Developing a Code of Professional Ethics in Teaching: Reviews by College Teachers

Syed Jafir Ali Kazmi and Sohail Khan (M.Phil Scholars)

Supervised By: Muhammad Imran Malik (Senior Lecturer)

at

Riphah Institute of Language & Literature (RILL)

Riphah International University, Lahore

**Abstract**

The current paper intends to examine the issues regarding the application of professional ethics by teachers in the classroom and how teachers define negotiated relationship boundaries. The research objective is to portray a teacher's role as an ethically neutral professional, chiefly accountable for transmitting knowledge and intellectual abilities that can be evaluated objectively through professional ethics. The methodology of the research is qualitative and in-depth interviews of the participants have been taken. The researchers have applied the descriptive approach, and data has been collected through interviews from randomly selected 20 teachers of intermediate and graduate level. The questions were designed in such a manner to document all the ethical dilemmas adapted by teachers in the classroom. All the complex ethical issues from the teachers' perspective were narrated and deeply examined recursively. A phenomenological study was applied to observe the experiences of the teachers regarding the unethical dimensions. The current study will help the teachers to narrate some of the common ethical dilemmas and help them adopting a better method to improve the classroom learning and environment. Results of this paper highlight the need for ethics for the teachers and at the same time, the practices of ethics for the teaching profession. The paper suggests a tenable way to assist the professionals to enhance teaching quality in the classroom.

**Keywords:** professional ethics, teacher education, emerging teachers, training for the teaching

1. **Introduction**

Education is a source which empowers a nation with intellectuals, scientists, technicians, politicians, philosophers, engineers and professionals. It contributes to the overall development of society. Education trains a new generation according to its own cultural, emotional, social, moral and spiritual norms. Moreover, a teacher is the most important and even a central part of this whole process. Capli (2015) considers a teacher's role from the moral aspect because he is a link between society and the school, which is the place of training handy individuals for society. Teacher guides and instructs the students. He arranges curricular and co-curricular activities for them. He also contributes towards cultivating moral norms in them. A teacher equipped with good ethical and scientific values can raise a developed generation. As a distinctive figure in the educational system, the teacher must have characteristics according to the role assigned to him. A teacher is a role model; therefore, he must follow a code of ethics.

Deshach (2014) adds that ethics regulate the professionals' conduct and ensure the profession's survival. It has been observed that good moral and ethical values of a teacher contribute to the effectiveness of his teaching and the methodology he is employing to train students. He also has the moral power to harmonize the different elements of the school community. Forster (2012) contributes that there must be a framework for the teachers' role in the educational process. Feeney & Freeman (1999) talk about an ethical dilemma and state that it becomes challenging for an individual to encounter a problem with more than one possible solutions, each having a strong moral rationalization. A dilemma needs a person to select between two alternatives, each of which certainly has benefits but also has some costs. Afifi (2005) believes that if we impose a code of conduct on teachers from the moral aspect, they will become more attentive and careful. It would become effortless for them to decide what is appropriate.

Furthermore, if there is an improper implementation of such general rules on them, they would turn towards formal actions with no use. It is commonly seen that teachers do not take care of being ethical while being in class. They follow no moral code, especially when they are at the college level. They use vulgar and abusive language, respond inappropriately to the students and show a lack of interests to their assigned duties.

Capli (2015) believes that a code of ethics for teachers must have a command over the educational process and keep it from divergence. Thus, every professional's code of ethics is necessary, especially for educators, because they are nation builders. They have been assigned the task of polishing human personality with its various dimensions. Chang (1994) claimed that teachers' standard of ethical reasoning influences students' ethical atmosphere approach. The teachers with higher ethical reasoning are more prone to spark students motivation and learning and vigorous social progress, whereas teachers with lower ethical reasoning cannot. Soltis (1986) asserts that no profession in the world can exist without the code of ethics and its conduct among its members. Every profession has its ethical codes, but such codes are hardly found in the teaching profession. Until there is no recognition of the acknowledged ethical standards, they cannot be rated as skilled professionals. Strike and Ternasky (1993) suggest that to achieve the code of ethical decision making, it is essential for the teachers to know about the codes first; he further adds that there is no philosophical reasoning for the basic ethical principles which are embedded in codes themselves, similarly if any action by the teachers needs to be justified, the ill preparation of dealing with the situations of the educators can be the main cause of unethical behaviour. Al-Mafdi (2004) says that more attention needs to be given to the teacher's moral attitude as the most significant features of his/her character on which professional ethics are based.

