

A STUDY OF TEACHING AND DISPLAYING ETHICS BY THE TEACHERS

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ABSTRACT: *Teachers are supposed to follow and reflect the ethics as practiced by other professionals. Some morals are followed inadvertently where as others are ignored because the teachers does not obey the commitments of good and bad but they keep a balance between many other commitments also. Therefore the practices coming into play may not be the same as perceived essential hence the study becomes indispensable to dig out the realities on ground. This study focuses on identification of teaching ethics being practiced and their consequent effect there on. Effort was geared on the utilization of the students' perceptions about ethics followed and practiced by their teachers. It was a quantitative survey based on the survey of opinions of the students of nine universities where in a likert type scale was used with seven graduations. Descriptive and t statistics were used to draw the inferences. It could be found that the ethics emerge out of the personal traits of teachers as per perceptions of male and female students.*

INTRODUCTION

Teachers enjoy the power and authority like, doctors, and lawyers as professionals and are bound to contribute towards the profession under the code of ethics. They dedicate themselves to work for the best interest of their profession, but they feel constrained because, unlike medicine and law, there exist no formal and more methodical code of ethics in the profession of teaching. Despite the fact that the American Association of University Professors (AAUP) has a settlement on morals which is not a coupling for those in the calling and there may be numerous who are unconscious of it even at this point. Moral inquiries may be more muddled, and there may dependably be the hazy areas; still, however regardless of all there is some fundamental data that all educators ought to know about. Moral issues that worry more with the thoughts of right/wrong, obligations/commitments, rights and compulsions. At the point when deciding, teachers more often than not depend on moral benchmarks (in view of target commitments) and ought not depend only on the qualities (in light of subjective contemplations) [1].

Numerous issues will be unproblematic in view of the casual principles shared by the greater part of the educators (unoriginality, bamboozling, bias or separation which are deceptive). Different issues, in any case, will require the use of moral thinking [2] offer eight general moral rules that one should consider in going through a moral dilemma; 1. Regard for the self-rule of others: the length of activities doesn't meddle with the rights and welfare of others, esteem free articulation of proper thoughts, understudy revelation, and an agreeable domain helpful for learning stays conceivable. 2. Doing no mischief (physical or enthusiastic solace coming about because of demonstrations of commission or oversight): don't endure deceptive practices and look for counsel on the off chance that you are uncertain. 3. Advantage to others: acknowledge obligation regarding understudy welfare, convey administrations understudies merit and perceive our parts as models. 4. Decency and value: be targeted; regard others as we might want to be dealt with. 5. Loyalty and genuineness; display uprightness and finish. Use educated assent systems when relevant. 6. Poise; consider the pride of all and admiration differing qualities. 7. Minding; be sympathetic toward companions and

understudies; exercise proficient obligations with consideration. 8. Giving a valiant effort: esteem the quest for greatness and take pride in one's work [3].

Educators have more control over understudies than they may understand, and numerous moral problems can emerge as a consequence of this implicit disparity. For instance, notwithstanding something as basic as an educator asking an understudy in his or her class to keep an eye on present a moral issue if the understudy feels constrained in any capacity. This surely does not imply that teachers ought to never ask understudies to look after children; it means that educators should painstakingly consider the moral measurements of their conduct. The eight general moral standards can serve as a manual for educators as they consider the ramifications of their activities in showing and managing understudies [4].

The Teachers teaching ethics, may fulfill the following criteria: **1.** They should satisfy the following; feel comfortable working with and be able to engage with students, have an interest in helping students to think about ethics, have an open-minded inquiring outlook, and they are supposed to be a good listener. **2.** Have time to volunteer for the role of an ethical teacher; Teachers are expected to commit time for the students, manage to attend face-to-face trainings as and when arranged, undertake a few hours of an introductory course. Teachers should try to involve the students in the assignments in and outside the classroom. Teachers should sit, share and discuss the anomalous practices being followed in the life and school as well the community. Teachers ought to go to class every week amid the apportioned time period. There are ten weeks in every school term and four terms each school year. Planning time for every class is liable to be about the same time period as the class itself, in addition to an additional couple of hours consistently to survey another theme.

