



Teacher's professional ethics: Evidence from students' point of view

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Abstract

The present data article was prepared with the aim of assessing the instructor's professional ethics of teaching in Pars Abad high schools from the student's perspective in 2023. For this data article, 158 students in Daneshpajoooh schools were selected by a simple random sampling method. The data collection tool was based on Murray et al. (1996), teaching professional ethics questionnaire. The obtained results showed that personal characteristics with 3.44 mean, dominating the content with 3.51 mean, dominating the teaching method with 3.85 mean, recognizing the various aspects of learners with 3.20 mean, standard evaluation with 3.42 mean and observing the educational regulation with 3.14 mean. Findings shown that means of teachers' professional ethics components was above the 3. It shows that students have satisfied from the teacher's professional ethics. Also, the status of personal characteristics, dominating the content, dominating the teaching method, recognizing the various aspects of learners, standard evaluation and observing the educational regulation among teachers is satisfactory from the point of view of students.

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1-Introduction

Teachers play a huge role in student's lives, and form a major influencing factor for them right from the childhood. They, with the help of chalk and board, can help students develop imagination that will help them to paint their own world. Regarded as the noblest profession of all, these educators can lay the foundation of your life. Apart from imparting academic knowledge, these mentors are also responsible for inculcating invaluable life lessons in their students (Dsouza, 2017).

Teachers' work can be viewed in various ways in different countries. For instance, it can be seen as a job where the teacher fulfils certain standards and duties assigned by the authorities, as in the UK and the US (Harrison, 2019; Tirri & Kuusisto, 2022). In Finland, teaching is considered one of the professions. The discussion on teacher professionalism was prominent in Finland during the 1980s

and 1990s, a theme that was also reflected in the academic literature and textbooks of the 1990s (Airaksinen, 1998; Tirri, 1999). Traditionally, one criterion for the status of a profession has been academic education, in which intellectual skills are emphasized alongside the provision of services that promote essential wellbeing in society. Such professionals, in addition to teachers, include medical doctors, lawyers, psychologists and social workers. Occupations that meet the requirement of a profession possess systems of professional ethics, which play a major role in reflection on ethical challenges in the occupation, and ethical codes that help professionals meet these challenges (Tirri, 1999). In the teaching profession, the most important factor in teachers' professional ethics is commitment to students and support for their learning and personal development (Tirri & Kuusisto, 2022). Teachers help students learn the academic basics, but they also teach valuable life lessons by setting a positive example. As role models, teachers must follow a professional code of ethics. This ensures that students receive a fair, honest and uncompromising education. A professional code of ethics outlines teachers' main responsibilities to their students and defines their role in students' lives. Above all, teachers must demonstrate integrity, impartiality and ethical behavior in the classroom and in their conduct with parents and coworkers (Vazifeh Damirchi, 2024).

Ethical professional practice in teaching is about professionalism, responsibility, justice, equity, ensuring a healthy and safe environment for students, avoiding corruption, honesty-truthfulness and trust, impartiality, professional commitment, continuous improvement, respect, and the effective use of resources (Aydin, 2006; Desalegn Mekonnen & Negassa Golga, 2023). Moral questions of good or bad in human behavior have been posed since ancient times (Yüksel, 2021; Desalegn Mekonnen & Negassa Golga, 2023). There is a growing interest in the past two decades on the moral essence of teaching and ethical professionalism by researchers such as David Carr, Gary Fenstermacher, David Hansen, Philip Jackson, Robert Nash, Hugh Sockett, Jonas Soltis, Kenneth Strike, and Alan Tom. Moreover, in many studies, it is emphasized that teachers should be given ethical education before their employment and assigned to provide services to students and other people. It is accepted that ethical education is important for ethical attitudes, behavior, and decisions (Desalegn Mekonnen & Negassa Golga, 2023).

As society grows ever more diverse, teachers require ethical sensitivity to interact with different partners. A teacher needs the skill to adopt the role of diverse students, families and colleagues when reflecting on shared goals and aims. Ethical sensitivity means awareness of the way our actions affect other people (Bebeau et al., 1999). Without ethical sensitivity, it is impossible for a teacher to identify ethical challenges in the school community. A teacher with ethical sensitivity skills can identify the ethical issues present in different situations and visualize multiple options for solving them. Ethical expertise consists of four different skills: ethical sensitivity, ethical judgment, ethical motivation, and ethical action (Bebeau et al., 1999; Narvaez & Endicott, 2009). In teachers' professional ethics, ethical sensitivity is a key factor for identifying and solving moral dilemmas in schools. Without recognizing the ethical dimension in education, ethical questions cannot proceed to decision making and ethical action.