**1.1. Research Questions**

The research discussed the answers to the following questions.

1. What are the prevailing ethical issues in the area of teaching?

2. How do instructors face an ethical dilemma in classroom teaching?

3. What are the most common code of ethics do teachers lack while being in the classroom?

**1.2. Objectives of the Study**

1. To feature the current ethical problems in the course of the teaching profession.

2. To report probable ethical barriers anticipated by teachers in educational institutes.

3. To examine the best possible methods for ethical teaching.

**1.3 Significance of the study:**

The article will highlight some of the unethical issues in teaching and how this immoral attitude affects the minds of the students and what kind of ethical dilemmas they face in their classroom teaching. It will identify some of the most common code of ethics that teachers lack in the classroom. The article will suggest some positive methods through which the teachers can inspire and motivate the students through their positive personality; it will also help them create a better classroom environment.

**1.4 Limitations of the study**

The development of professional ethics in the classroom is a vast subject. Due to the shortage of time, it is difficult to cover minute items and to go into the depth of every problem, so the researchers have chosen four intermediate college from 4 different area, In order to conduct their interviews and research moreover this research is going to gain its importance in the future.

**2. LITERATURE REVIEW**

Mansour and Talafh (2009) suggest that ethical judgment is the absolute goal that education wants to achieve as defined “education as an ethical vision”. According to Al-Zubi (2013), ethics is a pact that delineates rules, rights and values which teachers should retain in mind while performing their assigned task in the best possible way. It is not possible for education to function without principles because education is an ethical process that shapes educational leadership. Murtaja (2004) has explained that ethical principles are very critical to educational phenomenon through which educational goals can be obtained however professional ethics obtain its significant from addressing individual decisions and establishing the work approved by the ethical practitioners similarly whoever offends should face the embarrassing situation he/she must either be punished or fired. Al-Mafdi (2004) says that more attention must be provided to the ethical aspect of the teaching and practices that the teacher should commit; moreover, it assists him in handling the students, colleagues, and the management. His obligation determines the degree of the profession of the teacher to the rules of that profession in all circumstance. Haynes (1998) defines the term objectivism as the approach related to the moral truth unconcerned of how someone feels about them. There are notions of ethics, such as justice, honesty, goodness, etc. Relativism studies the ethical beliefs that concern the specific person, group rather than infinite; subjectivism is a concept that moral code relies on the entity's feelings; no activity is wrong or right in itself. Hostetler (1997) suggests the term 'ethical judgment" in a most thoughtful sense in which he emphasized the part of explicit code and self-conscious judgments. He further adds that the ethical world of a teacher is not precise however another purpose is to show imprecision does not signify that ethical judgment illogical, arbitrary or just subject and also if in any situation we don't get a right response doesn’t mean that we cannot recognize the wrong responses. Soltis (1986) asserts that ethical relativism is all about the teaching of skilled ethics in the first place; subjectivism in ethics has no place in its expert usage. It is also of no use to teach professional ethics rules if they were subjective and arbitrary. He also specifies that the term of ethical subjectivism must be eliminated if we want to be genuine ethical practitioners. Soltis (1986) suggests that you are no more a free individual when you become a part of a profession. Being a part of any profession commits one to follow the ethical codes and the standard of organization in society to the account of its general-purpose; However, others have labelled the use of ethical codes and standards should be. Hansen (1998) again repeats in his article of “Moral teaching’’ that “whose ethics”? and answers it as They are those embedded in itself. These ethical codes belong to teachers as teachers belong to them. Ethics itself is a practice. The ethical meaning of the word ‘teaching” can be extracted from the phenomenon “work itself’. Socket (1990) also accounts his theory on the topic of ethical practices in professional usage and equalizes both terms "professional" and “moral”. Such principles are related to honesty, trust, unity and justice that form values necessary for professional responsibility, and all of them are rooted firmly in the field of teaching. Hare (1997) explains how ethical problems are entrenched into the realistic framework of teaching. Once the development of the ethical practices is initiated in teaching; all of us as a composite professional frame can deny the prevailing concepts of subjectivism and relativism to emphasize the modern beliefs about ethics. Haynes (1998) describes two classification of encompassing values; “beneficence” favours the human benefit, and restrain hard and “non-maleficence” relating no harm and no risk. These two categories are considered as “hypocrite attitude” and “professional ethics.” On the other side while discussing the educational organizations Lovat (1998) suggested non-maleficence terms more appropriate for the profession of teaching as teachers can also cause many intellectual harms through a description of different means, for example, unsatisfactory preparation, implementation of the wrong curriculum, prejudiced assessment and evaluation codes and lack of care

