

Faculty Support and its Perceived Influence on the Ethical Conduct of Business Administration and Management Students in DLSP

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Abstract: This study determined the level of faculty support and its perceived influence on the ethical conduct of Business Administration and Management students. The respondents were fifty-one (51) faculty members. A descriptive-correlational research design was utilized, and data were gathered using a structured questionnaire with a 5-point Likert scale. Weighted mean and Pearson correlation were used as statistical tools.

Results revealed that faculty support was very high (WM = 4.59), while the ethical conduct of students was high (WM = 3.93). Tracer study application also indicated a very high perceived influence of faculty support on ethical development (WM = 4.24). Pearson correlation analysis showed a strong positive significant relationship between faculty support and ethical conduct ($r = 0.660$, $p < 0.05$). This implies that higher faculty support is associated with stronger ethical conduct among students.

The study concludes that faculty support significantly contributes to students' ethical behavior. It is recommended that faculty mentoring programs, values education, and ethical development activities be strengthened to sustain students' moral growth.

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I. INTRODUCTION

➤ *The Problem and its Background*

Education plays a crucial role in molding not only the intellectual development of students but also their values, attitudes and ethical behavior in the field of Business Administration students in CBAM.

Management, ethical conduct is essential because future professionals are expected to uphold fairness, responsibility and integrity in the workplace. However, unethical practices such as dishonesty, cheating, irresponsibility, and lack of professionalism may still occur among students and may negatively affect their future performance as business practitioners.

Faculty support in terms of academic guidance, emotional encouragement, mentoring, and moral development may significantly contribute to the development of students' ethical values. Faculty support can influence how students behave in classrooms, handle responsibilities, and make moral decisions, especially in academic and workplace-related settings such as internships or practicums. Faculty members are accepted as one of the most influential as professionals in the academic settings.

Moreover, applying the concept of tracer study in educational research allows institutions to assess how students develop over time and how prepared they are to demonstrate professional and ethical behavior in real-life settings. Through faculty perceptions, this study aims to trace the ethical readiness of Business Administration and Management students, particularly as they progress toward graduation and internship experiences.

This study, therefore, seeks to determine the level of faculty support and its perceived influence on the ethical conduct of Business Administration and Management students. The results may serve as a basis for improving faculty interventions, strengthening moral formation, and enhancing student discipline and professionalism in the academic institution.

➤ *Theoretical Framework*

This study is anchored on several behavioral and organizational theories that explain how faculty support influences the ethical conduct of Business Administration and Management students.

- *Social Learning Theory (Albert Bandura, 1977)*

Social Learning Theory posits that individuals learn behaviors by observing, modeling, and imitating others, especially authority figures. In the academic setting, faculty

members serve as role models. When instructors demonstrate ethical behavior, fairness, respect, and integrity, students are more likely to adopt similar conduct. Thus, consistent faculty support that reflects ethical standards can shape students' moral decision-making and behavior.

• *Theory of Planned Behavior (Icek Ajzen, 1991)*

This theory explains that behavior is driven by behavioral intentions, which are influenced by attitudes, subjective norms, and perceived behavioral control. Faculty support contributes to shaping students' attitudes toward ethical behavior and reinforces positive subjective norms within the academic environment. When faculty emphasize ethical standards and provide guidance, students are more likely to intend and practice ethical conduct.

• *Organizational Support Theory (Eisenberger et al., 1986)*

Organizational Support Theory suggests that individuals develop perceptions about how much an institution values their well-being and contributions. In an educational context, faculty support is a form of perceived organizational support. When students feel supported by their professors—through guidance, feedback, and fairness—they are more likely to reciprocate with positive behavior, including adherence to ethical standards.

• *Ethics Education Theory*

Ethics Education Theory emphasizes that ethical reasoning and moral development can be strengthened through formal instruction and mentorship. Faculty members play a crucial role in integrating ethical principles into classroom discussions, case studies, and real-life applications, which enhances students' ethical awareness and behavior.

• *Rest's Four-Component Model:*

Proposes that moral behavior involves four psychological processes: moral sensitivity (identifying a dilemma), moral judgment (deciding what is right), moral motivation (placing priority on ethics), and moral action (acting on the decision).

