

## **Frailty the name is Morality: the Moderating effects of Education on the relationship between Moral identity and Unethical Behavior**

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### **Abstract**

*The purpose of the study is to investigate the relationship between moral identity and ethical leadership about leaders and managers in organizations. The study examined the responses of 241 males and 76 females. The questions asked information about moral identity and ethical leadership from employees of NGOs. The results of the study provide support to the proposed hypotheses, indicating that there is a significant correlation about moderating effect of education between moral identity and unethical behavior. The study is limited to examining moderation impact of education; hence moral identity has not studied before in the social sector of Baluchistan. The implications of the findings of this study for moral identity, unethical behavior and especially for impact of education are quite significant, given their roles in decreasing the unethical behavior in international & national organizations. The study is innovative in the aspect of impact of education with regard to moral identity and unethical behavior, there are no previous studies investigating the relationship between the variables considered in the present one.*

**Keywords:** Moral identity, ethical leadership, unethical behavior

### **Introduction**

Significance of leadership's ethical measurement appears glaringly evident in for all intents and purposes each sort of associations because of noticeable quality given to ethical embarrassments. In any case, to comprehend this wonder of leadership and how it is identified with the forerunners and results then first we should realize that what it is. The subject of what is leadership has been replied by scholars from a regulating forthcoming through indicating how ethical leaders should act (for example Ciulla, 2004). In repudiation, the social logical methodology has concentrated this theme more based on explaining the ethical leadership and furthermore on the distinguishing proof of its predecessors and outcomes. It is for some time accepted by spectators that uprightness like individual qualities have significance for view of

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leadership adequacy and the inquiries about have likewise demonstrated that. For example in overview explores, saw leader's adequacy has been fixed with the impression of uprightness, genuineness and reliability of the leader (Den Hartog, Van Muijen, and Koopman, 1997; Kirkpatrick and Locke, 1991; Posner and Schmidt, 1992) and being proficient, intellectual trust, the activity of consideration in work and so on has additionally been connected with the viable style of leader (Dirks and Ferrin, 2002).

### **Relationship between Ethical Leadership and Moral Identity**

In the current research paper, connection among moral identity and ethical leadership is clarified through receiving the moral identity's social-cognizance origination. Moral identity is depicted as an association of self-construction around a lot of relationship of moral attributes like being minding, caring and fair (Aquino & Reed, 2002).

Researchers such as Aquino and Reed, (2002); Blasi, (1980, 2004); Lapsley and Lasky, (2001) and other different scholars have proposed that there is a distinction in individuals in the level of being integral to their self-definition to which moral identity of them is experienced. This distinction suggests that from a social intellectual viewpoint, the moral self-diagram for certain individuals is more subjectively available than others. According to Lapsley and Lasky (2001: 347), an individual having a moral identity is the one for whom for preparing of data, moral patterns are promptly prepared, constantly accessible and effectively initiated.

Correspondingly according to Aquino and Reed (2002), significance of moral identity is higher for certain individuals than the others which imply that this particular learning structure is vital to a self-origination of an individual which makes it all the more promptly accessible to process the data and to direct the lead. Moral capacities in non-hierarchical spaces' different viewpoints are clarified through utilization of moral identity's mapping based originations (Aquino & Freeman, 2009; Aquino & Reed, 2002; Lapsley & Lasky, 2001; Narvez & Lapsley, 2004; Reed & Aquino, 2003), yet moral identity has been brought as of late into the administration writing (e.g., Detert, Treviño, & Sweitzer, 2008; Reynolds & Ceranic, 2007).

It is proposed by Aquino and Reed (2002) that moral conduct is impacted by moral identity which goes about as a self-administrative system established in one's disguised thoughts of good and bad. The craving of self-consistency of individuals emerge the persuasive intensity of self-identity consistency (Blasi, 1983, 2004). It implies that inspiration of acting in the manners in which steady with one's comprehension of

significance of being a moral individual originated from whose moral identity is vainglorious (for example being mindful to the interests and needs of others) since acting in different ways may create self-judgment and cacophony (Aquino, 2009; Aquino & Reed, 2002). In the event that in truth <sup>moral</sup> identity capacities like a self-administrative component through which moral activities are inspired then it is direct to comprehend the normal connection between moral identity and ethical leadership. Consequently, we propose the accompanying theories for the directing job of instruction on the connection between moral identity and unethical leadership.

