

AN INSTITUTIONAL ANALYSIS OF TEACHERS' CODE OF PROFESSIONAL CONDUCT AND ETHICS

BY

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**NATIONAL UNIVERSITY OF MODERN LANGUAGES
ISLAMABAD**

August, 2022

AN INSTITUTIONAL ANALYSIS OF TEACHERS' CODE OF PROFESSIONAL CONDUCT AND ETHICS

By

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Bs Education, International Islamic University Islamabad, 2018

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF

MASTER OF PHILOSOPHY

In Education

To

DEPARTMENT OF EDUCATION
FACULTY OF SOCIAL SCIENCES



NATIONAL UNIVERSITY OF MODERN LANGUAGES, ISLAMABAD

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NATIONAL UNIVERSITY OF MODERN LANGUAGES

FACULTY OF SOCIAL SCIENCES

THESIS AND DEFENSE APPROVAL FORM

The undersigned certify that they have read the following thesis, examined the defense, are satisfied with the overall exam performance, and recommend the thesis to the Faculty of Social Sciences for acceptance.

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Candidate of **Master of Philosophy** at the National University of Modern Languages do hereby declare that the thesis "**An Institutional Analysis of Teachers' code of Professional Conduct and Ethics**" submitted by me in partial fulfilment of MPhil degree is my original work and has not been submitted or published earlier. I also solemnly declare that it shall not, in the future, be submitted by me for obtaining any other degree from this or any other university or institution.

I also understand that if evidence of plagiarism is found in my thesis/dissertation at any stage, even after the award of a degree, the work may be cancelled and the degree revoked.

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ABSTRACT

Title: An Institutional Analysis of Teachers' Code of Professional Conduct and Ethics

The aim of the present study was to investigate the perceptions of teachers regarding the code of professional conduct and ethics. It was also aimed to identify the problems teachers face, regarding the knowledge and awareness of professional code of conduct and ethics at in an academic institution. The research approach was quantitative, and the design was descriptive. The faculty members of the NUML, Islamabad, were the participants of the study and purposive sampling technique was used. The questionnaire was validated and data was collected with closed-ended questionnaire with five point Likert scale. Data was analysed through descriptive statistics and inferential analysis. The significant finding of the study indicated that faculty members at NUML had agreed and supported the idea that there is a need of document to be presented. The finding of the study also indicated that faculty members were facing problems in understanding codes and faculty members were not involved in the process while making these policies. The study concludes that there is need to explicitly present the codes in documented form to avoid any sort of uncertainties and guide the faculty members. This study recommended that teachers may be involved while making these policies and proper training session should be conducted in order to get insight of the issues that remain untouched due to certain ambiguities. For the future researchers it is also recommended that extend the research to other regional campuses of NUML University and other public and private universities to get diverse views of the faculty members.

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LIST OF ABBREVIATIONS

SPSS	Statistical packages for Social Science
<i>Sig.</i>	Significance
HEC	Higher Education Commission, Islamabad
NUML	National University of Modern Languages, Islamabad
NEA	National Education Association
ANOVA	Analysis of variance
VIT	Victorian Institute of Teaching
GTCE	General Teaching Council for England

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ACKNOWLEDGEMENTS

Thanks to Almighty Allah, who bestowed me with the courage to think differently and bring forth the facts about one of the essential aspects of our education system in black and white with absolute countercheck, authenticity, and accuracy.

I would like to express my most profound sense of Gratitude to my supervisor Dr. Khushbakht Hina for her inspiring guidance, motivation, encouragement, and constructive criticism for the quality of work. I am very grateful for her vast knowledge, calm nature, keen interest, productive suggestions throughout this work. I learned many things that will always be useful in my whole life. Thanks to her for bearing my mistakes whenever I could not meet the deadlines. May Allah Almighty bless her.

I am grateful to all my colleagues for their valuable guidance, constructive comments, and support throughout my research work.

I am highly indebted to my friends who were always there to motivate and support me. I acknowledge their support, encouragement, and guidance solemnly.

Thank you so much, everyone.

(Zareen Taj)

DEDICATED TO

This work is dedicated to my parents, brothers, and Sister. Their prayers and backup support made this achievement possible. May Almighty Allah grant them easiness in their godly destined life forever and ever, Ameen.

CHAPTER 1

INTRODUCTION

The concept of ethical professionalism is broadly addressed in other professions, but recently educational ethics has gained the attention of researchers, practitioners, and policymakers (Campbell, 2003). Code of conduct and code of ethics are usually considered the standard of behaviour. The standards to which members of the organization should adhere firmly in different scenarios. The concept of ethics is considered very general, and these can vary from individual to individual and may vary according to different situation, but having a professional code of ethics and conduct provide a shared value of an organization to which members of an organization adheres to before entering into that profession. This will not only avoid conflict and grievances but also helps to minimize the criticism on the issues that are debateable (Ianinska and Zamor, 2006).

The code articulates the values, principles, or standards that the organization wants to be adopted by its member. As cited by Poisson (2009), code summarizes the characteristics or qualities of the profession. The major purpose of the professional codes (conduct and ethics) is to have a balance in rights and responsibilities of the stakeholder, there are many ways to respect the rights and duties of stakeholders but one of them is adopting codes of ethics and behaviour established by an organisation. A documented code of ethics and conduct is a set of guidelines for what is right and wrong, based on an organization's core values and mission, on which it was founded and aimed (Ianinska & Zamor, 2006). International research indicates the importance of professional conduct and ethics in teaching organizations (Banter, 2003).

Poisson (2009) indicated that codes of conduct and ethics are different from standards of practice and code of conduct and ethics are two unique documents, and both help maintain the prominence of an organization in the public eyes. Standards of practice are more concerned with classroom teaching activities than teachers' conduct. Code of ethics and conduct can be differentiated as codes of ethics answer questions like, what are core values, what will be the principles? Whereas, code of conduct gives us the answers to the question of How to achieve these aspirational values and principles? Setting the intention of the codes is also a significant and crucial step as it can eliminate many ambiguities. Several codes of conduct and ethics mention in their objectives, what can be expected of the teacher? Although the code of conduct is more specific.

In 2009 National Professional Standards for Teachers in Pakistan were given by the Ministry of Education, Policy and the Planning Wing is an essential guideline for the teachers at primary and secondary level and is the set benchmark for teachers. In National professional standards for teachers (2009), it is stated under standard 9 of continuous professional development that '*they (teachers) subscribe to a professional code of conduct*' the question here is to which professional code of conduct they are referring.

Section 9-A of National professional standards for teacher's states that "*teachers know and understand the demands of professional code of conduct*"

Section 9-B states: '*teachers' value and are committed to demonstrating professional ethics*' that need elaboration. Professional ethics is a broad term that needs to be summarized to specific professional ethics.

A study conducted by Shakir and Adeeb (2011) indicated that most teachers have poor knowledge of the professional code of conduct. According to Shakir and Adeeb (2011), teachers should know a professional code of conduct for effective learning, but the study result shows that more than half of teachers at the secondary level had poor knowledge about the code of conduct. Al-Hothali (2018) recommended that these codes must be presented in documented form, approved by concerned ministry and being adopted by the teachers.

The National University of Modern languages, Islamabad, had a grievance policy and employee hand book which was provided in answer to researcher request to access the teacher's code of conduct and ethics policy. The Grievance Procedure aims to resolve any problem fairly and quickly. However, one question arises: grievance policy is for after issues are raised and but how can teachers amplify their professional qualities so that lesser issues are raised. The other main objective of Grievance Policy is to clarify the rights, roles, and responsibilities of aggrieved and defendant which are clearly stated in Grievances policy; stating this policy is not for the harassment and bullying cases, department from which complaint is received its member cannot be the invited for the hearing of the case, the decision-maker must be just and impartial, no undue delay be made by authorities and confidentiality be maintained in all aspects.