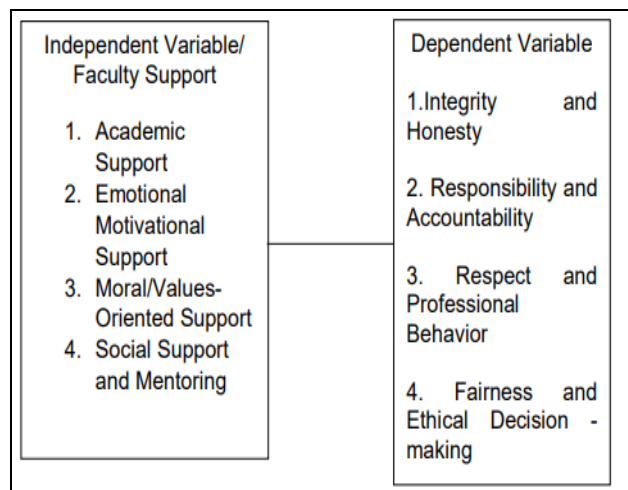
• *Virtue Ethics:*

Focuses on character development and cultivating virtues (honesty, integrity) rather than just following rules, often using role models in teaching.

• *Theory of the Golden*

Mean Virtue is found as the mean (middle) between two extremes, the balance between excess (too much) and deficiency (too little). Both extremes are considered as vices. Discerning a virtue is not simple for it requires prudence or practical wisdom. One has to choose and decide what is good and virtuous according to the dictate of reason.

➤ *Conceptual Framework*



➤ *Framework:*

The study assumes that higher faculty support may lead to improved ethical behavior and professional conduct among students. Faculty support serves as a guide and influence in shaping moral behavior and discipline, which may be reflected in the ethical conduct observed among students.

➤ *Tracer Study Component*

- Ethical Development as students' Progress
- Ethical Readiness during internship/practicum
- Perceived long-term influence of faculty support

➤ *Statement of the Problem (Sop)*

This study focused to determine the relationship between faculty support and its perceived influence on the ethical conduct of Business Administration and Management students.

• *Specifically, it Seeks to Answer the Following Questions:*

✓ *What is the Demographic Profile of the Faculty Respondents in Terms of:*

- Age
- Sex
- Civil Status
- Highest Educational Attainment
- Academic Rank/Position
- Years of Teaching Experience
- Years teaching Business Administration and Management students

✓ *What is the Level of Faculty Support in Terms of:*

- Academic Support
- Emotional and Motivational Support
- Moral and Values-Oriented Support
- Social Support and Mentoring

✓ *What is the Perceived Level of Ethical Conduct of Business Administration and Management Students in Terms of:*

- Integrity and Honesty
 - Responsibility and Accountability
 - Respect and Professional Behavior
 - Fairness and Ethical Decision-Making
- ✓ Based on faculty perception (tracer study approach), what is the perceived ethical development of students in terms of:
- Ethical improvement across year levels
 - Ethical readiness during internship/practicum
 - Influence of faculty support on long-term ethical development
- ✓ Is there a significant relationship between faculty support and the perceived ethical conduct of Business Administration and Management students?

➤ *Hypothesis*

There is no significant relationship between faculty support and the perceived ethical conduct of Business Administration and Management students in DLSP

➤ *Significance of the Study*

This research study was assumed to be beneficial to the following stakeholders.

• *Students*

This study may help students understand the importance of virtues, morality, and ethical conduct as preparation for academic and professional responsibilities.

• *Faculty Members*

This study may encourage faculty members to strengthen their support system through mentoring, guidance, and moral modeling to improve student discipline and ethical behavior.

• *School Administration*

The results may guide administrators in improving faculty development programs, policies, and student discipline interventions to strengthen moral formation.

• *Parents/Guardians*

The findings may help parents recognize the importance of collaboration between home and school in developing ethical and morally responsible students.

• *Future Researchers*

This research may serve as a reference for future studies related to faculty support, student morality, and ethical development in academic institutions.

➤ *Definition of Terms*

• *Faculty Support*

Refers to the assistance and guidance provided by faculty members to students, including academic help, emotional encouragement, mentoring, and moral guidance.

• *Ethical Conduct*

Refers to students behavior that reflects honesty, responsibility, respect, fairness, and adherence to moral values.

• *Perceived Influence*

Refers to the faculty's belief or assessment regarding how their support affects students' ethical conduct.

• *Business Administration and Management Students*

Refers to students enrolled in the Business Administration and Management program of the institution.

• *Virtues and Morality*

Refers to good values such as honesty, respect, responsibility, and fairness that guide an individual's behavior.

• *Tracer Study Approach*

Refers to a retrospective method used to evaluate development and readiness of students based on past experiences, including internship performance and ethical behavior over time.

II. REVIEW OF RELATED LITERATURE

This chapter discusses the review of related literature and studies which conceptualizes the framework of the study.

➤ *Aristotle:*

Often cited for the cognitive content of ethics and the "virtue ethics" approach to business management, emphasizing that ethical behavior is a habit formed through practice.