In spite of the fact that the above may sound entirely grave, our teachers ought to get incredible individual fulfillment from showing the classes. They ought to altogether make the most of their very own improvement that has happened as an immediate after effects of going to preparing, concentrating on our educational programs and encouraging classes for their understudies. Utilization of IT offices, instructors ought

to have day by day access to broadband web and email and be agreeable in a web learning environment. The educator is required to get himself clear from police at own expense.

A teacher must not have a criminal conviction for: a wrongdoing against a minor or, savagery or, rape or, the procurement of denying medications. He must have completed a working with children declaration. Teachers must teach diligently the approved courses, using the materials and follow the processes given by primary ethics. Notwithstanding, it coordinates with the school Principal and staff, stay worried with reliably and dependably to go to classes for which he/she is mindful. Teachers in general should have to have; a degree in some relevant field (e.g. arts or humanities), a teaching qualification, group facilitation experience, classroom experience, and the experience of working with young people. In certain schools the Ethics Coordinator is designated to oversee ethics training in a specific school which may choose the best volunteer Ethics Teachers from among the individuals who are envious and apply. He/she is not obliged to acknowledge any individuals he/she considers inadmissible. (These choices will be reasonable against our goal criteria).

The Ethics Coordinator part will constantly be allowed to the Ethics Teacher's part (s) in each and every school. There should be no relationship between the Ethics Coordinator and a potential volunteer Ethics Teacher (life accomplice, kinfolk or other relative, business associate, specialist etc). An Ethics Coordinator may not volunteer to be an Ethics Teacher at a substitute school. Ethics Teachers may educate in more than one school, if they so needing, giving each Ethics Coordinator respects them suitable [5].

Education obliges one to adopt a particular way of behaving" [5] and the teachers lead each person to discover his/her humanity, becoming self-determined moral and ethical subject which is the concern of education" [6]. Education is supposed to prepare the individual for global citizenship for the construction of civic cohesion, thus, education is used as a real political instrument [6]. Plato, refers that ethics, politics and pedagogy are strictly connected. [7].

Various studies concluded that there is a need for ethical training of teachers, to reflect on the theme. Maria Teresa Estrela opines that ethical training of teachers develops awareness raising to becoming aware of personal and professional ethics, which may be subjected to reflection and questioning [7]. The practice continues in the developed world, but what goes on in our situation is needed to be explored hence the study on the topic, "A Study of Teaching and Displaying Ethics by the Teachers" is being undertaken.

Statement of the problem

Moral showing means taking part in practices that meet the obligations in courses expected by understudies, your organization, and your control [8]. Keith-Spiegel *et al.* contended that moral showing incorporates consideration regarding keeping away from activities or associations that may bring about understudies instructive or passionate damage. The obligations recorded before structure the foundational components of moral conduct in showing and are installed inside moral codes and standards for instructors. Lamentably, as most moral norms, these codes just give general rules to moral educating. The classroom practices are

not the same, what do the students perceive and on what basis the teachers may reflect upon their ethical behaviors is a point to ponder hence the study on the topic becomes necessary, "A Study of Teaching and Displaying Ethics by the Teachers".

Objectives of the study

The study was designed to achieve the following objectives to;

- Identify the teaching of ethics being practiced as per perception of the gender of the students at the universities.
- To know the effect of teaching of ethics on the nine sub-sets of the teaching of ethics as per perceptions of the students at the universities.
- Differentiate the effect of teaching of ethics on the universities' culture at large.

