

Determinants of Peer Reporting Intentions of the Cadets of the Philippine Military Academy

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Abstract: *The Philippine Military Academy has its very own sets of values and standards formally expressed in its Honor Code. However, there are violations of the Code. The challenge is affirming ethical behavior and establishing an environment for the healthy exercise of peer reporting. This is captured using the PMA Cadet Toleration Questionnaire administered to 253 fourth class cadets. It consists of twelve statements in a 3x2x2 design (perceived severity of the offense – low, moderate & high; emotional closeness- high & low; and bystander intervention – presence and absence of other witnesses). Results show that the majority of the Cadets are most likely to report offenses that are perceived to be “high”; therefore, those perceived as “low severity” will be tolerated. When the offender is a friend, the violation will also be tolerated; while infractions made by a relative stranger will be reported. When the offense is witnessed by another cadet, the respondent will report the violation regardless of perceived severity and emotional closeness with the offender. Class membership and company assignment have no significant influence in dictating one’s ethical decision to report. Therefore, knowing and doing what is right might be more than the scope of the Honor Code and its supposedly progressive manner of indoctrination as one graduates to another year. These situational considerations uncovered how the cadets process and act when infractions are committed. The Academy can restructure situations/policies to encourage peer reporting and reduce the frequency of Honor violations.*

Keywords: Peer Reporting Intentions, Social Psychology, Honor Code, Philippine Military Academy, Philippines

1. Introduction

Coming forward is an ethical decision. This prompts peer reporting behavior (Ajzen & Fishbein, 1980). It is important for every organization as it helps the higher authority inhibit the unethical behavior of its members. In the several studies reviewed, it is perceived that there are three (3) variables that influence a person’s tendency to peer report. These are a) perceived severity of the offense, b) emotional closeness to the violator, and c) the presence/absence of other witnesses to the violation. On the other hand, the studies reviewed fail to consider the Class membership of the respondents as a factor that may influence their ethical decision-making. In the military structure, each cadet receives Honor Code/ethics code familiarization. Therefore, the longer one stays in the Academy, it is expected that there is a firmer grasp of knowing and doing the right thing. Moreover, the company assignment may affect the reporting intention of the cadets, as well. It is assumed that each company may have adopted a set of informal rules or standards to regulate or even normalize their company mate’s behavior. This is the common manifestation of group norms. Therefore, one’s judgment or evaluation of the

seriousness of an offense and how to act upon it may be based on strong loyalty norms. This study is an extension of Curphy's (1998) research about peer reporting intention. It employs Curphy's factors affecting the ethical decision-making of the cadets of the Philippine Military Academy. Moreover, it explores how the class membership and company assignment affect their ethical decision-making when there is an Honor Code infraction.

2. Literature Review

Unethical behaviors, specifically, have detrimental effects on both the psychological and physical well-being of the victim (Giacalone et al., 2016). Cardiovascular ailment, sleep disorder, anxiety (Klonoff et al., 1999), lowered self-esteem, nervousness, terror (Bano & Malik, 2013), job dissatisfaction, and organizational commitment (Vartia 2001) are the prevalent manifestations and consequences of unethical treatment in the workplace. These eventually damage not only the victim but also the organization (Lin et al., 2005).

Appelbaum (2014) postulates that there are three (3) effective means to control deviant behaviors in an organization. One is determining the personality traits of the member as their individualities may pose a potential threat to the organization. Another is leadership style. The leader sets the tone of the high standard and clarity of vision. If the leader is inspiring, then the members are motivated. This factor reduces the chance of bullying, for instance. Lastly, the organizational construct – the policies in place and the working conditions - relates to the behavior of its members. So when there is a regulation of acceptable behavior, then the member is protected and ethical conduct is reinforced. One way to maximize the effectiveness of workplace policy against unethical conduct is to encourage peer reporting intentions. Peer Reporting Intention (PRI) is defined as “notifying a supervisor, internal auditor, or some other authority figure of a fellow group member’s misconduct/violation” (Curphy et al., 1998).