The grievance policy mentions the steps to resolve any dispute arises in the institute. The other document present in university for faculty is NUML employee hand book which mention the categories of employee, different statutory bodies, kinds of leaves faculty can avail, prohibition against private trade, efficiency and discipline rules and miscellaneous instruction. In both documents the aspects of code of professional conduct and ethics are not included. Therefore, there is a strong /dire need to develop a code of conduct and ethics for teachers to mention the aspirational ideals and expected

behaviours before any issue arises. This will have a substantial impact on teachers' behaviour, student-teacher relation, and at large on the whole society.

The major purpose of conducting this research was to investigate the perceptions of faculty regarding the code of professional conduct and ethics. To know the difference of their perception regarding the teacher code of conduct and ethics and to explore that what are the problems teachers are facing in getting knowledge and awareness regarding these codes and if they are facing the problem what are they?

1.1 The Rationale of the Study

Professions have a robust set of guiding principles; in fact, all other professions have articulated clear guidelines for their professionals. However, the universities in Pakistan have rules and regulations to assist their faculty members, but they are not well communicated. So, there is a need to have a professional code of conduct and ethics for teachers in a documented form.

Teachers are different among themselves in the degree of awareness and this difference may affect their decision and these decision by teachers affect the whole teaching profession. Code of conduct and ethics help teachers to guide in their professional life (Mondal and Roy, 2013). The reason for conducting the research was to know the teachers' perceptions regarding the teacher's code of conduct and ethics and to know that all teachers have knowledge and awareness of these codes or not, and what are the problems they are facing the regarding knowledge and awareness of these codes?

1.2 Statement of the Problem

A well-documented code of conduct and ethics will help articulate the behaviours the organization intends their members to adhere to (Gilman, 2005). Despite the fact that no single code of professional conduct and ethics document exist which represent or cover all the issues of whole education profession (Banter, 2003) but the research studies (Gilman, 2005; Bullough, 2011; Al-Hothali, 2018) shows the importance and need of professional code of conduct and ethics explicitly in a documented form. The code of conduct and ethics are well described but are not well conveyed to faculty. Therefore, there is a dire need to explore the teacher's professional code of conduct and ethics for teachers and to investigate teachers' perception regarding the code of professional conduct and ethics, and what are the problems regarding knowledge and awareness they are facing.

1.3 Objectives of the Study

The objectives of the study were:

1. To investigate the perceptions of university faculty regarding code of professional conduct and ethics/morality.
2. To compare the teacher's perceptions regarding the code of professional conduct and ethics/morality with reference to different faculties, designation and years of experience.
3. To find out the problems faced by the faculty regarding the knowledge and awareness of professional code of conduct and ethics/morality in an academic institution.

1.4 Research Questions

1. What are the perceptions of university faculty regarding code of professional conduct and ethics?
2. What is the difference of perceptions among university teachers regarding professional code of conduct and ethics/morality with reference to faculties, designation and years of experience?
3. What are the problems faced by the faculty regarding the knowledge and awareness of the professional code of conduct and ethics/morality in an academic institution?

1.5 Hypotheses of the Study

H₀₁ There is no significant difference in the teacher's perceptions regarding the code of professional conduct and ethics/morality with reference to different faculties.

H₀₂ There is no significant difference in the teacher's perceptions regarding the code of professional conduct and ethics/morality with reference to different designations.

H₀₃ There is no significant difference in the teacher's perceptions regarding the code of professional conduct and ethics/morality with reference to different years of experience.

1.6 Theoretical Framework of the study

Banter K.A., (2003) analyzed the code of conduct and ethics of different states of US, and thematic analysis was conducted to extract the themes and sub-themes used within those codes. Banter K.A., (2003) conducted a detailed thematic study on the existing codes in 23 US states and identified the five major themes used in those codes were as first as:

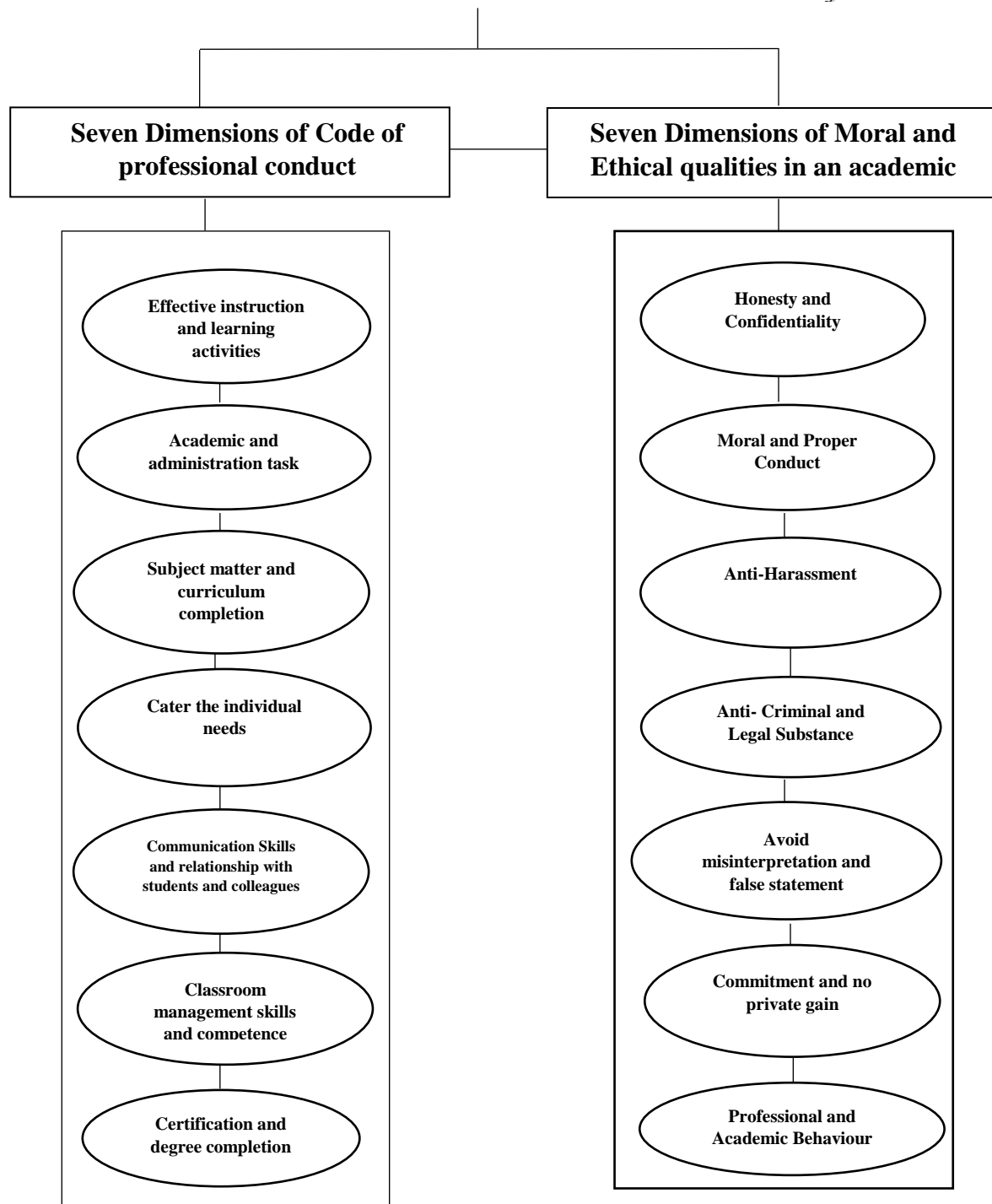
- Students.
- Public, community, parents.
- Profession, Colleagues
- Professional Qualities
- Moral and Ethical Conduct

