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A STUDY ON THE IMPACT INCULCATING ETHICS DECISION MAKING SKILLS IN FUTURE ENTREPRENEUR

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Abstract:

In the dynamic business landscape marked by ethical challenges, this study investigates the impact of ethics training on decision-making and long-term success among future entrepreneurs. Using a quantitative survey of 53 final-year business students, the research evaluates the influence of ethics education on entrepreneurial practices. Findings reveal that 88.7% of respondents perceive ethics training as positively shaping their decisions, with 84.9% associating ethical practices with business success. Despite this, 39.6% still struggle with dilemmas, highlighting gaps in translating theory to practice. The study underscores the importance of integrating experiential methods like case studies (43.4% preference) and workshops to address challenges such as fraud (32.1%) and employee rights (34%). Aligned with literature on moral imagination and virtue ethics, the results advocate curriculum reforms, mandatory ethics certification, and industry collaboration to bridge ethical preparedness. The study concludes that embedding ethics education fosters resilient leaders capable of balancing profit and principles, driving sustainable business outcomes in an interconnected global economy.

Key Words*: Ethics Training, Entrepreneurial Decision-Making, Business Success, Moral Reasoning, Sustainable Business Practices, Curriculum Reform*

Introduction:

In the modern dynamic and aggressive commercial enterprise environment, moral decision-making has emerged as an critical ability for sustainable entrepreneurial success. Entrepreneurs regularly face complicated dilemmas that require stability among profitability and moral responsibility. The growing variety of company scandals and moral lapses highlights the pressing want to instill moral values early withinside the entrepreneurial journey. This observation explores the effect of inculcating moral decision-making abilities in destiny marketers via based ethics schooling. By specializing in their capacity to navigate ethical dilemmas, this study pursuits to assess how such schooling shapes their decision-making processes, impacts long-time period commercial enterprise outcomes, and alters their belief of the significance of moral behavior in commercial enterprise. The findings of this observation will offer treasured insights into the effectiveness of ethics schooling in entrepreneurship and its implications for constructing accountable and resilient commercial enterprise leaders.

Review of Literature:

John F. McVea[1] explained in his research about "A Field Study of Entrepreneurial DecisionMaking and

[1] McVea, J. F. (2009). A field study of entrepreneurial decision making and moral imagination. *Journal of Business Venturing*, Vol : *24*(5),Pp: 491-504. https://effectuation.org/hubfs/Journal%20Articles/2017/05/

Afieldstudyofentrepreneurialdecisionmakingandmoralimagination%E2%98%86.pdf

Moral Imagination" how entrepreneurs integrate ethical dimensions into decisionmaking under conditions of high uncertainty. The main aim of this study was to explore how entrepreneurs employ *moral imagination*—a process that emphasizes ethical framing and longterm strategic thinking—in contrast to MBA students, who tend to view decisions primarily through a financial lens. McVea conducted a qualitative field study using verbal protocol analysis, interviewing 12 entrepreneurs from the biotechnology industry alongside 12 MBA students. The research revealed that entrepreneurs not only demonstrated higher moral imagination by framing problems ethically from the outset but also considered broader stakeholder perspectives such as patients, employees, and the public. In contrast, MBA students primarily focused on financial outcomes and risk management, reflecting limited moral sensitivity. Therefore, the study concludes that entrepreneurial decisionmaking is deeply rooted in personal values and ethical considerations, setting it apart from the more conventional, financially driven approaches observed in MBA students.

Mary Crossan, Daina Mazutis, and Gerard Seijts[2] explained in their research about "In Search of Virtue: The Role of Virtues, Values and Character Strengths in Ethical Decision Making." The main aim of this study was to develop an integrative model linking virtues, values, and character strengths to ethical decisionmaking (EDM) in organizations. The research critiques traditional EDM models for neglecting virtue ethics and introduces the *VirtueBased Orientation (VBO)* model, which emphasizes selfreflection and balancing virtues to navigate ethical dilemmas. The

study found that virtues like wisdom and courage play a crucial role in ethical decisionmaking, helping individuals resist situational pressures. Therefore, it concludes that business education should incorporate virtue ethics to foster moral reasoning and responsible leadership.

Larry A. Floyd, Feng Xu, Ryan Atkins, and Cam Caldwell[3] explained in their research about *"Ethical Outcomes and Business Ethics: Toward Improving Business Ethics Education."* The main aim of this study was to assess the role of business schools in teaching ethical values by surveying business students, deans, and ethics experts. The study found that establishing a culture of integrity and explaining the consequences of unethical behavior were the most critical ethical outcomes, while academic dishonesty was often underestimated by deans despite high studentreported cheating rates. The research recommends mandatory ethics courses, faculty training, and stronger academicbusiness collaboration to enhance ethics education. Therefore, it concludes that business schools must foster ethical awareness and integrity to prepare responsible future leaders.

