

A Survey of Relative Values (Ethics Practices) of Teachers in Schools: Empirical Evidence on Teachers' Characteristics

Dr. Syed Zubair Haider^a, Dr. Uzma Munawar^b, Asma, Asma^c, Muhammad Anees^d, Dr. Khisro Kaleem Raza^e, Dr. Abdul Wadood^f, Dr. Farooq Hussain^g, Shakila Malik^h, Zafar Iqbalⁱ ^aAssistant Professor, Department of Educational Training, The Islamia University of Bahawalpur, Pakistan, ^bAssistant Professor, Department of Education, Government Sadiq College Women University Bahawalpur, Pakistan, ^cLecturer, Department of Education, Islamia College University, Peshawar, Khyber Pakhtunkhwa, Pakistan, ^dLecturer in English, Govt. College Peshawar, Khyber Pakhtunkhwa, Pakistan, ^eAssociate Professor (HOD), Department of Education, Sarhad University of Science and Information Technology Peshawar, ^fAssistant Professor, Department of Education, Sarhad University of Science and Information Technology Peshawar, ^gDepartment of Physical Education and Sports, Abdul Wali Khan University Mardan, Khyber Pakhtunkhwa, Pakistan, ^hPhD scholar, Qurtuba University of Science and Information Technology, Peshawar, Pakistan, ⁱAssistant Professor, Government College Peshawar, Khyber Pakhtunkhwa, Pakistan. Email: ^azubairiub@hotmail.com, ^bdruzmunawar@gmail.com, ^casma@icp.edu.pk, ^daneesjaffarshah@gmail.com, ^ehod.edu@suit.edu.pk, ^fabdul.wadood3376@gmail.com, ^gfarooqhussain@awkum.edu.pk, ^hshakila.malik224@gmail.com, ⁱzafariqbal101275@gmail.com

Ethics are the most concerning issue these days. Different approaches and innovations have been introduced into schools for teachers' ethics practices. However, a better hypothetical and pragmatic consideration of the precursors of the ethics practices of teachers is needed. The authors investigate what ethics practices are used in public and private schools and what roles the teachers are playing in determining the ethics. The data covered school levels from primary to secondary education, obtained from 1,435 teachers using the Ethics Practices Scale (EPS). Mean, SD, EFA, ANOVA, and multiple regression analysis were conducted to measure ethics practices and teachers' characteristics. The results express that teachers' gender, school type and teachers' designation (job-position) seem to be the decisive factors shaping the teachers' ethics practices in schools. More studies on the precursors of ethics practices are needed.

Key words: *Ethics, Ethics Practices, Teachers' Characteristics, School Type*



Introduction

The academic study of ethics is nearly 2,300 years old. During the classical era, Plato and Aristotle discussed the questions of right and wrong (Sims & Felton Jr, 2011), but a deeper clarification is needed to understand the concept. Ethics deal with our responsibilities and relations towards other people (Norberg & Johansson, 2007). They shape the most significant collective control of people, where their behaviour should act according to the habits and traditions of the community (Aldmour, 2014). In academia, ethical issues are a part of daily life. Ethical considerations, standards, norms and expectations are applied in virtually all professions, and teaching is no exception.

Teaching is an honourable job, and ethics and teaching are closely interlinked (Campbell, 2008). It is a difficult job that demands particular human qualities and which is filled with ethical variances or conflicts (Colnerud, 2015). Since the 1980s, numerous ethical challenges have been reported by educational researchers, when discussed in a professional context (Campbell, 2008). Campbell (2000) stated that teaching is intrinsically an ethical endeavour with staff, students and entire academic communities resisting with morally complex realities in day-to-day work.

In an educational context, much literature reflects the significance of ethical conduct by viewing the teacher as a moral authority and moral agent for responsible practices (Sergiovanni, 1996). A teacher is a person who builds human character and develops ethical understanding through teaching various topics, presenting as a role model for a new generation (Osguthorpe, 2008). But the ethical and professional behaviour and practices of teachers are of special concern to people for several reasons. First, the entire ethical climate of any academia is strongly influenced by the teacher (Schulte et.al., 1991). Second, teachers' conduct strongly affects the ethical development of learners (Lisman, 1996). Third, teaching is regarded as a profession with particular responsibilities and privileges (Goodlad, 1990). Finally, teachers have some imperative obligations for ensuring excellence, quality and high standards of morals for students (Mohamed Saat & Othman, 2004).