Within professional qualities and moral & ethical conduct following subthemes were identified as administration, certification, classroom management, communication Skills, competency, individual needs, learning and goal achievement, management techniques, relationships, subject matter , curriculum, harassment, honesty, discrimination, confidentiality, false or malicious statements, misinterpretation or falsification, private gain or advantage, improper remunerative conduct, immoral conduct, illegal substances abandonment of contract, criminal acts, public funds and property, improper relationship, moral turpitude and contractual obligations. These themes and subthemes were then adapted into the framework suggested for the study. For this present study, Banter K.A., (2003) themes were adapted into a framework to

analyze the codes of conduct and ethics for teachers, for this sake institution document were analyzed with the help of this framework beside this for survey questionnaire was designed. The questionnaire was consisted of two dimensions of code of professional conduct and ethic.,

1. Code of professional conduct
2. Moral and Ethical qualities in an academic institution

Theoretical Frame work for Code of Professional Conduct and Ethics/morality



Theoretical Framework of the Study: Adapted from (Banter K.A., 2003)

1.7 Significance of the Study

Professions have a robust set of guiding principles; in fact, all other professions have articulated clear guidelines for their professionals. However, the universities in Pakistan have rules and regulations to assist their faculty members, but there is a need to have a professional code of conduct and ethics for its teachers in a documented form. Therefore, the present study was conducted to investigate the professional code of conduct and ethics for teachers that are being present and enacted.

The result of the study would give knowledge about the overall codes of ethics and conduct policies present and how to incorporate these policies in educational institution to make a step forward towards the higher goal of achieving professionalization. Universities must give these policies for their employees to improve the professional status of their teachers.

A code of ethics identifies the boundaries of behaviour. It serves as the principles, rules, and regulations for its member, whereas the code of conduct serves as the steps to achieve those principles and pre-set standards. Having a uniform code of conduct and ethics for faculty members at the university level is challenging, yet the need is obvious. The study will help teachers severing at the university level to have firm ground to justify their decisions taken during the professional course of teaching. There are rules and regulations at the university level which are well described but are not well conveyed to its faculty member, and there is a dire need to explore the unified teacher's code of conduct and ethics.

The present study might provide guidance and articulate shared professional values in specific issues that arise during the professional work life of teachers. In addition, the study would provide explicit knowledge concerning teacher rules and

regulations and provide a clear professional code of conduct and ethics for teachers working in different universities of Pakistan. This study will help faculty members by providing a clear code of conduct and ethics guidelines. There is a question that arises that why we need principles for teachers in the 21st century? The answer is yes we need them because of the two primary reasons as mentioned by Chippendale (2001), it will be easy to make a judgment with a high level of certainty if we know the principles and secondly, knowing just certain principles will help us to avoid the overload of information, in certain situations.

The information gathered from this study is significant for policymakers and, more specifically, NUML officials to understand the importance of having a unified code of conduct and ethics for its professionals.

The current study explores the essential aspects of the code of professional conduct and ethics for universities to understand the importance of documented codes of professional conduct and ethics for an organization. Furthermore, it might help the organization to have a ubiquitous, unified, and simple document to help its members to achieve a vision of excellence as stated by the different institutes. Finally, and more specifically, it would help teachers become more autonomous and robust by easily justifying their behaviour (within the parameters stated by the code of conduct and ethics).

1.8 Operational definitions of the study

1.8.1 Codes

Codes are principles that are documented clearly. The codes in the current study refer to the aspirational codes.

1.8.2 Professional Code of Conduct

A Professional Code of conduct is a stated set of values that help an individual take proper or the right Action. They are more specific to guide the behaviour of an individual.

Professional Code of conduct in the present study refers to teachers' effective instruction and learning activities for student betterment, completion of academic and administrative tasks, subject matter and curriculum completion, cater the individual needs, good communication skills and relationship with students and colleagues, classroom management skills, and competence, certification, and degree completion.

1.8.3 Professional Code of Ethics

Code of ethics are the principles that are derived from our value system, culture and tradition, they help an individual in decision making and allow individual to make an independent judgment. Code of ethics can be referred to as value statements.

Professional Code of ethics in the study refers to teachers' honesty and confidentiality, moral and proper conduct, anti-harassment, anti- criminal and legal substance, avoid misinterpretation and false statement, commitment, and no private gain, professional and academic behaviour.

1.8.5 Perception

Perception refers to individual point of view regarding certain situation. It helps identify different viewpoints and get a much clearer picture of an event or situation.

1.8.6 Awareness

Awareness is the state of being conscious or the quality of being perceptually knowledgeable.

1.8.7 Knowledge

Awareness or familiarity gained through experience of a situation and factual facts. Knowledge is an understanding and awareness of something or having information.

1.8.4 Faculty

Faculty in the current study refers to the regular BPS teachers of the university serving in different departments.

1.8.8 Institutional Analysis

Institutional Analysis in the study was delimited to two parameters, first is there any existing policy document or a written book available or not, and secondly if it is available than stakeholder (teachers) knows about that and what are their perceptions regarding that. Weather they have same understanding regarding that or not and to know their perception regarding these codes.

1.9 Methodology of the Study

The ground for the conceptual framework for the study was adapted by the Banter K.A., (2003) study. Then, research objectives were formed based on which research question and hypothesis were made.

1.9.1 The Approach of the Study

The study approach was quantitative to investigate teachers' code of professional conduct and ethics.

1.9.2 Research Design of the Study

The researcher used a descriptive research design and quantitative method was used for data collection because it allows the researcher to get the population's perception.

1.9.3 Population of the Study

National University of Modern Languages, Islamabad, was taken as a case for institutional analysis. According to the data provided by HR (Human Resource), the regular BPS faculty members were 579 which was the population of the study.

1.9.4 Sample size

The researcher used purposive sampling technique. For current research according to Krejcie and Morgan (1970), sample size was 226.

1.9.5 Sampling Technique

The purpose of the study was to investigate the professional code of conduct and ethics of teachers at NUML therefore the researcher selected faculty members as a sample through purposive sampling technique. Purposive sampling, also known as selective or judgemental sampling, is part of non-probability sampling in which researchers rely on their judgment while selecting a member from a population to participate in their study.

1.9.6 Research Instrument

The researcher used a quantitative approach and survey method to collect data for the present study. The questionnaire is based on a conceptual framework

which was adapted from themes given by Banter K.A., (2003); the questionnaire has been developed in light of the review of related literature by the researcher, having three-section with 50 items, section one consists of demographic data, and section two includes statements related to two significant dimensions of Teachers' code of professional conduct and ethics that are "code of professional conduct" and "moral and ethical qualities in an academic institution" which have 40 items and section three consist of problems faced by the teachers regarding the knowledge and awareness of the professional code of conduct and ethics/morality in an academic institution having 10 items.

1.9.7 Pilot Testing

The questionnaire reliability was tested by data gathered from a pilot testing. Initially, the questionnaires were disseminated among 40 respondents from the sample respondents. Then, seven days were given to each respondent for filling the questionnaire. As a result, 33 respondents returned the questionnaire with complete information out of 40 respondents. The responses received through pilot testing were coded and then analysed through SPSS.

1.9.8 Reliability of the Research Instrument

To get the improved version of the questionnaire, the reliability of the questionnaire was checked by collecting data through pilot testing, and Cronbach's alpha was calculated through SPSS (Statistical Package for Social Sciences, Version 21). The instrument's reliability was 0.954 detailed result is displayed in chapter three of the study.

1.9.9 Validity of the Research Instrument

The researcher contacted five experts from the education field to have content and face validity of the research instrument of the present study.

1.9.10 Data Collection Procedure

After getting proper permission, the researcher collected data through personal visits; due to Covid-19, the questionnaire was also sent online to the participants on their email ids. Data were collected from the five faculties of NUML: faculty of social sciences, faculty of management sciences, faculty of engineering and computer sciences, faculty of languages, and faculty of arts and humanities.

