

Work Ethics of the Teaching and Non-Teaching Personnel in Camarines Sur Polytechnic Colleges

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ABSTRACT This paper aims to determine the work ethics of teaching and non-teaching personnel of Camarines Sur Polytechnic Colleges. It seeks to ask about the behavioral level of the respondents along their obligations to students, employers, colleagues, individuals, and society. A descriptive research design was used to acquire first-hand data from a total of two hundred eighty-six (286) respondents through survey, unstructured interview, structured observation, and documentary analysis. The researcher tabulated and evaluated the results using frequency count and other quantitative methods. Analysis of the responses demonstrated that the majority of the respondents were female, belonging to a younger age group, master's degree holder, and had barely one to five years of experience. The results indicate that the behavioral indicators along the four dimensions was interpreted as very much effective. On this basis, it is recommended that the proposed work ethics handbook be utilized in improving the behavior of the employees.

INTRODUCTION

The duty to preserve one's life implies the duty to work. Work is a creative process for self-development. When properly combined with leisure, it is healthful and promotes both mental and physical well-being.

Work is not only personal activity. Therefore, work has its legal and moral implications. The right to work is based on natural law. The man has basic needs that must be satisfied for him to survive. The right implies the right to private ownership. If a person cannot own how he derives his subsistence, then he cannot provide for his life and those of his dependents.

Pope Leo XII is very clear about this point: "When a man engages in remunerative labor, the very reason and motive of his work are to acquire property and take it as his private possession. If one man hires out to another his strength or his industry, he does this for acquiring in return what is only needed for food and living; he thereby expressly proposes to acquire a full and real right, not only to the remuneration but also to the disposal of that remuneration as he pleases. However, it is precisely in this power of disposal that ownership consists, whether the property is land or free good" (Encyclical on the Condition of Labour, Five Great Encyclicals: p. 3).

Work is a promotion of life. Further, it is a personal duty since each one has the moral obliga-

tion to take care of him and not be a burden to others. The primary mission of the government is to enhance human well-being and help meet the basic social services/needs of the people, especially the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. The mission of government services is rooted in an asset of core values. These core values, embraced by all government workers throughout the profession's history, among which are: social justice, service, dignity, and worth of the person, importance of human relationships, integrity, and competence.

Work ethics are at the core of public service. The profession must articulate its fundamental values, ethical principles, and ethical standards. Work ethics set values, principles, and standards to guide decision-making and conduct when an ethical issue arises. Republic Act No. 6713, otherwise known as the Philippine Code of Conduct and Ethical Standards for Public Officials and Employees states that it is the policy of the government to promote ethics which is a high standard that conforms to the policy of the government.

The Camarines Sur Polytechnic Colleges, popularly known as CSPC, is not exceptional to this rule on work ethics. Top positions down to the lowest rank in the organizational structure of the college are duty-bound to work following the principles and norm of public ser-

vice. The College had taken initiatives to hurdle with the different tests confronting all government institutions.

Levelling with international standard nowadays is not only mere caprices but also a call for all government offices and all its instrumentalities. With these challenges, an urgent call for total quality assurance management is now indispensable, and this can only be done through collaborative efforts, participation, and cooperation not only to the top bars of the hierarchy but down the line to the lowest strata of the organization. Work ethics, therefore, is not only a mere slogan nor a point of direction but something within reach of everybody for the service of the country.

Today, more attention is paid to “work ethic”. It can be referred to as a cultural norm that advocates people to be held accountable and responsible for the work they have done based on the belief that work has intrinsic value to the individual (Cherrington 1980; Yankelovich and Immerwahr 1984). Generally speaking, it can be said that work ethic is a durable intellectual and mental foundation that forces a person to make certain decisions and perform certain actions while engaging in economic activities. In other words, when we talk about the work ethic in a society, we are referring to that part of the social culture that drives and strengthens economical and business-based activities and behaviors. Therefore, work ethic is not limited to work hours, it rather involves all economic behaviors including consumption, saving, investment, entrepreneurship, etc. (Masoumi Rad 2011).