1. **Methodology**

The researcher has approached this study following the phenomenological analysis. The research is qualitative in nature. The term "phenomenology" refers to studying a phenomenon by the perspective of those who have experienced it. We have investigated the experiences and beliefs based on the emotions of students and teachers relation and surpassed our understanding of the phenomenon's nature. The researcher has investigated the ethical issues based on the virtual experiences of college teachers. The ultimate purpose is to observe the data with fresh eyes. Applying the research's phenomenological approach helps us answer the most specific questions required for our data: how do teachers behave in the class depending on their ethics? What types of difficulties students have to face due to unethical behaviours by teachers? How teachers make decisions regarding their ethical boundaries?

**3.1. Data Collection and Sampling**

The researcher has used random data sampling technique for this research. The research was qualitative in nature following the descriptive method of study. The sample size of this research was 20 teachers of different subjects from the intermediate and graduate level. Their responses regarding teachers' unethical conduct in the classroom have been assessed by following the phenomenological approach.

**3.2. Tools**

The following tool is used in the collection of data for this study.

1. Interview schedule for obtaining direct information.

**3.3. Data Analysis**

Strauss and Corbin's (1999) method of open coding was used to analyze the participants' reactions to the teachers' unethical behaviour in the classroom. The researcher coded every aspect of the transcripts. Decisions made by the research group were correlated and debated. The transcript was read several times, and all the ongoing unethical codes were highlighted in the transcripts. The descriptions of the teachers regarding unethical behaviours were re-assessed and refined based on respondents' attitudes. We extracted the main themes inductively and went through the second stage comparing the dada deductively. The findings were discussed from the dialogues exchanged by the respondent's means to narrate the essence of participants belief's and experience.

**4. Discussions**

The researchers have taken interviews of the college teachers and have collected data regarding unethical behaviors from the teacher’s side. The narratives of the different teachers regarding these issues are explained below.

**4.1. Unethical language:**

Teachers are often seen using unethical language in the classrooms. While interviewing the participants the researchers come to know that many teachers use certain dual meaning words or sentences in the classroom which are unethical for the students. The participants added that in response to the use of unethical language, students also use some unethical words which ruin the environment of the classroom. Such an attitude from the teachers’ side shows the non-serious behavior of the teachers towards the classroom teaching and also their moral corruption. Another participant added that such attitude begins from the teacher’s side because they begin using such utterances instead of serious moral attitude. Participants said that students don’t have enough courage to start unethical conversation unless they see their teachers doing that.

**4.2. Lack of empathy for weak students:**

The biggest negligence from teacher’s perspective is the lack of empathy for the weak students. Weak students are often seen in the class being criticized and punished by the teachers. One participant added that the teachers make fun of certain students in the classroom which really affects their honor in the classroom. Another participant added that teachers ignore such sort of students instead of focusing on them which in return causes them to get weaker in the future. Similarly it also urges them not to attend that particular lecture because of the fear of insult in front of all the students. Teachers instead of encouraging such student, put pressure on them if they don’t get good marks they will not be allowed to sit in the class and their parents will be informed. Some teachers adopt the way of treating them with physical punishment which leaves a long lasting impression on the cognition of the children and their confidence to groom vanishes away.

**4.3. Favoritism/Biasness:**

Another aspect while interviewing the participants was observed related to the factor of favoritism towards the students. Participants added that teachers tend to give more marks to the students who are actually their favorite in the class. Their lack of unbiased attitude affects the personality of those students who might be more hardworking as compared to those students who are actually getting more marks just because they are close to the teachers. One respondent said that some teachers grabbed every opportunity of taking some benefits from the students which actually forces them to be biased. Additionally, such sort of attitude proves to be the cause of confidence lack for the intelligent students. Another participant added that some teachers do not like certain students and intentionally give them low marks to satisfy their grudge and anger towards them which actually affect the results of those students.