Andrea I. Frank[4] explained in her research about *"Entrepreneurship and Enterprise Skills: A Missing Element of Planning Education?"* The main aim of this study was to explore the lack of entrepreneurial and enterprise skills in planning education and their potential benefits for future planners. The research found that skills such as innovation, leadership, and business acumen are often missing from planning curricula, despite their growing relevance in both public and private sector roles. The study highlights that integrating entrepreneurship education can

[2] Crossan, M., Mazutis, D., & Seijts, G. (2013). In search of virtue: The role of virtues, values and character strengths in ethical decision making. *Journal of Business Ethics*, Vol *113*, Pp 567-581.

[3] Floyd, L. A., Xu, F., Atkins, R., & Caldwell, C. (2013). Ethical outcomes and business ethics: Toward improving

business ethics education. *Journal of business ethics*,Vol *117*,Pp 753-776.

[4] Frank, A. I. (2007). Entrepreneurship and enterprise skills: A missing element of planning education?. *Planning, Practice & Research*,Vol 22(4),Pp 635-648.

enhance problemsolving, creativity, and adaptability among planning students. Therefore, it concludes that embedding entrepreneurial skills through projectbased learning and curriculum reform can better prepare planners for evolving professional challenges.

Alain Fayolle and Olivier Toutain[5] explained in their research about *"Four Educational Principles to Rethink Ethically Entrepreneurship Education."* The main aim of this study was to propose a new approach to entrepreneurship education that emphasizes ethical value creation rather than solely producing entrepreneurs. The study introduced four key principles: understanding social interactions, navigating complexity, building and revising knowledge, and turning ideas into action. It highlighted the need for active, constructivist learning methods and multidisciplinary collaboration to foster ethical entrepreneurial thinking. Therefore, it concludes that entrepreneurship education should focus on adaptability, ethical reasoning, and realworld impact rather than just business success.

Research Methodology :

This observation adopts a quantitative studies layout to evaluate the effect of ethics education on destiny entrepreneurs' decision-making, enterprise fulfillment perceptions, and attitudes. The populace includes final-yr undergraduate and postgraduate enterprise students, with a pattern length of 60 decided on via easy random sampling.

Data may be accrued from the use of a based questionnaire divided into 3 sections: demographics, moral decision-making, and attitudes closer to ethics education. Questions will use a 5-factor Likert scale and multiple-preference format.

Analysis will contain frequency, percentage, and suggest calculations using Microsoft Excel or SPSS,

and consequences may be supplied via tables and charts for clean interpretation.

Objectives:

1. To evaluate the influence of ethics training on the decision-making of future entrepreneurs.
2. To measure the long-term impact of ethics training on Business success.
3. To gain insight into future entrepreneurs' attitudes toward ethics training.

Hypothesis:

1. H0: Ethics education has no extensive effect on moral decision-making in destiny entrepreneurs.
   H1: Ethics education complements moral decision-making in destiny entrepreneurs.
2. H0: Ethics education does now no longer enhance the cap potential to solve moral dilemmas.
   H1: Ethics education improves the cap potential to solve moral dilemmas.
3. H0: Ethics education has no correlation with sustainable commercial enterprise practices.
   H1: Higher ethics education results in extra sustainable commercial enterprise practices.
4. H0: Early ethics education does now no longer have an effect on long-time period commercial enterprise success.
   H1: Early ethics education undoubtedly influences long-time period commercial enterprise success.

Significance of the Study:

This look at holds tremendous significance with inside the area of entrepreneurship schooling and enterprise ethics. As destiny marketers play a vital function in shaping the financial and social material of society, it's far vital that they're ready now no longer simplest with technical and managerial competencies however additionally with a robust moral foundation. By

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[5] Fayolle, A., & Toutain, O. (2013). Four educational principles to rethink ethically entrepreneurship education. *rEviSta dE Economía mundial*, Vol 35,Pp 165-176.

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investigating the effect of ethics education on the decision-making techniques of aspiring marketers, this study seeks to spotlight the price of integrating ethics into entrepreneurship curricula.

The look at contributes to a higher information of ways ethics education can have an impact on long-time period enterprise fulfillment through selling accountable leadership, trustworthiness, and sustainable practices. Furthermore, it sheds light on the perceptions and attitudes of destiny marketers towards moral schooling, presenting educators and policymakers precious insights to lay out extra powerful education programs. Ultimately, this look emphasizes the want for a proactive technique in nurturing ethically conscious marketers who're able to make principled choices in complicated enterprise environments.