➤ *Lawrence Kohlberg:*

Developed the theory of moral development, often used to understand how students develop ethical reasoning.

➤ *Robert Solomon:*

Known for the "virtue ethics" approach to business, emphasizing that business is part of the human community and requires integrity.

➤ *Thomas Donaldson & Patricia Werhane:*

Renowned for their work on corporate social responsibility and the moral status of the corporation.

➤ *Milton Friedman:*

While often cited for the shareholder primacy view, his work is foundational for students to debate the social responsibility of business.

According to Kant, “goodwill” is the action that remains good regardless of the circumstances. The concept of will pertains to motivation behind an action that can be controlled. It is the interplay of one’s motivation and intention in doing action. Since the result of my action is something that cannot be controlled, the morality of one’s actions cannot depend on their outcomes.

- *Faculty Support in Education*

Faculty support plays an important role in student success. Teachers who provide guidance and mentoring help learners develop confidence and discipline. Academic support improves student performance while emotional support promotes motivation and resilience.

- *Ethical Conduct and Moral Development of Students*

Ethical conduct refers to practicing honesty, fairness, responsibility, and respect. Moral development is shaped by social environment, family, and school. Students develop values through observation, discipline, and role modeling. In higher education, ethical behavior is essential since students are prepared for future careers.

- *Role Models*

Faculty members serve as role models. Their behavior and decision-making influence students. When teachers show integrity, fairness, and professionalism, students tend to adopt similar values.

- *Ethics in Business Education*

Business programs emphasize ethical decision-making because unethical practices may lead to corruption, fraud, and unprofessional conduct. Students must develop ethical values early to prevent future misconduct in business industries.

- *Tracer Study and Graduate Development*

Tracer studies are used to evaluate the outcomes of educational programs. It measures readiness and development of students by assessing their skills, values, and professional competence. Applying tracer study concepts in ethics helps identify whether students demonstrate professionalism and ethical behavior during practicum or internship exposure.

- *Relationship between Faculty Support and Student Ethical Conduct*

Several studies suggest that students develop positive attitudes and discipline when they feel supported by their teachers. Faculty mentoring strengthens moral reasoning, reduces academic dishonesty, and improves accountability. Supportive faculty environments promote responsible student behavior.

There were wholly attachment and attribute of the role of Faith and Religion in Students Ethics until our current situation moving onward time as well. Religion is centered on one’s faith on the supernatural, the holy, and God, thus Faith is necessary in religion and vice versa. Religion performs many functions for the people and the society as a

whole. It helps people to understand the meaning of life, and to form concepts of the world and the relationship between man and the universe.

DLSP had always imparted orientation in the beginning and middle year of every calendar activity with regards to different academic circulation and roundabout. These had reflected the integration of students and faculty ethics and morality part of professionalism.

Student councils serve as vital training grounds for leadership, fostering skills in communication, teamwork, and decision-making while increasing school pride. Members act as a bridge between students and administration, raising student concerns to authorities. Effective councils improve school culture, organize events, and promote civic responsibility.

➤ *Key Leadership Skills Developed*

- Public Speaking and Organization: Planning school events and meetings builds professional skills.
- Decision-Making and Responsibility: Handling budgets and implementing projects teaches accountability.
- Networking: Connecting with peers, educators, and community leaders provides early professional experience.
- Collaboration: Working within a team to achieve common goals boosts collaboration.

➤ *Core Functions of a Student Council*

- Voice for Students: Acting as a liaison to the school board and administration.
- School Improvements: Initiating changes to improve student life (e.g., in academics or school climate).
- Community Service: Organizing fundraisers and social events to give back to the community.
- Leadership Training: Providing opportunities for students to develop, including through workshops and seminars.

➤ *Leadership Styles & Positions*

- Types: Student leaders can adopt various styles, including transformational leadership, which aims to inspire and motivate peers toward shared goals.
- Positions: Roles typically include President, Vice President, Secretary, Treasurer, and Class Representatives, all of which often involve handling finances and promoting harmony within the school.
- Impact on Students
- Career Readiness: Skills developed, such as project management and leadership, are valuable for future career opportunities.
- Increased Engagement: Students in councils are often more motivated, engaged, and involved in school life.
- Character Building: Students learn to step out of their comfort zones, take ownership of actions, and develop self-confidence.

III. RESEARCH METHODOLOGY

This chapter describes the procedure used in the conduct of the study. It includes the research design, subject and locale of the study, research instrument, procedure and statistical treatment of data.

Research Design This study will use a descriptive-correlational research design. It will describe the level of faculty support and perceived ethical conduct of students and determine if there is a significant relationship between the two variables.