The researcher visited the targeted sample personally for the collection of the data. Also, the questionnaire was sent online because due to Covid-19 the faculty was working from home. The desired data was analysed using SPSS.

1.9.11 Data Analysis

After data collection, it was analysed using SPSS 21.0. The research objectives were tested/analysed and the results were interpreted using different tests, e.g., mean, percentage, and simple one-way ANOVA.

1.10 Delimitations of the Study

Due to limited time and resources, the study was delimited in the following ways:

1. The researcher focused only on the teachers' professional code of conduct and ethics.
2. Only regular BPS faculty members were selected.

3. Institutional Analysis in the study was delimited to two parameters first, is there any existing policy document or a written book available or not, and secondly if it is available than stakeholder (teachers) knows about that and what are their perception regarding that.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Chapter two provides the conceptual framework and review of related literature for the study titled “An Institutional Analysis of Teachers’ Code of Professional Conduct and Ethics.” It reviews the literature related to codes, different form of codes, codes of ethics and code of conduct, the importance of these documents at the institutional level. Finally, the research conducted in the area of code of conduct and ethics are reviewed.

Society is facing rapid changes due to globalization, technological advancement, and migration of people from one area to another due to which all professionals are encountered new challenges, specifically teachers; this situation demands not only the advancement of technological development, social cohesion, and also in the area of personal individual development and education (Ćurko, et al., 2015). The three major causes or reason for global progress are learning organizations, human capital, and knowledge, due to which higher education institution has to face intense competition and globalization (Marić, 2013).

2.1 Institutional Analysis

To understand policy, it’s important to divide the whole process in units or stages, which usually starts with the identification of the problem, setting an agenda, making of draft, adaptation, implementation and finally its evaluation (Ostrom, 2011). According to Fairweather (2002), in an institution there are different indicators which help identify their reputation and professional status of being a profession, which includes their policy, stakeholders and their employees. To get political and public

support it is important for an academic organization to provide maximum support and productivity in teaching and learning, which is only possible if organization have their clear policies.

2.2 Need of Academic Institutional Analysis

Institutional analysis is needed in academic institution in order to access the quality of legal, administrative, enacted policies and other related component of institution in order to assess the quality (Osipov et al., 2017).

2.3 Professionalism

Larson (2014) stated that the established professions assert that they have specialized knowledge that guides their course of action in the service of people. This competence, or knowledge in action, is certified; and it justifies their license to act. What he referred to as the professions' mandate extends further, as it gives them the power to encourage how others ("the public") should act.

For professionals to form a group, their knowledge base had to be disclosed, that is, codified and standardized; for "knowledge codification depersonalizes the ideas held regarding professional practice and its products." It establishes a transcendent cognitive and a normative framework under which, ideally, differences in practice interpretation and description of the 'commodity' could be reconciled (Larson, 2014).

2.4 Professionalization

Professionalization has long been a source of both hope and frustration for teachers. Since the early twentieth century, educators have promoted the idea that elementary and secondary education is highly complicated, demanding specialized

knowledge and expertise, and deserving the same respect and status as traditional professions such as law and medicine. However, both misunderstanding and disagreement have marred, the push to towards professionalize education. Much of it is concerned with what it means to be a professional and professionalize a specific type of employment. Advanced training is the essence of a profession, and the best method to professionalize teaching is to enhance teachers' knowledge and abilities through professional development. To others, the essence of a professional is the attitude that an individual practitioner has toward their work. The most excellent method to professionalize teaching, is to instill ethics of public service (Ingersoll & Perda, 2008).

The organization strives for excellence to survive and maintain its status prestige in society. The process is not overnight either. This happens in a year or two. An organization has to continuously work on their policies, betterment of their employees, providing the best they can to their stakeholders, and all these steps automatically lead them towards professionalization. Although professionalization is the border term and teaching has gained the status of a profession over a period, teachers are mentors, models, and leaders and are the backbone of the educational institutes and society. So, teachers' professional behaviour and conduct is the utmost requirement of the time which demands a high degree of control in their personal and professional behaviour, high prestige, and autonomy in making the decision. One of the main characteristics of a profession is having a good policy for their employees to avoid any ambiguity during their professional life. These policies are not meant to threat freedom. Instead, they are the guiding principles reviewed and updated throughout the period. These policy documents are neither made by an individual nor are the last verdict, but the prime purpose of such policy documents is to provide the

guidelines to the members of an organization that are easy to assess, and members can easily justify their stance in case of legal issues (Ingersoll & Perda, 2008).

In an organization and, more specifically, an educational organization, the members have several policies and documents, and SOPs. However, in the current study, the researcher only focuses on teachers' codes of professional conduct and ethics/morality. However, it is essential to state that codes of conduct and ethics/morality are also there for non-academic staff members and students, keeping their needs and requirements in mind. Education brings change if we dig down the reason; it develops the three significant human areas: cognition, affective, and psychomotor (Durosaro, 2015). However, the development in one area is not enough, so the three areas must focus simultaneously.

2.5 Ethics

Ethics are from in decades being discussed in philosophy (Bachynski, 2020), the term philosophy has a Greek origin. The literal meaning of philosophy is “love of wisdom” (Shahid, 2015) . The wisdom that allows to make a clear line between right and wrong and choose the right in situations where sometimes it is not accessible to, which are termed as ethics or ethical decisions in today’s world. Ethics comes from two old Greek words, *éthos*, meaning character or personality, and *ethos* customs or norms (Bachynski, 2020).

Ethics, in simple words, means moral principles (BBC, 2014). Moral principles define individual character. Ethics are also the standards by which the morality of an individual can be determined (Chippendale, 2001). Ethics guide, but they provide a moral map and resolve a problem. Ethics does not always answer every problem correctly, but it can wipe out the confusion and clarify the situation (BBC, 2014) .

Ethics is a personal and as well public matter (Strike & Soltis, 2009) which help individuals identify values, beliefs, and morality, learn good and evil, and become the best version of themselves. Ethics also help us to understand how to respond to different situations and circumstances while remaining inside all rules and regulations laid by the organization because the essence of ethics is to study and apply all these principles (Naagarazan, 2006).

Ćurko et al. (2015) emphasize the importance of the communication nature of ethics and stress that one should know the importance of ethical norms and make them part of one character that will benefit society in border terms. In the teaching profession, ethics are the moral values and beliefs and rules of right and wrong that affect the teachers' behavior, outlook, perception, and principles (Durosaro, 2015).

2.6 Morality

According to Ćurko et al., (2015), moral education covers two significant aspects: moral socialization and the other aspect is developing intellectual resources, skills, and competencies that enable individuals to make informed right decisions. According to Confucius, being moral means, you can do these four virtues anywhere everywhere that are benevolence, self-respect, magnanimity, and sincerity.

2.7 Values

Value is another terminology usually being used by the people, and of course, this terminology describes the same class in the bigger picture. Human beings define their identity, choose their values and create their beliefs (Naagarazan, 2006), which clarifies that values are more specific to individuals, and they, with time and with their personal life experiences are created. Values of a person are usually not supported and validated

by another person (Naagarazan, 2006), whereas ethics are on which majority have consensus upon, so to maintain order, we must follow the set forth standards.

2.8 Codes of Conduct and Ethics

Codes are written statements by an organization or higher authority that are for all members, stakeholders, and people that are directly affected by that organization. In simple words, codes are a systematic compilation of rules and regulations. Codes can be stated in different forms depending on the vision or mission of an organization. Codes of laws are written statements by the government, and they are applicable all across the country and on every individual, and one is liable to punishment if found guilty (Government of Pakistan, 1860) ; codes of laws are also termed as legal codes in some documents.