Research questions

The research endeavor strives to find answers to the following questions;

- Is there a difference in the perception of the students (male/female) about the teaching of ethics at the universities?
- Which gender (male/female) stands better in the perception about the teaching of ethics at the universities?
- What positive attributes of teaching of ethics characterize strong and effective gender wise perception of students at the universities?
- Which of the sub-set of teaching of ethics stands superior to other sub-sets?
- In what aspects of (sub-set) teaching of ethics male students stand superior to the female students?
- In what aspects of (sub-set) teaching of ethics female students stand superior to males?
- Can the universities be ranked on the basis of teaching of ethics?

Significance of the study

1. Beginning educators tend to concentrate on planning for showing fundamental substance more than on moral associations with understudies [8]. Truth be told, it gives the idea that new educators are ineffectively arranged to handle moral situations they may experience [9,8].The study would help understand the teachers what do the students feel like about the role of teachers in the teaching of ethics at their institutions.
2. New educators may know about the more evident or unlawful dishonest circumstances (dating understudies, lewd behavior, classification of evaluations), they give off an impression of being less arranged for more unpretentious circumstances [8]. The situation and expectation would be put before such teachers to go ahead in the positive direction.
3. Moderately few know about moral standards or codes identified with educating, a great deal less purposefully prepared or guided in recognizing and determining potential moral problems [10],[9]. The caution of the job would be put before the teachers and the administration as well.
4. Perception of experienced teachers about ethical teaching behavior is different from the new teachers with no experience. Experienced teachers are encountered with the

more ethical teaching behavior than the new teachers like getting gifts from their students and come to the class without preparation of the lecture [9]. A word of mouth of the students would also put before teachers as well as the administration to accept and follow to make the organizations more ethical in practices and procedures.

5. Being and continuing as an ethical teacher is not a straightforward undertaking. Despite the fact that there are tried sound standards and rules for moral instructing, there are couples of the supreme principles moreover. Some moral issues are classified lawfully (e.g., privacy, lewd behavior, segregation) or are set by institutional approach (e.g., rules concerning understudy instructor dating, scholastic contemptibility). In the event that at all there stay a few standards unattended those are likewise conveyed to limelight to make these capacity deliberately.
6. Faculty regularly confronts numerous morally questionable circumstances. Keith-Spiegel, [9] overviewed personnel requesting that they rate whether an assortment of diverse educating related practices were moral. Both studies discovered an absence of accord for the majority of the recorded practices. For instance, albeit the majority of the moral codes incorporate rules stressing topic capability. 30% of respondents appraised showing material they haven't beat as moral, educators would be made accessible with the rule to follow in the substance choice and its scattering if at all that stands vital and passable [9].
7. These aftereffects of the study would highlight the way that view of specific moral (or untrustworthy) practices fluctuate generally among personnel. These outcomes would likewise propose the significance of connecting with GTAs and new educators (and so far as that is concerned, experienced instructors) in exchanges about moral conduct, in both obvious and uncertain circumstances.
8. Whether exchanges are incorporated into courses on instructing for, tutoring, or projects offered by college showing or morals focuses, sharing points of view on what constitutes moral conduct in showing gives the chance to build a consciousness of moral difficulties and contemplating them. It is a practice that ought to proceed all through an instructor's vocation. To what extent the above practices are put to rehearse by the instructors would be made known through this study.

Assumptions of the study

The following assumptions were adhered to before proceeding for research;

1. Ethical teacher have disciplinary skill.
2. Ethical teacher educate adequately through successful instructional method.
3. Ethical teacher regard understudies.
4. Ethical teacher give adjusted substance and free request.
5. Ethical teacher foster scholarly trustworthiness.
6. Ethical teacher are reasonable in evaluation.
7. Ethical teacher keep up understudies privacy.
8. Ethical teacher have great relations with their understudies.

Theoretical framework –

A hypothetical framework alludes to how the analyst or the author of the report questions, as well as considers and creates contemplations or hypotheses on what the conceivable answers could be looked for, then these musings and speculations are assembled together into topics that edge the subject. It is the procedure of distinguishing a center arrangement of connectors inside of a subject and indicating how they fit together.(see Fig. below).