Locale of the Study The study will be conducted in the College of Business Administration and Management in Dalubhasaan ng Lungsod ng San Pablo, Academic Year 2025–2026.

Respondents of the Study - The respondents will be faculty members teaching Business Administration and Management students. The study will use purposive sampling or total enumeration depending on the available faculty population.

➤ *Research Instrument*

A researcher-made questionnaire will be used. It includes:

- Demographic profile
- Faculty Support scale
- Perceived Ethical Conduct scale
- Tracer-based ethical development assessment
- Open-ended questions

The questionnaire will use a 5-point Likert scale.

➤ *Data Gathering Procedure*

- The researcher will request permission from the Dean/Chairperson.
- The questionnaire will be distributed through Google Forms.

- Responses will be collected and recorded.
- Data will be tabulated, analyzed, and interpreted using statistical tools.

➤ *Ethical Considerations*

- Participation is voluntary
- Confidentiality will be ensured
- Data will be used for academic purposes only
- Respondents may withdraw anytime

➤ *Statistical Treatment of Data*

The following statistical tools will be used:

- *Frequency and Percentage*
Used to describe the demographic profile of faculty respondents.
- *Weighted Mean*
Used to determine the level of faculty support and perceived ethical conduct of students.

Formula:

$$WM = \frac{\sum fx}{N}$$

- *Pearson Product Moment Correlation (Pearson r)*
Used to determine the relationship between faculty support and perceived ethical conduct of students.

➤ *Interpretation of Data (Likert Scale)*

Table 1 Interpretation of Data (Likert Scale)

Scale	Range	Interpretation
5	4.21 – 5.00	Strongly Agree / Very High
4	3.41 – 4.20	Agree / High
3	2.61 – 3.40	Neutral / Moderate
2	1.81 – 2.60	Disagree / Low
1	1.00 – 1.80	Strongly Disagree / Very Low