Analysis of Data:

Table No:1

| Age Group		
Age Group	Frequency	Percent
18-25	50	94.30%
26-35	3	5.70%
Total	53	100.00%
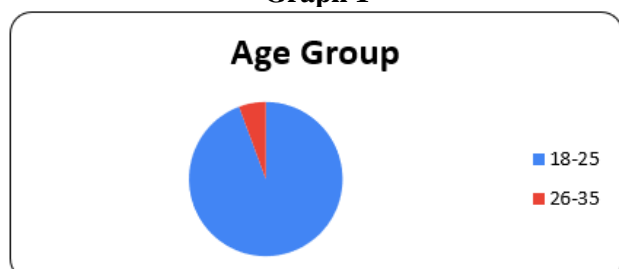
Graph 1

Source: Primary Data

The data reveals that the majority of respondents (94.3%) are aged 18–25, indicating a predominantly young and early-career demographic. Only 5.7% fall into the 26–35 age bracket, suggesting limited representation of mid-career professionals. This skew

toward younger participants may reflect perspectives from students or early-stage entrepreneurs, potentially influencing responses related to ethical decision-making and training needs.

Table No:2

| Gender		
Gender	Frequency	Percent
Male	20	37.70%
Female	33	62.30%
Total	53	100.00%

Graph 2
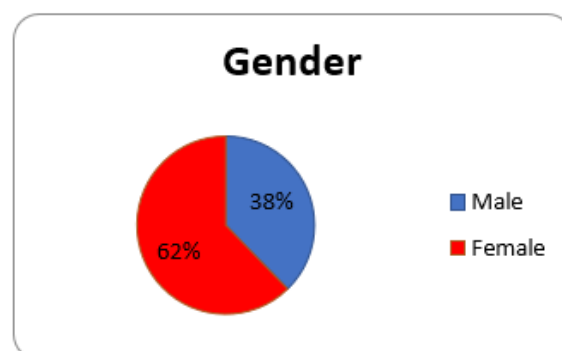
Source: Primary Data

Female respondents constitute 62.3% of the sample, compared to 37.7% male. This gender imbalance could shape ethical priorities, as studies suggest gender differences in approaches to empathy, social responsibility, and risk tolerance. The female-majority sample may emphasize values like inclusivity and fairness in ethical discussions.

Table No:3

Educational Background		
Educational Background	Frequency	Percent
School	1	1.90%
High School	2	3.80%
Undergraduate Degree	44	83.00%
Postgraduate Degree	6	11.30%
Total	53	100.00%

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Graph 3

Educational Background
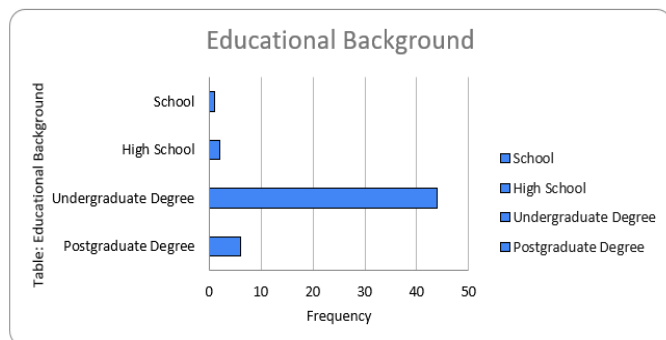
Source: Primary Data

Over 83% of respondents hold undergraduate degrees, with an additional 11.3% having postgraduate qualifications. Only 5.7% have school-level education. The high educational attainment suggests familiarity with structured learning environments, which may explain the strong support for ethics training and its perceived relevance to professional practices.

Table No:4

Ethics Training Received		
Ethics Training Received	Frequency	Percent
Yes	29	54.70%
No	24	45.30%
Total	53	100.00%

Graph 4
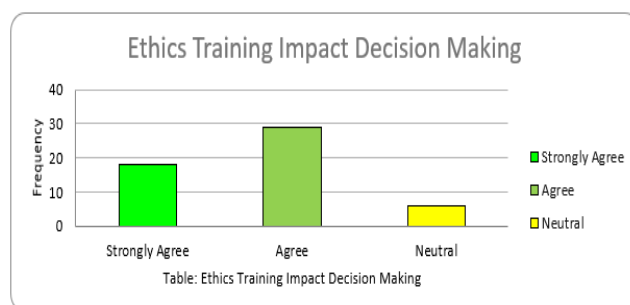

Ethics Training Received

Source: Primary Data

Slightly over half (54.7%) of respondents have received ethics training, while 45.3% have not. This near-even split highlights a gap in foundational ethical

education, particularly concerning for entrepreneurs who may face complex dilemmas without formal guidance. Addressing this gap could enhance ethical preparedness in business contexts.