In the works of literature involving the police, the decision to peer report depends upon their perception and attitude towards unethical behavior. This finding came out in the study of Klockars et al. (2000) upon studying the data gathered from 3,235 police officers from the 30 police agencies. They discovered that the police are prompted to peer report based on the perceived gravity of the violation. An example used was the scenario wherein the police was inquired which violation will be reported - receiving gifts or burglary. The result showed that the violation with a greater magnitude will prompt higher peer reporting intention. The same result was discovered upon conducting a similar study among the 300 police officers in the state of Georgia, USA. (Rothwell & Baldwin, 2007) The scenarios used as options are: between major violations over minor violations and felonies versus misdemeanors.

This is grounded on the theory of Jones (1991) stating that the relationship between moral intensity (perceived seriousness of the violation) has a positive and direct influence on ethical decision making (peer reporting intention). This theory was also tested by the study among the police officers of the Philadelphia Police Department. It considered the demographic factors (age, gender, race, marital status, years of service, and rank) in the analysis. It was found out that the demographic variables have no statistically significant influence on peer reporting intentions, all other else constant. On the other hand, it was found out that the decision to peer report was based on three factors which are: perceived seriousness of the unethical behavior, the police’s attitude towards upholding their code, and, finally, the situation that involves the violation of the rules/law (Kargin, 2010). Social consensus also manifested in various studies as a significant factor in pre-empting one’s propensity to peer report (Barnett & Valentine,

2004; Butterfield et al., 2000; Harrington, 1997; Singer et al., 1998; and Singhapakdi et al., 1996).

Kargin (2011) argues that the ethical decision and the behavior of the police are determinants of the quality of their work. At the same time, this dictates the well-being of the society, as well, because they are the guardians of public order, enforcers of the law, and ensuring safety by arresting criminal activities. In a separate study, still about the police officers, he framed his analysis based on the demographics (age, gender, work experience, and education), dispositional (locus of control), organizational (existences of codes of ethics, rewards, and sanctions, and ethical climate), and issue-related factors to determine the peer reporting intentions of the police officers.

He found out that the demographics have no significant influence on peer reporting. On the other hand, when dealing with the dispositional variable, the study discovered that those with an external locus of control tend to diminish the respondent's tendency to peer report violations. Those with an external locus of control attribute the consequences of their actions to other factors, except for the self. On the other hand, those who have an internal locus of control are inclined towards peer-reporting misconduct. Individuals with an internal locus of control are characterized by attributing the ramifications of their actions to the self. They see the self as responsible for the action and its consequences. The organizational factors tell a valuable story. All three measures (presence of existing code of ethics, rewards, and punishment, and ethical climate) are proven to have a significant direct relationship to peer reporting intention. He highlights the importance of the ethical climate in the equation. It is defined as, "a shared perception among organization members regarding the criteria (e.g., egoism, benevolence, and principle) and focus (e.g., individual, group, and society) of reasoning within an organization" (Trevino et al., 2006). Particularly discussed was the effect of the Referent Others. This subscribes to the social learning theory that posits that ethical behavior is acquired through observations/interactions. The last factor of issue-related is simply measured by the individual's perceived seriousness of the offense or violation. Their decision to peer report will then be dictated by the magnitude of consequences, social consensus, probability of effect, immediacy, proximity, and concentration of effect. It was found out that the magnitude of the consequences and the social consensus has the heaviest bearing on the respondent's ethical decision-making.

The US Air Forces Academy has a different nature of training and work. Thus, when a study about the propensity of the cadets to report was conducted, new variables surfaced. Curphy et al. (1998) affirm that the perceived seriousness of the violation is, indeed, a significant factor in influencing the cadet's decision to peer report. This supports the other studies previously cited. More interestingly are the factors: (1) emotional closeness of the person committing the misconduct, and (2) the presence or absence of other witnesses to the misconduct which influence the USAF cadets to report violations. The questionnaire labelled as Cadet Toleration Questionnaire was used. It is composed of scenarios to measure the levels of severity (high, medium, and low) and emotional closeness (high and low). The presence of witnesses was measured also based on the 12 scenarios presented. Eighty cadets answered based on low-presence and high-presence incidents. The low-presence incident is composed of 1 observer, the cadet close to the violator, and the Honor Code violator, while the high-presence scenario involves more than 3 actors. The USAF cadets have 5 options that range from toleration (weak action) to speaking up (strong action).