Ethical practices are influenced by several personal characteristics such as age, gender and individual differences that are considered inherent, as well as internal factors that cannot be modified (Gardenswartz & Rowe, 1994). Among these factors, gender usually affects ethical practices of teachers (Noel & Hathorn, 2013). Some believe that women are more ethical than men, because women perceive dubious and wrong actions as more unethical as compared to men, and are less prone to carry out these actions (Doty et al., 2005; Nguyen et al., 2010). The majority of studies noticed that a higher degree of concern was exhibited by female teachers over ethical issues than by male. About half of the studies on gender and ethical approaches propose that women are more horizontal to ethical behaviour as compared to male, while the other half suggests no relationship. Brown and Choong (2005) stated that males and females differ in their 'ethical reasoning' and moral perspectives. Betz et al. (1989) realised that males



are at least twice as likely to participate in unfair practices as compared to females. Marshall et al. (1998) also pointed out that woman is more concerned about ethical dilemmas than men and are more ethically oriented towards ethical conditions.

Loe et al. (2000) reviewed various empirical studies on ethical practices and argued that nearly 40 percent of the studies demonstrated no considerable difference; however, 50 percent of studies explained that younger teachers are less ethical as compared to older ones. Moores and Chang (2006) argued that the function of decisions becomes stronger with age. Similarly, Kisamore et al. (2007) observed that older teachers have strong ethics, and are more likely to report unethical behaviour. Mesmer-Magnus and Viswesvaran (2005) expressed that older teacher are more likely to blow the whistle than younger ones. Moreover, older respondents are steadier in getting more benefit from ethical instructions (Waples et al., 2009).

Furthermore, the subject specialisation or academic discipline also influences ethical perceptions (Vargas, 2001). Crown and Spiller (1997) argued that teachers of a business subject have lower levels of ethical reasoning as compared to non-business. Studies on arts teachers' ethics found that they are more indulgent in ethical attitudes. The ethical norms of arts majors are lesser as compared to their peers in other majors. Many studies have compared the ethical concerns of science and language majors in educational institutions which elaborated that the science teachers are more insightful and perceptive to violations which may influence others. They also found themselves relatively more ethical in resolving ethical issues as compared to their peers in other subject majors (O'Clock & Okleshen, 1993).

Browning and Zabriskie (1983) found that those managers who were highly qualified view gifts as unethical. Conversely, Ziegenfuss (1999) found that there is no significant difference between ethical practices and level of education, but argued that work experience may have a high influence on ethical conduct. Kidwell et al. (2013) argued that the greater the experience, the more ethical the responses. Alternatively, Kohut and Corriher (1994) found no significant or low-level effect of instruction and work experience on the ethical practices of teachers. Many studies also found that a teacher's designation has a significant effect on his or her moral development. Thus, the higher designations have a positive impact on the ethical development of teachers.

Educational research has considered ethical practices in more detail since the mid-to-late 1980s; according to these findings, teachers are less conscious of the moral consequences of their acts (Thornberg, 2008). In this context, educational philosophers suggest that special attention should be paid toward identifying teachers' characteristics toward performing their ethical practices and in developing teacher's awareness of these practices in the teaching-learning process. Society largely depends on notions of good or bad, or acceptable and unacceptable, and accordingly teachers must consider the ethical influence of their personal actions and teaching styles. So far, most of the studies focus on the contents of ethics education. This present study focuses on a missing lens: it explores the influence of the teachers'

characteristics on their ethics practices in their daily work. Mapping these outcomes and their significance can add a more conversant perspective in the Pakistani educational context. Hence, on these bases, we have intentions to formulate the following propositions:

Hypothesis 1: There is no significant difference from gender on teachers' ethics practices.

Hypothesis 2: There is no significant difference from school type on teachers' ethics practices.

Hypothesis 3: There is no significant difference from specialisation on teachers' ethics practices.

Hypothesis 4: There is no significant difference from designation on teachers' ethics practices.

Hypothesis 5: There is no significant difference from age on teachers' ethics practices.