METHODOLOGY AND PROCEDURES

This part deals with the methodology and procedure of the study that includes nature of the study, population of the study, sample design, sampling procedure, treatment schedule, development and validation of instruments, data collection and data analysis. The nature of research was survey based. The study included the quantitative aspects pertaining to the teaching of ethics and observation of the same and the reflection on the same. Likert type rating scale was administered to know about the instances of teaching of ethics, and an observation schedule was chalked out to record the happenings. The questionnaire was distributed to the students studying in arts and science disciplines to reflect upon the practices of teaching of ethics by their teachers, the same teachers were observed in the varied occasions discharging different roles as the reflectors of ethics.

Procedure of the Study

Related literature was reviewed to seek for a pedestal to start with the research work. The various practices could be explored that how the teachers teach and reflect upon ethics. Questionnaire could be developed based on the most related variables and reflective indicators of teaching of ethics, practicing and reflecting upon the ethics. Possible way was adopted to make the discussions with the expert teachers to devise the rating scale and the observation schedule. Ethics enabled the researcher to understand the importance of the selected variables related to the teaching of ethics at different universities in the interactive patterns. Literature review helped in identifying the indicators of the variables, developing the rating scale and observation schedule, a schedule was developed regarding the administration of the scale and the observation schedule.

Nature of the Study

Quantitative research is useful when researcher needs to forecast or measure the participant's attitudes, behavior and performance, and want to establish profiles or determine something alike. This study was fairly quantitative in nature. The reason to use this approach was to the synthesized an understanding out of dual natured data sources".

Target Population

All the students both male and female who were available on the time date and venue of the visit found ready to participate during the three visits to the selected universities of Lahore.

Accessible Population

The students both male and female currently enrolled in the arts and sciences ruts of the universities situated at Lahore makes them available for the researcher became the accessible population of the study.

Fig: Theoretical Frame Work

Sample of the Study

Sampling provides a method to study the traits of the population through the selected and representative participation of the population. A sample the 600 students were taken with their consent to participate in the study. The details of the population are laid down as under.

The distribution of the sample is given below in table 1.. Out of University of Management and Technology 74 students were selected as a sample which forms 12.33% of the total sample. In respect of Punjab University 66 students could be approached as the sample of the study, 11% of the total sample. In regard to University of Central Punjab 66 offered their services as the sample which formed 11% of the total sample. In regards to university of education it is evident that 66 individuals participated as sample which constitutes

11% of the total sample In regard to Government college university 66 individuals do found participating as sample constitute 11% of the total sample. In respect of Hajvari University there were 66 volunteers as sample which formed 11% of the total sample. In regard to the participation as sample from imperial university 66 individuals could be convinced to participate in the research study as sample which formed 11% of the total sample. There were 66 volunteers who participated in the study as sample which constituted 11% of the sample. In respect of superior university it is evident that there were 64 participating individuals as sample which formed 10.66% of the total sample.

Table 1: Distribution of Students with Respect to their Universities.

#	Name of the University	No of students				Percentage out of total				Total %
		Male	Female	Science	Arts	Male	Female	Science	Arts	
1.	University of Management and technology (UMT)	18	19	19	18	11.46%	13.28%	13.28%	11.46%	12.33
2.	Punjab University (PU)	16	17	17	16	10.19	11.88%	11.88%	10.19	11
3.	University of Central Punjab (UCP)	11	22	22	11	7.69%	8.91%	8.91%	7.69%	11
4.	University of Education (UE)	17	16	17	16	11.88%	10.19%	11.88%	10.19%	11
5.	Government College University (GCU)	16	17	17	16	19.45%	10.82%	10.82%	10.45%	11
6.	Hajvari University (HU)	16	17	17	16	11.18%	10.82%	10.82%	11.18%	11
7.	Forman Christian College university (FC)	17	16	16	17	11.88%	10.19%	10.19%	11.88%	11
8.	Imperial University (IU)	17	16	16	17	11.88%	10.19	10.19%	11.88%	11
9.	Superior University (SU)	15	17	17	15	10.48	10.82%	10.82%	10.48%	10.66

Instrumentation

A rating scale with 7 graduations was developed on the basis of the consultation with the senior professors of the universities, supervisor, and review of the related literature and survey of the opinion of the students that what items should constitute the rating scale.