*H1: There exists a significant moderation effect of education among identity symbolization and unethical leadership.*

*H2: There exists a significant moderation effect of education among identity internalization and unethical leadership.*

### **Methodology**

The examination directed by formulating a survey as per the prerequisites of the exploration and appropriated among the objective respondents in the worldwide and national associations situated in Quetta. The objective populace for the investigation was the chiefs and subordinates of global and national associations of Quetta. Information was gathered from leaders and administrators from these associations.

The absolute populace was 900 from the chosen worldwide and national NGOs operating in Quetta Balochistan.

There were 241 male and 76 females partakes in this study. The age of 98 respondents are having under 25 years age, 131 are have less lies between 25 to 29 years, 73 lies between 30 to 34 years, 15 respondents lies between 35 to 39 or above. The following statistic variable is instruction and it results demonstrated that there are 22 respondents have FA/FSC degree, 58 respondents have BA or BSC degree, 117 respondents have MA or MSC degree, and dominant part of respondents which is 120 have different degrees. Experience is the fourth statistic variable; consequences of examination demonstrating that the respondents whose work experience is 1 to 5 years were 47, the respondents whose experience was 5-10 years were 141, the respondents who have over 10 years' work experience was 126." The table 4.1 additionally demonstrates the aftereffects of prompt answering to director, working hours in multi day and compensation of the respondents in a month.

*Variables and their measures*

In this research study, "Moral identity symbolization" and "moral identity internalization" were considered as Independent variables while "ethical leadership" was considered as a dependent variable and all variables are measured in 5 point Likert scale. Audit of the writing uncovered that there had been exceptionally less work done on the "moral identity" and "ethical leadership".

The information was gathered through a questionnaire that dispersed among the respondents alongside their directors. The analyst was endeavor to have least contribution in the replying of the questionnaire by the respondents and where required the respondents would be helped in understanding the importance and setting of the inquiries as regarded fundamental.

The scientist checked the basic way among the factors through the auxiliary conditions model system, by utilizing SEM and AMOS. The connection investigation likewise done to evaluate the quality of the connection among free and ward factors. As far as analysis is concerned, first of all reliability has been tested through Cronbach Alpha which was more than 0.7 for all variables and then correlation test was run to check the association among variables and ultimately, regression was run to check the impact of independent variable on dependent variable and see the moderating role too through AMOS.

**Results and Discussion***Impact of education as moderator between identity symbolization and unethical behavior*

In this model summary given below it can be viewed that the moderating effect of education between the identity symbolization (Independent variable) on unethical behavior (Dependent variable) is **0.862** which was 0.813 before the addition of moderator. The R Square value which is the co-efficient of determination shows the variance of the data from normal line is varied represented in the table by 0.533 or 53.3%. Before the addition of moderator, it was 0.471 and shows a great difference. And the table also depicts the adjusted R square value which is 0.528 or 52.8% with the significance level of 0.000.

Table: 4.17

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.862 <sup>a</sup>	.533	.528	.86401	.533	69.234	2	314	.000

a. Predictors: (Constant), QuIIdenSym\_Int1, ZidenSym

ANOVA table depicts the F value 69.234 which is greater than 4 and these results shows the significant moderation of education between the identity symbolization and unethical behavior and significance of model with the value of 0.000

Table: 4.18

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	63.274	2	31.637	69.234	.000 <sup>b</sup>
	Residual	234.405	314	.747		
	Total	297.679	316			

a. Dependent Variable: UnthBeh

b. Predictors: (Constant), QuIIdenSym\_Int1, ZidenSym

According to Baron and Kenny (1986), the interpretation of the moderating variable shows that strong moderation exist in this research model. It can be written as -13.3% moderation in unethical behavior due to identity symbolization under ethical leadership, which is significant at 0.000, thus H5 is supported.