Hypothesis 6: There is no significant difference from qualification on teachers' ethics practices.

Hypothesis 7: There is no significant difference from work experience on teachers' ethics practices.

Method and Measures

Context and Participants

The present research examines the ethics practices of teachers in schools. Therefore, an exploratory study design was used for measuring current ethics practices of teachers. To enhance external validity and to avoid the biases that selecting respondents from a single institution might cause, 1,435 teachers were selected for participation. This was broken up into 766 (53.37%) female (320 from private and 446 from public schools, mean age = 36.4 years, age range: 20-51 years) and 669 (46.63%) male (290 from private and 379 from public schools, mean age = 38.5 years and age range: 20-55 years) teachers. In the sampling process, at the first stage, we used a purposive sampling technique to select 16 districts [four districts of North Punjab (Rawalpindi, Attock, Chakwal and Jhelum), four districts of Central Punjab (Lahore, Jhang, Faisalabad and Sahiwal), four districts of South Punjab (Bahawalpur, Multan, Rahim Yar Khan and Lodhran) and four districts of West Punjab (DG Khan, Layyah, Mianwali and Bhakkar)], out of a total of 36 districts from four geographical regions of Punjab.

At the second stage, 64 (66.6%) public schools (32 boys' and 32 girls') and 32 (33.4%) private schools (16 boys' and 16 girls') situated in city areas were selected purposively. The schools containing all three sections of primary, elementary and secondary were included. An equal number of schools, (two boys' and two girls') public and (one boys and one girls') private, from each district were included in the study. At the third stage, 1,435 teachers [400 primary: 200 male (137 public and 63 private) and 200 female (142 public and 58 private), 500 elementary: 250 male (162 public and 88 private) and 250 female (153 public and 97 private), and 535 secondary, 219 male (139 public and 80 private) and 316 female (200 public and 116 private)], were selected. In the sample, 31% teachers reported their specialisation as language teachers, 36.9% science teachers and 32.1% arts teachers. Around 40.5% teachers reported their designation as secondary teachers, 8.3% primary teachers, 28.6% subject specialist and



22.6% elementary teachers. Teachers' ages ranged from 20-30 year 28.6%, 31-40 year 56.0%, 41-50 years 13.1% and 51-60 years 2.4%. Approximately 46.4% teachers reported their qualification as MA/ M.Sc., 35.7% as BA /B.Sc., 15.5% as M.Phil and 2.4% as Ph.D. Teachers' experience ranged from 0-6 years, 34.5%, 7-14 years, 41.7%, 15-25 years, 15.5%, 26 and above, 8.3%.

Research Tool

Data were collected from public and private school teachers through an Ethics Practices Scale (EPS) developed by Haider, Munawar and Ali (2020) comprising the four dimensions, each, along a five-point Likert scale (strongly disagree = 1 and strongly agree = 5), helping school teachers to respond regarding ethics practices at a concrete level. The main focus of the survey was the question of what ethics practices the teacher performs, when in school. Initially, the whole EPS was translated from English into Urdu with the authors' permission, with the assistance of professional translators to maintain the validity of the scale, and then back translated into English (forward-translation and backward-translation method was used). The Ethics Practices Scale (EPS) is composed of 36-items assessing the four main areas, teacher-student relationship (TSR = 09 items), teachers' conduct towards community (TCC = 08 items), teachers and teaching profession (TTP = 11 items) and teachers' relation to colleagues, management and institution (TCM = 08 items). The author reported Cronbach's alpha for EPS as 0.89.

Dependent Variables: Ethics practices of teachers

The ethics practices of teachers were gauged by different questions. Teachers selected the option that best expressed the occurrence of the use of each ethics practice.

Independent Variable: Teachers' Characteristics

In the analysis, we included seven characteristics describing teachers' background, qualification and gender, etcetera. The teacher characteristics included following variables:

Gender. The variable was coded in the data set as (Male = 1, Female = 2).

School. An indicator for teachers' workplace. This variable was coded in the data set as (Public = 1, Private = 2)

Specialisation. An indicator depicting the teachers' specialisation or subject major. This variable was coded in the data set as science = 1, Arts = 2, and Language = 3.