When it comes to analyzing the factor of emotional closeness between the cadet and the Honor Code violator, the report shows that the cadet will first confront the violator if the offense is perceived to be less severe. On the other hand, if the offense is severe, they are prompted to say something regardless of the degree of closeness to the violator. In being driven to turn in violators, the presence of another observer stirs the ethical decision-making process of the cadet who is close to the violator. On the other hand, they are obliged to report the violator, regardless of the degree of closeness and severity of the offense, for fear of being reported for toleration. The authors of this study pose that their conclusion may have a shortcoming. Since it involves simulated/hypothetical scenarios, the responses of the USAF cadets may still be different in a real setting. However, in the absence of an established tool to measure such ethical concerns, this is a good source of preliminary understanding of the said phenomenon.

Curphy et al. (1998) pinpointed the common answers of the cadets to talk to the violator if the offense is seen to be less severe with the response of, “but I’d let him/her know that I don’t plan to act”. It means that there is this intended inaction to the said violation of the Honor Code. This unsettling finding was explored by Binikos (2008). The primary factor for a cadet to turn in a violator is organizational trust. This is commonly called whistleblowing. Whistleblowing is “unauthorized disclosure of information about perceived organizational wrongdoing, by a member or former members of the organization, to parties that are in a position to take action, where this disclosure is in the public interest” (Binikos, 2008). It lies within the grain of peer reporting intention such that it is an ethical dilemma that relies on the severity and persistence of the problem, the presence of the triggering event, organizational climate, and the individual’s sense of morality.

Since peer reporting and whistleblowing entail hostility from peers, one may be labelled as a traitor. This group norm may even be costly if the issue is set out in the public. Therefore, it is a choice. In the said study, the preferred option was between confronting the wrongdoer or remaining silent. Reporting a violation is more likely to occur if the act is for the benefit of the majority and the promotion of the organization’s effectiveness. This is the same result in the study of Victor et al. (1993) by supporting their hypothesis: “Perceptions that group members are harmed by peer misconduct will be positively associated with the inclination to peer report.” On the other hand, the whistle-blower will be intimidated and resort to silence if the wrongdoer is rewarded by the organization or if the violation was done by a majority of the members. Thus, fair treatment and perceived justice are crucial determinants (Victor et al., 1993). In another sensitive issue of sexual assault among the women in the military, Mengeling et al. (2014) identified a lack of confidentiality, adverse treatment by peers, and beliefs that nothing would be done as factors that kept the victim or the witness silent. It is, therefore, important for the organization to present itself as trustworthy, competent, reliable, open, etc (Atkinson, 2003).

3. Methodology

This study is quantitative descriptive research. The answers to the survey questionnaire are the main sources of information that are used to address the problems of this study. The study was conducted at the Philippine Military Academy. The researchers used stratified random sampling in selecting the 253 cadets who participated in the study. It utilized the Cadet Toleration Questionnaire. It is a pen and paper type of test where the cadets answered each statement in a 3x2x2 design (perceived severity of the offense – low, moderate & high; emotional closeness- high & low; and bystander intervention – presence and absence (indicated as ‘high’ and ‘low’) of other witnesses). It is a form designed following the theme by Curphy

et al. (1998) in assessing the potentials of the US Air Force cadets to peer report. It is composed of twelve (12) statements reflecting Honor Code violation scenarios to test the cadet's Peer Reporting Intention (PRI) based on the a) severity of the violation, b) emotional closeness of the person committing the violation, and c) presence/absence of other witnesses to the violation. This is completely customized to the PMA's Honor Code. The purpose of the questionnaire is to assess the Peer Reporting Intentions for Honor-related violations among the military academy cadets. There will be one scenario for each combination of the factors as shown in Table 1:

Table 1: Corresponding Combination of Variables per Scenario

Statement	Combination of Variables
Scenario 1	Low severity of offense x Low Emotional Closeness to violator x Absence of Other Witness
Scenario 2	Low severity of offense x Low Emotional Closeness to violator x Presence of Other Witness
Scenario 3	Low severity of offense x High Emotional Closeness to violator x Presence of Other Witness
Scenario 4	Low severity of offense x High Emotional Closeness to violator x Absence of Other Witness
Scenario 5	Moderate severity of offense x Low Emotional Closeness to violator x Absence of Other Witness
Scenario 6	Moderate severity of offense x Low Emotional Closeness to violator x Presence of Other Witness
Scenario 7	Moderate severity of offense x High Emotional Closeness to violator x Absence of Other Witness
Scenario 8	Moderate severity of offense x High Emotional Closeness to violator x Presence of Other Witness
Scenario 9	High severity of offense x Low Emotional Closeness to violator x Absence of Other Witness
Scenario 10	High severity of offense x Low Emotional Closeness to violator x Presence of Other Witness
Scenario 11	High severity of offense x High Emotional Closeness to violator x Absence of Other Witness
Scenario 12	High severity of offense x High Emotional Closeness to violator x Presence of Other Witness

The survey is distributed to the 253 members, stratified by class, of the Cadet Corps Armed Forces of the Philippines. This was determined using the G*Power 3.0 software. This determines the scientifically acceptable sample to come up with acceptable findings. It is accepted among many scientific and peer-reviewed journals in evaluating the publish-worthiness of an article. The researchers have entered the following values in F Tests ANOVA: Fixed effects, special, main effects, and interactions – A priori: Effect size = 0.25, alpha error = 0.05, Numerator df = 2, and the number of groups = 32. The Numerator df refers to specify the effect you want to power. This value is calculated by taking the number of levels for the predictor variable or interaction that the researchers want to power and subtracting one. For this study, the Numerator df is computed as $(3-1)*(2-1)*(2-1) - 1$, for 3 levels of severity, 2 levels of emotional closeness, and 2 for presence/absence of witness to violation. For the number of groups, this is calculated by multiplying the number of levels in both predictor variables. For this study, there are eight companies and four classes, so $8 \times 4 = 32$. This is utilized to see if there is a difference in cadet's scores based on the company (Alfa to Hawk) and class (first class to fourth class). With this, there is a 95% chance of correctly rejecting the null hypothesis of no difference, with a total of 253 cadets. This questionnaire has 2 correct responses which are options D and E. Said tool is tested for reliability and validity.

The cadets indicate their answer with the following options:

- A. I don't see it as Honor related, but I would consider taking administrative actions.
- B. Do nothing, but I'd contemplate the possibility of Honor implications.
- C. Speak to the person, but I'd let him/her know I don't plan to act.
- D. Speak to the person and allow him/her to report before I do.
- E. I'd report the violation immediately to my squadron Honor representative.

The researchers obtain permission from the Academy for the distribution of the Cadet Toleration Questionnaire among the 253 PMA Cadets. This is randomly distributed per class (approximately equal). These demographics are representative of the 1,080 cadets of the Cadet Corps Armed Forces of the Philippines. The respondents are informed that the results are for research purposes. Moreover, their identity remained confidential.

To determine how the cadets will respond when Honor Code violations are committed, means per response were generated. To address which level of the variables tested determines the cadet-respondent's Peer Reporting Intention, the Repeated-Measures Analysis of Variance, rANOVA is used. This pinpoints which level of independent variable contributes to the model. The F-test is the basis for determining its significance. The following hypotheses are used for concluding to answer the first problem of this study:

$H_0: \mu_1 = \mu_2 = \mu_3 = \dots = \mu_k \Rightarrow$ means are equal; therefore, there are no significant differences among the related population means, where: μ = population means and k = number of related groups.

$H_A: F_{\text{value}} > F_{\alpha} \Rightarrow$ at least two means are significantly different; therefore, keep the variable in the model.

For this study, the null hypothesis, H_0 , is that the means of each level of peer reporting variables are the same; i.e. same for the high, moderate, and low perceived severity of the offense; for high and low emotional closeness; and for absence and presence of other witnesses. On the other hand, the alternative hypothesis is that the mean of "high" severity, "low" emotional closeness, and "presence" of another witness to the violation are statistically significant.