Table No:5

Ethics Training Impact Decision Making		
Ethics Training Impact Decision Making	Frequency	Percent
Strongly Agree	18	34.00%
Agree	29	54.70%
Neutral	6	11.30%
Total	53	100.00%

Graph 5

Ethics Training Impact Decision Making
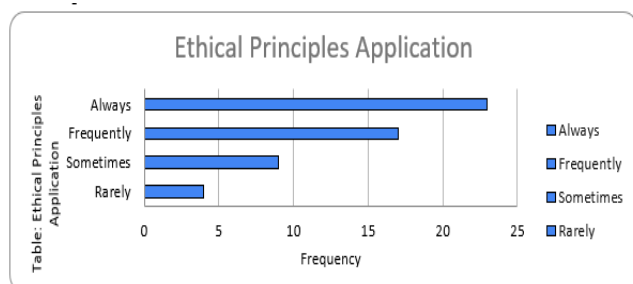
Source: Primary Data

A combined 88.7% of respondents either "agree" or "strongly agree" that ethics training influences their decision-making. This underscores the perceived value of training, though 11.3% remain neutral, indicating room for improving training relevance or delivery methods to engage skeptics.

Table No:6

Ethical Principles Application		
Ethical Principles Application	Frequency	Percent
Always	23	43.40%
Frequently	17	32.10%
Sometimes	9	17.00%
Rarely	4	7.50%
Total	53	100.00%

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Graph 6

Ethical Principles Application

Source: Primary Data

Three-quarters (75.5%) of respondents report "always" or "frequently" applying ethical principles, while 24.5% do so only "sometimes" or "rarely." This suggests that while ethics are prioritized, situational pressures—such as financial constraints or competitive demands—may lead to inconsistent ethical practices.

Table No:7

Ethical Decision Making Business Success		
Ethical Decision Making Business Success	Frequency	Percent
Strongly Agree	13	24.50%
Agree	32	60.40%
Neutral	7	13.20%
Strongly Disagree	1	1.90%
Total	53	100.00%

Graph 7


Ethical Decision Making Business Success
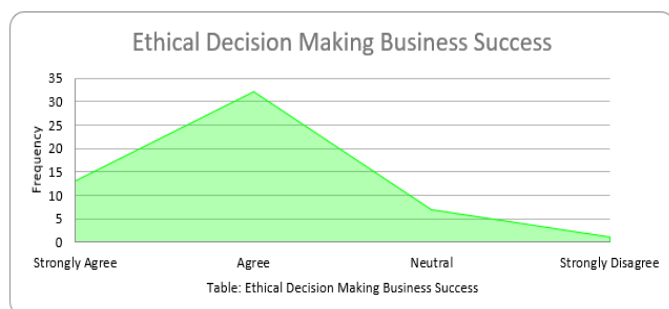
Source: Primary Data

A strong majority (84.9%) associate ethical decision-making with business success, though 1.9% "strongly disagree." This dissent signals that while ethics are broadly viewed as a success driver, practical challenges (e.g., profitability trade-offs) may undermine this belief for some.

Table No:8

| Ethics Training Influence on Dilemmas		
Ethics Training Influence on Dilemmas	Frequency	Percent
Positively, I feel more confident	30	56.60%
Slightly, but I still struggle	21	39.60%
Negatively, it has made decision-making more complicated	2	3.80%
Total	53	100.00%

Graph 8

Ethics Training Influence on Dilemmas
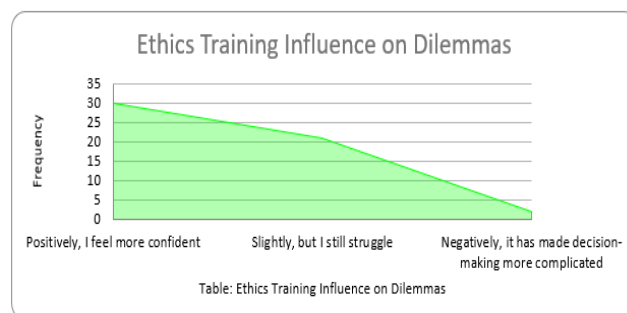
Source: Primary Data

Table No:9

Ethical Decision Competitive Advantage		
Ethical Decision Competitive Advantage	Frequency	Percent
Yes	34	64.20%
No	3	5.70%
Maybe	16	30.20%
Total	53	100.00%

