 2015; Birtch & Chiang, 2014; Blay, Gooden, Mellon, & Stevens, 2016; Cheng & Chu, 2014; A. Christensen, Cote, & Latham, 2016; Sorensen, Miller,

& Cabe, 2017). Accordingly, various ethical theories are likely to promote different ethical behavior (A. Christensen et al., 2016; Collins, Weber, & Zambrano, 2013; Comer & Schwartz, 2015; Jonson, McGuire, & O'Neill, 2015; Walker, Dyck, Zhang, & Starke, 2017). It is suggested that the students' ethics should be included the issues of the integration of cognitive, affective and psychomotor. They should have a deeper understanding of the consequence and antecedent of ethics, belief that the good ethics will compensate positively, and able to apply the certain ethical behavior at works.

Empirically, students' ethic is related to different antecedents and various outcomes. The professional experience, choice of major, political ideology, gender, GPA, education level, ethical climate of school, corporate social responsibility, sustainability inmanagement education, integrated ethics programs, religiosity, civic engagement, teleological moral philosophy, and utilitarian motives give various effect to ethical behavior of students (Birtch & Chiang, 2014; Y. J. Chen & Tang, 2013; A. Christensen et al., 2016; Dzuranin, Shortridge, & Smith, 2013; Murphy, MacDonald, Antoine, & Smolarski, 2016; Price & van der Walt, 2013; Setó-Pamies & Papaoikonomou, 2016; Walker et al., 2017). Whereas the outcome of students' ethics is believed to have different forms between within school and society (Floyd, Xu, Atkins, & Caldwell, 2013). There are ten outcomes of ethical behavior are included providing information about theories and concepts of ethical decision making, clarifying rules for publishing academic articles, motivating others to understand their own value systems, examining the pressures of the current business environment that influence ethical decisions, explaining the consequences of unethical behavior, establishing a culture that reinforces personal integrity and honesty, creating better systems that monitor conduct and the consequences of dishonesty, identifying the benefits of virtuous business conduct in creating wealth, fostering dialogue about ethics and values and their importance, and increasing communication between the academic and business communities about ethics issues. Whereas others believe that students' ethics affect pragmatic and realistic behavior, ethical sensitivity, ethical judgment, design thinking, and social cohesion (Enderle, 2016; Hamington, 2017; Jonson et al., 2015; Martinov-Bennie & Mladenovic, 2015). However, scholars argue that many ethical studies have different foci such as behavioral rather than attitudinal approaches, rigid rather than dynamic perspectives, different of moral frameworks, and wider use of exchange theory (C.H. V. Chen & Indartono, 2011; A. Christensen et al., 2016; McClaren, 2015). Furthermore, recent debates of moral development theory - which are found to be the best for understanding ethical decision making, facilitating ethical behavior - are still going on (Ellertson, Ingerson, & Williams,

2016). Accordingly, further studies are needed.

Recent studies on students' ethics are likely to connect the personal motivation and the bad, unfair, unnecessary and have a conflict-oriented environment around them. It is believed that students' motivation and their perception of bad, unfair, unnecessary and have conflict-oriented environment affect their ethical behavior. The motivation to share the values is found to endorse a sustain fairness (Cater, Collins, & Beal, 2015). Whereas other researchers found that desire to get a financial reward, affective and normative motives, and knowledge stewardship stimulated one to act ethically (Beaudoin, Cianci, & Tsakumis, 2015; Belle, 2017; Blay et al., 2016; Herzog, 2017; Kang, Matusik, & Barclay, 2017). The political behavior at work is believed to influence ethical activities (Valle, Kacmar, Zivnuska, & Valle, 2017). The perception of ethical behavior at school have to strengthen their ethical actions that in turn diminish their perception of bad, unfair, unnecessary and conflict-oriented environment. Accordingly, it is plausible to investigate the effect and the role of students' motivation and Perception of Organizational Politics (POP) on students' ethical behavior. Hence, the theoretical and empirical gaps of the ethical behavior on student are able to be solved in a better explanation.

Theoretical background and Hypothesis Development

The Nature of Students' motivation and ethics relationship

The study of the ethical behavior of students is likely to be important. Scholars conduct various researches to investigate the contribution of ethical behavior of students. Hence the students' ethical behavior is found to affect their commitment and academic integrity, collective self-confidence, effective ethics-related teaching, moral identity, supportive community, ethics artifacts and structure, sense of preparedness, and ethical behavior of other students (Curtis & Williams, 2014; Hanson & Moore, 2014; Lewis, 2014; McCabe, Butterfield, & Treviño, 2006; Ogbari, Oke, Ibukunoluwa, Ajagbe, & Ologbo, 2016; Saiz-alvarez, 2017; Shafaei, Nejati, Quazi, & von der Heidt, 2016). The students' ethical orientation able to resolve questions of morality behavior and issues of values that define the concepts of good and evil, right and wrong, virtue and vice, and justice and crime on student behaviors (Kidder, 2005); (Stajanov, 2017); (Puaschunder, 2017);(Churchill, 1999). However, the ethical intention at school is found varying. The different of theoretical groundwork such as the theory of planned behavior, the dual-process theory, the social learning theory, the decision affect theory, and the prospect theory contributes to the prediction of ethical intentions differently (Hsiao, 2015). Based on the theory of planned

behavior, the students who act ethically generate to a better academic performance, supportive community and ethical behavior of others. Whereas based on the dual-process theory, the ethical behavior of students produces collective self- confidence and a sense of preparedness. Accordingly, different points of views deliver the effect of student ethical behavior on a plenty of outcomes.

Based on the Theory of Planned Behavior, students act ethically if they learn the academic behavior and its consequences, and learn the difficulty of carrying out an unethical behavior (Meng, Othman, D'Silva, & Omar, 2014). However, recent studies integrating the theory of planned behavior, person orientation, and spheres of control found that students' ability to exercise ethical judgment does not mean that they are likely to behave in an ethical manner, because ethical awareness has not been demonstrated to translate into ethical behavior. Thus, the student motivation is believed to be a central tenet at school. Mann argues that "Students who are intrinsically motivated will choose to engage in an activity because they find it inherently interesting and seek to participate due to gaining enjoyment from the activity. On the other hand, extrinsic motivation is considered external to the individual. That is, the individual will participate because they feel obliged or required to do so" (Mann, 2017). Thus, motivation is likely to be an effective way to encourage the student to act ethically. It able to influence to the individual, group, and institutional outcomes such as relate to other students' motivation (Huda, Jasmi, Mustari, Basiron, & Sabani, 2017; Kovinthan & McPherson, 2017), seek and reach institutional effectiveness (Fried & Chapman, 2012; Hoyt & Feb, 2001; Linnenbrink, 2005) such as engaged in the classroom than others and accounted for a significant amount of the variance in all the school outcomes (Wolters, 2004). Within the dynamics of learning, it is believed that the sustainable level of motivation and high moral purposes is closely to gain better educational climates. Students' self-motivation and willingness to be responsible for one's own decisions encourages them to increase their thought, feeling, and willingness to aim for perfect personality (Huda et al., 2017).