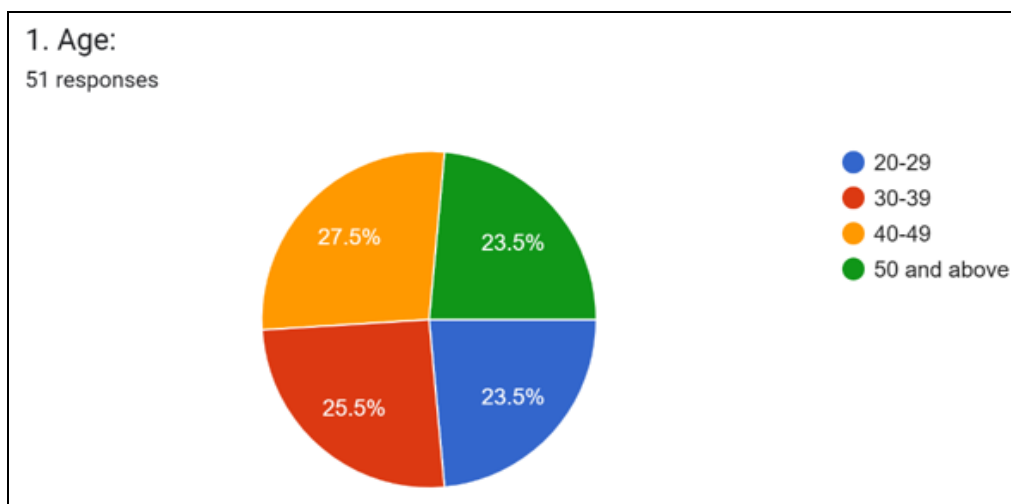


Fig 1 Age

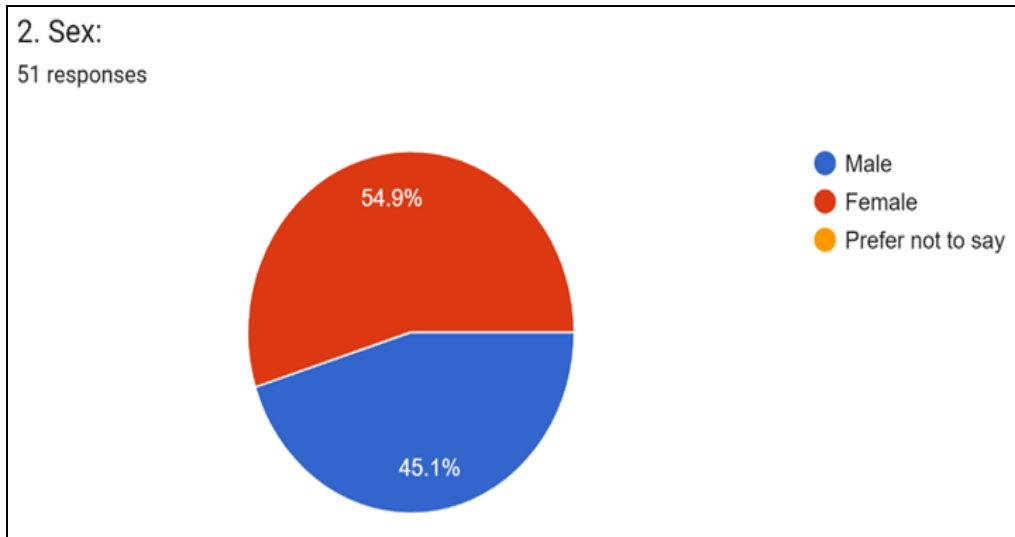


Fig 2 Sex

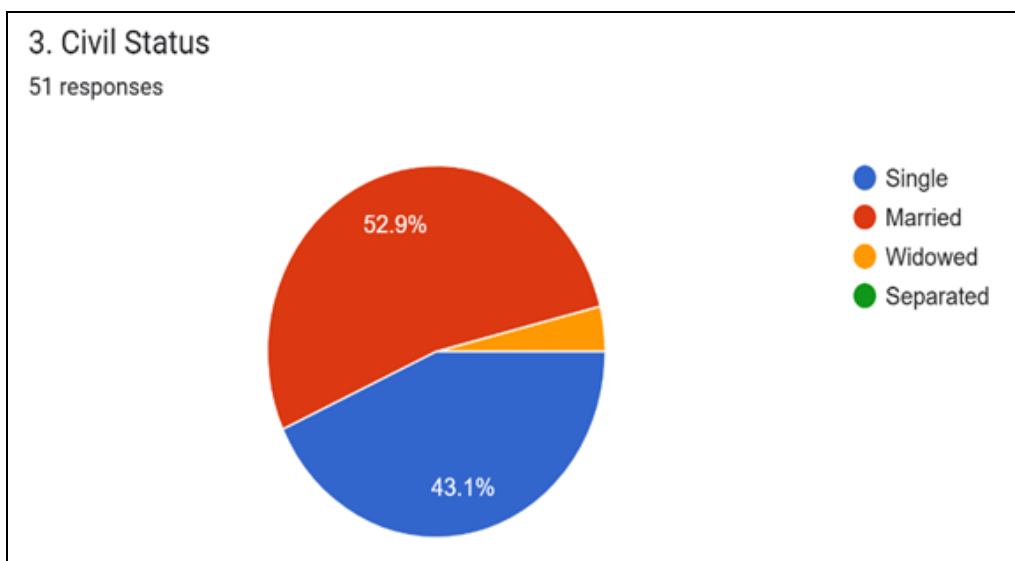


Fig 3 Civil Status

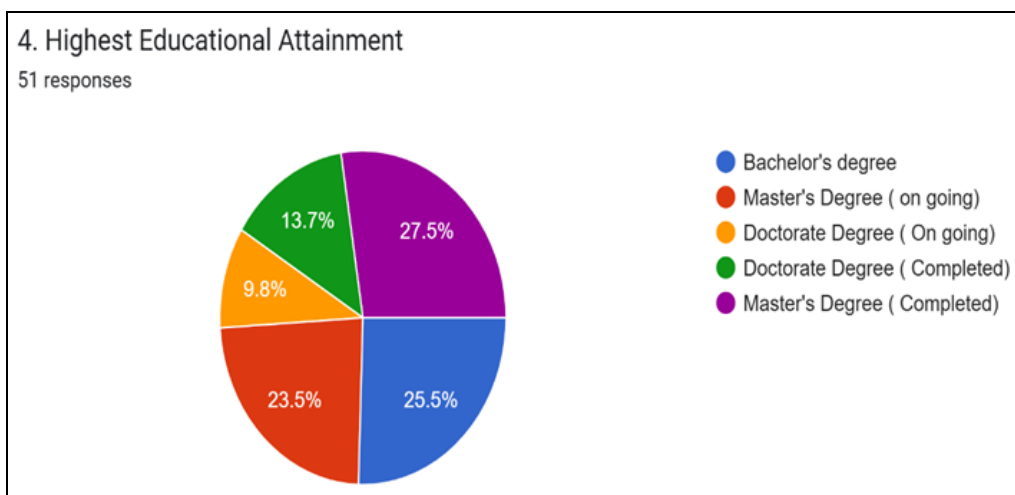


Fig 4 Highest Educational Attainment

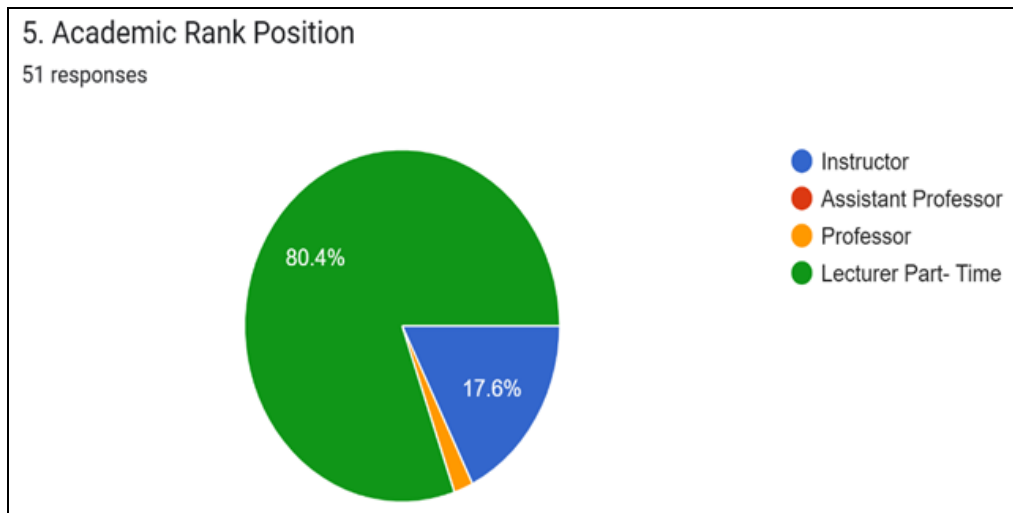


Fig 5 Academic Rank Position

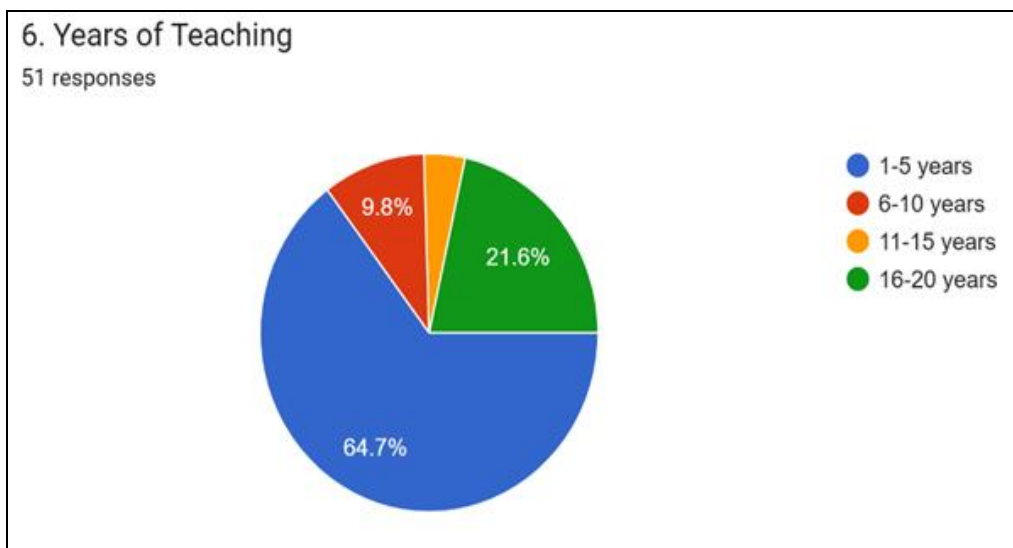


Fig 6 Years of Teaching

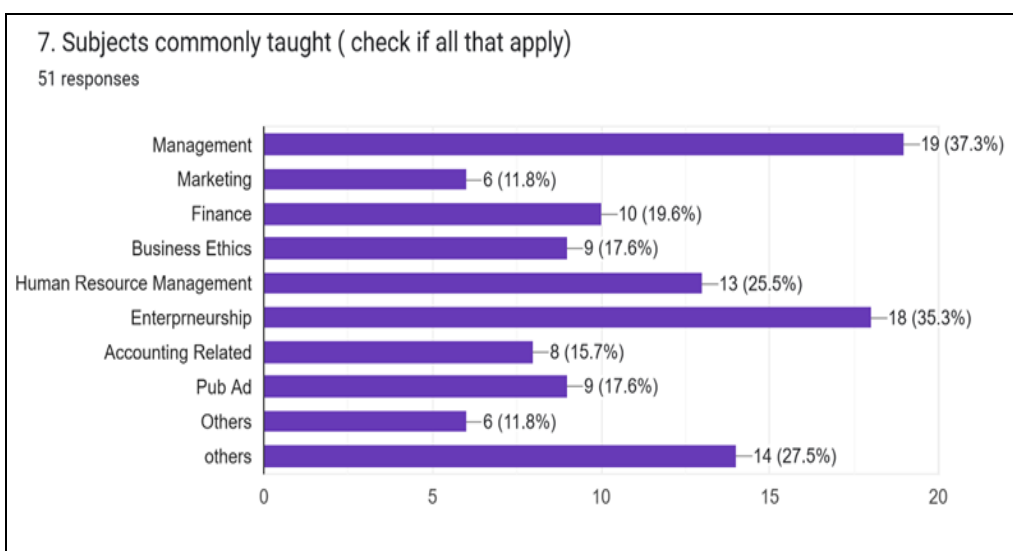


Fig 7 Subjects Commonly Taught (Check if All that Apply)

IV. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

Table 2 Faculty Support (Academic, Emotional, Moral, and Mentoring Support)

Indicators	Weighted Mean	Verbal Interpretation	Rank
Faculty Support	4.59	Strongly Agree (Very High)	13
A. Academic Support			
1. I provide clear instructions and expectations to students			
2. I give timely feedback on students' academic performance.	4.43	Strongly Agree (Very High)	19
3. I encourage students to ask questions and express concerns.	4.65	Strongly Agree (Very High)	5
4. I offer consultation time for students who need help.	4.57	Strongly Agree (Very High)	15
5. I guide students in improving their academic performance.	4.61	Strongly Agree (Very High)	11
B. Emotional and Motivational Support.	4.65	Strongly Agree (Very High)	5
6. I motivate students to do their best in their academic tasks.			
7. I show understanding when students face personal difficulties.	4.39	Strongly Agree (Very High)	20