**4.4. Lack of attention to details:**

Participants added that teachers don’t bother to deliver the lecture in details and try to get rid of the lecture as soon as possible. Another participant added that this lack of attention in details affected the learning abilities of the students and their learning remained limited in future. Participants added that the main factor is not that they don’t know about the material of the subject they are teaching rather their laziness is one of the chief factors that they don’t go in the details. Therefore, before going deeper in the context of their subject, they quit and leave their students to the limited knowledge. Though some participants added that lack of knowledge about the subject is another factor that actually restrains the teacher to go in to details because students might raise such sort of question which the teacher might not be able to answer therefore he avoids the detailed deliverance of the lecture.

**4.5. Getting personal with the students:**

Another point added by the participants was that some teachers got personal with the students and resultantly released their anger on those particular students in such a way that proves to be harmful for the students. Participants added that some teachers don’t like to be questioned by the students and when any student asks them question they become irritated and resultantly they start hating those students and try to lower them down by employing different tactics. Another participant added that some students tend to contact the administration instead of those particular teachers. It also becomes a cause of irritation for the teachers and they get personal with those students; he added that a few teachers release their irritation by constantly insulting those specific targeted students in class. One respondent added that resultantly at some instances, students were also seen getting personal with the teachers as they were insulted to the extreme level and they lost their patience.

**4.6. Lay claims on the students:**

Another factor discussed by the participants was that teachers often seemed to lay claims on the students. There could be some lack in the teaching method of the teachers or the method of the assessment but such teachers never admit their mistake and always insult the students as it was their fault. He added about an event that once teacher forgot to inform the students about upcoming test and next day when he was attending the class he asked the students to prepare their sheets for the test; students responded that they were not informed about any test but the teacher, instead of admitting his mistake, insulted the students and accused them of lying to their teachers because they had not learnt their test. Such sort of attitudes is often observed in the classroom from the teachers who are not flexible enough to admit their mistake.

**4.7. Discussing religion and sectarian matters:**

A participant said that some teachers were observed using the religions and political affairs in the classroom. He added that students of different religions and sects are usually sitting in the class. He added that teachers usually discuss such matters in favor of their religious preferences which might not be acceptable by some of the students who are not from the same religion or sect preferred by the teacher. Another participants added that discussing such matters make the students, who are not actually from that religion, feel offended and they dislike such attitude towards their religion or sects.

**4.8. Lack of patience:**

Respondents of the research said that some teachers tend to be short tempered and got angry at even a slightest mistake from the students side. Slight mistakes like forgetting their books at home, asking for drinking water or going to the washroom get teachers angry and they get frustrated with the students. Usually aggressive behavior in the class has a very negative impact on the students. Students feel reluctant while discussing their issues with such teachers because they think that their teachers might get angry and might insult them. Another respondent added that some teachers used offensive words which might emotionally affect the students.

**4.9. Getting late to the class:**

Another issue discussed by the research participants is that some teachers do not reach the class on time. It is one of the main ethical problems on the part of the teachers observed commonly in public sector institutes. As per the participants, some teachers become habitual of this routine and arrive late in the class almost every day. Resultantly they consume extra time due for the next lecture. Such attitude from the teachers really affects the time table and creates complexities. Another participant adds that such teachers are usually criticized by the students as well as by the administration side.

**4.10. Lack of Lecture preparation:**

Respondents also told that attending class without preparing the lecture is also an unethical issue from the teacher’s perspective. Participants added that some teachers, without preparing their lecture, take class which in result causes embarrassment for the teacher. One more participant adds regarding this ethical issue that it is the lack of moral or self-satisfaction from the teacher’s side that he delivers the lecture without being prepared. They added that some students are sharp enough to ask some difficult questions which the teachers are not able to answer because of their lack of lecture preparation. Students later on feel that this teacher has no idea about the subject that he is teaching and teacher loses his importance in the eyes of the students. Participants added that it is not only related to the student’s perspective but also the self-respect of the teacher is based on it.

**4.11. Scorning other teachers:**

Participants added during the interview that some teachers are usually seen talking about other teachers in the classroom. They try to degrade other teachers in the eyes of the students. They define several reasons that actually cause such things, such as jealousy factor etc. Using such attitude in front of the students might develop negative feedback in the mind of the pupils regarding other teachers which directly affects the personality of other teachers in the eyes of the students.

