

The Impact of Locus of Control and Self Esteem on Ethical Behavior of University Students

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ABSTRACT: *The objective of the research was to examine the effect of locus of control and self-esteem on students' ethical behavior. The research sample consists of 480 students of the Faculty of Teaching and Education, Universitas Halu Oleo Indonesia during academic-year 2022. Data was collected using five-choice Likert scale model questionnaires, ethical behavior scale $\alpha = 0.81$, locus of control scale $\alpha = 0.86$, and self-esteem scale $\alpha = 0.86$. The data were analyzed using Structural Equation Modeling (SEM) through Analysis of Moment Structures (AMOS) software. The results showed that there was a significant positive effect of locus of control and self-esteem on students' ethical behavior either partially or simultaneously. This means, the better the students' locus of control and self-esteem, the better their ethical behavior will be.*

KEY WORDS: Ethical behaviour, locus of control, self esteem, structural equation modeling, confirmatory factor analysis

INTRODUCTION

Some of the factors, which influence student's ethical behavior are peer ethical behavior, GPA, and gender (Joseph, Berry, & Deshpande, 2010). Male students have significantly lower ethical behavior in three factors (selfishness, academic cheating, and computer ethics) than female

students (Nejati, Jamali, Nejati, 2009). Furthermore, a number of factors that influence ethical behavior are independence, gender, age, religion, education, locus of control, equity sensitivity, ethical sensitivity, work experience, understanding of ethical codes, reward systems, and self-esteem (c.f. Adekoya, Oboh, & Oyewumi, 2020; Suar et al., 2016; Žiaran, 2015; Shell, Owrangi, Yousliani, and Zarnaghash, 2011; Colvin, & Bruning, 1995; Randhawa, Beamer, & Lundberg, 1993; Zimmerman, Bandura, Martinez-Pons, 1992; Schunk, 1991).

This study focuses on individual factors, namely locus of control and self-esteem. The relationship between locus of control and student ethical behavior is very important because with a locus of control a person will be more able to control himself in order to achieve success or goals that will be achieved by working hard (Kumala, 2020). Research conducted by Yovita & Rahmawaty (2016), Riyana et al. (2021), Febrianty (2010), and Kristianti & Kristiana (2020) found that locus of control influences student ethical behavior, where students who have an internal locus of control are able to control themselves and encourage them to behave ethically. Meanwhile, research conducted by Mikoshi et al. (2020), Lucyanda & Endro (2012), and Oktawulandari (2015) found that locus of control has no effect on student ethical behavior, high or low levels of locus of control possessed by students is not a benchmark for increasing ethical behavior in carrying out their responsibilities.

Another factor that influences student ethical behavior is self-esteem. Research conducted by Suar, Gochhayat, & Suar (2016) and Žiaran (2015) found that self-esteem influences ethical behavior. Self-esteem is the most important factor influencing student ethical behavior, because individuals with high self-esteem are afraid of doing something that can lead to criticism, damage their reputation and integrity (Kanten, Yesiltas, Kanten, 2013). Individuals with high self-esteem will avoid unethical behavior and adhere to ethical behavior that is in accordance with a positive sense of self-esteem (Avey, Palanski, & Walumbwa, 2011). In contrast, Iacobucci et al. (2013) found that self-esteem has no effect on ethical behavior. The high and low self-esteem of students is not related to their confidence in making ethical decisions.

The difference in the results of the research above shows that there are still inconsistencies in the results of previous studies regarding the factors that influence ethical behavior, especially among students. Therefore, this research was conducted by taking variables that include individual factors such as locus of control, self-esteem and student ethical behavior. Based on some of the phenomena described above, it is deemed necessary to conduct research on "The effect of locus of control and self-esteem on the ethical behavior of students in the Faculty of Teaching and Education, University of Halu Oleo Indonesia.

RESEARCH METHODOLOGY

Hyphoteses

The variables studied in this study include two exogenous variables, namely locus of control (X1) and self-esteem (X2), while the endogenous variable is ethical behavior (Y). The alleged

causal relationship between variables can be formulated in the research hypothesis: 1) There is a positive influence of locus of control on ethical behavior. 2) There is a positive influence of self-esteem on ethical behavior. 3) There is a positive influence of locus of control and self-esteem together on ethical behavior.