Table: 4.19

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Partial
1	(Constant)	2.418	.049		53.812	.000			
	ZidenSym	-.524	.049	-.526	9.434	.000	-.524	.526	.522
	QuIIdenSym_Int1	-.231	.047	-.234	5.345	.000	-.231	.234	.214

a. Dependent Variable: UnthBeh

H1; there is significant moderation impact of education between identity symbolization and unethical leadership.

H0 there is no significant moderation impact of education between identity symbolization and unethical leadership.

*Impact of education as moderator between identity internalization and unethical behavior*

In this model summary given below it can be viewed that the moderating effect of education between the identity internalization (Independent variable) on unethical behavior (Dependent variable) is **0.895** which was 0.718 before the addition of moderator. The R Square value which is the co-efficient of determination shows the variance of the data from normal line is varied represented in the table by **0.607** or 60.7%. Before the addition of mediator, it was 0.275 and shows a great difference. And the table also depicts the adjusted R square value which is **0.602** or 60.2% with the significance level of **0.00**

Table: 4.19

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics F Change	df1	df2	Sig. F Change
1	.895 <sub>a</sub>	.607	.602	.86701	.607	64.213	2	314	.000

a. Predictors: (Constant), QulIdenInt\_Int2, ZidenInt

ANOVA table depicts the F value **64.213** which is greater than 4 and these results shows the significant moderation of education between the identity internalization and unethical behavior and significance of model with the value of 0.000

Table: 4.20

ANOVA<sup>a</sup>

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	61.644	2	30.822	64.213	.000 <sup>b</sup>
	Residual	236.035	314	.752		
	Total	297.679	316			

a. Dependent Variable: UnthBeh

b. Predictors: (Constant), QulIdenInt\_Int2, ZidenInt

According to Baron and Kenny (1986), the interpretation of the moderating variable shows that strong moderation exist in this research model. It can be written as -17.0% moderation in unethical behavior due to identity internalization under ethical leadership, which is significant at 0.000, thus H5 is supported.

Table: 4.21  
Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.	Correlations		
	B	Std. Error				Zero-order	Partial	Partial
(Constant)	2.416	.049		49.614	.000			
1 ZIdenInt	-.601	.049	-.613	-9.515	.000	-.618	.621	.613
QuIdenInt_Int2	-.270	.048	-.280	-4.566	.000	-.291	.298	.280

a. Dependent Variable: UnthBeh

H2; there is significant moderation impact of education between identity internalization and unethical leadership.

H0 there is no significant moderation impact of education between identity internalization and unethical leadership.

### Conclusion

This study has aimed to analyze the moderating role of education in the relationship between identity symbolization and unethical behavior and identity internalization and unethical behavior. The results have proved that education plays a significant moderating role between identity symbolization and unethical behavior and this moderation is negative. It means that impact of identity internalization gets reduced on unethical behavior with an increase in education so respective hypothesis has been accepted.

On the other hand, education also played a significant moderating role in the relationship between identity internalization and unethical behavior and this moderation is also negative. It means that with increase in education level in Baluchistan, impact of identity internalization also gets reduced on unethical behavior. This respective hypothesis has also been accepted.

### Recommendations

In addition to the above results that are based on empirical evidences, we would like to give recommendations which are based on our experiences and observations:

The Steps should be taken to create awareness of ethical leadership in the organizations. In this regard, awareness programs may be organized. This awareness would help the managers/leaders to become an ethical leader. The organizations should establish an

environment where ethical values are valued. The environment where ethical actions of the people are measured and they are rewarded or punished based upon their ethical or unethical behaviors.

The employees of the organizations should be qualified professions who are aware of the ethical and moral values. Employees should be well educated who can abide by the ethical values and are capable of creating an ethical environment.

The organizations should conduct training sessions and seminars for their employees who can help to upgrade the knowledge of employees and help to remind the leaders and followers about ethical behavior and their duties in this regard. The organization should create process of rewarding ethical behaviors through recognition of their actions, performance certificates, trophies, putting name in list of fame, monetary benefits and promotions. The ones who are charged with governance of the organization are responsible for creating ethical climate in the organizations. Therefore, the board of governance of an organization should be aware of ethical leadership, they should be highly educated professionals and ethical leaders.

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