Scholars believe that the effort to increase student ethical behavior is in line with the development of its' antecedents. The academic behavior learning process, the deeper awareness of the consequences of unethical behavior, and learning motivation promote the student to act ethically. Thus, to maximize the level of motivation is important to have a multiple and indirect effect increasing ethical behavior. Empirically, the better learning motivation is significantly come up from classroom goal condition, personal goal orientations, teacher leadership, students' self-efficacy, quality instruction, classroom

management, and mastery-oriented practices, and that in turn increase the ethical sensitivity behavior (Kunter, Baumert, & Köller, 2007; Linnenbrink, 2005; Öqvist & Malmström, 2017; Schiefele, 2017; Sogunro, 2017). Theoretically, based on the robust concept, the social cognitive perspective assumes that perception of one's environment, personal characteristics and its' behaviors interact in complex and influential ways on motivation (Bandura, 2004; Garn, Xiang, & Sun, 2017). This theory specifies a core set of determinants, the mechanism through which they work, and the optimal ways of translating this knowledge into effective behaviors. Whereas the achievement goal theory proposes that students' motivation is considered from the reasons or purposes they adopt while engaged in academic work. It encourages students' learning strategies such as choice of activities, their effort within those activities, and their persistence at those activities (Wolters, 2004). However, implicit theories of ability are believed to explain that the attributes and behaviors are malleable, controllable qualities that can be developed; attributes and behaviors are fixed and quantities are stable (Howell, 2017; Warburton & Spray, 2017). Whereas the self-determination theory counts that motivation is an innate psychological nutrient that are essential for ongoing psychological growth, integrity, and well-being, and thus endorse the one needed for competence, autonomy, and relatedness (Keshtidar & Behzadnia, 2017; Sun, Li, & Shen, 2017). Accordingly, student motivation is concluded as a set of psychological contracts to reach various achievements at school. Pleasure-oriented theory of motivation is also found to have a stronger association with students' achievement rather than productivity oriented one. Pleasure-oriented motivation is similar to enjoyment-based intrinsic motivation (Lindenberg, 2001; Zhu & Leung, 2011). "For intrinsically motivation behavior, there is no apparent reward but the behavior itself". The behaviorist theory points out that the situation of tangible rewards tends to decrease rather than increase the frequency of the behavior. That various perspectives are likely relates to the different concept of students' ethics.

The mechanism of motivation-ethics relationships is described in the inter-correlation of both indicators. Based on the cognitive evaluation theory, scholars argue that students' motivation indicators are included; free choice, enjoyment, feeling of obligation, and sustainability (Lindenberg, 2001). However, others believe that motivation is based on self-determination theory. Different types of motivation are arranged on a continuum based on the degree of self-determination such as intrinsic motivation, integrated regulation, identified regulation, interjected regulation, external regulation, and motivation. Hence, the indicators are included autonomy, competence, and relatedness

(Sebire et al., 2013). Yet, students displaying a high level of competence or avoiding a display of incompetence, which, according to the implicit theories, show indicators of their motivation (De Castella & Byrne, 2015). Whereas based on the personal investment theory, students' motivation is shown by a sense of self, facilitating conditions, and achievement goals (Bernardo, Ganotice, & King, 2015). Accordingly, the result of motivation effect on ethics is shown in several forms of ethical behavior (Horváthová, Černek, & Kashi, 2014; Kuye, Uche, & Akaighe, 2015; Leonard, Cronan, & Kreie, 2004; Lin, 2007; Pratt & James, 1993). They argue that unethical behavior is shown in byte actions of corruption, economic crime, and other social and socio-pathological phenomena (Horváthová et al., 2014). Whereas in technological education, the expression of creativities and ideas, solving problems, designing, illustrating, and executing product are the ethical concern of education processes (Lin, 2007). Accordingly, the offering of free choice, enjoyment, feeling of obligation and sustainability on displaying a high level of competence, autonomy, and relatedness or avoiding a display of incompetence, autonomy, competence, and relatedness in learning processes may hold the byte actions of corruption, economic crime, and other social and socio-pathological phenomena down. Accordingly, the rationale of students' motivation and ethical relationships are indicated for several reasons. A motivated student is encouraged with underlying ethical considerations. Hence, based on the theory of planning behavior, a student who is oriented to overall success will behave ethically. His/her motivation to study bands his un-ethical behavior such as academic dishonesty (Thomas, 2017). His learning strategy is intended for the ethical pose to strengthen his final achievement. In accordance with the self-determination theory, humans have three main psychological needs, which are competence, and autonomy. Hence students need to build a supporting study environment that promotes their learning strategies to reach their final achievements. Thus, the hypothesis proposed is:

Hypothesis 1: Students' motivation has a significant effect on their ethical behavior

The Nature of Students' Perception of Organizational Politics and ethics relationship

In the beginning organizational politics is believed to a negative aspect. It was viewed as bad, unfair, unnecessary and conflict-oriented. It reduces organizational commitment, increases turnover intention, lower perceptions of innovation, lower job satisfaction, lower job performance, increase counterproductive workplace-behavior, higher levels of frustration, and increase impression management behavior (Buenger et al., 2007); (Ferris et al., 2017). However, researchers found that perception of organizational

politics works on various outcomes (Buenger et al., 2007; Dubey & Pandey, 2017; Ferris et al., 2017). It is found to have different senses of benefits: negatively and positively. Hence, POP is found to generate positive outcomes such as an interpersonal effectiveness construct which merges social understanding with the ability to adjust behavior according to the situation and it appears sincere, inspires trust and support, and effectively influence others (Dubey & Pandey, 2017).

Organizational politics is also seen as ethical behavior (Ford & Richardson, 1994). Hence, a political action is perceived as ethical issues. It is "a social influence process in which behavior is strategically designed to maximize short-term or long-term self-interest, which is either consistent with or at the expense of others' interests" (Ferris et al., 2000). It involves "an individual's attribution to behaviors of self-serving intent" and is defined as "an individual's subjective evaluation about the extent to which the work environment is characterized by others who demonstrate such self-serving behavior"(Miller, Rutherford, & Kolodinsky, 2008). It is likely to be found in intentional acts mainly through informal means and the intentional use of power, often through activities employed to give access to scant resources, actions and tactics to influence decision making, as well as behaviors occurring on an informal basis (Gotsis & Kortezi, 2010). Thus, this political behavior embodies various elements i.e., influencing behaviors through intentional acts, use of power tactics and strategies, and non-sanctioned, informal activities, sometimes implying potential conflict. Students' perceptions of politics in the learning environment have similar approaches with perceptions of organizational politics. Because of the paradigm shift toward experiential learning, the classroom may emerge as a political arena. Hence, students' perception of organizational politics is i.e., shown by their perception of their instructors to care about them, listen to their concerns, and show respect, they do not perceive grade assignments to be political (Buenger, Boozer, & Maddox, 2007).

The schools that put a strong emphasis on high levels of achievement are found to enhance students' self-interest motives and needs for self-protection that in turn motivate cheating behavior (Mitchell, Baer, Ambrose, Folger, & Palmer, 2017). Based on the theory of Planned Behavior, students act ethically if they believe their normative expectations (Meng, Othman, D'Silva, & Omar, 2014). However, the social role theory reveals the stereotyping are significantly related to ethical behaviors such as the role of gender, ages, position at work/education level, identity, and marital status (Beekun, R. I., Alayoğlu, N., Öztürk, A. O., Babacan, M., & Westerman, 2017; Tormo-Carbó, Seguí-Mas, & Oltra, 2016). Thus, the social norms are needed to support their ethical behaviors (Bairaktarova & Woodcock, 2017).

The mechanism of the effect of students' POP on their ethical behavior is shown in several indicators (Horváthová, Černek, & Kashi, 2014; Kuye, Uche, & Akaighe, 2015; Leonard, Cronan, & Kreie, 2004; Lin, 2007; Pratt & James, 1993). They argue that utilitarian ethics are shown by one sanction appropriate to their own standards, public responsibility, claims, and social responsibility. It uses a cost-benefit analysis to determine the rightness or wrongness of an action. Thus, an action is ethical only if it promotes more beneficial consequences in society, that is, the greatest good for the greatest number (Pratt & James, 1993). Others count that un-ethical behavior is shown when ethical actions are rated, their actions are not contradictory to their normative beliefs, organizational climate, and an organization scenario (Kuye et al., 2015; Leonard et al., 2004). An investigation into students found that violation of school regulations, selfishness, academic cheating, and computer ethics are used to measure students' ethical behavior (Nejati, Jamali, & Nejati, 2009). Accordingly, students may act ethically if they build a positive relationship with their communities and follow their roles. However, the effect of POP on ethical behavior depends on the structure of POP. There are the 3-factor structures found in the perception of organizational politics within the school environment, which are similar in work organizations. They include *general*, *Go Along to Get Along*, and *Pay and Promotion/Rewards* (grading of assignments in the classroom setting) (Buenger et al., 2007). Other researchers argue that that political behavior at school is indicated by utilization of decision making power and efforts to: defend their preferences, form alliances with each other to promote their points of view, hide or distort information, and discuss various gaps existing between formal and informal (Elbanna, Di Benedetto, & Gherib, 2015).