In reporting this, the APA format is used to reflect the F value and the degrees of freedom (Nath & Pavur, 1985). The degrees of freedom need to be reported in APA format; e.g. $F(df_1, df_2) = \text{value}$. Another aspect to check is the p-value (p-value < 0.05 alpha value = reject the H_0). Finally, the effect size, reflected by the Eta-squared, η^2 , is indicated to determine how much the dependent variable is predicted by the independent variables, all other things constant. For interpretation, Cohen's d (1988) is used:

Table 2: Eta-squared Interpretation

η^2	Effect Size
0.0099	Small
0.0588	Medium
0.1379	Large

It is crucial to discover the ethical decision-making of the cadets to turn in offenders when the different levels of each variable are in interaction. The researchers intend also to ascertain whether there is a significant influence in the peer reporting decision of the cadets across class and company. This not only addresses the gaps in the study of Curphy et al. but also would be

a reference for the Academy to determine whether the Honor Code indoctrination has any effect as they progress in their four-year training in PMA. The researchers then performed ANOVA to determine whether the Peer Reporting Intentions of the Cadet Corps Armed Forces of the Philippines is influenced by the class and company assignment. For this part, a 95% confidence level, or 0.05 margin of error, is used to determine its statistical significance.

4. Results and Analysis

Responses of Cadets vis-à-vis Honor Code Infractions

To answer the first problem of this study, the means for each response were gathered. The means for each of the response are presented in Table 3 below:

Table 3: Means for the Scenario Response Options

Response Option	Statement	Mean
A	I don't see it as Honor related, but I would consider taking administrative actions.	3.342
B	Do nothing, but I'd contemplate the possibility of Honor implications.	3.508
C	Speak to the person, but I'd let him/her know I don't plan to act.	9.258
D	Speak to the person and allow him/her to report before I do.	50.175
E	I'd report the violation immediately to my squadron Honor representative.	33.767

The “mean” refers to the average number of respondents who would act a certain way given the scenarios. Options A and B indicate a high tolerance to infractions. On the other hand, D and E options refer to strong intent to report the violation. In Table 3, the means range from a low of 3.342 to a high of 50.175. The majority of the respondents will still act according to the acceptable response of reporting the violation or talking to the offender to report oneself. On the other hand, despite the presence of Honor Code indoctrination, there are still cadets who will tolerate infractions. The relatively wide range of the means that is obtained indicates that the intention to report a co-cadet who violates is not prodded by an “institutionally correct”. (Curphy et al. 1998) This is contrary to the expectation of the Honor Code that any violations, regardless of perceived level of severity, emotional closeness, and presence/absence of another witness, the cadet will report the violation. This generalization is gathered from the condition wherein the “institutionally correct” answers are D and E, that is, to report oneself or to report the violator, respectively. The researchers probe deeper into this finding by dissecting the scenario according to levels.

Repeated Measures Analysis of Variance

The researchers employ the 3x2x2 repeated-measures design, rANOVA, that involves perceived severity of the offense (3 levels), emotional closeness (2 levels), and bystander effect (2 levels) to determine the Peer Reporting Intentions given the scenarios. In Cell Means, Cell M, the highest value implies the strongest influence to peer report given the level of the variable measured. Based on Table 4, it can be opined that there is a level of the variable that is significant in predicting propensity to Peer Report Honor-related violations. For one, the cadet-respondents are more likely to report when the infractions are perceived to be “High” severe; therefore, those violations which are perceived as “Low” severe will most likely be tolerated. They are also less likely to report offenses by cadets close to them. Moreover, the cadets are more likely to report violations when there are other witnesses.

When it comes to the two-way interactions of the variables, cadets have significantly stronger Peer Reporting Intention when the offenses are relatively severe and the offender is a relative stranger, $F(2, 251) = 55.13, p < 0.05$. Stronger reporting intention is also manifested for

relatively severe, low-presence condition, $F(2, 251) = 12.10, p < 0.000$. The closeness by presence interaction is also significant, $F(1, 252) = 23.36, p < 0.05$. Moreover, the cadets have a stronger propensity to report infractions when it is committed by a relative stranger and there are other witnesses to the offense, $F(2, 251) = 23.36$. Finally, seen in the same table is the three-way interaction of the variables vis-a-vis its levels. In a three within-subjects test, the cadets have the stronger intention when the infraction is “High” severe, there are other witnesses, and the violator is emotionally close to them, $F(2, 251) = 82.52, p < 0.05$.