Designation (job-position). A variable manifesting the teacher's designation in school. This was coded as Primary = 1, Elementary = 2, Secondary = 3, and Subject Specialist = 4.

Age. Divided into groups of 20-30 years, 31-40 years, 41-50 years and 51-60 years.

Qualification. An indicator manifesting the academic qualification of the teachers working in schools. This was coded in the data set as BA/ B.Sc. = 1, MA/ M.Sc. = 2, M.Phil = 3, and Ph.D = 4.

Work Experience. An indicator referring to the duration of the teacher's professional service in years. This is divided in the groups of 0-6 years, 7-14 years, 15-25 years, and 26 and above.

Results

In our investigation, we mainly focused on ethics practices and their occurrence.

Table 1. *Ethics Practices of Teachers' (n = 1,435)*

Items	Mean	SD
Teacher;		
Politely behaves with students.	2.57	1.05
Is loyal to developing morality among students.	2.38	0.87
Keeps students' personal information confidential.	2.45	1.18
Follows rules to achieve instructional objectives in time.	2.45	0.87
Is ambitious to develop positive attitude towards life.	2.81	0.78
Evaluate students in biased manner	2.49	0.98
Is considerate to provide equal opportunities for both genders.	2.36	0.93
Effectively promotes work habits among students.	2.42	0.95
Sexually harasses the students	2.50	0.95
Develops sense of integrity among students.	2.63	0.88
Is cooperative with students in realising their potentialities.	2.43	0.90
Is independent in giving opinions on different matters.	2.61	0.93
Shows irresponsible behaviour about securing peace in society.	2.50	0.88
Is likable for maintaining positive social interaction.	2.70	0.86
Is careless in maintaining high standards of ethical practices.	2.61	0.85
Is helpful in promoting democratic values.	2.45	1.00
Works hard to improve his/her professional development.	2.67	0.85
Is emotionally stable in facing new challenges of life.	2.57	0.94
Is enthusiastic towards own learning.	2.51	0.96
Is aware of using educational resources properly.	2.73	1.30
Is careful in avoiding gender biases.	2.46	0.91
Is inattentive to enhancing knowledge about professional ethics.	2.64	0.93
Is punctual in performing his/her professional duties.	2.45	0.65
Works productively for research-based educational programs	2.81	0.95
Is efficient in practicing Islamic values.	2.94	1.00
Is honest in improving the quality of education.	2.71	0.90
Acts transparently to meet certain ethical standards.	2.56	0.75
Devotes his/her life to his/her profession.	2.71	0.84
Pays respect to his/her colleagues.	2.84	0.97



Follows directions of school administration.	2.54	0.85
Maintains friendly relations with his/her colleagues.	2.61	0.87
Accepts criticism patiently on educational matters.	2.85	0.96
Dedicates himself/herself for the development of the institution.	2.80	0.89
Appreciates ethical discussions with colleagues.	2.64	0.81
Helps in creating conducive learning environment.	2.89	0.92
Is persistent in resolving ethical issues of the school.	2.69	0.81

The results (see table 1) revealed that ethical practices are wide ranging. The most frequently used practice was related to being efficient in practicing Islamic values; the individual teachers performed it 2.94 mean times during their service. Also, the other kinds of practices that were determined, for example, helps in creating conducive learning environment (2.89), accepts criticism patiently on educational matters (2.85), pays respect to his/her colleagues (2.84) and works productively for research-based educational programs (2.81), were among the most frequently used ethics practices. On an average, for example, is enthusiastic towards own learning (2.50), careful in avoiding gender biases (2.46), keeps students' personal information confidential (2.45) and follow rules to achieve instructional objectives in time (2.45).

Next, a factor analysis of the ethics practices of the teachers was performed to reveal the inter-item correlation (see table 2). Factor analysis with the principal component method (PCM) followed by varimax rotation extracted the four-factor solution that together explains a reasonable 64.03% of the overall variation. The first factor had nine statements, and the strongest loading was on the statement "Effectively promotes work habits among students" and the second strongest on "Keeps students' personal information confidential". These items refer to a working representation based on the teacher-student relationship (TSR) (Cronbach's $\alpha = .79$).