Empirically, to increase the ethical behavior of a student, the antecedents of the perception of organizational politics must be optimized. There are three categories of antecedents driving pop: personal influences, job–work environment, and organizational influences which in turn stimulate POP by creating conditions that increase political behavior, such as competition for scarce resources, increased ambiguity, perceived instrumentality of political behavior, and presence of constraints. Personal influences on POP are demographic variables and personality characteristics. However, it is suggested to remove demographic variables from their antecedent models. The personality characteristics such as Machiavellianism, positive affect (PA), and negative affect (NA) are argued to have direct relationships with POP. The conceptualizations of the job–work environment variables were that several job design characteristics (i.e., skill variety, autonomy, feedback) were antecedents of POP. Furthermore, antecedents of organizational

influences are centralization, formalization, procedural justice, a span of control, and hierarchical level (Ferris, Perrewé, Daniels, Lawong, & Holmes, 2017). Out of those categories, the importance of human resource practices and procedures such as leader-member exchange (LMX), advancement opportunities, trust, and career development opportunities found to be related to POP. Those antecedents are categorized into the different source of motivation theory. The personal influences seem to indicate the motivation theory of planned behavior, whereas job–work environment and organizational influences are likely to exhibit the reinforcement theory of motivation. Accordingly, political behavior is driven by internal and or external motivations. Drawing from these findings, it is therefore hypothesized as follows.

Hypothesis 2: Students' perception of organizational politics has a significant effect on their ethical behavior.

The Role of Motivation and Perception of Organizational Politics to promote the unique effect on Students' Ethical Behavior

Motivation and perception of organizational politics are argued to explain students' ethical behavior. Student's motivation relates students' achievement, engagement and resilience, efficacy, interest, value, and emotional well-being (Fried & Chapman, 2012; Hoyt & Feb, 2001; Linnenbrink, 2005). However, POP is believed to generate a positive effect which merges social understanding to adjust behavior to influence others (Dubey & Pandey, 2017). Hence it hypothesizes that POP may strengthen the effect of motivation on student ethical behavior.

The theory of planned behavior bases a student who is oriented to overall success to keep their steps his/her ethical or unethical behavior to reach his/her final study destinations. His learning strategy is intended for the ethical pose in order to strengthen his final achievement. Based on the self-determination theory, students stay on their own psychological needs and take care of their relationships with others. Hence the various orientation of students' ethics is constantly maintained to reach their final achievements. Hence student's motivation is hypothesizing that it may strengthen the effect of POP on student ethical behavior. Supporting with the integrating the theory of planned behavior, person, and thing orientation, and spheres of control, ethical awareness may not be demonstrated on ethical behavior. Thus, motivation engages to promote students to the crime and socio-pathological actions regularly (Arens & Watermann, 2017; Horváthová et al., 2014). Accordingly, when perceiving their school is full of political behavior, motivated

students are likely to engage themselves in participation, involvement, and engagement of political action on student activities (Arens & Watermann, 2017). The students with better self-efficacy within the school with fully political actions seem to show their public responsibility. Whilst students with high motivation and perceive low political behavior at school tend to avoid civic engagement and attendance as an organization scenario rejection (Carlson, Chingos, & Campbell, 2017; Kuye et al., 2015; Leonard et al., 2004). Nevertheless, students with a low level of motivation and perceive their school is full of political behavior are argued to show unethical behavior such as disruptive behavior (Kaplan, Gheen, & Midgley, 2002). In conclude, the various theory of motivation and POP able to explain the mechanism of the effect of motivation and POP on student ethics. The combination of student learning orientation and their competition for scarce resources, increased ambiguity, perceived instrumentality of political behavior, and presence of constraints is indicated to reach the big question of the effective antecedent of student' ethics. Accordingly, it is therefore hypothesized as follows.

Hypothesis 3: Students' motivation strengthens the effect of perception of organizational politics on their ethical behavior

Hypothesis 4: Students' perception of organizational politics strengthens the effect of motivation on their ethical behavior

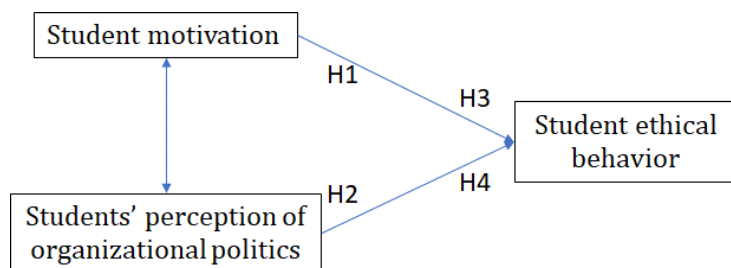Based on the previous conceptual thinking, thus the model of the study is shown as:

Figure 1 Model of Study

Method

This study employs 2,375 higher educations' students including 38.3% male students representing various schools (table 1).

Table 1 Schools of respondents

School	Percentage
Economic	14,7
Engineering	8,2
Mathematics & Natural Science	15,8
Social Science	14,9
Sport Science	11,9
Language and Art	8,0
Education Science	13,8
Graduate	12,6

The 14 items of the ethical behavior instruments were adopted from Rodzalan and Saat (Rodzalan&Saat2016). The sample of the questionnaires is "The faculty (i.e., lecturers, administrator) will reward me when I do something ethical ". The 15 items of the of POP instruments were adopted from Kacmar and Carlson(1997). The sample of the questionnaires is "Sometimes, it is easier to remain quiet than to fight the system". The 15 items of the of students' motivation instruments were adopted from Mistler-Jackson and Songer (Mistler-Jackson & Butler Songer, 2000). The sample of the questionnaires is "In general, I believe that I can do any assignment well ". A 5-point rating scale was used to evaluate the level of construct response.

The confirmatory factor analysis (CFA) is adopted to test the quality and adequacy of the items measurement. In accordance with the two-step procedure suggested by Anderson and Gerbing (Anderson & Gerbing, 1988), the CFA is performed to examine the validity of the multi-item construct measures. The initial specification search led to the deletion of some of the items in the constructed scale to provide the acceptable fit.

Table 2 shows the analysis of the loading factor. There are 5 of the 14 items of ethics, 5 of the 9 items of POP, and 9 of the 15 items of motivation which are found to be valid. It is assessed by checking individual item loading for each research construct in Table 2. It is found that the values of factor loadings are above the recommended value of 0.35. It found that the CR of Ethics and Motivation is higher than then .7 whereas the CR of POP is less than .7. The value of AVE is less than .5. It indicates that the reliability of constructs must be evaluated. However. the Cronbach value is higher than.5. Hence it is concluded that the previous instruments are usable for further research.