Table 4: Repeated-Measures Analysis of Variance Results

Factor	Cell M	F	df	η^2	Effect Size
Severity		67.15	2, 251	0.35	Large
	Low	3.827			
	Moderate	4.111			
	High	4.289			
Closeness		115.32	1, 252	0.31	Large
	Low	4.235			
	High	3.916			
Presence		42.87	1, 252	0.15	Large
	Low	4.001			
	High	4.150			
Severity x Closeness		55.13	2, 251	0.31	Large
Severity x Presence		12.10	2, 251	0.09	Large
Closeness x Presence		23.36	1, 252	0.09	Large
Severity x Closeness x Presence		82.52	2, 251	0.37	Large

* $p < 0.05$

The models for the two-way interaction between perceived severity of offense*closeness, severity*presence, and closeness*presence achieved a large effect size. This means that the total variance can be accounted largely for those variables, holding other else constant. The same large effect size is achieved in the three-way interaction among severity, closeness, and presence. For a graphical illustration of the interaction, Figure 1 below is provided:

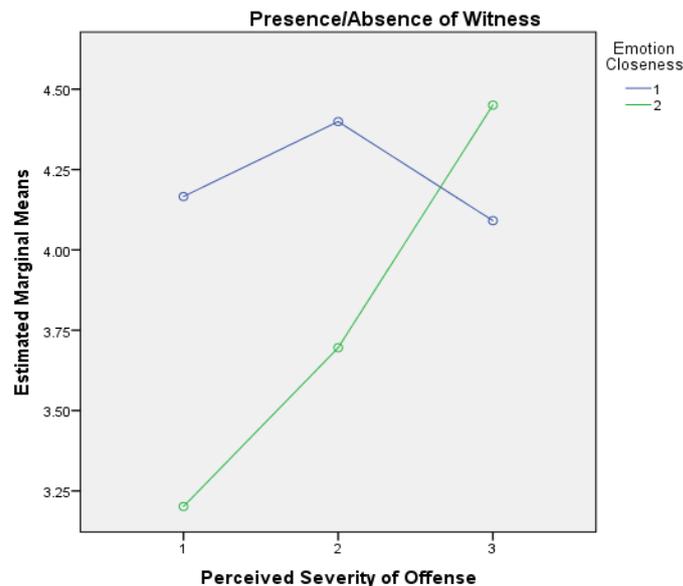


Figure 1: A plot of Cell Means, Cell M, of the interaction of the 3 scenarios vis-à-vis its levels

Relationship of Class with Peer Reporting Intention of the Cadets

In capturing their ethical decision-making when confronted with Honor Code violations, the respondents are presented with twelve (12) scenarios which consist of combined elements (emotional closeness with the violator, presence or absence of another witness to the violation, and perceived gravity of the offense). This section captures the responses that consider their Class membership. This is premised on the assumption that the longer they stay in the Academy, the firmer their grasp of the Honor Code. The higher the achieved percentage indicates that the majority of the respondents lean towards the response when there is an infraction in the scenario. The preferred answers to this survey are either D (Speak to the person and allow him/her to report before I do.) or E (I'd report the violation immediately to my squadron Honor representatives.) as it captures the proper or right thing to do given the ethical dilemma posed by each scenario.

For Scenario 1, the majority of the respondents' answers leaned toward answers D and E. This gives a total of 54.2% (57.8%, mostly second class) and 34.4% (41.9%, mostly first class) of the respondents answering D and E, respectively. This means that the majority of the respondents across the four classes know how to correctly respond when faced with instances of Honor Code violation. On the other hand, Scenario 1 would prompt 1.6% cadets (a tie of 1 second class and third class, and 2 fourth class) who will choose to do nothing at all but will contemplate whether the witness offense is an Honor Code violation.

Scenario 2 involves the hypothetical instance when the offense is perceived as low in severity, there is low emotional closeness to the violator yet there are other witnesses to the violation. From the data gathered among classes, the majority of the responses were geared toward D (52.6%, mostly first class) and E (34%, mostly first class). This means that majority of the cadet-respondents have a clear idea of what an Honor Code violation looks like and how to correctly deal with it about what they were taught by the Academy. On the other hand, there are still 3.2% of the cadets (a tie of 1 first-class and 1 second class, and a tie of 3 third class and fourth class) who will do nothing and there are 1.6% cadets (2 second class and 2 fourth class) who seem to not take the said violation as an Honor-related concern.