The necessity of positive work ethics should be pursued to ensure that the goals and objectives of the academe are met. With this end view, it has been a challenge to the researchers being part of the Camarines Sur Polytechnic Colleges to contribute to the establishment of a working environment that is a stimulating, relevant, and work-oriented agency of the government. Confronted with the critical observations besetting government entities, a good working environment should be out to live in the working place and erase the wrong impression that working efficiency and effectiveness among is in lousy fate. This paper, however, will focus on the teaching and non-teaching personnel of the institution, which expectedly is the bearer of the right

foundation of education that provides the development of work ethics.

This paper aimed to investigate the work ethics among the teaching and non-teaching personnel of Camarines Sur Polytechnic Colleges. Therefore, the main question is concerned with the behavioral level associated with work ethics along the personnel’s obligations to students, employer, colleagues, and individuals, and society.

Objectives

This paper aims to analyze the work ethics of the teaching, non-teaching, and administrators of Camarines Sur Polytechnic Colleges. This was designed with the view of answering the following questions: 1) What are the characteristics of the respondents in terms of sex, age, educational attainment, position/designation, and length of service; and 2) What is the behavioral level of the respondents along their obligations to students, employer, colleagues, and individuals and society. Much more, this paper aims to describe the proposed work ethics handbook based on the findings and results.

MATERIAL AND METHODS

This paper employed the descriptive research design to describe and analyze the work ethics of teaching and non-teaching personnel in Camarines Sur Polytechnic Colleges. Descriptive is one of the quantitative methods of research. The researcher used this kind of research considering the desire to acquire first-hand data from the respondents to formulate rational and sound conclusions and recommendations for the paper.

The criteria for inclusion in this paper were: (a) one hundred eighty (180) teaching personnel, (b) eighty-four (84) non-teaching personnel, and (c) twenty-two (22) administrators. A total of two hundred eighty-six (286) respondents participated in this paper. The confidential nature of the individual responses were rest assured.

Two types of direct-data survey were included in this paper. These are questionnaire survey and interviews. This type of survey was a reliable source of information because the researcher directly interacted with the participants. The researcher generated a self-designed, unbiased

questionnaire which contained the following items: (1) response items to measure the demographic information of the respondents namely: sex, age, educational attainment, position/designation, and length of service; and (2) response items to determine the behavioral level of the respondents along with their obligations to students, employer, colleagues, individuals, and society.

The researcher tabulated and evaluated the results using frequency count, percentage, and weighted mean. Also, an application of the 5-point Likert rating scale allowed the respondents to choose, check, and indicate the equivalent numerical rating for their most preferred answer.

RESULTS AND DISCUSSION

Problem No. 1

The findings of the research indicate that females make up 64.34 percent of the workforce while men account for 35.66 percent. The minimum and maximum age of the respondents were between 21-25 and 56-60 years, respectively. Of the 286 respondents, it was observed that 31.31 percent fell in the age group, 21-25 years. Predominantly, they learn to take some level of responsibility and often work hard at their best to efficiently perform their duties and utilize resources within the institution.

Studies have examined the connection between demographic variables and employee work ethics (Brauchle and Azam 2004). As stated by Ahmadi and Loreasb (2011), there is no significant relationship between gender and work ethic in general, but when investigating different aspects specifically, it turns out that women have better teamwork but less working commitment compared to men. Similarly, in a study conducted by Ghanbari and Farshchi (2015) on the staff of Bu-Ali Sina University, there is no significant relationship between gender, age, and work ethic.

The highest level of school education that the respondents had obtained is shown in Table 1. It was observed that 41.26 percent of the respondents had a Master's degree, 10.49 percent had a Bachelor's degree, 1.05 percent had an Undergraduate degree and 9.09 percent had a Doctoral degree. As shown from the given data, the Masteral degree holders were topping the

list considering the entry requirement in state universities and colleges are Masteral degree holders for a regular/permanent position. As reflected, the 1.05 percent who belonged to the category of undergraduate are the regular/permanent utility workers in which a Masteral degree is not an entry requirement.