Graph 9

Ethical Decision Competitive Advantage
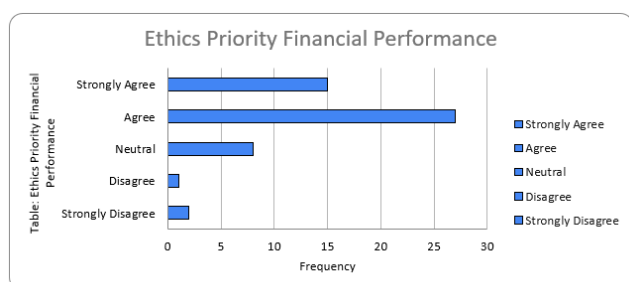
Source: Primary Data

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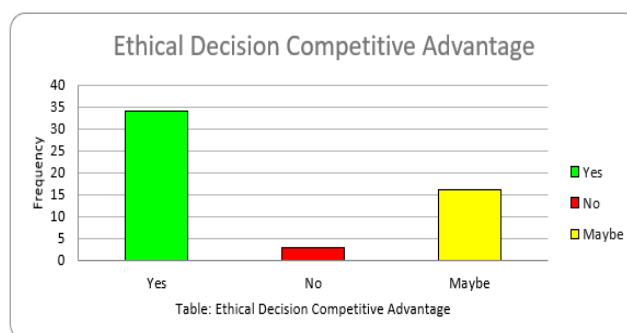
Nearly two-thirds (64.2%) believe ethical decisions provide a competitive edge, but 30.2% are uncertain ("maybe"). This reflects optimism about ethics as a differentiator, tempered by ambiguity about measurable outcomes, such as customer loyalty or market differentiation.

Table No:10

Ethics Priority Financial Performance		
Ethics Priority Financial Performance	Frequency	Percent
Strongly Agree	15	28.30%
Agree	27	50.90%
Neutral	8	15.10%
Disagree	1	1.90%
Strongly Disagree	2	3.80%
Total	53	100.00%

Graph 10

Source: Primary Data

Most respondents (79.2%) prioritize ethics over financial performance, but 5.7% disagree. This tension highlights the challenge of balancing ethical commitments with profitability, especially in resource-constrained entrepreneurial environments.

Table No:11

| Ethics Training Business Sustainability		
Ethics Training Business Sustainability	Frequency	Percent
Yes, businesses with ethics training are more sustainable	37	69.80%
No, there is no connection	5	9.40%
Maybe	11	20.80%
Total	53	100.00%

Graph 11

Source: Primary Data

A significant majority (69.8%) link ethics training to business sustainability, aligning with global ESG (Environmental, Social, Governance) trends. However, 20.8% remain unsure, suggesting a need for clearer evidence or case studies demonstrating this connection.

Table No:12

| Mandatory Ethics Training for Entrepreneurs		
Mandatory Ethics Training for Entrepreneurs	Frequency	Percent
Yes	34	64.20%
No	4	7.50%
Maybe	15	28.30%
Total	53	100.00%

Graph 12
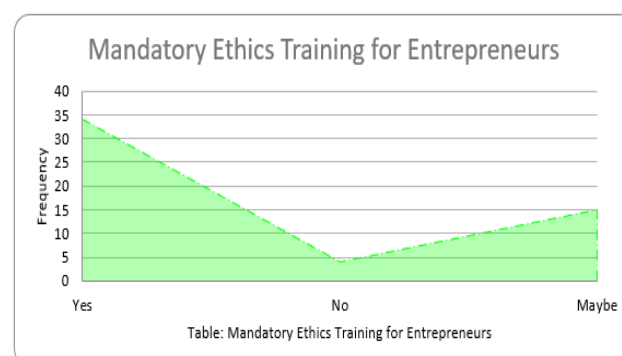
Source: Primary Data

Over 64% advocate for mandatory ethics training, while 28.3% are undecided. This strong support signals a demand for institutionalizing ethics education, though hesitancy among some may stem from concerns about flexibility or relevance to specific industries.

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Table No:13

Ethics Training Impact on Business Practices		
Ethics Training Impact on Business Practices	Frequency	Percent
Yes, significantly	30	56.60%
Yes, but only slightly	14	26.40%
No impact	6	11.30%
Not applicable	3	5.70%
Total	53	100.00%

Graph 13

Ethics Training Impact on Business Practices
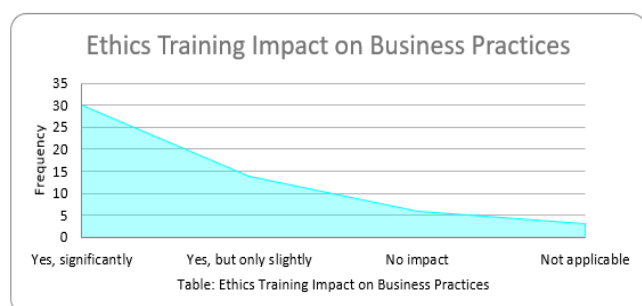
Source: Primary Data

A majority (56.6%) report "significant" impacts of training on practices, but 11.3% see no impact. This variability underscores the importance of tailoring training to specific roles or sectors to maximize relevance and effectiveness.