Validity & Reliability of the Instrument

The validity & reliability issues of workplace anxiety scale were ensured through pilot testing and expert opinion. The Test-retest Method was implemented to ensure the reliability of the instrument the Cronbech alpha (reliability coefficient) was captured through the online electronic calculator. First of all, through pilot testing on a small scale, reliability was found out of each item. Therefore, these items were removed from the instruments which had reliability less than 0.79. Then this instrument was launched on a large scale. Further, after collecting the data, reliability of instruments was also ascertained on a large scale.

The validity of the instrument was established by adopting the following procedures;

- The expert opinion was sought on the questions of the instrument. Unwanted questions were deleted after this process.

- The questions were piloted on small scale sample of the population.
- Orientation was given to the respondents in order to understand the asked questions.
- Only relevant questions were asked and the questions were in simple language.
- Similarity of the meanings of specific terms was kept in view for conveying the same meanings to all subjects.

Data Analysis Technique

Descriptive (Mean/Standard Deviation) and inferential statistics (t-test) were used to analysis the data of the study. The t-tests are typically used to compare a sample mean to a known population mean. It tests the null hypothesis that there exists a difference between two related means e.g. pretest posttest scores.

Analysis and Interpretation of Data

This chapter deals with data analysis of the results to answer the research questions. The study explored the teaching of ethics by the teachers at the 9 universities of Lahore, as per perception of students and understanding of teachers. The elements of ethics addressed in the research were eight viz. traits of teachers, ethics related to pro-activity of teachers, ethics related to facilitation by teachers, ethics related to

teaching traits of teachers, ethics related to teaching as a service, ethics reflected in teaching expertise, ethics as management aspect of teaching, ethics relating to the socialization of teachers. These elements were infused into a 7 point rating scale as the subsets of the instrument developed to gauge the teaching of ethics at the universities.

A rating scale was developed for seeking the consent of students that how and on what parameters the teaching of ethics should be gauged. The students of different universities were approached which were about 3614 and on their opinion certain variables (8) were determined in addition to the sub parameters (70) and the scale was finalized to have 7 options, thereafter the instrument was presented to the experts for its validation. A consent was sought from the students of nine universities of Lahore to be the respondents of the study out of all those who showed their agreement with the request at least 32 students were approached in the three visits if the Table shows that 3614 students were approached out of which 1868 (52%) were male, 1747 (48%) female, 1550 (43%) arts, 2064 (57%) science, 1167(33%) graduate and 2447 (67%) post graduate students. With their help rating scale comprising 8 sub sets and 70 items could be finalized.

number remained below 32 then another visit was made to make up the number to the stipulated level both in terms of male female and arts science categories. Both descriptive statistics and inferential statistics were used to analyze the data using SPSS 17.

Table 2: Distribution of sample according to Gender, Locale and Group Variables

Variable		N	Percentage
Gender	Male	1868	52
	Female	1747	48
Subject	Arts	1550	43
	Sciences	2064	57
Program	Graduate	1167	33
	Post graduate	2447	67
Total		3614	100

The same scale was presented to the senior teachers of the universities and the items, their sequence; sub sets of scales along with the 7 rating levels were finalized.

Table 3: Describing gender wise perceptual response on teaching of ethics in respect of Personal Traits of teachers (PT

		Gender	N	Mean	Std. Deviation	Std. Error Mean				
T	Female		157	38.7197	11.59843	.92566				
	Male		143	40.5594	12.30918	1.02934				
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
PT	Equal variances assumed	.036	.849	-1.33	298	.184	-1.83	1.38	-4.55	.87
	Equal variances not assumed			-1.32	291.19	.185	-1.83	1.38	-4.56	.88

The responses of both the genders are alike (F=.036, Sig=.849) and the t values are alike (t=-1.333 and -1.329) the mean response in regard to male respondents is better. Male students of the universities like the practices of ethics teaching in line with the personal traits (PT) of teachers.