**4.12. Gender discrimination:**

Participants also discussed the gender discrimination from the teacher’s side. They added that teachers are often seen doing gender discrimination in the class. Some teachers tend to give more marks to the girls in the class and boys are discriminated. There are some teachers who give more marks to the boys but ignore the girls section of the class. As per the participants, this gender discrimination is very common among today’s classroom and often students complain about such factors present in the classroom. Participants said that such attitude in the classroom might develop some negative perceptions in the minds of the students about the teachers. Another participant added that gender discrimination is usually applied in the favor of female students and male side is discriminated.

**4.13 Looking down upon the low socio-economic student** Participants added that those students in the class who actually belong to the low socio-economic class are ignored by the teachers because they don’t find any factors of insecurity from their parent’s side. Respondents said that such students in the class had to face the inferiority complex because of their belonging to the low socio-economic class. Such students always feel hesitation in the class just because of the unethical attitude from the teachers’ side. Another factor is that learning of such students is highly affected due to lack of proper attention from the teachers’ side.

**4.14 Reflecting parent’s anger on the students**

Respondents explain that in some cases some parents get harsh with the teachers because of the study of their children. Resultantly such teachers instead of calming down the matter reflect their anger on the students which is in fact an unethical behavior. They treat the children harshly just because of the parents of that particular children and children have actually no mistake in that.

**4.15 Discriminate between parents**

Discrimination between the parents was another factor discussed during the interview. Some teachers give more importance to the parents of those students who are actually their favorite or those parents from whom they can actually get some other benefits similarly parents of those children who are actually are not liked by the teachers are discriminated and give no proper response related to their studies. Another participant said that usually parents of few students request for paying extra attention to their child in the class but due to the discrimination factor found in the some teachers restrains them from focusing on those children and they like to focus on those children whose parents have actually good relation with the teachers this is another unethical issue found in the profession.

**4.16 Take advantages from the student**

Some participants talk about some teachers who actually take advantages from the students in many ways for example asking them to do their house chores or in some cases asking them to do professional work which is actually very unethical. Participants added that it is very unethical to give favor to the students in return of taking advantages from them which is an unethical behavior by the teacher.

**4.17. Individual differences in students**

Respondents added that teachers do not judge the students based on their individual difference. Every student has his own capabilities and understanding of the subject matters. Not every student has the same weaknesses. Different students have different issues that affect their lives differently from others. Teachers usually consider them all in the same category as weak or brilliant students rather not assess them according to their individual difference in their learning and influence of different aspects affecting their studies.

**4.18. Teachers’ Absenteeism**

Teachers are considered as role models for their students and in most of the rural societies they are the most respected and educated personalities. Teachers are a source of the expansion of the knowledge and help their pupils in developing their attitudes, values, skills etc. While there has been many teachers noted who are often absent from the class and being a negative role model for their students. The UNESCO’s study on the ratio of absentees in Pakistan is among one of highest absentees in the world which is 25 %. The term used for such teachers is “Ghost teachers” and they affect the quality of education to an extreme level. Teacher’s absenteeism is one the most serious unethical issue in education. It has other effects apart from the diminishing achievement, corrupting the role of the reputation and also causes the absenteeism in pupils.

**4.19. Deficiency of Care**

Most of the teachers do not take the time to talk with their students in classes about the things that actually students are interested in; this is one of chief dilemma of ethics. The teachers should take oath and follow the code of ethics which will benefits his entire education. To establish a good understanding with the students’ one should tell the students to know that we are going to have respect for each other and should be generous enough to accept each other’s point of view. This is considered as one of the positive environment in the classroom and developing trust factor with your student.

**4.20. Motivational factor:**

Teachers usually don’t spare time for the motivational lectures. They teach excessively which more often cause the lack of interest among the students. Students are usually pressed under the burden of the study and need motivation. Students, after some time, lose their interest in the lecture due to frustration. Students usually need some motivation to develop their interest in the lecture. Participants labeled that most of the teachers lack this factor which is unethical from the perspective of professional teaching.