Narvaez and Endicott (2009) operationalize ethical sensitivity in terms of seven skills: (1) reading and expressing emotions, (2) adopting the perspective of others, (3) caring by connecting to others, (4) working with interpersonal and group differences, (5) preventing social bias, (6) generating interpretations and options, and (7) identifying the consequences of action and options. (Tirri & Nokelainen, 2011). The professional educator accepts personal responsibility for teaching students character qualities that will help them evaluate the consequences of and accept the responsibility for

their actions and choices. Parents strongly affirm as the primary moral educators of their children. Nevertheless, all educators are obligated to help foster civic virtues such as integrity, diligence, responsibility, cooperation, loyalty, fidelity, and respect-for the law, for human life, for others, and for self.

the present study data can be useful for future similar studies in other locations of Iran and it has done in Parsabad City and its data can be useful for decision making about Teacher's professional ethics.

2- Methodology

The statistical population includes the students of high schools in Pars Abad. The sampling was carried out with simple random sampling and 158 people were selected as statistical a sample. For collecting data, the Murray et al. (1996) teaching professional ethic questionnaire was used. The questionnaire has 48 locution and 6 components; personal characteristic, dominating on content, dominating on teaching method, recognizing the different aspects of learners, standard evaluation and observing the educational designing regulations. The answers were designed based on the 5 choices Likert range, from very low (=1) to very high (=5) and the scores was from very low (=1) to very high (=5). Data analysis has down by SPSS software. Descriptive and inferential statistical tests have been used to analyze the questions of the questionnaire. In the descriptive test, frequency and percentage frequency tests have been used, and in the inferential test, one-variable t-test has been used. SPSS 26 software was used to analyze the questions.

3-Findings and data analysis

Table 1 had shown that teachers' professional ethics components. These aspects have included personal characteristics with 3.44 mean, dominating the content with 3.51 mean, dominating the teaching method with 3.85 mean, recognizing the various aspects of learners with 3.20 mean, standard evaluation with 3.42 mean and observing the educational regulation with 3.14 mean. All means of teachers' professional ethics components was above the 3. It shows that students have satisfied from the teacher's professional ethics but it is not ideal.

Table 1. The components of teachers' professional ethics.

Dimensions	Mean	SD
personal characteristics	3.44	1.07
dominating the content	3.51	1.02
dominating the teaching method	3.85	0.98
recognizing the various aspects of learners	3.20	0.96
standard evaluation	3.42	1.72
observing the educational regulation	3.14	0.95

H1: The status of personal characteristics among teachers is satisfactory from the point of view of students.

According to the data obtained from questions 1 to 19 of the questionnaire, the above hypothesis was tested with 95% confidence through the one-variable t-test. The results of which are given in tables number (2).

Tables 2: One-Sample Test results of personal characteristics

personal characteristics	Test Value = 3						
	N	Mean	t	df	Sig. (2-tailed)	95% Confidence Interval of the Difference	
						Lower	Upper
	158	3.44	4.125	309	.000	2.43	4.66

According to table (2), the t value is 4.125 and the significance level (i.e. 0.000) is at least 0.05. and the upper limit (4.66) and the lower limit (2.43) are both positive, so the claim of the researcher can be accepted indicating that the personality traits are satisfactory from the students' point of view.

H2: The status of dominating the content among teachers is satisfactory from the point of view of students.

The data obtained from questions 20 to 25 of the questionnaire, the above hypothesis was tested with 95% confidence through the one-variable t-test. The results of which are given in tables number (3).

Tables 3: One-Sample Test results of dominating the content

dominating the content	Test Value = 3						
	N	Mean	t	df	Sig. (2-tailed)	95% Confidence Interval of the Difference	
						Lower	Upper
	158	3.51	6.24	309	.000	2.84	4.79

Table 3 shown that the t value is 6.24 and the significance level (i.e. 0.000) is at least 0.05. and the upper limit (4.79) and the lower limit (2.84) are both positive, so the claim of the researcher can be accepted indicating that the dominating the content are satisfactory from the students' point of view.

H3: The status of dominating the teaching method among teachers is satisfactory from the point of view of students.

The data obtained from questions 26 to 30 of the questionnaire, the above hypothesis was tested with 95% confidence through the one-variable t-test. The results of which are given in tables number (4).

Tables 4: One-Sample Test results of dominating the teaching method

dominating the teaching method	Test Value = 3						
	N	Mean	t	df	Sig. (2-tailed)	95% Confidence Interval of the Difference	
						Lower	Upper
	158	3.85	6.89	309	.000	2.91	4.88

Table 4 shown that the t value is 6.89 and the significance level (i.e. 0.000) is at least 0.05. and the upper limit (4.88) and the lower limit (2.91) are both positive, so the claim of the researcher can be accepted indicating that the dominating the teaching method are satisfactory from the students' point of view.