Codes of Ethics are more narrowed and specific to a particular organization or group. Although they provide the vision of excellence to the organization members, members should act according to the light provided by these codes (Kafi, Motallebzadeh, & Ashraf, 2018). However, Codes of conduct are the pathway that will leads towards the path to achieve excellence. Although the codes are more specifically set forth to guide the behavior of a group, the nature of these codes can be hard or soft depending upon they are passed by law-making authority or not (Clegg, Ellena, Ennis, & Vickery , 2016). According to Bank (2003), the existence of codes of ethics is for at least two interrelated reasons: guiding professional conduct and reinforcing public trust in the profession.

2.9 Importance of Code of Conduct and Ethics

Teaching is a normative enterprise as all other professional activities are (Carr, 2000) , and the code of conduct and ethics for teachers can act as one of the norms

against which the efficacy or goodness of teachers can be determined. The goodness depends on the availability of code documents in institutes, yet it is an essential and related aspect to ethics in teaching, as stated by Hart and Marshall (1992), as it provides the teacher a powerful philosophy of education. Moreover, a teacher's philosophy of education not only influences his action but has a significant impact on his attitudes towards students, colleagues, and parents. McCarthy and Thompson (1997) emphasized a need to document honourable behaviour, also supported by situational ethics theory.

During the professionalization era, stakeholders identified the importance of ethics to regulate teachers' actions and practices. Ethics, professional ethics, and professional relationships can guide the teacher's professional ethics following the applied ethics framework (leadership, culture, goals, product, compliance, industry and governance). Teachers, state, and scientific community are also significant stakeholders (Jutras, 2018) in determining the ethics of a profession. The Code of conduct and ethics provide the foundation based on which members of an organization will act or behave, these codes clearly state the accepted behaviour (Gilman, 2005).

The codes of ethics provide the essential guide to teachers to make moral and ethical decisions, yet teachers have to struggle for their proper interpretation of codes on daily basis in class (Maxwell, Tanchuk, and Scramstad 2018). The codes of professional conduct aim to make collective values and norms explicit and set the minimum standard for the individual to expect the professional educators to adhere to their professional obligations (Maxwell et al., 2018).

Code of ethics is the sum of

1. Integrity: Integrity refers to being honest and strongly committed to principles set by an organization.

2. Respect: Respect refers to treating all on an equal basis without prejudice.
3. Responsibility: responsibility is the individual Commitment to give its best to students or organizations and be fully responsible for all possible consequences (Victorian Institute of teaching, Australia, 2008).

Nadia (2015) also identified the importance of a code of ethics in educational institutes as the study showed that the professional ethics of teachers could elevate people's knowledge about values, beliefs, good and bad.

Code of Conduct: It is a kind of agreement between the professional and the stakeholders or those who depend on the services of these professionals (Carr, 2000; Maxwell 2017). Code of Ethics: Code of ethics is used to communicate principles to groups, organizations, and professionals and allow them to follow the pre-set standards of an organization (Israel & Lassonde, 2007). But according to McDonald (2009) code must include principles and rules. Code of conduct help to guide the behaviour of individual in these areas of

1. Professional conduct: Professional conduct refers to a teacher's professional relationship with students, parents, and colleagues.
2. Personal conduct: Teachers have a substantial impact on individuals and society. Having solid personal conduct will inspire others, including students, to follow his/her steps as a blueprint.
3. Professional competence refers to teachers' professional Commitment to their professional learning (Victorian Institute of teaching, Australia, 2008).

The National educational association developed the first code of ethics, the largest professional organization for teachers, first adopted in 1959 and revised in 1975 (Hart & Marshall, 1992) .

2.10 Importance of Code of professional Conduct and Ethics in Teaching Profession

The institutions sometimes use the terms code of conduct and ethics interchangeably, but the difference exists between the two terms, seen in the written form (Poisson, 2009). Ethics codes are old terms used in all societies, cultures, and religions and have foundational codes to achieve excellence (Gilman, 2005). Hart & Marshall (1992) summarized the fundamental characteristic as a specific body of knowledge, an ideal of service, ethical codes, autonomy, and distinctive codes. Whereas Bank (2003), explains that a code of ethics is a written document by professional bodies stating the aim that guides the organization's members, protecting and keeping the organization's reputation.

Code of professional ethics must not be confined to specific rules and regulations. Instead, they should be used to raise the conscious awareness of the individual about the ethical dilemmas that may exist or arise during the practice (Poisson, 2009). Code of conduct explains the organization, or institute vision, values, and principles Therefore, a code of conduct and ethics for teachers can give the right professional direction to the educational practice.

Ethics are formally codified into the system so that its member can adapt them (Straker, 2010). The major purpose of the code of ethics is to communicate the principles that help individual groups and organizations to follow specific agreed-upon standards (Israel & Lassonde, 2007).Professional's relation to their stakeholders

determines the primary canvas for professional ethics (Strain & Robinson, 2005). Ethics do not come from just a single source, it comes from various sources such as religion, intuition, analysis of actions/conduct of others, good people, and desire to be the best (British Broadcasting Corporation [BBC], 2014).

Code of ethics is the living document, and a beam of light that promotes the moral behaviour of its members helps its members to make a sound decision by adhering to specific ethical values of integrity, fairness, trustworthiness, Respect, tolerance. This will enhance an organization's reputation, help promote positive relationships and solve any ethical dilemma in light of these guidelines (Shifa Tameer-e- millat University, 2018).

As stated by Carr (2000), the code of ethics reinforces the public trust and image by presenting explicitly its ethical standards that a group expects professionals to adhere to firmly. In contrast, the code of professional conduct is a pact between the professionals who provide their services in different fields and those who depend on their services. Academic dishonesty is an essential aspect that needs to be dealt with in higher education institutions and codes of ethics. Codes of conduct never tell an individual what to do (Talanker, 2018); somewhat, they are expected standards of behaviors from an organization or institution members.

According to the Loft, Humphrey, & Turley (2006) organizations implicitly or explicitly present a code of conduct to their employees, making their decisions based on these guidelines will be easy. However, now many organizations realize the importance of communicating these codes explicitly to their members in a well-written form. The clarity of these guidelines can only be determined if these are appropriately documented and approved by the higher authorities; otherwise, they

might be correct. Code of conduct plays a very positive role in professionals' lives by keeping people's trust in them and making the path easier for newcomers in the field (Maxwell, 2017). A well-written code of conduct and ethics serves as a standard benchmark for its member in an organization based on which its member can be evaluated.

Values die if not practiced; teachers' practice will make it easier for learners to adopt because the most significant influencer is the teacher they follow. The teachers are the best role model, mentors, and influencers for their learners, because it is the learner believes that the teacher is the one who will always speak the truth, will guide individuals in the best possible direction, the teacher will always provide them with best solutions to all problems. However, the boundaries for teachers can be identified easily using these well-written codes of conduct and ethics by an organization.

2.11 Need of the Code of Conduct and Ethics at the University Level

Universities can bring sustainable change if they promote principles of social responsibilities through educational programs simply universities are the change agent (Mion, Broglia, & Bonfanti, 2019), and they can mold the society into a form that is being envisioned. Code of ethics is made to protect the right of teachers and students, one entering into the profession of teaching they agree to follow a specific code of ethics (Sultana, 2014), but sometimes in some institutions, they are not presented explicitly, which can cause a problem for the new teachers as they may perceive implicit values as wrong and may face the consequences for their wrong actions. Mondal & Roy (2013) emphasized in a study that a code of ethics is crucial to a safe and healthy environment to be maintained by the teacher for the learner.