Participants

The research participants were students who actively studying at the Teaching and Education Faculty of Halu Oleo University Indonesia in the 2022 academic-year. The selected respondents consisted of 327 female students and 153 male students spread across five majors: Department of Education (n=112) , Department of Language and Arts Education (n=119), Department of Mathematics and Natural Sciences Education (n=126), and Department of Social Sciences (n=123). Respondents' ages ranged from 19 to 24 years with an average age of 21 years. Respondents' GPA ranged from 2.13 to 3.98 with an average GPA of 2.94 on a scale of 1-4. The distribution of questionnaires was carried out via Google forms, WA groups, e-mail, and offline.

Measures

In collecting data, there were three types of instrument applied; they were 1) Students' ethical behavior scale includes 4 sub-scales: ethical behavior inside the classroom, relationship based on self-interest, students' responsibilities, and relationships outside the classroom (Ozcan, Balyer & Servi, 2013). 2) Students' Locus of control scale refers to the James Internal-External Locus of Control Scale (Borich & Paver, 1974) which includes 4 sub-scales, namely: fate, luck, personal control, and powerful others. 3) Students' self-esteem scale includes 5 sub-scales: general, social peer, home parents, lie scale, and school-academic (Coopersmith Self-Esteem Inventory in McClelland, 2011). The three questionnaires were developed by the researchers themselves, using a five-choice Likert scale model (strongly disagree to strongly agree). After conducting a tryout on 100 respondents who were selected simply randomly from the study population, the total person item correlation coefficient was obtained between 0.48-0.86 and $r_{\alpha}=0.84$ for the ethical behavior scale, 0.47-0.83 and $r_{\alpha}=0.81$ for the locus of control scale , and 0.46-0.87 and $r_{\alpha}=0.86$ for the self-esteem scale. The factor score is obtained from the average score of the items that measure the factor. The details is presented in Table 1.

Tabel 1. Items Scale Ethical Behavior, Locus of Control, and Self Esteem

No	Scale	Sub-Scale	Items	R
1	Students' Ethical Behavior (Y)	Ethical behavior inside the Classroom (Y1)	I do my coursework according to my own ability	0.57
			I came on time to attend lectures	0.48
			I have never prepared notes for cheating on exams	0.54
		Relationship based on self-interest (Y2)	I like helping friends who ask for a ride home from college	0.72
			I'm trying to fix every mistake I've made	0.66
			I participate when working on group assignments	0.54

		Students Responsibilities (Y3)	I attended college with adequate preparation	0.80
			I participate in maintaining discipline in campus	0.50
			I obey the rules and regulations applied on campus	0.49
		Relationships outside the Classroom (Y4)	I make friend with many people in the neighborhood where I live	0.65
			I don't like to fight with anyone who annoys me	0.86
			I always do worship according to my belief	0.54
2	Students' Locus of Control (X1)	Fate (X11)	I think a person's failure and success depends on his efforts	0.71
			I failed in college caused by my own efforts	0.58
			I have never felt jealous of other people's success	0.53
		Luck (X12)	Many things that happen in my life are the result of my own hard work	0.77
			Most of the disappointments in my life are the result of my own efforts	0.83
		Personal control (X13)	I make a plan first before deciding to act	0.47
			I find it easy to control what happens to myself	0.61
			I find it easy to influence the behavior of others	0.51
		Powerfull others (X14)	Most of the misfortunes I experience are the result of my own doing	0.55
			Even though the exam questions were not in accordance with the course material, I still answered them	0.63
3.	Students' Self-Esteem (X2)	General (X21)	I sometimes try to reflect on myself	0.76
			I care about what happens to me	0.50
			I am quite confident in facing this life	0.57
		Social peer (X22)	Many of my college friends like me	0.87
			My college friends usually follow my ideas	0.49
			My college friends recognize my ability	0.57
		Home parents (X23)	My parents usually appreciate my opinion	0.67
			My parents have high expectancy for my success	0.60
			My parents understand about my situation	0.52
		Lie scale (X24)	I like to be honest with everyone	0.76
			I never hide my mistakes	0.46
			I know what to say to other people	0.71
		School academic (X25)	I feel I can speak in front of the class	0.62
			I feel I have the achievements I want	0.83
			I enjoy attending lectures	0.69

Data Analysis Techniques

To test the research hypothesis, the data analysis technique used is Structural Equation Modeling (SEM) using the AMOS 26 program package.