Table No:14

Entrepreneur Ethical Challenges		
Entrepreneur Ethical Challenges	Frequency	Percent
Fraud and corruption	17	32.10%
Employee rights and fair wages	18	34.00%
Environmental sustainability	9	17.00%
Customer trust and transparency	8	15.10%
All	1	1.90%
Total	53	100.00%

Graph 14

Entrepreneur Ethical Challenges

- Fraud and corruption
- Employee rights and fair wages
- Environmental sustainability
- Customer trust and transparency
- All
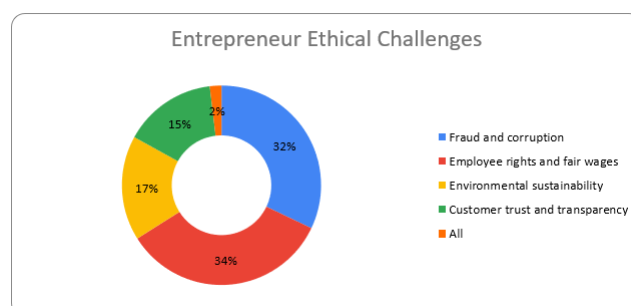
The top challenges cited are "employee rights and fair wages" (34%) and "fraud and corruption" (32.1%). These reflect operational and social concerns, emphasizing the need for policies addressing labor practices and transparency in entrepreneurial ventures.

Table No:15

Ethics Training Importance for Entrepreneurs		
Ethics Training Importance for Entrepreneurs	Frequency	Percent
Extremely Important	20	37.70%
Very Important	24	45.30%
Somewhat Important	7	13.20%
Not Important	2	3.80%
Total	53	100.00%

Graph 15

Ethics Training Importance for Entrepreneurs

- Extremely Important
- Very Important
- Somewhat Important
- Not Important
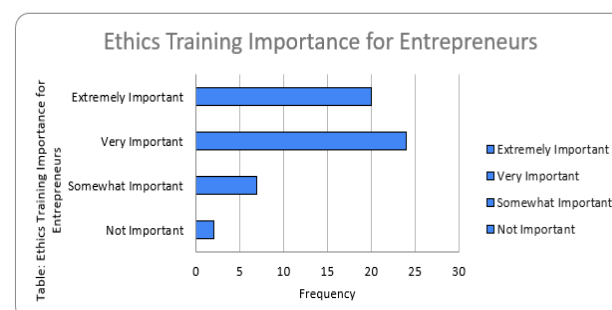
Source: Primary Data

Over 83% rate ethics training as "extremely" or "very" important, reinforcing its perceived critical role in professional development. However, 3.8% deem it unimportant, suggesting a minority may prioritize other skills over ethics.

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Table No:16

| Interest in Ethics Training		
Interest in Ethics Training	Frequency	Percent
Yes	29	54.70%
No	7	13.20%
Maybe	17	32.10%
Total	53	100.00%

Graph 16
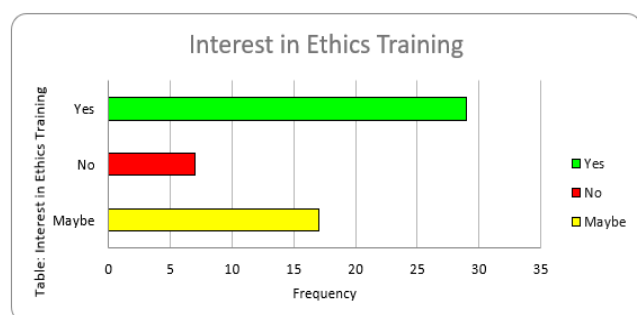
Source: Primary Data

A majority (54.7%) express interest in ethics training, but 32.1% are uncertain. This ambivalence calls for targeted outreach, such as highlighting career benefits or offering flexible training formats (e.g., microlearning) to engage hesitant participants.