In some countries, the code of ethics is compulsory in universities, e.g., Italy. It must be present in written form and approved by authorities. In Italy, all universities must explicitly present their code of ethics (Mion, Broglia, & Bonfanti, 2019). Forster (2012) analyzed that the very rigid and regulatory codes are becoming very soft. This softening of teacher's discipline affects teacher's morality and teacher image as ideal is becoming more unsustainable, so it is essential to identify the shared professional values which will help teachers towards desirable action, help improve the self-esteem and trust in the teaching profession, and make common ground for making a complex ethical decision. Ethical issues arise due to the differences in the judgment about the right action. Therefore, the professionals must be rational with their decision, and the code of ethics help them with proper tools and methods (Sultana, 2014).

In the medical field, doctors treat patient and promote their health, and lawyers preserve justice under the law; there is undoubtedly room for professional disagreement about the process in both fields, but there is reasonable objective criteria for determining the extent to which aims can be met (Carr, 2000) therefore in the education field when it comes to achieving its aim goals and objective what are the extent teacher can go to achieve them or what are the boundaries within which teacher has to remain to confide? These questions are answered but are in implicit form there explicitly is the need of time, teacher's need the power and power come in the education field with the clarity, and clarity of rules and regulation can be given by clearly stating the code of conduct and ethics. Ethics are important and define the boundaries, but the problem with them is that they do not always provide the answer in black or white (Sultana, 2014). Professional ethics are the call to professional purpose as doctors' purpose is the health of the patient, lawyer purpose is to provide justice, and the purpose of a journalist is to provide information (Jutras, 2018) so as

the code of conduct and ethics for the teachers must be based upon the purpose of education.

Teachers are not philosophers, even reflexive teachers. Although teachers have to deal with students, colleagues, staff members, administrators, parents, and society members, the nature of teacher's job require them to rely on the educational theories of learning and teaching practices, and their work is not limited to the boundaries of the classroom it has an impact on the life of people (Jutras, 2018) and society in large. Therefore, the codes of conduct and ethics are vital for teachers to take guidelines when needed. As Bank (2003), summarizes the function of the code of ethics, in addition to protecting its member's rights codes, it also provides a guideline about the process to make ethical decisions, and this can be done by raising ethical awareness, reflection, or simply stating the rules clearly. Another primary function of the codes is to create a professional identity and professional regulation of its members in case of any misconduct.

Campbell (2000) agrees to the above-stated criteria but puts forward a question that the purpose of the code is only to provide guidelines to teachers, or they should provide accountability with sanctions and discipline for teachers? The type of code is decided before developing the code. While developing a code of ethics or the code of conduct, it is essential to mention the intention, it is usually made clear in the introductory paragraph, and sometimes it is stated in the form of objectives (Poisson,2009). For example, the Ghana National association state its intention in the introductory paragraph, whereas the Ontario College of teachers (2006) states its intention in the form of objectives as

1. To inspire members...

2. To identify ethical responsibilities...
3. To guide ethical decisions...

2.12 Documenting Codes

Forster 2012 raised some fundamental and philosophical questions that how to present these professional codes to engage teachers with moral concepts by using a formal document like codes of conduct and ethics, another question that was raised was how to make decisions. These questions lead towards the better development of codes that leave no gap between the documented statement and the practicality of that document in real life.

2.13 Types of Codes

There are usually three types of code: aspirational Code, regulatory Code, and educational Code. They are defined as:

1. Aspirational Code: These state the ideals of the profession
2. Educational Code: They reinforce the understanding of its term by providing its explanation
3. Regulatory Code: These are rules to be followed (Poisson, 2009).

The Analysis of codes of ethics in Australian states indicated that most of the code could be broadly categorized into two categories that are aspirational and regulatory. However, more focus was given to the aspirational codes in the recently documented codes. Integrity and Respect are agreed-upon values in most Australian documented codes (Forster, 2012) . Therefore, it is essential to clarify the type of code an organization is needs before documenting the code.

2.14 Element of the Codes

Core values are similar across the cultures but are studied and are identified by the people according to need of their organization for example, in the medical field, Beauchamp & Childress mentioned four major principles or values that are still the benchmark for doctors: Respect for Autonomy, Beneficence, Non-maleficence, and Justice (Shea, 2020). As Sultana (2014) stated ethical college and university teaching principles are as ‘Content competence, pedagogical competence, dealing sensitive topics, student development, and dual relationship with students’ confidentiality, respect for colleagues, valid assessment of students, and respect for the institution.’

After reviewing the literature on core values and ethics in different countries like Albania, Finland, Ireland, Malta, Russia, Spain, and Sweden core values are integrity, respect for others, accountability, fairness, equity, and quality education.

Code of conduct usually addresses teachers’ roles and responsibilities and their commitment towards the stakeholder. As Shifa Tameer Millat University stated, its code of conduct includes the major themes as professional commitment, commitment to the student, commitment to colleagues, commitment to parents and community, commitment to the University and its allied institution.

A code of conduct developed for the teachers has a more significant impact and acceptance than imposed one because for the codes to be more effective, teachers must believe it and are willing to achieve it (Poisson, 2009). It is essential to note that codes are not disciplinary tools but are used as a guideline to determine the profession’s ideals and the core principle and values (Forster, 2012).

The code should be made while keeping in view some important points. It should be inspirational, provide guidance, support the professional, discourage the

immoral act, and encourage the good. The code must be developed by the shared understanding of professionals, people, and other stakeholders; organization must keep its good image and status quo. (Naagarazan, 2006).

Islam portrays a complete and comprehensive way of life; it has significantly highlighted some universal rights for humanity, which all must observe. To uphold these rights, Islam provides a very effective moral system. According to Iqbal and Hashmi (2015), the code of ethics defines three fundamental aspects: relation, conduct, and behaviour within and outside the profession.

2.15 Important aspects Code of Professional Ethics

Teacher has a significant impact on student life and inspire them to achieve their full potential (Bashir, Bajwa, & Rana, 2014) and has enormous responsibilities towards students, their colleague, organization, and society in general (Murugesan, 2019). Some core values are as:

2.15.1 Respect

Teachers need to respect the dignity of every individual. The teachers should make sure their students' cognitive, intellectual, and moral progress and respect their diversities (Gluchmanova, 2015). The teacher is a guiding source; teachers must guide their students to avoid committing mistakes and grow in the right direction. Respect is fundamental principle, where people work in groups to promote and sustain positive synergy. The main principle in this regard is to accept the existence of other people and respect their ideas, words, and actions with in pre-determined boundaries. Appreciation of colleagues on positive action is also a way of showing respect, and if they make a mistake, criticism should be constructive so they can improve next time.

This will help promote focus and coherence to achieve the goals of excellence (Naagarazan, 2006).

2.15.2 Integrity

Integrity is firmness in character (Deloitte Consulting LLP, 2004) , and it is a vital part of the teaching profession that teachers should express integrity implicitly and explicitly. Teacher's command of the subject matter is an essential aspect to teacher's professional competence, but there is now a need to go beyond their expertise and focus on values and integrity, which matters in life (Gaikwad, 2011), Integrity provides peace of mind and adds strength in character, motivating the individual to perform his duties well to achieve the vision of excellence. In addition, it helps individuals to take responsibility and gain self-respect (Naagarazan, 2006) without any influence of external motivators.

2.15.3 Accountability

Accountability means conscientiousness (Naagarazan, 2006). Being answerable is accountability; within the educational organization, accountability help to improve the standards, not only that of an organization but the individual and group conduct. Teachers have a consequential responsibility for developing the nation's character, so they must be cautious with their actions (Mondal & Roy, 2013).

2.15.4 Fairness

Fair treatment with all students gives rise to understanding and tolerance among the groups with diverse beliefs (Serin, 2017) Therefore; teachers must be fair without considering the superficial diversities.

2.15.5 Tolerance

Diversity is no longer a new topic in a different organization, especially in the education sector, there is a diverse population of students (Sahin, 2011). Due these diversities any accident can bring down an organization's reputation, so it is very important for teachers to show tolerance toward such groups or individuals and try to inculcate values in the students to impact society.