Table 2 Means, Standard Deviation, α Value, Loading Factor, Average Variance Extracted

Construct	Item	Mean	SD	Item-total	α Value	Loading	CR	AVE
				>.3	>.7	>.35	.5 (basic), .6(EFA), .7 (CFA)	>.5
Ethics	E1			,412		,495		
	E3			,581		,661		
	E4	3,240	0,737	,312	0,707	,392	0,703	0,329
	E5			,533		,662		
	E6			,492		,608		
POP	POP1			,288		,413		
	POP2			,316		,404		
	POP5	3,160	0,595	,367	0,569	,487	0,542	0,192
	POP8			,346		,446		
	POP9			,325		,437		
Motivation	M1			,373		,422		
	M2			,453		,496		
	M4			,327		,369		
	M6			,534		,622		
	M7	3,840	0,509	,356	0,754	,380	0,878	0,252
	M10			,481		,545		
	M12			,372		,428		
	M13			,566		,682		
	M14			,439		,484		

Table 3 shows that the inter-correlation values for all paired latent variables are lower than 1.0. This indicates that the variables do not overlap (diverge) each other. The correlation coefficients among variables are lower than .85 (Table 3). Hence, based on Fornell and Larcker (Fornell & Larcker, 2012), the convergent validity of the constructs investigated is accepted.

Table 3 Correlation and Cronbach α

	1	2	3	4	5	6	7	8
1 Faculty	-							
2 Gender	-,029	-						
3 Education	,469**	-,014	-					
4 Income	,229**	,139**	-,017	-				
5 Status	,123**	,086**	-,105**	,196**	-			
6 POP	-,074**	-,116**	-,128**	-,069*	-,004	**0,569**		
7 Motivation	,132**	,137**	,088**	,081**	,051*	,171**	**0,754**	
8 Ethics	,125**	,097**	,295**	,032	-,031	-,241**	,131**	**0,707**

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).
Cronbach value is shown in bold

Result and Discussion

This study investigates the effect of students' motivation and their POP on ethics. Table 4 shows that POP contributes to the explanation and has a significant effect on ethics negatively (ΔR^2=2.4%; β= -,144***), whereas students' motivation contributes to the explanation and has a positive effect on ethics (ΔR^2=1.2%; β=,108***). Simultaneous regression procedure shows that students' motivation and POP have significant effects on ethics (β=-.183***, β=.152***). They contribute to explaining ethics significantly (ΔR^2=4.4%). It is indicated that motivation and POP have less power to explain student ethics. Based on Baron and Kenny (1986) the different power of antecedent on their dependent are related to the various context of research. Hence It is plausible that the finding of low value of ΔR^2 must be completion with the moderation variables to explain the context of the research. It indicates that the less power of motivation and POP to explain the ethics of student is related to the situation supporting the learning education.   Interestingly, it is shown that the control variables (faculty, gender, education, income , and status) contribute better to ethics rather than the main variables (ΔR^2=8.3%). Hence, scholars have to pay higher attention to a different level of education on ethical behavior. The multiple regression also indicates that the roles of the student's motivation and POP. It is found that POP strengthened the effect of Motivation on student POP (β=-.108***, β=.152***) and Motivation is found to strengthen the effect of that students POP on Ethical behaviors (β=-.144***, β=-.183***).

Table 4 the effect of Motivation and POP on Ethics

	step 1	step 2	step 3	step 4
Faculty	-,088***	-,090***	-,110***	-,119***
Gender	,021	,004	,012	-,018
Education	,311***	,297***	,303***	,291***
Income	,008	-,002	,009	-,005
Status	,022	,021	,017	,017
POP		-,144***		-,183***
Motivation			,108***	,152***
R^2	0,083	0,107	0,095	0,127
ΔR^2	0,083***	0,024***	0,012***	0,044***

* < .05; ** < .01; *** < .001

The effect of motivation on ethics is varying and not easy to assess (Bairaktarova & Woodcock, 2017). It is related to the interaction of perception of the environment, personal characteristics, and behavioral interaction (Bandura, 2004; Garn, Xiang, & Sun, 2017). Hence, various perspectives may partially explain the effect of students' motivation on their

ethical behavior. This study found that students' motivation has a positive effect on their ethical behavior. The positive effect of students' motivation on their ethical behavior represents their internal and external obligation to behave ethically. Based on achievement goal theory, students are supposed to engage in academic work and make a choice of activity in an ethical way. They determine their learning goal as final achievements, and in turn set their ethical way to reach their goal, although various challenges of learning environments may affect the way they choose the action (Wolters, 2004). However, these effects of motivation on ethical action have a different explanation on the view of the implicit theories of ability. Students' motivation is believed to be malleable and controllable behavior, which is fixed and stable. Students with higher self-efficacy are likely to act in their own ways. The school environment is not significantly affecting their ethical actions. It is related to the self-determination theory of motivation which states that students' ethic is appropriate for their psychological growth, integrity,

 and well-being. Thus, they will act ethically if they have a desire to get rewards and other stewardship stimulations (Beaudoin et al., 2015; Belle, 2017; Blay et al., 2016; Herzog, 2017; Kang et al., 2017). Accordingly, students' ethics tend to follow their motivation. However, based on the utilitarian ethics, students 'action appropriated to their own standards, public responsibility, claims, and social responsibility (Pratt & James, 1993). In a political environment, students are challenged to share their values to keep their fairness environment (Cater et al., 2015). They try to counterpoise their objectives and others'. Accordingly, to make a response to the external requirement based on the cognitive evaluation theory, students must keep their free choice and enjoyment on the environment obligation and its sustainability. Thus, the ethical behavior of students is challenged by the external requirements at school.

The second accepted hypothesis is that POP has a significant negative effect on students' ethics. The effect of POP on students' ethics is related to their perception of and behavioral intention in school. Scholars argue that maximizing the short-term or long- term self-interest behaviors at the expense of others' interests at school promotes students to violate school regulations, selfishness, and academic cheating (Ferris et al., 2000). The higher the intention of students' perception of political behavior at school encourages them to act unethically. They determine the rightness or wrongness of an action based on their attribution to behaviors of self-serving intent at school. Accordingly, students with scant access to information try to maximize the learning process and result by using their actions which are believed as the right way. They then try to build a positive relationship at school

and obey the rules show their care and respect to school environment to protect their interest. Hence, students are likely to defend their preferences and efforts, including enhancing self-interest and self-protection, to promote their points of view (Mitchell et al., 2017).

The major hypothesis of this study is that simultaneously students' motivation and perception of organizational politics influence their ethical behavior. The finding indicates that motivation and POP significantly affect students' ethics. It is shown that Students' motivation strengthens the effect of perception of organizational politics on their ethical behavior and students' perception of organizational politics strengthen the effect of motivation on their ethical behavior. Scholars argue that motivated students with the perception of fully political behavior at school are likely to engage their own participation, involvement, engagement in school activities. Their self-efficacy and political action at school provoke them to show their ethical behavior such as public responsibility attitudes as a moral duty and the implication of their feeling of obligation (Kidder, 2005; Mann, 2017; Pratt & James, 1993). Thus, the POP opens the strengthening of the effect of motivation on student ethical behavior. It is believed that a higher level of political skill is likely to support school community members to reach better perception on their ethical behavior (Ferris et al., 2017). Hence, cheating among students may be believed as a positive action in terms of helping others to complete the tasks. However, the challenges of sharing positive values at the school with highly self- service intention promote students to participate, involve, and engage to keep fairness environment at school (Arens & Watermann, 2017; Cater et al., 2015; Miller et al., 2008). The different ethical behavior shown by students indicates that their attitude toward ethics and POP as their perceived behavioral control significantly affect their ethical behavior (Bairaktarova & Woodcock, 2017). Students with ethical awareness and perception of behavioral control will encourage themselves to act ethically. Students' ethical awareness represents their ability to identify a breach of ethics in a potentially ambiguous situation. Perceived behavioral control predicts behavioral intentions and actual behaviors. Hence the students with a positive or negative evaluation of ethics at school and the amount of POP that students feel they have over a situation stimulate them to perform the ethical behavior and how much effort they will put to behave ethically.