Table 4: Describing gender and university wise perceptual response on teaching of ethics Personal Traits) in respect of UMT students

University		Gender	N	Mean	Std. Deviation	Std. Error Mean					
UMT	PT	Female	19	34.4211	13.63539	3.12817					
		Male	18	34.4444	9.22415	2.17415					
		Levene's Test for Equality of Variances		t-test for Equality of Means							
University		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
									Lower	Upper	
UMT	PT	Equal variances assumed	1.10	.300	-.006	35	.995	-.023	3.84	-7.83	7.79
		Equal variances not assumed			-.006	31.74	.995	-.023	3.80	-7.78	7.73

The responses of both the genders from UMT are not alike ($F=1.10, Sig=.300$) and the t values are alike ($t=-.006$) the mean response (34.4444) in regard to male respondents is better than female response. Male students of University of Management (UMT) like the practices of ethics teaching in line with the personal traits (PT) of teachers.

Table 5: Describing gender and university wise perceptual response on teaching of ethics (Personal Traits) in respect of PU students

University		Gender	N	Mean	Std. Deviation	Std. Error Mean
PU	PT	Female	17	38.7647	11.59488	2.81217
		Male	16	35.2500	7.09460	1.77365

University			Levene's Test for Equality of Variances		t-test for Equality of Means						
			F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
										Lower	Upper
PU	PT	Equal variances assumed	1.39	.246	1.04	31	.305	3.51	3.37	-3.36	10.39
		Equal variances not assumed			1.05	26.74	.300	3.51	3.32	-3.31	10.33

The responses of both the genders from Punjab University are not alike ($F=1.39, Sig=.246$) and the t value ($t=-1.057$) the mean response in regard to male respondents is better than female response. Male students of the Punjab University (PU) like the practices of ethics teaching in line with the personal traits (PT) of teachers.

Table 6: Describing gender and university wise perceptual response on teaching of ethics (Personal Traits) in respect of UCP students

University		Gender	N	Mean	Std. Deviation	Std. Error Mean
UCP	PT	female	22	42.4091	11.25742	2.40009
		male	11	39.9091	13.20950	3.98281

University			Levene's Test for Equality of Variances		t-test for Equality of Means						
			F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
										Lower	Upper
UCP	PT	Equal variances assumed	.221	.641	.568	31	.574	2.50	4.40	-6.47	11.47
		Equal variances not assumed			.538	17.48	.598	2.50	4.65	-7.29	12.29

The responses of both the genders from University of Central Punjab are alike ($F=.221, Sig=.641$) and the t value ($t=.538$) the mean response in regard to female respondents (42.4091) is better than male response. Female students of University of Central Punjab (CPU) like the practices of ethics teaching in line with the personal traits (PT) of teachers.

Table 7: Describing gender and university wise perceptual response on teaching of ethics (Personal Traits) in respect of UE students

University		Gender	N	Mean	Std. Deviation	Std. Error Mean
UE	PT	female	16	36.8750	9.99250	2.49812
		male	17	43.8824	7.73694	1.87648

University			Levene's Test for Equality of Variances		t-test for Equality of Means						
			F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
										Lower	Upper
UE	PT	Equal variances assumed	.833	.368	-2.26	31	.031	-7.00	3.10	-13.32	-.68
		Equal variances not assumed			-2.24	28.26	.033	-7.00	3.12	-13.40	-.61

The responses of both the genders from University of Education are not alike ($F=.833, Sig=.368$) and the t value ($t=-2.243$) the mean response in regard to male respondents (43.8824) is better than female response. Male students of University Education (UE) like the practices of ethics teaching in line with the personal traits (PT) of teachers.