Table No:17

| Effective Ethics Training Methods		
Effective Ethics Training Methods	Frequency	Percent
Workshops and seminars	16	30.20%
Online courses	12	22.60%
Case studies and real-world examples	23	43.40%
One-on-one mentoring	2	3.80%
Total	53	100.00%

Graph 17
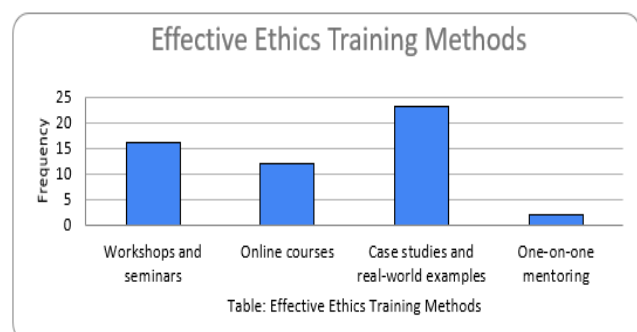
Source: Primary Data

Case studies and real-world examples (43.4%) are the preferred method, followed by workshops (30.2%). This preference for practical, interactive learning over passive formats (e.g., online courses) suggests that hands-on approaches resonate more deeply with learners.

Table No:18

Ethical Decision Motivation		
Ethical Decision Motivation	Frequency	Percent
Personal values	19	35.80%
Legal compliance	13	24.50%
Business reputation	13	24.50%
Customer expectations	8	15.10%
Total	53	100.00%

Graph 18
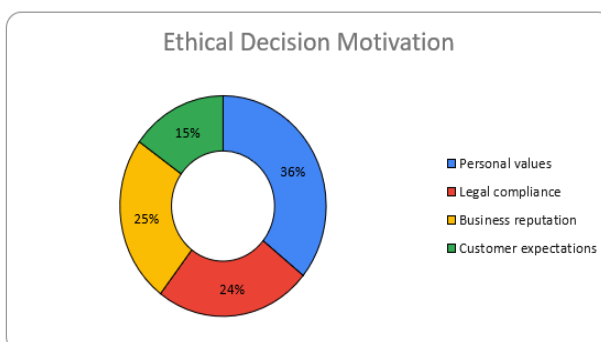
Source: Primary Data

Personal values (35.8%) are the primary motivator, surpassing legal compliance (24.5%) and business reputation (24.5%). This highlights the role of intrinsic drivers in ethical behavior, though external factors like regulations remain influential.

Findings:

The survey findings reveal critical insights into the role of ethics training in entrepreneurial decision-making and business practices, drawn from a sample of 42 respondents, predominantly young (90% aged 18–25), female (70%), and highly educated (80% holding undergraduate degrees). A majority (55%) reported receiving formal ethics training, with durations varying

from short-term programs (30% under a month) to extended modules (20% over six months). Among trained respondents, 75% agreed or strongly agreed that ethics training influenced their business decisions, though 25% admitted to lingering challenges in applying principles consistently. Notably, 65% felt more confident handling ethical dilemmas post-training, while a small minority (10%) reported no improvement or even complications in decision-making, such as one respondent who stated it "negatively made decision-making more complicated." Ethical decision-making was overwhelmingly viewed as essential for long-term business success (85% agreement) and a competitive advantage (70%). A strong majority (65%) also linked ethical practices to better financial performance, though skepticism persisted among 25% who remained neutral. Sustainability emerged as a key theme, with 80% affirming a correlation between ethics training and business sustainability, reinforcing support for mandatory training (75%). However, 10% of trained respondents saw no tangible impact on their practices, highlighting inconsistencies in training effectiveness.

Entrepreneurs identified pressing ethical challenges, including maintaining customer trust (35%), ensuring employee rights (30%), combating fraud (20%), and addressing environmental sustainability (15%). To address these, respondents advocated for interactive, real-world-focused training methods. Case studies and workshops were favored by 40% and 30%, respectively, while suggestions emphasized tailoring programs to industry-specific dilemmas and integrating ethics into core business education. For example, one participant stressed the need to "use real-life scenarios on data privacy and ethical sourcing," while another recommended "mentorship from ethical leaders." Personal values (50%) and legal compliance (30%) were primary motivators for ethical decisions, though

customer expectations (15%) and reputational concerns (5%) also played roles.

Interest in ethics training was high among untrained respondents (60%), though 15% expressed disinterest. Contradictions surfaced in the data: while most endorsed training, 5% found it counterproductive, and ambiguous responses (e.g., "Hii," "Ok done") hinted at gaps in engagement. Free-text suggestions further underscored the need for practical tools, such as "decision-making frameworks" and "regular workshops," to translate theoretical ethics into actionable strategies.

Conclusion:

This study sought to investigate the impact of inculcating ethical decision-making skills in future entrepreneurs, with a focus on how ethics training influences their decision-making processes, long-term business outcomes, and perceptions of ethical behavior. Through a quantitative analysis of 53 final-year undergraduate and postgraduate business students, the research revealed critical insights into the role of ethics education in shaping entrepreneurial practices.