The students who have high motivation at school and perceive low political behavior at school tend to avoid civic engagement and attendance as an organization scenario rejection (Carlson et al., 2017; Kuye et al., 2015; Leonard et al., 2004). Students and/or

teachers with the low level of political behavior at school let other parties challenge their preference and point of view, and they present few formal and informal discussions (Elbanna et al., 2015). The low level of political behavior at school may decrease students' engagement and attendance at school to reach school performance such as the average score of GPA, graduation and other academic and non-academic achievements. School POP is perceived as a competitive learning environment. Hence lower competitive learning environment promotes less beneficial consequence at school (Pratt & James, 1993). However, the students who have the low-level motivation and perceive their school as full of political behavior are likely to show an un-ethical behavior such as disruptive behavior (Kaplan et al., 2002). This has been viewed as the characteristic of the individual student, resulting from a deficiency of classroom management. Thus, students with low learning motivation may use self-handicapping strategies to protect self-worth such as delaying studying for a test to the last minute. Cheating behavior and other socio-pathological phenomena are mostly present to show the unethical behavior. Hence, a different explanation of the finding shows a unique effect of dynamic motivation and different intention of political actions on students' ethics.

Limitation and Future Research

Notwithstanding these contributions, this study has its limitations. It strengthened the previous point of views on the effect of motivation and political behavior on ethics. However, this finding indicates that the different effects of motivation have a better effect on and contribution to ethical behavior rather than different effects of political behavior. Hence an ethical action is dominantly presented on different levels of political behavior, and the change of motivation level directly changes the students' ethical behavior into unethical behavior. This study allows us to rule out Indonesian students' ethics. Various theories are proposed to explain the research model, that in turn dynamic student motivation and various POP's apply at school uniquely to affect their ethics. However, diverse situations at school may promote different motivation of students and their perception of politics at school. The limitation of the discussion on the control variable with the appropriate theory is challenging for researchers to investigate the dynamic antecedent of students' ethical behavior. Furthermore, differences and interaction of utilitarianism, deontology and theological perspectives may lead to various responses to ethical behavior. Hence a longitudinal study is needed to strengthen the present findings and investigate the dynamic response of students in various moments.

References

Alghalith, N. (2018). Using Course-Embedded Assessment: Defining and Assessing Ethical Reasoning Skills of Mis Students. Journal of Higher Education Theory and Practice, 18(5).

Andersen, M. L., Zuber, J. M., & Hill, B. D. (2015). Moral Foundations Theory: An Exploratory Study with Accounting and Other Business Students. *Journal of Business Ethics*, *132*(3), 525–538. https://doi.org/10.1007/s10551-014-2362-x

Anderson, J. C., & Gerbing, D. W. (1988). Structural equation modeling in practice: A review and recommended the two-step approach. *Psychological Bulletin*, *103*(3), 411–423. https://doi.org/10.1037/0033-2909.103.3.411

Arens, A. K., & Watermann, R. (2017). Political efficacy in adolescence: Development, gender differences, and outcome relations. *Developmental Psychology*, *53*(5), 933– 948. https://doi.org/10.1037/dev0000300

Arfaoui, F., Damak-Ayadi, S., Ghram, R., & Bouchekoua, A. (2016). Ethics Education and Accounting Students' Level of Moral Development: Experimental Design in Tunisian Audit Context. *Journal of Business Ethics*, *138*(1), 161–173. https://doi.org/10.1007/s10551-015-2643-z

Avci, E. (2017). A normative analysis to determine the goals of ethics education through utilizing three approaches: rational moral education, ethical acculturation, and learning throughout life. *International Journal of Ethics Education*, *2*(2), 125–145. https://doi.org/10.1007/s40889-017-0032-4

Bairaktarova, D., & Woodcock, A. (2017). Engineering Student's Ethical Awareness and Behavior: A New Motivational Model. *Science and Engineering Ethics*, *23*(4), 1129– 1157. https://doi.org/10.1007/s11948-016-9814-x

Ballantine, J. A., Guo, X., & Larres, P. (2016). Can Future Managers and Business Executives be Influenced to Behave more Ethically in the Workplace? The Impact of Approaches to Learning on Business Students' Cheating Behavior. *Journal of Business Ethics*. https://doi.org/10.1007/s10551-016-3039-4

Bandura, A. (2004). Health Promotion by Social Cognitive Means. *Health Education & Behavior*, *31*(2), 143–164. https://doi.org/10.1177/1090198104263660

Barnhardt, B., & Ginns, P. (2017). Psychological Teaching-Learning Contracts: Academic Integrity and Moral Psychology. *Ethics and Behavior*, *27*(4), 313–334. https://doi.org/10.1080/10508422.2016.1167604

Baron, R. M., & Kenny, D. A. (1986). The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. Journal of personality and social psychology, 51(6), 1173.

Beaudoin, C. A., Cianci, A. M., & Tsakumis, G. T. (2015). The Impact of CFOs' Incentives and Earnings Management Ethics on their Financial Reporting Decisions: The Mediating Role of Moral Disengagement. *Journal of Business Ethics*, *128*(3), 505–518. https://doi.org/10.1007/s10551-014-2107-x

Beekun, R. I., Alayoğlu, N., Öztürk, A. O., Babacan, M., & Westerman, J. W. (2017). Gauging the Ethicality of Students in Turkish Institutions of Higher Education. *Journal of Business Ethics*, *142*(1), 185–197. https://doi.org/10.1007/s10551-015-2779-x

Belle, S. M. (2017). Knowledge Stewardship as an Ethos-Driven Approach to Business Ethics. *Journal of Business Ethics*, *142*(1), 83–91. https://doi.org/10.1007/s10551- 015-2710-5

Bernardo, A. B. I., Ganotice, F. A., & King, R. B. (2015). Motivation Gap and Achievement Gap Between Public and Private High Schools in the Philippines. *Asia-Pacific Education Researcher*, *24*(4), 657–667. https://doi.org/10.1007/s40299-014-0213- 2

Birtch, T. A., & Chiang, F. F. T. (2014). The Influence of Business School's Ethical Climate on Students' Unethical Behavior. *Journal of Business Ethics*, *123*(2), 283–294. https://doi.org/10.1007/s10551-013-1795-y

Blay, A. D., Gooden, E. S., Mellon, M. J., & Stevens, D. E. (2016). The Usefulness of Social Norm Theory in Empirical Business Ethics Research: A Review and Suggestions for Future Research. *Journal of Business Ethics*, 1–16. https://doi.org/10.1007/s10551- 016-3286-4

Buenger, C. M., Boozer, R. W., & Maddox, E. N. (2007). A Study of the Applicability of the Perceptions of Organizational Politics Scale (POPS) for Use in the University Classroom. *Developments in Business Simulation and Experimental Learning*, *34*, 294– 301.

Carlson, D., Chingos, M. M., & Campbell, D. E. (2017). The Effect of Private School Vouchers on Political Participation: Experimental Evidence From New York City. *Journal of Research on Educational Effectiveness*, *10*(3), 545–569. https://doi.org/10.1080/19345747.2016.1256458

Cater, J. J., Collins, L. A., & Beal, B. D. (2015). Ethics, Faith, and Profit: Exploring the Motives of the U.S. Fair Trade Social Entrepreneurs. *Journal of Business Ethics*.

https://doi.org/10.1007/s10551-015-2934-4

Chen, C.-H. V., & Indartono, S. (2011). Study of Commitment Antecedents: The Dynamic Point of View. *Journal of Business Ethics*, *103*(4), 529–541. https://doi.org/10.1007/s10551-011-0878-x

Chen, Y. J., & Tang, T. L. P. (2013). The Bright and Dark Sides of Religiosity Among University Students: Do Gender, College Major, and Income Matter? *Journal of Business Ethics*, *115*(3), 531–553. https://doi.org/10.1007/s10551-012-1407-2

Cheng, P.-Y., & Chu, M.-C. (2014). Behavioral Factors Affecting Students' Intentions to Enroll in Business Ethics Courses: A Comparison of the Theory of Planned Behavior and Social Cognitive Theory Using Self-Identity as a Moderator. *Journal of Business Ethics*, *124*(1), 35– 46. https://doi.org/10.1007/s10551-013-1858-0

Christensen, A., Cote, J., & Latham, C. K. (2016). Developing Ethical Confidence: The Impact of Action-Oriented Ethics Instruction in an Accounting Curriculum. *Journal of Business Ethics*, 1–19. https://doi.org/10.1007/s10551-016-3411-4

Christensen, A. L., Cote, J., & Latham, C. K. (2016). Insights Regarding the Applicability of the Defining Issues Test to Advance Ethics Research with Accounting Students: A Meta-analytic Review. *Journal of Business Ethics*, *133*(1), 141–163. https://doi.org/10.1007/s10551-014-2349-7

Churchill, L. R. (1999). Are We Professionals ? A Critical Look at the Social Role of Bioethicists. *Daedalus*, *128*(4), 253–274.