Table 2. *Ethics Practices of Teachers': Factor Analysis (n = 1,435)*

Items	Factors				Com
	1	2	3	4	
Teacher;					
Politely behaves with students.	.684				.841
Is loyal to developing morality among students.	.781				.788
Keeps students' personal information confidential.	.821				.842
Evaluate students in biased manner	.684				.697
Is considerate to provide equal opportunities for both genders.	.652				.781
Effectively promotes work habits among students.	.842				.823
Sexually harasses the students	.740				.889
Develops sense of integrity among students.	.690				.577
Is cooperative with students in realising their potentialities.	.751				.688
Is ambitious to develop positive attitude towards life.		.885			.589
Is independent in giving opinions on different matters.		.511			.766
Shows irresponsible behaviour about securing peace in society.		.655			.788
Is likable for maintaining positive social interaction.		.587			.861
Is careless in maintaining high standards of ethical practices.		.754			.523
Is helpful in promoting democratic values.		.594			.732
Is emotionally stable in facing new challenges of life.		.812			.754
Acts transparently to meet certain ethical standards.		.716			.782
Follow rules to achieve instructional objectives in time.			.785		.793
Works hard to improve his/her professional development.			.841		.865
Is enthusiastic towards own learning.			.514		.632
Is aware of using educational resources properly.			.650		.600
Is careful in avoiding gender biases.			.756		.722
Is inattentive to enhancing knowledge about professional ethics.			.654		.611
Is punctual in performing his/her professional duties.			.821		.763
Works productively for research-based educational programs			.701		.842
Is efficient in practicing Islamic values.			.763		.561
Is honest in improving the quality of education.			.521		.650
Devotes his/her life to his/her profession.			.578		.566
Pays respect to his/her colleagues.				.544	.563
Follows directions of school administration.				.688	.641
Maintains friendly relations with his/her colleagues.				.782	.736
Accepts criticism patiently on educational matters.				.698	.699
Dedicates himself/herself for the development of the institution.				.531	.566
Appreciates ethical discussions with colleagues.				.687	.713
Helps in creating conducive learning environment.				.547	.651
Is persistent in resolving ethical issues of the school.				.689	.753
Eigen value	5.75	3.45	3.11	2.65	
Percentage	21.01	17.23	14.21	11.58	
Cumulative Percentage	22.54	38.24	52.45	64.03	

Note: Com = Communalities. KMO = .892, Principal components, Varimax rotation



The second factor includes eight statements and the statement with the strongest loading was “ambitious to develop positive attitude towards life”, while the second strongest was “emotionally stable in facing new challenges of life”. In this factor, the approach on the behaviour with the community seems vital (Cronbach's $\alpha = .87$). The third factor, teacher and teaching profession (TTP) (Cronbach's $\alpha = .74$) contains eleven statements. The statements “Works hard to improve his professional development” and “punctual in performing his/her professional duties” resulted in first and second highest loading respectively. Finally, the fourth and last factor includes eight statements and the highest loading was “Maintains friendly relations with his/her colleagues” and the second highest loading was on the statement “Accepts criticism patiently on educational matters”. The items in this factor refer to the active role of the teachers towards colleagues and administration (Cronbach's $\alpha = .86$).

The four sum factors were analysed against the background variables (Characteristics) of teachers with ANOVA (see table 3).

Table 3. *Ethics Practices of Teachers – Background Variable Comparison*

Variable	TSR	TCC	TTP	TCM
Gender				
Male	14.40	11.92	11.96	14.84
Female	15.94	13.70	13.76	16.67
F	3.577	8.840**	7.548**	7.103**
School				
Public	14.10	11.47	11.82	14.25
Private	15.86	13.70	13.47	16.56
F	4.926*	15.274***	6.472*	9.819**
Specialisation				
Science	15.10	12.83	12.72	16.13
Arts	14.92	12.35	12.39	14.85
Languages	15.00	12.68	13.05	15.05
F	0.019	0.229	0.262	1.196
Designation				
Primary teacher	16.23	13.47	13.67	16.50
Elementary teacher	17.28	14.00	12.42	15.57
Secondary Teacher	15.62	12.95	13.25	16.50
Subject Specialist	11.26	10.26	10.31	12.26
F	12.305***	7.538***	6.235**	8.611***
Age				
20-30 Years	15.66	12.95	13.54	16.33
31-40 Years	14.91	12.55	12.51	15.25
41-50 Years	13.90	12.18	11.45	14.18
51-60 Years	16.00	13.50	13.50	17.00
F	0.618	0.267	1.325	1.135
Qualification				
BA/ B.Sc.	14.46	12.13	12.56	15.96
MA/ M.Sc.	15.11	12.79	12.62	15.25
M.Phil	15.12	13.00	13.00	15.00
PhD	19.00	14.66	14.00	18.00
F	1.396	0.916	0.225	0.615
Work Experience				
0-6 Years	14.69	12.21	12.78	15.09
7-14 Years	15.25	12.97	12.71	15.68
15-25 Years	15.53	13.23	12.84	16.38
26 and above	13.66	11.00	10.66	13.00
F	0.338	0.936	0.449	0.932