H4: The status of recognizing the various aspects of learners among teachers is satisfactory from the point of view of students.

The data obtained from questions 31 to 35 of the questionnaire, the above hypothesis was tested with 95% confidence through the one-variable t-test. The results of which are given in tables number (5).

Tables 5: One-Sample Test results of recognizing the various aspects of learners

recognizing the various aspects of learners	Test Value = 3						
	N	Mean	t	df	Sig. (2-tailed)	95% Confidence Interval of the Difference	
						Lower	Upper
	158	3.20	3.95	309	.001	2.22	4.10

Table 5 shown that the t value is 3.95 and the significance level (i.e. 0.001) is at least 0.05. and the upper limit (4.10) and the lower limit (2.22) are both positive, so the claim of the researcher can be accepted indicating that the recognizing the various aspects of learner’s method are satisfactory from the students' point of view.

H5: The status of standard evaluation among teachers is satisfactory from the point of view of students.

The data obtained from questions 36 to 42 of the questionnaire, the above hypothesis was tested with 95% confidence through the one-variable t-test. The results of which are given in tables number (6).

Tables 6: One-Sample Test results of standard evaluation

standard evaluation	Test Value = 3						
	N	Mean	t	df	Sig. (2-tailed)	95% Confidence Interval of the Difference	
						Lower	Upper
	158	3.42	3.98	309	.000	2.35	4.32

Table 6 shown that the t value is 3.98 and the significance level (i.e. 0.000) is at least 0.05. and the upper limit (4.32) and the lower limit (2.35) are both positive, so the claim of the researcher can be accepted indicating that standard evaluation method is satisfactory from the students' point of view

H6: The status of observing the educational regulation among teachers is satisfactory from the point of view of students.

The data obtained from questions 43 to 47 of the questionnaire, the above hypothesis was tested with 95% confidence through the one-variable t-test. The results of which are given in tables number (7).

Tables 7: One-Sample Test results of educational regulation

educational regulation	Test Value = 3						
	N	Mean	t	df	Sig. (2-tailed)	95% Confidence Interval of the Difference	
						Lower	Upper
	158	3.14	2.87	309	.002	2.05	4.11

Table 7 shown that the t value is 3.98 and the significance level (i.e. 0.002) is at least 0.05. and the upper limit (4.11) and the lower limit (2.05) are both positive, so the claim of the researcher can be accepted indicating that educational regulation method is satisfactory from the students' point of view

4-Conclusion

This research has done Daneshpajoo high school. The obtained results showed that personal characteristics with 3.44 mean, dominating the content with 3.51 mean, dominating the teaching method with 3.85 mean, recognizing the various aspects of learners with 3.20 mean, standard evaluation with 3.42 mean and observing the educational regulation with 3.14 mean. Findings shown that means of teachers' professional ethics components was above the 3. It shows that students have satisfied from the teacher's professional ethics. Also, the status of personal characteristics, dominating the content, dominating the teaching method, recognizing the various aspects of learners, standard evaluation and observing the educational regulation among teachers is satisfactory from the point of view of students.

The aim of teachers' ethical principles is to draw attention to the ethics involved in teaching. Good professional ethics are among a teacher's most important resources. Teachers commit to the standards and ethics of their work. Teachers manage their duties responsibly. Teachers develop their work and expertise and assess their own actions. Teachers teach in a manner that reflects their personality, so developing and caring for their individuality is their right and obligation. Teachers are entitled to be treated fairly in their work. Teachers try to understand the learners' starting point, thoughts and opinions. Teachers considerately handle matters linked to the learner's personality and privacy. Teachers pay special attention to learners who require care and protection and do not, under any circumstances, tolerate bullying or the abuse of other people. Teachers value their work and respect their colleagues. Teachers try to pool their resources and find a balance between their autonomy and the work community. Teaching is one of the most important jobs in society. Teachers' ability to be effective in their work and take care of their professional development are dependent not only on their commitment, but also on the resources allocated to teaching and education. Teachers promote the opportunities offered by education and growth. Teachers need to ensure that all learners have the same rights and obligations as members of society.

The acquired data have shown that the instructors teaching professional ethic were higher than the average level, but still it was not ideal. It requires more work and effort from teachers. Therefore, preparing and editing the teaching professional ethics charter and putting it in educational content during the teacher's service are suggested for the promotion of this status.

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