Collins, D., Weber, J., & Zambrano, R. (2013). Teaching Business Ethics Online: Perspectives on Course Design, Delivery, Student Engagement, and Assessment. *Journal of Business Ethics*, *125*(3), 513–529. https://doi.org/10.1007/s10551-013- 1932-7

Comer, D. R., & Schwartz, M. (2015). Highlighting Moral Courage in the Business Ethics Course. *Journal of Business Ethics*, (March). https://doi.org/10.1007/s10551-015- 2919-3

Curtis, M. B., & Williams, J. M. (2014). The Impact of Culture and Training on Code of Conduct Effectiveness: Reporting of Observed Unethical Behavior. *Research on Professional Responsibility and Ethics in Accounting*, *1*, 1–131. https://doi.org/10.1108/S1574-076520140000018001

De Castella, K., & Byrne, D. (2015). My intelligence may be more malleable than yours: the revised implicit theories of intelligence (self-theory) scale is a better predictor of achievement, motivation, and student disengagement. *European Journal of Psychology of Education*, *30*(3), 245–267. https://doi.org/10.1007/s10212-015- 0244-y

Dubey, A., & Pandey, M. (2017). No One Can Serve Two Masters: A Contradictory Opinion in Case of Organizational Politics and Ethics. *Purushartha: A Journal of Management Ethics and Spirituality*, *IX*(2), 63–72.

Dzuranin, A. C., Shortridge, R. T., & Smith, P. A. (2013). Building Ethical Leaders: A Way to Integrate and Assess Ethics Education. *Journal of Business Ethics*, *115*(1), 101–114. https://doi.org/10.1007/s10551-012-1371-x

Elbanna, S., Di Benedetto, C. A., & Gherib, J. (2015). Do the environment and intuition matter in the relationship between decision politics and success? *Journal of Management and Organization*, *21*(1), 60–81. https://doi.org/10.1017/jmo.2014.65

Ellertson, C. F., Ingerson, M. C., & Williams, R. N. (2016). Behavioral Ethics: A Critique and a Proposal. *Journal of Business Ethics*, *138*(1), 145–159. https://doi.org/10.1007/s10551-015-2628-y

Enderle, G. (2016). How Can Business Ethics Strengthen the Social Cohesion of a Society? *Journal of Business Ethics*, 1–11. https://doi.org/10.1007/s10551-016-3196-5

Ferris, G. R., Harrell-cook, G., Dulebohn, J. H., Ferris, G. R., Adams, G., Kolodinsky, R. W., … Anthony, P. (2000). Organizational politics: The nature of the relationship between politics perceptions and political behavior. In *Research in the Sociology of Organizations* (pp. 89–130). Emerald Group Publishing Limited.

Ferris, G. R., Perrewé, P. L., Daniels, S. R., Lawong, D., & Holmes, J. J. (2017). Social Influence and Politics in Organizational Research. *Journal of Leadership & Organizational Studies*, *24*(1), 5–19. https://doi.org/10.1177/1548051816656003

Floyd, L. A., Xu, F., Atkins, R., & Caldwell, C. (2013). Ethical Outcomes and Business Ethics: Toward Improving Business Ethics Education. *Journal of Business Ethics*, *117*(4), 753–776. https://doi.org/10.1007/s10551-013-1717-z

Ford, R. C., & Richardson, W. D. (1994). Ethical decision making: A review of the empirical literature. *Journal of Business Ethics*, *13*(3), 205. https://doi.org/10.1007/BF02074820

Fornell, C., & Larcker, D. F. (2012). Equation Algebra Unobservable Error : Variables. *Journal of Marketing Research*, *18*(3), 382–388.

Fried, L., & Chapman, E. (2012). An investigation into the capacity of student motivation and emotion regulation strategies to predict engagement and resilience in the middle school classroom. *Australian Educational Researcher*, *39*(3), 295–311. https://doi.org/10.1007/s13384-011-0049-1

Garn, A., Xiang, P., & Sun, H. (2017). JTPE special issue on student motivation. *Journal of Teaching in Physical Education*, *36*(3), 249–251. https://doi.org/10.1123/jtpe.2017- 0122

Gotsis, G. N., & Kortezi, Z. (2010). Ethical considerations in organizational politics: Expanding the perspective. *Journal of Business Ethics*, *93*(4), 497–517. https://doi.org/10.1007/s10551-009-0241-7

Hamington, M. (2017). Integrating Care Ethics and Design Thinking. *Journal of Business Ethics*, 1–13. https://doi.org/10.1007/s10551-017-3522-6

Hanson, W. R., & Moore, J. R. (2014). Business student moral influencers: Unseen opportunities for development? *Academy of Management Learning and Education*, *13*(4), 525–546. https://doi.org/10.5465/amle.2012.0325

Herzog, L. (2017). Professional Ethics in Banking and the Logic of "Integrated Situations": Aligning Responsibilities, Recognition, and Incentives. *Journal of Business Ethics*, 1– 13. https://doi.org/10.1007/s10551-017-3562-y

Horváthová, P., Černek, M., & Kashi, K. (2014). Selected Indicators of Ethics Perception in the Czech Republic Business. In *International Conference on Economics, Management and Development* (pp. 180–187).

Howell, A. J. (2017). Believing in Change: Reviewing the Role of Implicit Theories in Psychological Dysfunction. *Journal of Social & Clinical Psychology*, *36*(6), 437–460. https://doi.org/10.1521/jscp.2017.36.6.437

Hoyt, J. E., & Feb, N. (2001). Performance Funding in Higher Education : The Effects of Student Motivation on the Use of Outcomes Tests to Measure Institutional Effectiveness

PERFORMANCE FUNDING IN HIGHER EDUCATION : The Effects of Student Motivation on the Use of Outcomes Tests to Mea, *42*(1), 71–85.

Hsiao, C. H. (2015). Impact of ethical and affective variables on cheating: comparison of undergraduate students with and without jobs. *Higher Education*, *69*(1), 55–77. https://doi.org/10.1007/s10734-014-9761-x

Huda, M., Jasmi, K. A., Mustari, I., Basiron, B., & Sabani, N. (2017). Traditional Wisdom on Sustainable Learning. *SAGE Open*, *7*(1), 215824401769716. https://doi.org/10.1177/2158244017697160

Jonson, E. P., McGuire, L. M., & O'Neill, D. (2015). Teaching Ethics to Undergraduate Business Students in Australia: Comparison of Integrated and Stand-alone Approaches. *Journal of Business Ethics*, *132*(2), 477–491. https://doi.org/10.1007/s10551-014-2330-5

Kacmar, K. M., & Carlson, D. S. (1997). Further Validation of the Perceptions of Politics Scale (Pops): A Multiple Sample Investigation. *Journal of Management*, *23*(5), 627– 658. https://doi.org/10.1177/014920639702300502

Kang, J. H., Matusik, J. G., & Barclay, L. A. (2017). Affective and Normative Motives to Work Overtime in Asian Organizations: Four Cultural Orientations from Confucian Ethics. *Journal of Business Ethics*, *140*(1), 115–130. https://doi.org/10.1007/s10551-015- 2683-4

Kaplan, A., Gheen, M., & Midgley, C. (2002). Classroom goal structure and student disruptive behavior, 191–211.