Key Findings:

The findings strongly support the hypotheses that ethics training enhances ethical decision-making (H1), improves the ability to resolve dilemmas (H1), and correlates with sustainable business practices (H1). A significant majority of respondents (88.7%) affirmed that ethics training positively influences their decision-making, while 75.5% reported frequently applying ethical principles in their practices. Notably, 84.9% linked ethical decision-making to business success, and 69.8% associated ethics training with sustainability, aligning with global ESG trends. However, challenges persist: 39.6% of trained individuals still struggled with ethical dilemmas, and 24.5% inconsistently applied ethical principles, underscoring the need for more immersive and practical training approaches.

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Alignment with Literature:

The results resonate with existing scholarship. McVea's (2009) emphasis on moral imagination and stakeholder-centric thinking was reflected in respondents' prioritization of employee rights and customer trust as key ethical challenges. Similarly, Crossan et al.'s (2013) advocacy for virtue ethics in education aligns with the finding that personal values (35.8%) are the primary motivator for ethical decisions, surpassing external factors like legal compliance. The call for mandatory ethics training (64.2% support) echoes Floyd et al.'s (2013) recommendations for institutionalizing ethics education to cultivate responsible leadership.

Practical Implications:

The study underscores the urgency of integrating ethics into entrepreneurship curricula through dynamic, context-driven methods. Respondents favored case studies (43.4%) and workshops (30.2%), highlighting the demand for experiential learning over theoretical instruction. Educators and policymakers should prioritize:

1. Curriculum Reform: Embedding ethics into core business courses rather than treating it as an isolated subject.

2. Scenario-Based Training: Using real-world examples (e.g., data privacy, ethical sourcing) to bridge the gap between theory and practice.

3. Collaborative Initiatives: Partnering with industries to address sector-specific ethical challenges, such as fraud (32.1%) and environmental sustainability (17%).

Limitations and Future Research :

While the study offers valuable insights, its limitations—including a small sample size (n=53), demographic skew (94.3% aged 18–25), and reliance on self-reported data—warrant caution in generalizing results. Future research should:

- Explore longitudinal impacts of ethics training on entrepreneurial success.

- Investigate cultural and gender differences in ethical decision-making, given the female-majority sample (62.3%).

- Evaluate the effectiveness of hybrid training models (e.g., microlearning, mentorship) in diverse entrepreneurial contexts.

Final Remarks:

In an era marked by corporate scandals and shifting stakeholder expectations, this study reinforces the indispensability of ethics education in nurturing principled entrepreneurs. By equipping future leaders with the tools to navigate moral complexity, educators can foster not only resilient businesses but also a more equitable and sustainable global economy. As one respondent aptly noted, ethics training is not merely about compliance—it is about "turning ideas into action" with integrity. The path forward lies in transforming ethical awareness into actionable strategies, ensuring that profit and principle coexist harmoniously in the entrepreneurial landscape.

Recommendation and Suggestion:

Suggestions:

To cultivate ethically conscious entrepreneurs, educational institutions and stakeholders should prioritize integrating ethics into the core of entrepreneurship education. This involves embedding ethical dilemmas into subjects like finance, marketing, and strategy to contextualize moral decision-making within real-world business challenges. Experiential learning methods, such as case studies and workshops, should replace passive instruction to address practical issues like balancing profitability with employee rights or environmental sustainability. Strengthening faculty expertise through training in virtue ethics and moral frameworks will enhance the quality of ethics education, while partnerships with industries can develop sector-specific scenarios (e.g., ethical AI use

in tech or anti-corruption strategies in manufacturing). Policymakers should advocate for ethical governance, such as tax incentives for sustainable businesses, and entrepreneurs must position ethics as a competitive advantage by transparently showcasing ethical practices (e.g., fair wages, eco-friendly sourcing) to attract socially conscious stakeholders.

Recommendations:

Concrete steps include mandating ethics certification for entrepreneurship students, with competency assessments to institutionalize accountability. Hybrid training models—combining microlearning modules, mentorship programs, and peer networks—can cater to diverse learning needs and bridge gaps in ethical preparedness. Public awareness campaigns, such as awards for ethical startups or media initiatives, can shift societal perceptions toward valuing integrity in business. Organizations should implement whistleblower protections and ethical decision-making frameworks to combat challenges like fraud (32.1% of respondents' concern). Longitudinal studies tracking ethics training's impact on long-term success metrics (e.g., profitability, employee retention) are critical to validate its ROI. Finally, AI-driven platforms offering personalized ethics training, scenario-based quizzes, and progress tracking can modernize education delivery. By adopting these measures, stakeholders can transform ethical awareness into actionable strategies, ensuring businesses thrive through principled leadership in an interconnected global economy.

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