Assadi et al. (2009) conducted a study to investigate the work ethic with an emphasis on organizational factors among the staff of the state universities of Tabriz. The findings of this study show a significant but negative relationship between work ethic and organizational alienation, and a positive relationship between work ethic and collaborative management style and job satisfaction. In this study, no significant relationship was observed between the work ethic and educational level of individuals.

The details regarding the respondents' length of service in Camarines Sur Polytechnic Colleges were analyzed in Table 1. It was shown that 65.03 percent of the respondents had a work history of fewer than 5 years, 5.9 percent for 6-10 years, 12.24 percent for 11-15 years, and 0.70 percent of the participants had more than 31 years of experience. The results indicated that working in the institution has been the source of livelihood for the respondents. Therefore, they adjusted well to their work and were more satisfied with the benefits they got hold of from their efforts.

The long stay in the government service has allowed the respondents to gain enough enriching experiences in their respective roles. This finding is broadly in line with the research conducted by Ahmadi (2012) to investigate the social factors affecting work ethic among the employees of the largest private organization of Iran, that is, Islamic Azad University. The analytical results of the study showed that there is a significant and positive relation between participatory management, organizational justice, job satisfaction, age, work history, and work ethic. Also, in explaining the work-culture in terms of the sum of the independent variables of the study, job satisfaction, and work history are respectively the strongest predictors of the work-culture and account for 0.18 of its variance.

Furthermore, in his research titled "Is the length of service related to the level of job satisfaction?", Oshagbemi (2000) revealed that workers who stay long in the workplace have high

Table 1: Profile of the respondents

Variable	Teaching personnel		Non-teaching personnel		Administrators		Total	
	N=180	%	N=84	%	N=22	%	N=286	%
<i>Sex</i>								
Female	112	62.22	57	67.86	15	68.18	184	64.34
Male	68	37.78	27	32.14	7	31.82	102	35.66
<i>Age</i>								
56-60	1	0.56	2	2.38	0	0.00	3	1.05
51-55	4	2.22	1	1.19	2	9.09	7	2.45
46-50	5	2.78	2	2.38	3	13.64	10	3.50
41-45	20	11.11	4	4.76	8	36.36	32	11.19
36-40	21	11.67	2	2.38	6	27.27	29	10.14
31-35	24	13.33	15	17.86	2	9.09	41	14.34
26-30	50	27.78	13	15.48	0	0.00	63	22.03
21-25	55	30.56	45	53.57	1	4.55	101	35.31
<i>Educational Attainment</i>								
Undergraduate	0	0.00	3	3.57	0	0.00	3	1.05
Bachelor's Degree	0	0.00	30	35.71	0	0.00	30	10.49
With Masteral Units	47	26.11	28	33.33	0	0.00	75	26.22
Masteral Degree	90	50.00	17	20.24	11	50.00	118	41.26
With Doctoral Units	25	13.89	5	5.95	4	18.18	34	11.89
Doctoral Degree	18	10.00	1	1.19	7	31.82	26	9.09
<i>Length of Service</i>								
31 years and above	2	1.11	0	0.00	0	0.00	2	0.70
26-30	5	2.78	4	4.76	2	9.09	11	3.85
21-25	6	3.33	5	5.95	13	59.09	24	8.39
16-20	3	1.67	6	7.14	2	9.09	11	3.85
11-15	24	13.33	7	8.33	4	18.18	35	12.24
6-10	9	5.00	7	8.33	1	4.55	17	5.94
1-5	131	72.78	55	65.48	0	0.00	186	65.03

satisfaction in their work as compared to those who have less satisfaction in work. They tend to stay only in a short period. It is also supported by Sarker et al. (2003) who explored the relationships of age and length of service with job satisfaction of hotel employees in Thailand. It was found out that age is not significantly correlated with the job satisfaction of the employees, but the tenure is. In any working place, motivation plays a vital role. An organization should strategize as to what kind of motivation they are going to give to the employees (Chintaloo and Mahadeo 2013).

Problem No. 2

Table 2 shows the behavioral level of the work ethics of teaching, non-teaching personnel, and administrators of Camarines Sur Polytechnic Colleges. According to the results presented in the Table, the respondents rated 4.53, 4.47, 4.46, and 4.40, respectively, in all levels of

work ethics which was evaluated very much effective (VME). The general average weighted mean was 4.46 and interpreted as very much effective (VME).