Keshtidar, M., & Behzadnia, B. (2017). Prediction of intention to continue the sport in athlete students: A self-determination theory approach. *PLoS ONE*, *12*(2), 1–11. https://doi.org/10.1371/journal.pone.0171673

Kidder, R. M. (2005). How good people make tough choices. *Institute for Global Ethics*, *2615*. https://doi.org/10.1017/CBO9781107415324.004

Kovinthan, T., & McPherson, K. (2017). The Ethics of Inclusion: Digital Approaches to Literacy among Struggling Readers in Two Jamaican High Schools, 145–164. https://doi.org/10.1108/S1479-363620170000009006

Kunter, M., Baumert, J., & Köller, O. (2007). Effective classroom management and the development of subject-related interest. *Learning and Instruction*, *17*(5), 494–509. https://doi.org/10.1016/j.learninstruc.2007.09.002

Kuye, O. L., Uche, C. B. N., & Akaighe, G. O. (2015). Organizational Culture and Ethical Behavior: a Strategic Standpoint. *Journal of Humanities, Social Science, and Creative Arts*, *8*(1), 1–12. Retrieved from http://journal.unaab.edu.ng/index.php/JHSSCA/article/view/1186/1082

Lawson, R. A. (2004). Is classroom cheating related to business students' propensity to cheat in the "real world"? *Journal of Business Ethics*, *49*(2), 189–199. https://doi.org/10.1023/B:BUSI.0000015784.34148.cb

Leonard, L. N. K., Cronan, T. P., & Kreie, J. (2004). What influences IT ethical behavior intentions—planned behavior, reasoned action, perceived importance, or individual characteristics? *Information & Management*, *42*(1), 143–158. https://doi.org/10.1016/j.im.2003.12.008

Lewis, K. (2014). Constructions of professional identity in a dynamic higher education sector. *Perspectives: Policy and Practice in Higher Education*, *18*(2), 43–50. https://doi.org/10.1080/13603108.2014.914107

Lin, K.-Y. (2007). Ethical Issues in Technology Education in Taiwan. *Journal of Technology Studies*, *33*(1), 17–24. Retrieved from http://ezproxy.umsl.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ847355&site=ehost-live&scope=site

Lindenberg, S. (2001). Intrinsic Motivation in a New Light. *Kyklos*, *54*(2&3), 317–342. https://doi.org/10.1111/1467-6435.00156

Linnenbrink, E. A. (2005). The Dilemma of Performance-Approach Goals: The Use of Multiple

Goal Contexts to Promote Students' Motivation and Learning. *Journal of Educational Psychology*, *97*(2), 197–213. https://doi.org/10.1037/0022-0663.97.2.197

Mann, M. D. (2017). Increasing Student Motivation To Learn By Making Computer Game Technology More Engaging: Measurable Outcomes That Determine Success. *Contemporary Issues in Education Research*, *10*(2), 117–120.

Martinov-Bennie, N., & Mladenovic, R. (2015). Investigation of the Impact of an Ethical Framework and an Integrated Ethics Education on Accounting Students' Ethical Sensitivity and Judgment. *Journal of Business Ethics*, *127*(1), 189–203. https://doi.org/10.1007/s10551-013-2007-5

Massey, D. W. (2017). Discussion of "Recognizing Ethical Issues: An Examination of Practicing Industry Accountants and Accounting Students." *Journal of Business Ethics*, *142*(2), 277–283. https://doi.org/10.1007/s10551-016-3151-5

McCabe, D. L., Butterfield, K. D., & Treviño, L. K. (2006). Academic dishonesty in graduate business programs: Prevalence, causes, and proposed action. *Academy of Management Learning and Education*. https://doi.org/10.5465/AMLE.2006.22697018

McClaren, N. (2015). The Methodology in Empirical Sales Ethics Research: 1980–2010. *Journal of Business Ethics*, *127*(1), 121–147. https://doi.org/10.1007/s10551-013- 1871-3

Meng, C. L., Othman, J., D'Silva, J. L., & Omar, Z. (2014). Ethical Decision Making in Academic Dishonesty with Application of Modified Theory of Planned Behavior: A Review. *International Education Studies*, *7*(3), 126–139. https://doi.org/10.5539/ies.v7n3p126

Miller, B. K., Rutherford, M. A., & Kolodinsky, R. W. (2008). Perceptions of organizational politics: A meta-analysis of outcomes. *Journal of Business and Psychology*, *22*(3), 209– 222. https://doi.org/10.1007/s10869-008-9061-5

Mistler-Jackson, M., & Butler Songer, N. (2000). Student Motivation and Internet Technology: Are Students Empowered to Learn Science? *Journal of Research in Science Teaching*, *37*(5), 459–479. https://doi.org/10.1002/(SICI)1098-2736(200005)37:5<459:: AID-TEA5>3.3.CO;2-3

Mitchell, M. S., Baer, M. D., Ambrose, M. L., Folger, R., & Palmer, N. F. (2017). Cheating Under Pressure: A Self-Protection Model of Workplace Cheating Behavior. *Journal of Applied Psychology*. https://doi.org/10.1037/apl0000254

Mladenovic, R., Martinov-Bennie, N., & Bell, A. (2017). Business Students??? Insights into Their Development of Ethical Decision-Making. *Journal of Business Ethics*, (2013), 1– 13. https://doi.org/10.1007/s10551-017-3523-5

Murphy, M. J., MacDonald, J. B., Antoine, G. E., & Smolarski, J. M. (2016). Exploring Muslim Attitudes Towards Corporate Social Responsibility: Are Saudi Business Students Different? *Journal of Business Ethics*, 1–16. https://doi.org/10.1007/s10551-016- 3383-4

Nejati, M., Jamali, R., & Nejati, M. (2009). Students' ethical behavior in Iran. *Journal of Academic Ethics*, *7*(4), 277–285. https://doi.org/10.1007/s10805-010-9101-4

Ogbari, M. E., Oke, A. O., Ibukunoluwa, A. A., Ajagbe, M. A., & Ologbo, A. C. (2016). Entrepreneurship and business ethics: Implications for corporate performance. *International Journal of Economics and Financial Issues*, *6*(3), 50–58.

Öqvist, A., & Malmström, M. (2017). What motivates students? A study on the effects of teacher leadership and students' self-efficacy. *International Journal of Leadership in Education*, *3124*(August), 1–21. https://doi.org/10.1080/13603124.2017.1355480

Orosz, G., Farkas, D., & Roland-Lévy, C. (2013). Are competition and extrinsic motivation reliable predictors of academic cheating? *Frontiers in Psychology*, *4*(FEB), 1–16. https://doi.org/10.3389/fpsyg.2013.00087

Pratt, C. B., & James, E. L. (1993). A factor analysis of advertising practitioners' perceptions. *Psychological Reports*, 1307–1314.