*p < .05, **p < .01, ***p < .001

Teacher student relationship (TSR), teacher conduct towards community (TCC), teacher and teaching profession (TTP), teacher relation with colleagues, management and institution (TCM)

As the first assumption, we formulated that ethics practices do not vary significantly between male and female teachers (gender-wise). The analysis findings (in table 3) revealed that a significant difference existed between male and female teacher's conduct towards the community ($F = 8.840$, $P = .01$), teacher and teaching profession ($F = 7.548$, $P = .01$) and teacher's relation with colleagues and management ($F = 7.103$, $P = .01$). Interestingly, female teachers look to be more ethical towards the community, teaching profession, colleagues and administration. However, no significant difference was found for teachers-students relationship ($F = 3.577$). Overall, there are statistically significant differences between male and female teachers in performing ethics practices in this regard. The first premise gained high support.

The second assumption concerned with the teachers' workplace (school): "Due to a difference in the work environment and administrative rules, the ethics practices differ significantly between public and private school teachers". The results expressed strong support in the TCC ($F = 15.274$, $P = .001$) and TCM ($F = 9.819$, $P = .01$) measures, while weak support was noticed in TSR ($F = 4.926$, $P = .04$) and TTP ($F = 6.472$, $P = .05$). Moreover, the private teachers showed higher values in ethics practices. This result also endorses our assumption that private school teachers are more ethical as compared to public school teachers. In the third assumption, we argued that "the ethics practices do not differ significantly between teachers' specialisation". The results of our analysis also approved our assumption. The data identified that the ethical practices of teachers are not contingent upon the teachers' specialisation or subject major, ($F = .019$), ($F = .229$), ($F = .262$) and ($F = 1.196$), respectively.

In the fourth proposition, we suggested that the teachers' designation positively affects the ethics practices of teachers in schools. The results of our analysis revealed that a significant statistical difference was observed in all factors TSR ($F = 12.305$, $P = .001$), TCC ($F = 7.538$, $P = .001$), TTP ($F = 6.235$, $P = .01$) and TCM ($F = 8.611$, $P = .001$). The scores of the primary, elementary, secondary and subject specialist teachers are on a significantly higher level. Our results expressed strong support for the fourth assumption. For the fifth premise, "the teachers' age positively affects the ethics practices of teachers in schools", the data revealed that the ethics practices of teachers are not dependent on teachers' age ($F = .618$, $.267$, 1.325 and 1.135) respectively. The results of the analysis reject the assumption.

In the sixth proposition, "Ethics practices differ between education levels (teachers' qualification), the results show that the differences are not statistically significant in all of the factors ($F = 1.396$, $.916$, $.225$ and $.615$). This result leads us towards the rejection of our hypothesis. In the seventh assumption, "The more the teachers have work experience, the more he /she is an ethical performer". The results show that the differences are not statistically significant in all the factors ($F = .338$, $.936$, $.449$ and $.932$). Furthermore, the results do not refer to any specific behavioural inclination that would be contingent upon the teachers' experience. This result also leads us towards the rejection of our proposition.

Finally, we performed regression analysis to study the ethics practices of teachers in schools (see table 4). In this model, we included the same descriptive variables covered in table 3. The overall findings of this study are more interesting; it looks like only some background variables play a significant role in determining the ethics practices in schools. For instance, the teachers' gender does not look to be an explanatory variable for the ethics practices in schools.