8. I provide encouragement to students who lack confidence.	4.57	Strongly Agree (Very High)	15
9. I create a classroom environment where students feel respected.	4.63	Strongly Agree (Very High)	8
10. I promote positive attitudes towards learning.	4.67	Strongly Agree (Very High)	3
C. Moral and Values- Oriented Support	4.65	Strongly Agree (Very High)	5
11. I remind students about honesty and integrity in their academic work.			
12. I encourage students to practice respect towards classmates and teachers.	4.69	Strongly Agree (Very High)	2
13. I integrate moral values in class discussions when appropriate.	4.67	Strongly Agree (Very High)	3
14. I serve as a role model of ethical behavior in the classroom.	4.63	Strongly Agree (Very High)	8
15. I address unethical behavior (cheating, dishonesty) properly and fairly.	4.73	Strongly Agree (Very High)	1
D. Social Support and Mentoring	4.61	Strongly Agree (Very High)	11
16. I act as a mentor to students when needed.			
17. I provide advice to students regarding personal development.	4.49	Strongly Agree (Very High)	17
18. I support students in building self discipline and responsibility.	4.59	Strongly Agree (Very High)	13
19. I encourage students to participate in school activities.	4.47	Strongly Agree (Very High)	18
20. I promote teamwork and collaboration among students.	4.63	Strongly Agree (Very High)	8
Overall	4.59	Strongly Agree (Very High)	

- Interpretation: The table shows an overall weighted mean of 4.59, interpreted as Strongly Agree (Very High).