2.15.6 Trust

The primary responsibility and duty of a teacher is teaching. However, people entrusted them with the task because they are professional and have professional qualification and they know how to meet the learner educational needs, so for the teacher, it is vital to act responsibly to maintain the trust the parent society and their institution have in them as a teacher (Muller et al., 2011).

2.16 Important aspect of Code of Professional Conduct

2.16.1 Commitment to the profession

Commitment to profession shows the member's passion toward its profession, and it also depicts the teacher effectiveness, which substantially affects the quality of general education (Bashir, 2019).

2.16.2 Commitment to Student

Teacher commitment is highly related to teacher effectiveness and work performance (Bashir, 2019). A committed teacher always gives his best and provides a convenient and comfortable learning climate to the learner, and strives hard so that their student stands out from the crowd in their achievement. In addition, teachers'

Commitment to student and their profession help to maintain their student more motivation (Mart , 2013).

2.16.3 Commitment to Colleague

The teacher needs to work collaboratively with colleagues to achieve the higher goals of an organization. Teachers' Commitment towards their colleagues can be demonstrated with positive behavior and help them grow in the field.

2.16.4 Commitment to University and its Allied Institution

A faculty member in an institute strive to achieve the highest standard in professional work. Teachers should enhance the reputation of their profession by showing their total Commitment to the rules and regulations of the institution. It is also essential for teachers to keep the confidentiality of the matters in favor of an organization (Shifa Tameer-e- millat University, 2018).

2.16.5 Commitment to Fair Use of Technology

Technology has taken our life and made them easy, but at the same, it is an excellent distraction for the teachers as well as for the learner. Teachers need to ensure the proper boundaries of time and place when communicating with the students. As professionals, teachers have a greater responsibility to be careful and sensitive while using social media accounts and keep the confidentiality of student records (Hammonds, 2020).

2.16.6 Compliance with Rules and Regulation

Teachers who enter the teaching profession already implicitly commit to or accept specific rules and regulations. Rules and regulations help to discipline the over environment of the institute. The more disciplined teachers will have an impact on the

students. All rules and regulations are mentioned in the policy document of an institute.

2.16.7 Commitment to Society

Teachers have a very prestigious role because they not only impact the minds in the classroom, but they have a far more significant impact on the overall development of society by promoting awareness and democratic values of the nation to all (Lawrence & Deepa, 2015).

2.17 Codes of Conduct and Ethics in Different Institutions

2.17.1. National Universities Codes of Conduct and Ethics for Teachers

This section will analyse the codes of conduct and ethics present in different universities or codes of conduct and ethics have given by the different associations / institutions to its education system.

Shifa Tameer-e-Millat University provides a comprehensive code of conduct and ethics for its faculty members, students, and administrative/nonteaching staff. The document was presented on 28 November 2018. The conduct and ethics for faculty member's areas

1. Professional Commitment
2. Commitment to the student
3. Commitment to colleagues
4. Commitment to parents and community
5. Commitment to the University and its allied institution

The code of conduct and ethics given by NUST is very comprehensive and detailed. Code of ethics is mentioned in the core values that are

1. Service
2. Social justice
3. Dignity and worth of the person
4. Importance of human relations
5. Integrity
6. Competence
7. Discipline and Respect for laws

The document also outlines the code separately for the faculty, administrators, and students. The teacher's code is named as Faculty code of conduct, which areas

1. Commitment as a professional
2. Commitment to students
3. Commitment to colleagues
4. Commitment to the public
5. Commitment to employer

The University of Punjab is following the “Punjab employee's efficiency, discipline, and accountability act, 2006” as a code of conduct for all employees of the University.

Part II and IV of the documents titled “Efficiency and Discipline” and “Powers and Duties of Officers, Teachers, and Auditor” deal with employee conduct issues to some extent. Besides this, the document discusses the Acts and Ordinances; the constitution further deals with the authorities, statutory bodies, and non-statutory bodies. One part of the document also deals with University Employees pay scale rules and their promotions criteria.

Chapter two deals with the terms and conditions of being an employee at Punjab University. In chapters three and four of this document, medical assistance, and rules regarding university accommodation are discussed. Part VI onwards deals with the affiliation rules, Withdrawal of Admission Forms, Financial Rules, Research Facilities, Research Scholars/Students and Research Publications, Rules of Endowment, Academics Costume and Delegated Powers to different heads.

The university employees (efficiency and discipline) statutes, 1975 is a fourteen-page document extracted from the rest. However, the document clarifies and defines terminologies like Accused, Authorised Officer, Competent Authority, University employee, Misconduct, and Penalty. Then the document explains the Grounds for the penalty, the possible penalties, and what to do in case of Action by the competent authority and after a decision to Appeal or review against the penalty.

The document dealt with the procedure and guided an individual through a proper process and procedure to deal with any misconduct or grievances. Chapter IV of this document has not discussed any code or expected behaviour. The only thing that was stated was that all teachers, from lecturers to professors, should record their progress. The document extensively elaborated the rules but has not discussed the expected teacher's behaviour form to take guidance.

2.17.2. International Universities Codes of Conduct and Ethics for

Teachers

Massachusetts Institute of Technology (MIT) presented its code of conduct and ethics policy with the title of Conduct and Community Standards. In addition, it presented detailed policies and procedures intended for all faculty and staff members, and some of them are also intended for students other MIT community members. The

significant aspect covered in conduct and community standards is presented below. In addition, all these aspects are described individually in the policy and procedure document.



Figure 1.1 *Conduct and Community Standards by Massachusetts Institute of Technology*

Stanford University presented their code of conduct by title “Administrative guide” in which different aspects are covered in different chapters. There are 12 chapters: Guiding Policies and Principles, Human Resource, Financial Administration, giving to Stanford, Purchasing and Payments, Computing, Health and Safety, Services, Organisation Chart, Student Employment and Assistantships, and Global Activities. The first chapter is further explained in nine different categories which are as University Code of Conduct, University Organization, Academic Governance, Academic and Business Relationship with Third Parties, Conflict of Interest, Privacy

Policies, Harassment and Discrimination, Protection of Minors, Signature and Financial Approval each category is explained in detail separately.

The code clearly states all the people on whom this code is applicable, including staff, faculty, student, scholar, all member of the board of trustees, and all individuals who are in any contract with the University for providing their services to the University all volunteers. The code explicitly states that this code is a shared statement of their commitment to upholding all ethical and professional standards in the long run and day-to-day decision-making and their Action. The code is provided by Stanford university focuses on the administrative guidelines aspects but has touched all the ethical aspect that include respect, confidentiality, responsibility and commitment. The first category, the university code of conduct, is the guide memo that explains the fundamental aspects of the code of conduct and is shown in the figure below.