RESEARCH FINDINGS

The results of the measurement and structural equation modeling analysis as a whole can be seen in Figure 1.

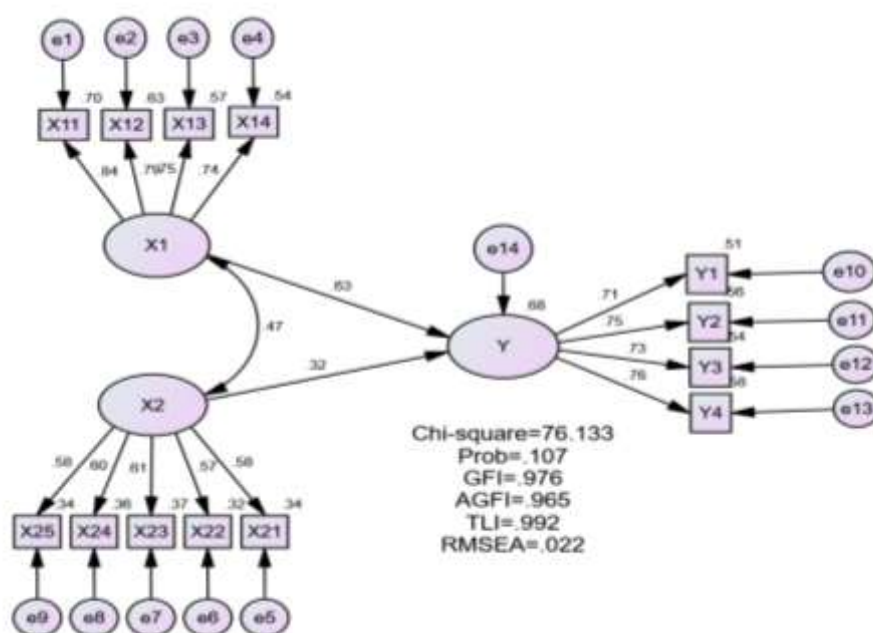


Figure 1. Measurements and Structural model of Determinants of University Students' Ethical Behavior

Assessment of Goodness of Fit Model

An assessment of the goodness of fit index was carried out to ensure the suitability of the chi-square, CMIN/DF, GFI, AGFI, CFI and RSMA criteria. The results of the Goodness of fit index test can be seen in Table 2.

Table 2 Results of the Goodness of Fit Model test

Goodness of Fit	Cut-off-Value	Analysis Result	Decision
Chi-Square (X^2)	≤ 81.38	76.133	Good fit
Probability	≥ 0.05	0.107	Good fit
Cmin/DF	≤ 2.00	1.228	Good fit
GFI	≥ 0.90	0.976	Good fit
Adjusted GFI	≥ 0.90	0.965	Good fit
CFI	≥ 0.95	0.994	Good fit
TLI	≥ 0.95	0.992	Good fit
IFI	≥ 0.90	0.994	Good fit
NFI	≤ 0.90	0.968	Marginal fit
RMSEA	≤ 0.08	0.022	Good fit

Based on the table above, only NFI criteria do not meet the requirements. A model can be said to be feasible if it meets the minimum fit, namely: 1) Chi-square model with degrees of freedom and probability values; 2) Root Mean Square Error of Approximation (RMSEA); and 3) Comparative Fit Index (CFI) (Kline, 2016). The results of the goodness of fit model test in Table 1 show that the model fits the data adequately. So that testing can be continued.

Measurement Model Test Results

The results of the loading factor test through Confirmatory Factor Analysis can be seen in Table 3.

Tabel 3. Loading Factors

Factors	Loadings Factor
X11	0.836
X12	0.794
X13	0.753
X14	0.737
X21	0.581
X22	0.566
X23	0.609
X24	0.603
X25	0.583
Y1	0.714
Y2	0.747
Y3	0.732
Y4	0.760

Table 3 shows that the loading factor of all indicators in this study is $r > 0.5$ so that all of these indicators can reflect the research variables.

Hypothesis Testing

The results of hypothesis testing about the causal relationship between research variables can be seen in Table 4.