Table 3 Ethical Conduct of Students (Integrity, Responsibility, Respect, and Fairness)

Indicators	Weighted Mean	Verbal Interpretation	Rank
PART III: Ethical Conduct of Students (Dependent Variable) - Faculty Perception	3.90	Agree (High)	13
A. Integrity and Honesty			
1. Students demonstrate honesty in academic tasks (e.g., quizzes, assignments.			
2. Students avoid cheating and plagiarism.	3.75	Agree (High)	18
3. Students admit mistakes when they commit errors.	3.71	Agree (High)	19
4. Students show truthfulness when communicating with teachers and peers.	3.92	Agree (High)	10
5. Students submit original work and avoid academic dishonesty.	3.78	Agree (High)	17
B. Responsibility and Accountability	3.92	Agree (High)	10
6. Students take responsibility for their actions and decisions.			
7. Students submit requirements on time.	3.71	Agree (High)	19
8. Students accept consequences of their actions when necessary	3.86	Agree (High)	15
9. Students demonstrate discipline in following class rules.	3.96	Agree (High)	8
10. Students accountable in fulfilling group task responsibilities.	4.02	Agree (High)	4
C. Respect and Professional Behavior	4.14	Agree (High)	2
11. Students show respect toward faculty members.			
12. Students demonstrate respect toward classmates.	4.16	Agree (High)	1
13. Students practice proper classroom etiquette.	3.82	Agree (High)	16
14. Students communicate politely and professionally	3.96	Agree (High)	8