Table 8: Describing gender and university wise perceptual response on teaching of ethics (Personal Traits) in respect of GCU students

University		Gender	N	Mean	Std. Deviation	Std. Error Mean					
GCU	PT	female	17	32.6471	9.30686	2.25725					
		male	16	25.4375	11.76984	2.94246					
University		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
GCU	PT	Equal variances assumed	3.39	.07	1.95	31	.059	7.20	3.681	-.299	14.71
		Equal variances not assumed			1.94	28.57	.062	7.20	3.708	-.380	14.79

The responses of both the genders from Government College University are not alike (F=3.391, Sig=.075) and the t value (t=-1.944) the mean response in regard to female respondents (32.6471) is better than male response. Female students of Government College University (GCU) like the practices of ethics teaching in line with the personal traits (PT) of teachers.

.Table 9: Describing gender and university wise perceptual response on teaching of ethics (Personal Traits) in respect of HU students

University		Gender	N	Mean	Std. Deviation	Std. Error Mean
HU	PT	female	17	31.5882	11.18067	2.71171
		male	16	44.5625	16.34205	4.08551

University		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
HU	PT	Equal variances assumed	2.080	.159	-2.67	31	.012	-12.97	4.84	-22.86	-3.08
		Equal variances not assumed			-2.64	26.33	.014	-12.97	4.90	-23.04	-2.90

The responses of both the genders from Hajvari University are not alike (F=2.080, Sig=.159) and the t value (t=-2.646) the mean response in regard to male respondents (44.5625) is better than female response. Male students of Hajvari University (HU) like the practices of ethics teaching in line with the personal traits (PT) of teachers.

Table 10: Describing gender and university wise perceptual response on teaching of ethics (Personal Traits) in respect of FC students

University		Gender	N	Mean	Std. Deviation	Std. Error Mean					
FC	PT	female	16	36.3750	11.97149	2.99287					
		male	17	42.7647	11.57869	2.80825					
University		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
FC	PT	Equal variances assumed	1.11	.300	-1.55	31	.129	-6.38	4.09	-14.75	1.97
		Equal variances not assumed			-1.55	30.718	.130	-6.38	4.10	-14.76	1.98

The responses of both the genders from Forman Christian College University are not alike (F=1.111, Sig=.300) and the t value (t=-1.557) the mean response in regard to male respondents (42.7647) is better than female response. Male students of Forman Christian College University (FC) like the practices of ethics teaching in line with the personal traits (PT) of teachers.

Table 1: Describing gender and university wise perceptual response on teaching of ethics (Personal Traits) in respect of IU students

University			Gender	N	Mean	Std. Deviation	Std. Error Mean				
IU	PT	Female		16	47.1250	5.26466	1.31617				
		Male		17	48.8235	3.87678	.94026				
University			Levene's Test for Equality of Variances		t-test for Equality of Means						
			F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
IU	PT	Equal variances assumed	.505	.483	-1.06	31	.297	-1.69	1.60	-4.96	1.56
		Equal variances not assumed			-1.05	27.50	.303	-1.69	1.61	-5.01	1.61

The responses of both the genders from the Imperial University (IU) are not alike (F=.505, Sig=.483) and the t value (t=-1.050) the mean response in regard to male respondents (48.8235) is better than female response. Male students of the Imperial University (IU) like the practices of ethics teaching in line with the personal traits (PT) of teachers.

Table 22: Describing gender and university wise perceptual response on teaching of ethics (Personal Traits) in respect of SU students

University			Gender	N	Mean	Std. Deviation	Std. Error Mean
SU	PT	Female		17	47.9412	5.68409	1.37859
		Male		15	50.2667	4.25049	1.09747

University			Levene's Test for Equality of Variances		t-test for Equality of Means						
			F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
SU	PT	Equal variances assumed	.725	.401	-1.29	30	.205	-2.32	1.79	-5.99	1.33
		Equal variances not assumed			-1.32	29.27	.197	-2.32	1.76	-5.92	1.27

The responses of both the genders from IU University are not alike (F=.725, Sig=.401) and the t value (t=-1.320) the mean response in regard to male respondents (50.2667) is better than female responding. Male students of Superior University (SU) understand that the teaching of ethics is due to the personal traits (PT) of teachers.