Along with this view, although the perceived rating of the behavioral level of work ethics of teaching, non-teaching personnel and administrators of Camarines Sur Polytechnic Colleges is of a greater level of very much effective, the researcher posits that efforts could still be provided to enhance and nurture the development of worthwhile values and attitudes thereby affect quality work ethics among the employees of the College.

A positive work ethic is a crucial aspect of creating a dynamic work environment and an important element in the productivity of individuals and organizations. It represents the value and commitment of individuals to the success of any organization (Noe 1999). An organization needs positive behaviour from every employee to ensure efficient work and increased produc-

Table 2: Behavioural level of work ethics of teaching and non-teaching personnel and administrators of Camarines Sur Polytechnic Colleges

Behavioral indicators	Teaching personnel			Non-teaching personnel			Administrators			Average		
	WM	I	R	WM	I	R	WM	I	R	WM	I	R
1. <i>Obligations to Students</i>												
Do the best work possible	4.49	VME	1	4.40	VME	1	4.71	VME	1	4.53	VME	1
Average	4.49	VME		4.40	VME		4.71	VME		4.53	VME	
2. <i>Obligations to Employer</i>												
Deliver quality work	4.46	VME	1.5	4.36	VME	3	4.59	VME	1.5	4.47	VME	2
Professional relationships	4.43	VME	3	4.45	VME	2	4.46	VME	3	4.44	VME	3
Honest in representation	4.46	VME	1.5	4.50	VME	1	4.59	VME	1.5	4.51	VME	1
Average	4.45	VME		4.43	VME		4.54	VME		4.47	VME	
3. <i>Obligations to Colleagues</i>												
Respect the works of others	4.58	VME	1	4.56	VME	1	4.61	VME	1	4.58	VME	1
Discipline to the extent possible	4.30	VME	2	4.29	VME	2	4.48	VME	2	4.35	VME	2
Average	4.44	VME		4.42	VME		4.54	VME		4.46	VME	
4. <i>Obligations to Individuals and Society</i>												
Respect of privacy	4.32	VME	2	4.34	VME	2	4.44	VME	3	4.36	VME	2
Respect Individuals	4.26	VME	3	4.27	VME	3	4.51	VME	2	4.34	VME	3
Contribute to the society to the extent possible, feasible, and advisable	4.54	VME	1	4.48	VME	1	4.52	VME	1	4.51	VME	1
Average	4.37	VME		4.36	VME		4.49	VME		4.40	VME	
General average WM	4.43	VME		4.40	VME		4.57	VME		4.46	VME	

tivity (Robbins and Judge 2009). Organizations that focus on developing strong work ethics relevant to the issues faced by employees will lead to the employees behaving ethically (Valentine and Barnett 2007). This also encourages them to respond positively to the organization (Cropanzano and Mitchell 2005). Without an excellent work ethic, an individual usually fails to obtain his/her desired job (Oinonen 1984).

In his 1995 study, Church concluded that the behaviors of immediate supervisors directly affect workgroup climate and the performance of employees. The individuals who have a close relationship with their superior show features of excellent work ethic as compared to those less close to their superior. This is because close relationship with the superior will create a more effective communication within an organization (Mahmood et al. 1997). However, as industries concentrate on profitability and workplace improvement, little attention has been given to the interaction between the work ethics of workers and their supervisors (McCortney and Englels 2003).

These results also received support from Kiani et al. (2018) who state that integrating the work ethics in a project has been an effective mechanism in reducing the work in a project and

promoting a productive working environment. Likewise, Ravangard et al. (2014) affirmed the positive correlation among work attitudes, work ethics, and structure of an organization.

Problem No. 3

The output of this paper gave impetus to the preparation of a Work Ethics Handbook which is specifically entitled, "Interactive Dynamics: A Handbook on Work Ethics (2016)". Having identified from the findings of the paper that the work ethics of the teaching and non-teaching personnel of Camarines Sur Polytechnic Colleges has to be enhanced (Table 3).