Table 4. *Regression Analysis of Ethics Practices of Teachers*

Variable	Model 1 (TSR)	Model 2 (TCC)	Model 3 (TTP)	Model 4 (TCM)
Gender	0.846	0.585	1.415	0.891
School	0.234	1.456	0.162	1.080
Specialisation	0.127	-.004	0.270	-.415
Designation	1.187**	.529*	.727*	.787*
Age	-.744	-.503	-.693	-.962
Qualification	0.385	0.476	0.041	-.085
Work Experience	0.550	0.436	0.097	0.629
Constant	15.725***	10.135***	12.731***	15.968***
R ²	.239**	.260**	.204*	.228**

*p < .05, **p < .01, ***p < .001

In the analysis, we used a dummy variable (Male = 1, Female = 2) to study the gender effect. Moreover, the teachers' workplace (school), public or private, showed a weak regress for ethics practices in schools. In the models, the teachers' specialisation (science, arts and languages) also showed a weak regress. In all the models, the teachers' designation related to the most effective way of promoting ethics practices ($\beta = 1.187$, $P = .01$), ($\beta = .529$, $P = .04$), ($\beta = .727$, $P = .03$) and ($\beta = .787$, $P = .05$) in schools. The analysis shows statistically high and significant betas for all the ethical practices models.

Regarding the different types of ethics practices, the analysis reveals some interesting findings. For teachers-students relationship, the school type and teachers' designation seem to be strong determinants. For teacher conduct towards community, gender, school type and designation seem to be strong determinants. Furthermore, for teacher and teaching profession, teachers' gender and teachers' designation seem to be strong determinants. For behaviour towards community and teachers and teaching profession, the teachers' specialisation (subject major) becomes less significant in explaining the ethics practices but still remains in the equation. Finally, for relations with colleagues and management, the teachers' gender, school type and designation seem to be the only determining factors. It must be remembered that in all the above cases, the R² remains fairly moderate, but the findings indicate that the promotion of specific types of ethics practices is largely dependent upon a teacher' designation.

Discussion & Conclusion

In the current study, we considered the empirical data concerning teachers' ethics practices. Apparently, it is acknowledged that the assessment of the teachers' ethics practices is very multifaceted. Very few empirical studies are available on this topic area, especially related to school education. The analyses of the data presented many interesting findings, identified challenges and uncovered developmental steps for further progress to be made in the area concerned. One very clear and the most frequent ethics practice seems to be useful for encouraging more in-depth cooperation with learners, is the accountability regarding students' educational development. In this context, Naik (1988) believes that teachers' professional, contractual, and moral components should all be considered when they are held accountable concerning students' educational matters.

The findings of the study revealed that teachers instilled a feeling of integrity in their students. Couch and Dodd (2005) stated that teachers should encourage students to participate in academic as well as communal integrity and activities. According to Hertzog et al. (2000), teachers' relationships with their colleagues have a significant influence on the teaching profession, according to reports. They were able to better utilise their professional capabilities by sharing varied views, educational aspirations and professional practices.

Globally, ethical awareness has grown in every aspect of human existence. Lovat and McLeod (2006) said that teachers are supposed to be moral actors in moulding individual character. The results indicated a significant statistical difference was noted between the ethics practices of male and female teachers. The female teachers were found to be more ethical than male teachers. The study of Valentine et al., (2009) also indicated that females were found to hold a higher level of ethical judgment compared to males. They further narrated that the findings, when examined as a whole, indicated that females might persistently be more ethical than men. The conclusion that females are likely more ethically insightful as compared to male is not astonishing, based on earlier studies (Betz, O'Connell, & Shepard, 1989; Saat, Jamal, & Othman, 2004). The findings also demonstrate that the ethics practices also differ significantly between public and private school teachers because the private teachers gain higher values in ethics practices. Glegg (2003) expressed that the teachers of private schools more favourably endorsed their students' knowledge, academic careers and social adjustment than public school teachers. The findings of the present research also reveal no significant difference between teachers' specialisation and subject major.