**4.21. Educational Implications / Recommendations**

1. A teacher must use ethical language in the class which can actually have positive impact on the learning of the students. Students imitate their teachers and use ethical language in the class that will help them developing a positive personality and indulge into a mature talk as positive personality is reflected through the use of words.
2. Every person must be treated fairly and weak students must be given special importance in the class. Teacher should identify their weak parts and suggest different method through which they can cope with their weaknesses. It raises their confidence and encourage them to compete with the brilliant students of the class
3. A teacher should not be biased and assessment should be checked evenly. Being un-biased in the class increases his respect in front of the students and they confidently prepare the test because they know that they will get what they deserve in their tests.
4. A teacher must deliver his lecture in details and discuss all the relevant questions related to the topic. It increases their understanding and performance in the tests. From the students perspective students feel confident even their future learning and usually clearance of the concepts help them to understand future discussions in the class.
5. A teacher shouldn’t get personal with the students. Teacher is a role model for the students and can actually alter their negative attitude into positive. A teacher is a model of patience and should oblige the mistakes of the students. The other thing added is that they should deliver moral lessons to the students.
6. A teacher shouldn’t always lay claim on the students. A teachers should admit his mistake if he had any. Not just limited to the profession of teaching always all the professions in the life of an individual must adopt this positive attitude. Admitting mistake is a great virtue and correcting those mistakes is another significant matter.
7. A teacher shouldn’t converse on the religious sects or issues in the class because students of different sects and religion are present though at some parts of the students they might have to discuss of the components but they should not talk in favor of specific sects or religion rather he should stay neutral and limited when discussing such factors.
8. Patience is one of the main virtues of a teacher. A patient teacher can cope with all the weaknesses in a confident manner. A patient behavior encourages the students to share their educational issues with the teachers.
9. Punctuality is very necessary for a teacher. He must reach into his class within the time. It has both benefits from the student’s perspective and also from the perspective of the administration because it doesn’t only reflect your behavior related to the teaching but also shows that how punctual you are in your normal life routine.
10. A teacher should always be prepared before going into a lecture. His tools and his knowledge are his assets just like the weapons of the soldier. If you are not prepared though you think that you have grip on your topic, you might lose confidence at certain aspect. A prepared teacher is always and can tackle all the questions raised from the student’s side.
11. A teacher should always try to praise other teachers. It shows the collaboration of the teacher and also doesn’t develop any negative essences in the mind of the students related to any teacher. One other benefit of developing a positive attitude of any teacher is that it will draw a positive image of that teacher in the mind of students.
12. Gender discrimination should not be a part of one’s teaching. It can actually have several administrative and educational issues. A teacher should treat both the genders equally on the basis of their learning abilities and performance in the class.
13. Students in the class should not be treated on the basis of socio-economic level rather on the basis of their interest in studies. It’s not always necessary that the student of elite class would take interest in studies. It is commonly observed that students belonging to the low socio-economic are more eager to study.
14. A teacher shouldn’t reflect the anger of their parents on the students he must understand that it is not the mistake of the students. They must try to resolve the weakness of that student to get the positive point of view from the parents. Here we again should understand the phenomenon of patience.
15. Do not discriminate between the parents of the students. Treat them equally because every parent want his children to be a competitive and better in education, every children should be given equal importance not because of their parents rather good ethics demand that.
16. Don’t expect any advantage from the students. Be honest with your occupation. Demanding any benefits from the students will affect your personality to an extreme level and student usually seeks favor in return of that.
17. Don’t judge the students based on their individual abilities. Different students have different issues related to their lives. Try to understand those factors and treat them equally on the basis of that.
18. Absenteeism must be avoided. It shows your irresponsible behavior towards your profession and also disturbs the learning of the students. Syllabus has to be covered within the given time period which is only possible with regular attendance.
19. Motivation is one of the major missing factors in teaching. Teacher must spare some time in order to deliver a motivational speech to the students. This actually helps them to regain their strength regarding the burden faced by them.
20. It is a worth attending topic. The researchers recommend further studies on this very topic because all these are very burning issues in most of the institutes. These issues must be highlighted effectively so that they might be eradicated.