The first chapter of the handbook indicated the definition, sources, and dimensions of work ethic. As stated by Soleimani and Niazazari (2011), work ethic determines how an employee behaves in his workplace. This is closely related to the employee's relationship with his employer, colleagues, or corporate guests. It plays an important role in educational organizations. In educational organization, attention should be paid to the needs for the improvement of employees' satisfaction in workplace and to the effectiveness of educational program in teaching and learning.

Table 3: Proposed work ethics handbook based on the findings of the paper

<i>Part of the handbook</i>	<i>Topics</i>
<i>Chapter 1: A Look at What Work Ethics Is</i>	Topics Undertaken: • Ethics Defined • Work Ethics • Thinking Ethically • What Ethics is Not • Why is Identifying Ethical Standards Hard? • Five Sources of Ethical Standards • What are Work Ethics • Christian Worldview of Work Ethics • Four Dimensions of Work Ethics
<i>Chapter 2: A Look at Ethical Decisions</i>	Topics Undertaken: • Making Decisions • A Framework for Ethical Decision-Making • Decision-Making Styles • The Four Decision-Making Styles • Conclusion
<i>Chapter 3: A Look at Ethics and Values</i>	• Place and Significance of Values in Ethics • Why You Should Know Your Personal Values? • Where Your Values Come From? • Benefits of Knowing Your Values • Finding out what is More Important – Our Values • Instrumental and Terminal Values • Developing Your Personal Values

At the international level, work ethic is present in the education system through the rules and regulations of the state teaching councils, but also in specific school plans and programs involving teachers' work. Behaving in accordance with the work ethic is a professional obligation of every teacher, whilst its teaching is considered to be one of the fundamental competencies of the teaching profession (Turk and Vignjević 2016).

As shown in Table 3, the second chapter of the handbook emphasized the topics on ethical decisions. Excellent work ethic individuals are said to have positive work behaviour in decision making. On the other hand, poor work ethic individuals can affect their work performance. This is clearly reported by Beach et al. (1982) who claimed that 87 percent of retrenchment and the refusal of some employers to promote their workers to a higher post were due to poor work ethic at their workplace.

In addition, the third chapter indicated topics on ethics and values. Work ethics is a collection of values and morality that is used to describe the action and behavior of people and compare them by their culture (Geren 2011). Lumpkin (2008) highlights several virtues, such as honesty, trust, fairness, respect and responsibility, which are essential not only for teachers but for the students as well. Thus, teachers can, and should, apply them in their work and insist on them when it comes to expected student behaviour. These and other authors (Sanger and Osguthorpe 2013) clearly advocate giving teachers the tools to approach the teaching profession through moral reasoning.

This handbook may be used as a reference guide on how the teaching and non-teaching personnel can improve along this valuable element in becoming effective and efficient public servants. Validations of the proposed output from the three groups of respondents were conducted to ensure its validity and acceptability. Recommendations were taken into consideration and formed integral parts of the handbook.

CONCLUSION

The major purpose of this paper was to explore the behavioral level of work ethics of the teaching and non-teaching personnel in Camarines Sur Polytechnic Colleges.

A quantitative approach was adopted using a range of descriptive methods of research through surveys, interviews, structured observation, and documentary analysis. The research results suggest that the respondents perceive the behavioral indicators very much effective. Having gained high mean results mean that the behavioral level among all dimensions calls for enhancement and improvement. A work ethics handbook was proposed to promote work ethics of the teaching and non-teaching personnel of CSPC which will then guarantee productivity and better performance.

RECOMMENDATIONS

Provisions for personal and professional growth for the teaching and non-teaching personnel of Camarines Sur Polytechnic Colleges may be given priority to boost their morale and build on their productivity. Sustainable monitoring and follow-up meetings, or conferences either individual or group may enhance the work ethics of teaching and non-teaching personnel thus affect transparency and open line of communication between and among the immediate supervisor, peers/colleagues, and the clients they regularly serve. The development of training techniques should also be formulated for them to excel in their work performance. Doing these measures will conscientiously shape positive values necessary for upholding work ethics.

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