Scenario 3 poses a different picture of how the cadets will respond when the perceived Honor-related violation is low in severity but this time they have a high emotional closeness to the offender. The presence of another witness to the said violation adds to their dilemma of whether to report or not. The majority (37.9%, mostly first-class cadets), answered that they will "Speak to the person and allow him/her to report before I do." On the contrary, this is followed by 20.6% (mostly the second class), who do not view said violation as Honor-related. This may be attributed to the added influence of having a high emotional closeness between the witness and the offender. Besides, there is no one else who has witnessed the offense. Unfortunately, the Honor-related violation will only be seen as a "possible Honor violation" by 10.7% of the respondents (mostly composed of the 9 fourth class, followed by a tie of 7 third class and second class, and 4 first-class).

Scenario 4 makes the cadets exercise their ethical decision-making more prudently. It comprises a situation wherein the offense is perceived as low in severity. However, the respondents have a high emotional closeness with the cadet who committed the Honor Code violation. On top of that, there is no witness to the offense. When this is the case, the majority (61.7%) of the respondents (69.4%, mostly first class) will opt to "Speak to the person and allow him/her to report" before they will do. On the other hand, 14 of the third-class cadets

would outrightly report the violation, option E, followed by the 12 first-class cadets, then by the 8 fourth-class cadets, and finally by the 4 second-class cadets.

Scenario 5 paints a completely different picture because all of the cadets view the situation as an Honor-related violation; therefore, choosing A (I don't see it as Honor-related, but I would consider taking administrative actions.) is not a viable option for this based on the results. This is probably because the scenario has been elevated to be having a perceived moderate level of severity despite the low emotional closeness of the respondents to the offender and absence of another witness/es. Choosing the right thing to do, that is options D and E, obtained a favorable decision among the majority of the respondents, with a total of 47.4% and 47%, for E and D, respectively. An interesting point to ponder is that there is no fourth class cadet who will tolerate said hypothetical Honor-related violation, given the scenario of perceived moderate level of severity of offense by low emotional closeness to violator and absence of other witnesses.

Scenario 6 becomes a little tougher because there is already another witness to the violation. For the majority of the respondents, such violation (given that they have low emotional closeness with the offender plus there is another witness to the violation) will fuel their judgment to identify that there is, indeed, an Honor-related violation; therefore, 47.4% (majority are fourth class) will speak to the person and allow him/her to report before they will do it and 36.8% (majority are first-class) who will report the violation immediately to their squadron Honor representative. Though there are 11.5% (majority are second class) will only speak to the offender but will not do any reporting. Still, 1 first-class and 1 third class cadets comprised of the 0.8% who will do nothing but will contemplate the possibility that the violation has Honor implications.

Scenario 7 garnered a popular response of "Speak to the person and allow him/her to report before I do." From the 43.5% of the respondents (majority are first class). On the other hand, all the first-class cadet-respondents view said scenario as an Honor-related one. However, this does not guarantee that they will report said violation because 2 first-class cadets will do nothing; ergo, tolerate. The rest of the 5.1% of the respondents does not view the given scenario as an Honor concern. These dynamic responses are stirred by the combination of perceived moderate severity of the offense, high emotional closeness to the violator, and absence of another witness.

Scenario 8 consist of the elements present in Scenario 7 but this time there are other witnesses to the Honor Code violation. The majority of the respondents chose the right options with 53.8% and 35.2% for D and E, respectively. The remaining 9.1% and 1.6% are attributed to those respondents who will do nothing but will speak to the offender, and do nothing but will think of it as a possible Honor case, respectively. Only 0.4% of the cadet-respondents (2 fourth class) think that the situation is not Honor-related.

Scenario 9 elevates the example of perceived high severity of the offense, low emotional closeness to the violator, and presence of another witness/es. For the 60.9% of the respondents (majority are second class), the most viable option is D, "Speaking to the person and allow him/her to report before I do." On the other hand, 1.2% of the cadets (1 each for the second class to the fourth class) render the offense as not Honor-related despite it being viewed as "high severe" by the majority of the respondents. All the first-class cadet-respondents identified the situation as a definite Honor-related concern.