Price, G., & van der Walt, A. J. (2013). Changes in Attitudes Towards Business Ethics Held by Former South African Business Management Students. *Journal of Business Ethics*, *113*(3), 429–440. https://doi.org/10.1007/s10551-012-1314-6

Puaschunder, J. M. (2017). Ethical decision making under social uncertainty: An introduction to Überethicality. *Sustainable Production and Consumption*, *12*(May), 78–89. https://doi.org/10.1016/j.spc.2017.05.005

Rodzalan, S. A., & Saat, M. M. (2016). Ethics of Undergraduate Students: A Study in Malaysian Public Universities. *International Journal of Information and Education Technology*, *6*(9), 672–678. https://doi.org/10.7763/IJIET.2016.V6.772

Saiz-alvarez, J. M. (2017). Entrepreneurial ICT-Based Skills and Leadership for Business Ethics in Higher Education. *Handbook of Research on Technology-Centric Strategies for Higher Education Administration*, 373–375. https://doi.org/10.4018/978-1- 5225-2548-6.ch021

Schiefele, U. (2017). Classroom management and mastery-oriented instruction as mediators of the effects of teacher motivation on student motivation. *Teaching and Teacher Education*, *64*, 115–126. https://doi.org/10.1016/j.tate.2017.02.004

Sebire, S. J., Jago, R., Fox, K. R., Edwards, M. J., Thompson, J. L., Sallis, J., … Messick, S. (2013). Testing a self-determination theory model of children's physical activity motivation: a cross-sectional study. *International Journal of Behavioral Nutrition and Physical Activity 2013 10:1*, *10*(1), 297–322. https://doi.org/10.1186/1479-5868-10-111

Serodio, A., Kopelman, B. I., & Bataglia, P. U. R. (2016). The promotion of medical students' moral development: a comparison between a traditional course on bioethics and a course complemented with the Konstanz method of dilemma discussion. *International Journal of Ethics Education*, *1*(1), 81–89. https://doi.org/10.1007/s40889-016-0009-8

Setó-Pamies, D., & Papaoikonomou, E. (2016). A Multi-level Perspective for the Integration of Ethics, Corporate Social Responsibility and Sustainability (ECSRS) in Management Education. *Journal of Business Ethics*, *136*(3), 523–538. https://doi.org/10.1007/s10551-014-2535-7

Shafaei, A., Nejati, M., Quazi, A., & von der Heidt, T. (2016). "When in Rome, do as the Romans do" Do international students' acculturation attitudes impact their ethical academic conduct? *Higher Education*, *71*(5), 651–666. https://doi.org/10.1007/s10734-015-9928-0

Shawver, T. J., & Miller, W. F. (2017). Moral intensity revisited: Measuring the benefit of accounting ethics interventions. Journal of business ethics, 141(3), 587-603.
Sogunro, O. A. (2017). Quality Instruction as a Motivating Factor in Higher Education. *International Journal of Higher Education*, *6*(4), 173. https://doi.org/10.5430/ijhe.v6n4p173

Sorensen, D. P., Miller, S. E., & Cabe, K. L. (2017). Developing and Measuring the Impact of an Accounting Ethics Course that is Based on the Moral Philosophy of Adam Smith. *Journal of Business Ethics*, *140*(1), 175–191. https://doi.org/10.1007/s10551-015- 2656-7

Stajanov. (2017). of Social Sciences and Interdisciplinary Studies. *International Journal of Social Sciences and Interdisciplinary Studies*, *2*(March), 1–86.

Sun, H., Li, W., & Shen, B. (2017). Learning in physical education: A self-determination theory perspective. *Journal of Teaching in Physical Education*, *36*(3), 277–291. https://doi.org/10.1123/jtpe.2017-0067

Thomas, D. (2017). Factors That Explain Academic Dishonesty Among University Students in Thailand. *Ethics and Behavior*, *27*(2), 140–154.

https://doi.org/10.1080/10508422.2015.1131160

Tormo-Carbó, G., Seguí-Mas, E., & Oltra, V. (2016). Accounting Ethics in Unfriendly

Environments: The Educational Challenge. *Journal of Business Ethics*, *135*(1), 161– 175. https://doi.org/10.1007/s10551-014-2455-6

Valle, M., Kacmar, K. M., Zivnuska, S., & Valle, M. (2017). Understanding the Effects of Political Environments on Unethical Behavior in Organizations. *Journal of Business Ethics*. https://doi.org/10.1007/s10551-017-3576-5

Walker, K., Dyck, B., Zhang, Z., & Starke, F. (2017). The Use of Praxis in the Classroom to Facilitate Student Transformation. *Journal of Business Ethics*, 1–18. https://doi.org/10.1007/s10551-017-3630-3

Warburton, V. E., & Spray, C. M. (2017). Implicit theories of ability in physical education : Current issues and future directions. *Journal of Teaching in Physical Education*, *36*(3), 252–261.

Wolters, C. A. (2004). Advancing Achievement Goal Theory: Using Goal Structures and Goal Orientations to Predict Students' Motivation, Cognition, and Achievement. *Journal of Educational Psychology*, *96*(2), 236–250. https://doi.org/10.1037/0022- 0663.96.2.236
Zhu, Y. A. N., & Leung, F. K. S. (2011). Motivation and Achievement : Is There an East Asian, (February 2010), 1189–1212. https://doi.org/10.1007/s10763-010-9255-y

Appendix

The 14 items of the ethical behavior instruments were adopted from Rodzalan and Saat (2016).

1. I behave unethically when asked to do so by my lecturers even though it contradicted my ethical principle.
2. When my lecturers asked me to do something unethical, I was committed to show my obedience.
3. I behave unethically (ie. plagiarized, stealing) because of pressures (ie. time and cost constraint).
4. I prefer not to report friends" unethical behaviour to lecturers.
5. I commit unethical action when it is beyond my control (ie. I plagiarize because the academic system emphasis on excellent results).
6. Using a copy machine, paper and other supplies for personal use is not unethical behaviour.
7. I hold to my principle that honesty is important than getting good grade.
8. I take full responsibility if I do any unethical action (ie. I confess if lecturers found me plagiarize some works).
9. I behave ethically in adherence to regulation and code of ethics outlined by university.
10. I will take all opinions/considerations from others if I need to make a decision on ethical dilemma.
11. During my study in university, I referred to others to resolve ethical dilemmas.
12. I personally dealt with ethical dilemmas during studying in university.
13. I have been confronted with ethical dilemmas during studying in university.
14. The faculty (ie lecturers, administrator) will reward me when I do something ethical.

The 15 items of the of POP instruments were adopted from Kacmar and Carlson (1997).

1. People in this organization attempt to build themselves up by tearing others down.
2. There has always been an influential group in this department that no one ever crosses.
3. Employees are encouraged to speak out frankly even when they are critical of well-established ideas.
4. There is no place for yes-men around here; good ideas are desired even if it means disagreeing with superiors.
5. Agreeing with powerful others is the best alternative in this organization.

6. It is best not to rock the boat in this organization.
7. Sometimes it is easier to remain quiet than to fight the system.
8. Telling others what they want to hear is sometimes better than telling the truth.
9. It is safer to think what you are told than to make up your own mind.
10. Since I have worked in this department, I have never seen the pay and promotion policies applied politically.
11. I can't remember when a person received a pay increase or promotion that was inconsistent with the published policies.
12. None of the raises I have received are consistent with the policies on how raises should be determined.
13. The stated pay and promotion policies have nothing to do with how pay raises and promotions are determined.
14. When it comes to pay raise and promotion decisions, policies are irrelevant.
15. Promotions around here are not valued much because how they are determined is so political

The 15 items of the of students' motivation instruments were adopted from Mistler-Jackson and Songer (2000).
1. In general, I believe I can do some assignments well, but not all.
2. In general, I believe I can do any assignment well
3. In general, I believe I can only do a few assignments well.
4. In terms of effort, I Sometimes try my best.
5. In terms of effort, I Rarely try my best.
6. In terms of effort, I Always try my best.
7. When my teacher asks a question in class, I volunteer (raise my hand) to answer a lot
8. When my teacher asks a question in class, I never volunteer to answer
9. When my teacher asks a question in class, I volunteer to answer every once in a while
10. If I don't understand something on my homework, the first thing I do is look it up or keep trying by myself
11. If I don't understand something on my homework, the first thing I do is skip it
12. If I don't understand something on my homework, the first thing I do is ask somebody for help
13. I wish my grades were better
14. I am happy with my grades.
15. I don't care about my grades.