SUMMARY

It is customary to develop the systems in the organizations. Where the system is ever needed, it is supposed that the policy and guidelines would exist as a yardstick to march ahead. In the education institutions' ethics are found imbedded in the standards and norms. It is expected of the students to go by the norms and in norms, it would be an obligation to follow the ethics. The current study has been designed to explore how for the ethics are revealed in the practices and procedure of the organizations. It was thought better to enter into a dialogue with the stakeholders of the education system, so as to develop more tangible and applicable rating scale to gauge the pertaining and the prevailing situation. Researcher approached about 4000 people with whom the researcher discussed what includes the ethics. A cluster of items was gathered and, with the help of colleagues and the supervisor the items were squeezed into one wherever there was an overlapping. The cluster was identified under conceptual heads namely; Personal traits of the teachers. Teaching as a service, Reflective teachers' expertise, Management aspect of teaching, and finally Socialization by teachers. The study was intended to find out the objectives like, identifying the teaching of ethics being practiced, to know the effect of teaching of ethics on the nine sub-sets of teaching and differentiating the effect of teaching

of ethics on the universities' culture. The ethics of the profession make it clear that the quality of behavior is encouraged which reflects the respect and pride of the profession. It is urged that emphasis should be given to those optimistic attributes of professional performance that enables differentiation between strong and valuable teaching, making possible the profession to appraise and reflect on the ethical decisions to keep the members updated. Most of the times, the teaching of ethics is undertaken through informal and non-formal pursuits.

In view of the realization of the ground realities, research could be focused on the topic " the study of teaching and ethics displayed by the teachers" researcher presupposed that the respondents know well that what does they meant from ethics. The gathered items were translated into 7 scales, comprising 70 items. There were certain subjective questions which no respondent dared to attempt to find could not make part of the report. In consultation of the supervisor and review of the items were placed under various head. Sighted earlier the rated of scales were subject to pilot test to depend reliable and valid. The dependability or in other term validity was determined through the opinion of the students those who formed the ground of subject of pilot study. In total 9 universities were included as the sample spots and the students there from were selected on the basis of their

concern to the part of research study. Questionnaire was got filled with the permission of the authorities of the universities. To approach the students during their leisure hours, 3 to 4 visits were made to each and every university and consequently 157 females and 143 male could be approached. The rating scale was personally distributed to the students and collected back. Possible facilitation was extended to the students for the ease of their response. The data were fed into SPSS for finding the difference in means through t-test. Prior to feeding of data into SPSS a code sheet was developed. The Independent sample t test was applied keeping gender as the key determinant cross cutting the study in terms of gender, universities and the eight sub-sets of teaching of ethics. The study revealed that male members understand and differentiate the adherence to ethics more than females at the universities.

CONCLUSIONS

The following conclusions have been drawn on the basis of findings in respect of the gender wise perception of the students of the 9 selected universities of Lahore.

Perceptions of Gender about the practices of teaching ethics at the universities

1. Male students of the universities are of the opinion that the personal traits (PT) of teachers play a role in the teaching of ethics.
- a. The practices of teaching ethics find impetus from the personal traits (PT) of teachers as per perception of the male students at University of Management (UMT), Punjab University (PU), University of Education (UE), Hajvery University (HU), Forman Christian College University (FCCU), Imperial University (IU), and Superior University (SU).
- b. Female students of Government College University (GCU) and University of Central Punjab (UCP) are convinced that the practices of teaching ethics are geared by the personal traits (PT) of teachers.

RECOMMENDATIONS

Teachers be exposed to open house and sharing of performance evaluation of teachers by students enabling them to understand what the students, parents, employers and the general public urge the teachers should follow in the realm of teaching and practice of ethics.

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