Scenario 10 involves the perceived high severity of the offense, low emotional closeness to the violator, and the presence of another witness to the violation. With the calibration of the example to “high severe”, all of the cadet-respondents have viewed the offense as, indeed, Honor-related. However, this does not guarantee automatic responses of either speaking to the person to report him/herself or reporting immediately the said violation to the appropriate authority. While the majority (57.7%) will do just that, there are still 5.1% who will only speak to the concerned violator but will not do anything about it and 2.4% of the cadets will tolerate the said violation.

Scenario 11 was crafted to be an example of an Honor-related violation that is perceived as high in severity by someone who has a high emotional closeness to the violator. This is colored by the dilemma of whether to report or not when no other else has seen the violation. A majority (51%) of the respondents (the majority are first-class) have chosen to report the violation immediately. There is no first-class cadet who will not speak to the violator. However, after speaking to the offender, s/he has no intention to act on it. Aside from that, there is also a first-class cadet who will tolerate such an act and another who has seen the scenario as not an Honor-related concern. None of their underclass cadets have chosen those options in the said Scenario; thus, there might be a need for them to understand deeper the Honor Code, the appropriate way to handle its violation, and the implication of inaction.

Scenario 12 is characterized by a perceived high severity of the offense, high emotional closeness to the violator, and bystander intervention. When the cadet-respondents are faced with this situation, the majority (64%, majority are fourth class) opted to do the right thing which is to either speak to the person and allow him/her to report him/herself before s/he does. On the other hand, no first-class cadet chose this as the appropriate option for the said Scenario. On the other hand, 3 of them will tolerate the violation and will only ponder at it as a probable Honor case. A third class and a fourth class cadet have the same sentiment for this situation. They comprise 2% of the cadet-respondents. On the other hand, 1.2% (1 second class and 2 fourth class) views the situation to be out of the scope of Honor.

ANOVA Result for Class vis-à-vis Peer Reporting

Based on the result of the ANOVA Test (see Annex H), there is no significant association between the majority of the scenarios and Class membership, significant at a 5% level of confidence. It can be opined that the years of exposure of the cadets to the Honor Code throughout their four-year training in PMA has statistically no significant influence on their situational judgment when confronted with Honor Code violations.

Relationship of Company with Peer Reporting Intention of the Cadets

The highlight of this section presents the result of the ethical decision-making of the cadets when their company assignment is considered. For Scenarios 1, 2, 5 thru 12, the majority of the cadets answered D and E. However, when presented with the combination of variables as in Scenario 3, the prevalent options are D and A with 37.9% and 20.6% cadets responding, respectively. Scenario 4 poses a different dilemma where the majority of the cadets chose D (61.7%), whereas there is a tie of 15% of the respondents who chose C and E (across the 8 companies).

ANOVA Result for Company Assignment vis-à-vis Peer Reporting

Based on the result of the ANOVA test, there is no significant association between the majority of the scenarios and Company assignment, significant at a 5% level of confidence. It can be

opined that the apparent distinct culture in every company has no significant influence on the intention of the cadet to report a co-cadet when there is an Honor Code infraction.

4. Conclusion

The Philippine Military Academy has a rigid system of enforcing the Honor Code. Policies are crafted to formalize peer reporting; otherwise, one can be dismissed on the ground of tolerating an offense. It is central to their training. However, when presented with a real Honor-case scenario, the cadet's ethical decision to report a violation is situational. This situation is characterized by the different levels of the following factors: a) perceived severity of the offense, b) emotional closeness to the offender, and c) presence/absence of another witness to the violation. The findings uncovered that, in general, the majority of the cadets lean toward responses D and E which are to talk to the person to report oneself or be the one to report to authority about the violation, respectively. Given the situations presented to them, they are more likely to report a perceived "highly severe" offense. Meaning, minor breaches will most likely be tolerated. Moreover, when a cadet sees a close friend violate the Honor Code, personal loyalty may curb their decision to report. Turning in a cadet who is a relative stranger would be easy, in this case. Finally, unethical behaviors will be reported when there are other witnesses to the infraction. Perhaps the reporting of an offense endures the fear of ostracism when it goes against the majority's interest. When the factors interact, the cadets are most likely to report violations with perceived high severity, low emotional closeness and there are others present during the violation. On the other hand, the class membership and company assignment of the cadets have no significant influence on their ethical decision to report a violation. These discoveries are similar to the findings of Curphy et al. (1998) and support, as well, the study made by Trevino and Victor (1992).

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