Table 4. The Results of the SEM Model Hypothesis Testing

Hypotheses	Casual Path	Path Coefficient	P-value	Result
1	Locus of Control → Ethical Behavior	0.626	0.000	Accepted
2	Self Esteem → Ethical Behavior	0.315	0.000	Accepted
3	Locus of Control & Self Esteem → Ethical Behavior	0.702	0.000	Accepted

The results of the research hypothesis testing show that: 1) Locus of control has a significant positive effect on students' ethical behavior ($\beta=0.626$; $p>0.001$); 2) Self-esteem has a significant positive effect on students' ethical behavior ($\beta=0.315$; $p>0.001$); and 3) locus of control and self-esteem simultaneously have a significant positive effect on students' ethical behavior ($\beta=0.702$; $p>0.001$).

DISCUSSION

The Effect of Locus of Control on Student Ethical Behavior

Based on the test results, it shows that locus of control has a positive and significant effect on student ethical behavior. This indicates that the high or low or good or bad locus control influences the good or bad of student ethical behavior. The results of this study are in line with the results of previous studies, that locus of control influences behavior, compliance with regulations, and tolerance (Parker, 1994; Tseng, 1970). Individuals with an internal locus of control believe that failure or success achieved is the result of their own efforts. On the other hand, individuals with an external locus of control believe that other factors, such as luck, task difficulty, or other people's actions, cause their success or failure (Pintrich & Schunk, 1996). In addition, several other researchers found that students with high internal locus of control exhibit good behavior and obtain higher test scores than students with the same intelligence but low internal locus of control (Schunk, 1991; Shell, Colvin, & Bruning, 1995). In the same context Randhawa, Beamer, & Lundberg (1993); Zimmerman & Bandura (1994); Zimmerman, Bandura, Martinez-Pons (1992) found that locus of control is a predictor of student academic achievement.

The findings of this study also support locus of control theories, among others, Rotter (1966) suggests that locus of control is an individual's view of the main cause of a behavior. Locus of control is the belief that if someone thinks positively then everything that will come back to him is also positive, conversely when people think negatively in doing a job then negative results will also be obtained (Widyaninggar, 2015). Meanwhile, according to Fadila (2016) locus of control in one individual is a form of initial response which forms the basis of the next response which is a series of performance individual activities in an effort to achieve a goal for himself. The response is in the form of an individual's response to the environment, if the

response is considered beneficial, then the individual concerned will display the same response behavior repeatedly.

The testing the effect of locus of control on student ethical behavior means that there is a close relationship between the two variables. This is also in line with the findings of Ozbek et al. (2013) that locus of control can strengthen the relationship between perceived ethical problems and one's ethical intentions. Locus of control influences and/or relates to student ethical behavior. Riyana et al., (2021), Kristianti & Kristiana (2020), Husser et al. (2017), Yovita & Rahmawaty (2016), Raharjo (2013), Owrangi, Yousliani, & Zarnaghash (2011), and Febrianty (2010) found that locus of control has a significant effect on ethical behavior. The stronger the locus of control, the more ethical the attitudes and behavior of students will be. By way of with a positive locus of control, someone will always try to find solutions to problems, always try to think as effectively as possible, and always have the perception that effort must be made if you want to achieve success, it can provide great support for student ethical behavior.

The theory and research results above support that locus of control can influence student ethical behavior. As a result, the locus of control possessed by students will be able to foster ethical behavior which includes behavior on campus, relationships based on self-interest, responsibilities as a student, and behavior outside the campus so that they will be responsible for all the results of their actions.

The Effect of Self Esteem on Student Ethical Behavior

Based on the results of testing the second hypothesis, it shows that self-esteem has a significant effect on student ethical behavior. This indicates that the high or low or good or bad self-esteem influences the good and bad of student ethical behavior. The findings of this study support the theories put forward by, among others, (Mruk, 2006: 36) that individuals who have high self-esteem have the ability to overcome and anticipate problems, have high self-acceptance, high self-confidence and evaluate themselves positively, sociable, receive positive feedback and defend themselves from negative feedback. According to Hasiolan & Sutejo (2015) that the benefits of high self-esteem, namely forming good behavior, arousing a willingness to accept responsibility, forming an optimistic attitude, improving relationships and living a more meaningful life, making a person more sensitive to the needs of others and developing positive attitudes mutual love, self-motivation and ambition, make a person open to new opportunities and challenges, improve performance and increase the ability to take risks, help someone in giving and receiving criticism, and rewards wisely.