15. Students show respect for diversity of opinions and beliefs.	4.02	Agree (High)	4
D. Fairness and Ethical Decision – Making	3.92	Agree (High)	10
16. Students show fairness when working in group activities.			
17. Students avoid discrimination and favoritism .	4.02	Agree (High)	4
18. Students make decisions based on ethical principles.	3.88	Agree (High)	14
19. Students avoid harmful behaviors (bullying, harassment, disrespect).	4.04	Agree (High)	3
20. Students demonstrate moral judgement when faced with challenges.	4.02	Agree (High)	4
Overall	3.93	Agree (High)	

- Interpretation: The table shows an overall weighted mean of 3.93, interpreted as Agree (High).

Table 4 Tracer Study Application (Retrospective Faculty Assessment)

Indicators	Weighted Mean	Verbal Interpretation	Rank
Part IV: Tracer Study Application (Retrospective / Graduate- Based Faculty Assessment Direction: Based on your experience in teaching Business Administration Management students, including graduates from previous batches, please rate the statements. A. Observed Ethical Development Over Time 1. Students improve their ethical behavior as they progress to higher year levels.	4.08	Agree (High)	14
2. Graduating students show stronger moral reasoning compared to freshmen.	4.20	Agree (High)	9
3. Ethical Awareness becomes more evident among senior students.	4.08	Agree (High)	14
4. Students behavior becomes more professional during practicum /internship.	4.16	Agree (High)	11
5. Students develop stronger values after exposure to faculty guidance.	4.25	Strongly Agree (Very High)	6
B. Ethical Readiness For Workplace (Internship (Tracer Based Evaluation). 6. Students demonstrate professionalism during internship practicum.	4.16	Agree (High)	11
7. Students show honesty and accountability during fieldwork or practicum.	4.16	Agree (High)	11
8. Students apply ethical decision making in real -life business situation.	4.22	Strongly Agree (Very High)	8
9. Students follow organizational policies and ethical standards during immersion.	4.18	Agree (High)	10
10. Students show respect for supervisors, clients, and co- workers.	4.24	Strongly Agree (Very High)	7
C. Influence of Faculty Support (Tracer Outcome Perspective) 11. Faculty guidance contributes to students' discipline and responsibility.	4.33	Strongly Agree (Very High)	5
12. Faculty mentoring helps students develop ethical maturity.	4.37	Strongly Agree (Very High)	3
13. Faculty role modeling influences students' moral behavior .	4.47	Strongly Agree (Very High)	1
14. Faculty interventions reduce unethical student behaviors.	4.39	Strongly Agree (Very High)	2
15. Faculty encouragement helps students maintain integrity in academic and workplace.	4.35	Strongly Agree (Very High)	4
Overall	4.24	Strongly Agree (Very High)	

- Interpretation: The table shows an overall weighted mean of 4.24, interpreted as Strongly Agree (Very High).

Table 5 Correlation Between Faculty Support and Ethical Conduct

Variables	Pearson r	p-value	Interpretation
Faculty Support and Ethical Conduct	0.660	0.000000	Strong Positive Significant Relationship

- Interpretation: Pearson correlation revealed $r = 0.660$ with $p = 0.000000$, indicating a strong positive significant relationship between faculty support and ethical conduct.

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

➤ Summary of Findings

- Faculty Support was rated very high with an overall weighted mean of 4.59.
- Ethical Conduct of students was rated high with an overall weighted mean of 3.93.
- Tracer Study Application results showed very high perceived influence with an overall weighted mean of 4.24.
- There is a strong positive significant relationship between Faculty Support and Ethical Conduct ($r = 0.660$, $p < 0.05$).

➤ Conclusions

Based on the findings, it is concluded that faculty support significantly influences the ethical conduct of Business Administration and Management students. Faculty guidance, mentoring, emotional encouragement, and moral role modeling contribute to the development of integrity, responsibility, respect, and fairness among students.

➤ Recommendations

- Faculty members should sustain strong academic guidance and mentoring to strengthen students' ethical conduct.
- The institution should conduct seminars and training programs on ethics, values formation, and mentoring strategies.
- Administrators may strengthen programs that promote integrity, discipline, and responsible behavior among students.
- Students should be encouraged to participate in values formation and leadership programs.
- Future researchers may include student respondents and use a larger sample size for wider validation.

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