However, the teachers' designation (job-position) positively correlates with the ethics practices of teachers in schools and a significant statistical difference was observed at all levels of designation. In all the models, the teachers' designation appeared to be the most effective in promoting ethics practices. Trevino et al. (2008) expressed that senior officer are more likely than the general workforce to have a positive awareness of organisational ethics. Posner (2010) argued that executive staff or officers have a better level of personal and institutional values'



clarity as compared to lower-level or middle-level staff members. Additionally, the workers were found more unethical than officers; this is because officers are highly educated and receive higher compensation as compared to workers (Chen, 2014).

The study findings also demonstrated that the ethics practices of teachers do not rely on teachers' age. Cortese (1989) affirmed that age did not appear to be a significant factor in explaining the moral judgment. Stanga and Turpen (1991) also found no significant difference in the ethical judgments that could be induced to age. White (2000) expresses, ethical practices and the ethical development of teachers are not simply age contingent, but are more family-system dependent. On the other hand, Valentine et al., (2009) indicated age as a positively correlated variable to ethical intention and practices, signifying that age is the main variable in a person's ethicality. Kohlberg (1984) also advocated that age positively influences the ethical development of the individual. The results of the study also revealed no significant difference between education levels (teachers' qualifications) and ethics practices performed by teachers. The differences are not statistically significant at all levels of teachers' qualification. Furthermore, in the case of teachers' experience, the differences are also not statistically significant in all factors.

The study has some important implications. The teacher has vital importance for the transmission of skills, intellectual traditions and human morals in learners. The study results explain the importance of accountability, institutional development and the provision of educational resources in enhancing ethics perceptions in schools. Finally, our study highlights the importance of the teacher's designation, school type in TSR, gender, school type and designation in TCC, gender and designation in TTP. However, the specialisation is shown as less significant in TCC in practicing some specific ethical dimensions in the respective institutions. At the same time, teacher's age, low qualifications and workplace experience have discarded study suppositions. In short, the promotion of some particular ethics practices in academic organisations is mainly contingent on teachers' designation.

Although we believe our findings are of significance, more in-depth studies are required to classify ethics practices. We suggest that more investigations should be used toward the utility of different approaches in the endurance of ethics practices in school education. At least in Pakistan, teachers' ethics practices and effectiveness as ethical educators have not been examined. Our findings could present motivating results for decision makers to know, monitor and manage the real practices' teachers are performing.

Practical Implications

Education is an ethical effort to enable individuals to make their own deliberate ethical decisions effectively. For this purpose, a code of ethics for teachers should be designed to train their students in becoming ethical citizens and ethical leaders in their communities. Ethical principles for school teachers should be applied in academia to create an ethical climate in



schools. Implementation of ethics-related policies for school teachers is necessary in order to form a fair, inclusive and free-from-coercion learning environment in which they behave in an ethical manner. Accordingly, the current paper focuses on a fundamental ethical change that is an immediate requirement in our schools. By following a code of ethical practices teachers can motivate their students towards sharing the value and spirit of learning, setting new goals, meeting the present challenges and creating independent thinkers. In other words, teachers' ethical practices lead students to know how valuable and enjoyable learning can be.

Above all other duties, school teachers are accountable to be good educators and ethical role models to meet the high expectations of the society. Therefore, the present study is of great importance in identifying teachers' ethical practice and plays a vital role for taking the disciplinary actions in the enforcement of ethics at school level. The study aims to bring such transformational ethical changes that help teachers to love their profession, especially the underlying aspirations, responsibilities and values that are eloquent evidence, to their own performance and that's why policy maker will re-evaluate these ethical practices of the code.

This study has intentions to enrich school administrations with new knowledge, proper administrative procedures and efficient supervision of their teachers for improving the quality of the teaching learning process. The study takes teachers' characteristics such as background, age, qualification, gender, etcetera, as the main variables of interest in finding out the perceptions of teachers towards their ethical practices. Additionally, the code of teachers' ethical conduct has been discussed in various research studies but many of them seem to have different ideas and are unable to bring out a clear picture of a teacher's ethical concerns regarding their background characteristics in a Pakistani perspective. Therefore, this study focuses on the successful adherence to the ethical practices followed by school teachers in the Pakistani context. Consequently, the study helps the people to know the values, beliefs and morals of school teachers and can be a first step toward further research that incorporates more teachers' opinions by looking at this topic with an extensive scope.



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