Conversely, individuals who have low self-esteem do not have self-confidence and are unable to assess their potential, feel alienated because they have the belief that they are not loved, are too weak in admitting deficiencies, are sensitive to criticism, immersed in personal problems and run away from social interaction (Habsy, 2017: 23). Most individuals with low self-esteem have negative perceptions of themselves and their environment, while individuals with high self-esteem lead happy and productive lives (Heartherton & Wyland, 2003: 127).

A number of research results have proven that self-esteem influences student ethical behavior. Suar et al., (2016), Žiaran (2015), Owrangi, Yousliani, and Zarnaghash (2011) found that self-esteem influences ethical behavior. Self-esteem is the most important factor influencing student ethical behavior, because individuals with high self-esteem are afraid of doing something that can lead to criticism, damage their reputation and integrity (Kanten et al., 2013). Individuals with high self-esteem will avoid unethical behavior and adhere to ethical behavior in accordance with a positive sense of self-esteem (Avey et al., 2011).

The theory and research results above support that self-esteem can influence students' ethical behavior. As a result of the self-esteem possessed by students, they will be able to grow ethical behavior which includes behavior on campus, relationships based on self-interest, responsibility as a student, and behavior outside the campus so that they will be responsible for all the results of their actions.

The Effect of Locus of Control and Self Esteem on Student Ethical Behavior

Based on the test results, it shows that locus of control and self-esteem simultaneously have a significant effect on student ethical behavior. This indicates that the high or low or good or bad locus of control and self-esteem together are predictors of the good or bad of student ethical behavior. The findings of this study support the theories put forward by, among others, (Mruk, 2006) that individuals who have high self-esteem are able to control themselves and have the ability to overcome and anticipate problems, have high self-acceptance, high self-confidence and evaluate themselves positively, easily get along, receive positive feedback and defend themselves from negative feedback. The benefits of self-esteem and self-control are that it will form good behavior, generate a willingness to accept responsibility, form an optimistic attitude, improve relationships and live a more meaningful life, make a person more sensitive to the needs of others and develop an attitude of mutual love, self-motivation and ambition, makes someone open to new opportunities and challenges, improves performance and increases the ability to take risks, helps someone to give and receive criticism, and rewards wisely (Hasiolan & Sutejo, 2015: 68).

Students who have good locus of control are able to behave ethically well compared to students who have low locus of control. professional duties (Oktawulandari, 2015). Likewise students who have high self-esteem will have high ethical behavior, meaning that with high self-esteem, they will display more ethical behavior compared to students who have low self-esteem (Suar et al., 2016) .

Locus of control and self-esteem are two individual variables that can be used to predict student ethical behavior. As independent variables, locus of control and self-esteem simultaneously influence ethical behavior. This statement is reinforced by the research of Christina, Sarumpaet, & Novatiani (2020) that self-esteem and locus of control simultaneously influence ethical behavior. Individuals who have self-esteem and locus of control based on integrity and ethical values will be able to explain variations in ethical behavior. The same thing was also found by Macsinga & Nemeti (2012) that high self-esteem students have an internal locus of control and

the internal academic attributional style is associated with active coping strategies activation. Likewise, Owrangi, Yousliani, and Zarnaghash (2011) in their study of high school students in Turkey found that: 1) There is a significant positive relationship between internal locus of control and student discipline behavior; 2) There is a significant positive relationship between self-esteem and student discipline behavior; 3) Locus of control and self-esteem are simultaneously predictors of student discipline behavior.

Based on the description above, it can be understood that the results of testing the third hypothesis in the study are supported by relevant research theories and results. Locus of control and self-esteem simultaneously make a significant contribution to student ethical behavior. Good and effective locus of control and self-esteem will encourage improvement in student ethical behavior. On the other hand, locus of control and self-esteem that is not good and effective will lead to worse ethical behavior.

CONCLUSION

The conclusions formulated from the results of this study are: 1) There is a significant positive influence of locus of control on student ethical behavior. This shows that locus of control is a predictor of student ethical behavior. The better the locus of control, the better and more positive the ethical behavior of students will be. 2) There is a significant positive effect of self-esteem on students' ethical behavior. This shows that self-esteem is a predictor variable for student ethical behavior. The higher the self-esteem, the better and more positive the ethical behavior of students will be. 3) There is a significant positive influence of locus of control and self-esteem together on students' ethical behavior. This shows that locus of control and self-esteem are two variables that together are predictors of student ethical behavior. The better the locus of control and self-esteem, the better and more positive the ethical behavior of students will be.

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