**5. Conclusion**

Teachers are admirable assets of the society and educational systems. They stand as a boundary between the transmission of values, abilities and knowledge. They are considered as a backbone of any education system. Therefore, their quality is considered crucial because they are universally acknowledged as a significant figure correlating the quality of education and particularly the learning of the students. It is the best time to identify the severe issues of declining the class's ethical issues related to the educational system. The only way to avoid this decline is to provide the value-orientation to the teachers in the field of education. Students typically want to be just like their favourite teachers. A teacher should set an exemplary ethical behaviour and make it easy to preach the ethical issues among students. It is essential to highlight and focus on the professional, ethical values, and philosophical understanding to introduce better moral development in the classroom. We trust that such an analysis will promote a better understanding of ethical inferences on different educational level. Moreover, it will facilitate in establishing an ethical demeanour right to the education profession. A teacher is the most worthwhile social power. He must be the superlative ethical genius, as a scholar and as a teacher. As an influential part of our society, teachers must be ethical and should appropriately follow the code of ethics of a good teacher and should reflect this ethical behaviour to their students.

**References**

Afifi, S. M. (2005). Professional ethics of the teacher: A handbook to learn. Arab Organization for Administrative Development, Arab League.

Al-Mafdi, S. (2004). Preparation of the teacher of Islamic education in light of the immediate and future needs of high school students. A research presented to the 16th scientific conference of the Egyptian Society for

Al-Zubi, R. (2013). The degree of cooperating teachers’ commitment to the ethics of the Teaching profession from the perspective of female trainees at Al-Bayt University. Al-Manara Magazine, 19(3), 441-476.

Capli, F. A. (2015). The role of school principals in promoting teaching ethics among teachers from principals and teachers perspective in Makkah public schools (Unpublished thesis). Umm Al Qura University, Saudi Arabia.

Chang, F. Y. (1994). School teachers’ moral reasoning. Moral development in the professions: Psychology and applied ethics, 71-83.

Curriculum and Teaching Methods, entitled (teacher formation “preparation and training”). Retrieved from https://goo.gl/3yH89m

Deshach, N. (2014). The Profession of Education, Ethics and the Role of Teacher. Journal of Research and Humanities, 8, 218-237.

Feeney, S., & Freeman, N. K. (1999). Ethics and the early childhood educator: Using the NAEYC Code. National Association for the Education of Young Children, 1509 16th Street, NW, Washington, DC 20036-1426.

Forster, D. J. (2012). Codes of Ethics in Australian Education: Towards a National Perspective. Australian Journal of Teacher Education, 37(9). https://doi.org/10.14221/ajte.2012v37n9.4

Hansen, D. T. (1998). The moral is in the practice. Teaching and Teacher Education, 14(6), 643-55.

Hare, W. (1997). Review of Ethical judgement in teaching by KD Hosteller. Journal of Educational Administration and Foundations, 12(2), 61-66.

Haynes, F. (2002). The ethical school: consequences, consistency and caring. Routledge.

Hostetler, K. D., & Hostetler, B. S. (1997). Ethical judgment in teaching. Pearson College Division.

Lovat, T. J. (1998). Ethics and ethics education: Professional and curricular best practice. Curriculum perspectives, 18, 1-8.

Mansour, H. K., & Talafh, H. A. (2009). The System of Ethical Values Included in the Books of Islamic Education for the Basic Stage in Jordan. Journal of Educational Sciences Studies, 39(1), 46-70.

Murtaja, A. M. M. (2004). The extent of practicing ethics among secondary school students from their teachers’ perspective in Gaza (MA Thesis, Al-Azhar University, Gaza).

Sockett, H. (1993). The moral base for teacher professionalism. Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027.

Soltis, J. F. (1986). Teaching professional ethics. Journal of Teacher Education, 37(3), 2-4.

Soltis, J. F. (1986). Teaching professional ethics. Journal of Teacher Education, 37(3), 2-4.

Strauss, A., & Corbin, J. (1994). Grounded theory methodology. Handbook of qualitative research, 17(1), 273-285.

Strike, K. A., & Ternasky, P. L. (1993). Ethics for Professionals in Education: Perspectives for Preparation and Practice. Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027 (paperback: ISBN-0-8077-3215-X; hardcover: ISBN-0-8077-3216-8).

APPENDIX: A

|  |  |
| --- | --- |
| 1. | What are the prevailing ethical issues in the area of teaching? |
| 2. | How do instructors face an ethical dilemma in classroom teaching? |
| 3. | What are the most common code of ethics do teachers lack while being in the classroom? |
| 4. | How do teachers behave in the class depending on their ethics? |
| 5. | What types of difficulties students have to face due to unethical behaviors by teachers? |
| 6. | How teachers make decisions regarding their ethical boundaries? |