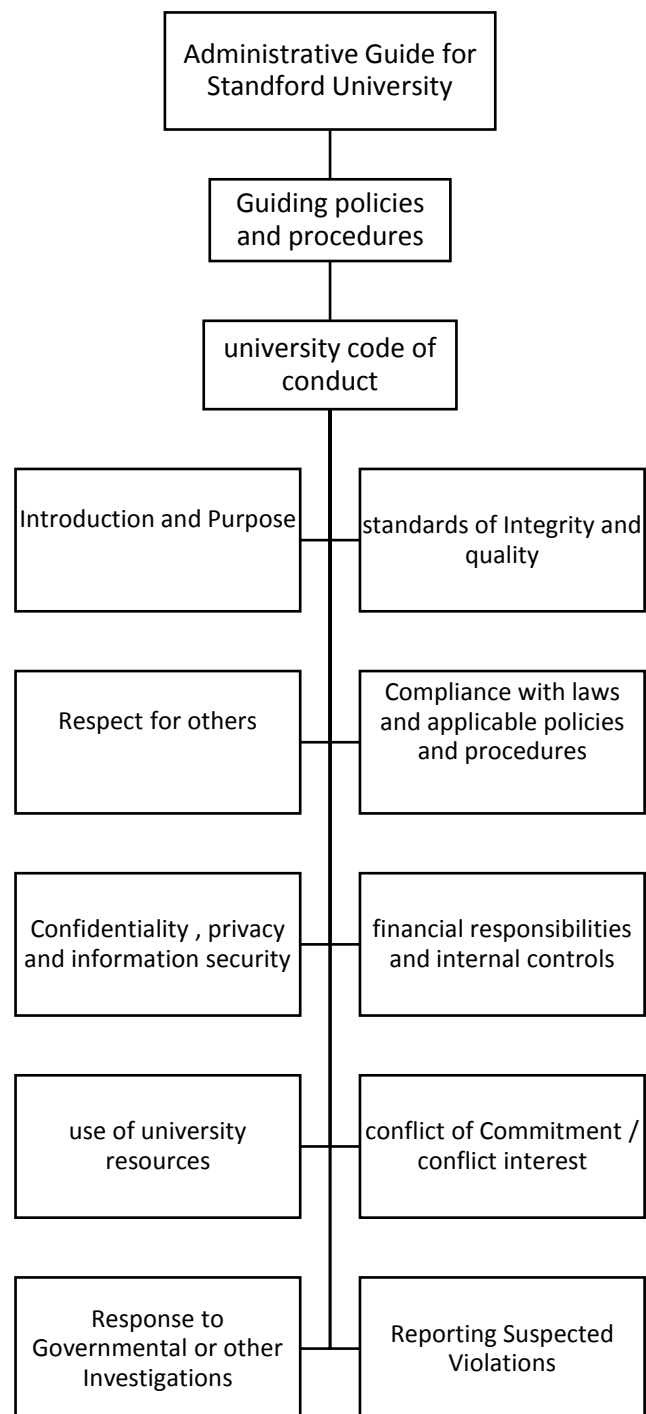


Figure 1.2 *Administrative Guide for Stanford University*

The Harvard University documented code of conduct and ethics was presented in August 1998, board of trustees adopted this code of conduct and ethics in March 2020. Therefore, the code's title is “Harvard University Code of Ethical Conduct.” The code can be categorised as the combination of inspirational and regulatory code. The code consists of six sections. The first section is general and states the purpose of the code second and third sections are essential and state the responsibilities and required conduct by the teacher, which is also shown in the flow chart below. The following three sections of their code deal with the additional obligation of trustees and senior Administrative Personnel Implementation and amendments.

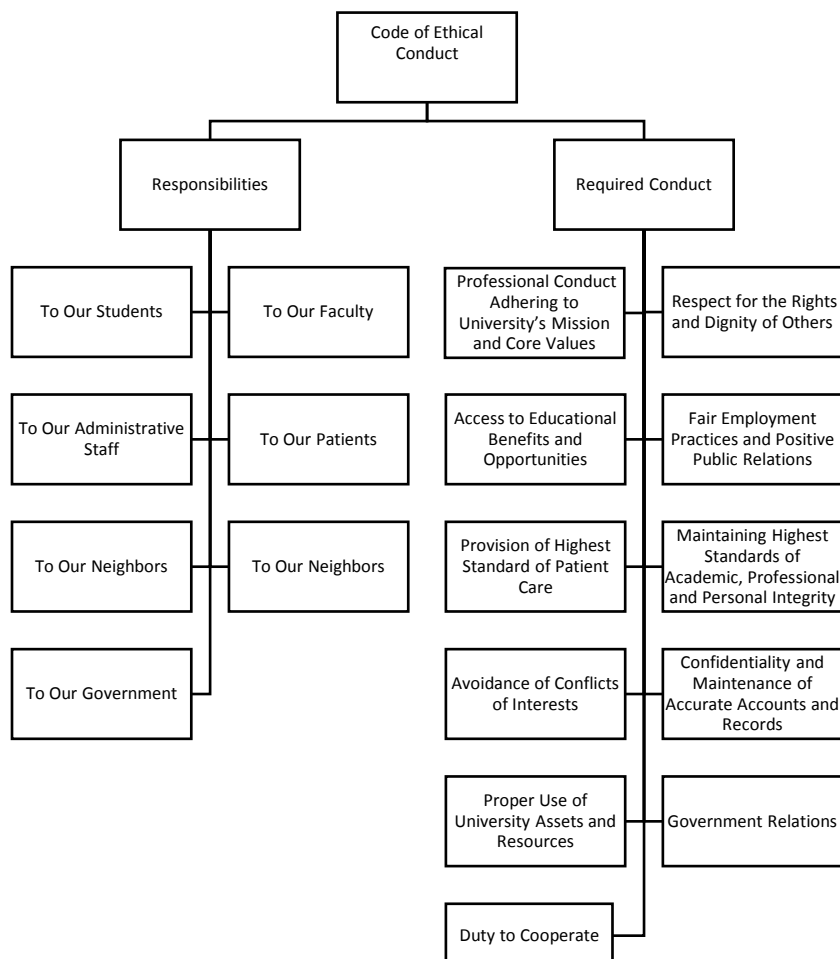


Figure 1.3 *Code of Ethical Conduct Harvard University*

Whereas the California Institute of technology has a proper handbook titled “The Caltech Community’s Statement on Ethical Conduct”. This handbook lists 11 values statements (also available in Boucher) and explains them. These values are to strive for excellence, to act with integrity, to encourage openness and be honest, and be respectful discourse, to Respect and promote freedom of inquiry, to Foster a supportive community. These aspects represent the vision and mission of the university.

The document represented the major dimensions such as; to conduct work responsibly, to protect the interests of those who trust in us, to provide and maintain a safe environment for learning and working, to obey the law, and comply with institutional policies, to represent Caltech.

Each value statement is further elaborated with the words “we are” rather than using “I,” “teacher,” or “student.” This depicts unity as well. The code of conduct is aspirational and states the higher standards for their community members to which they are expected to adhere.

The ETU Zurich (Swiss Federal Institute of Technology) presents their code of conduct in the form of a booklet with the title “The Respect code of Conduct – ETH Zurich”. The code starts with an introductory paragraph in which it states that there is no place for any negative behaviour in the institute like bullying, threats, or harassment.

The code of conduct is also presented in an aspirational way as it states in its document that it is a guideline for all members to act professionally with one another. Furthermore, the first section code of conduct states that all inappropriate behaviour is discouraged. For this purpose, ETU-Zurich specialist Units are there to help individuals to guide in any situation. ETU-Zurich states its basic principles as

1. Respect and responsibility
2. Open and fair communication, conflict resolution
3. Honesty and Integrity

ETU-Zurich also clearly States the inappropriate behaviour, which is as

1. Discrimination
2. Sexual harassment
3. Bullying
4. Threats and violence

The Cambridge College has the code of conduct and ethics document with the “code of ethical conduct.” The code begins with the introductory paragraph showing the Commitment to integrity and excellence as an institution and will maintain the trust and confidence of people and the institute community. The code in the introductory paragraph states that it “expects,” which shows the aspirational nature of the code, which aspire that all members fulfil their responsibilities with diligence and professionalism according to the high degree of standards of honesty, integrity, and fairness.

After which the code states its scope and mentions all to whom the code implies, it also clearly mentions that this code is not the replacement of the existing policies of the college. In the next section, the code clearly states the purpose of the code in four points that this code emphasizes the college commitment to this code and compliance with the law, to set the basic standards of behaviour, provide the mechanism by which one can report ethical or legal violations and prevent the wrongdoing. In the last section of the code of ethical conduct, ethical standards are provided, which are as:

1. Conflicts of interest
2. Cooperate opportunities
3. Fair dealing
4. Confidentiality
5. Protection and proper use of college assets
6. Compliance with laws, rules, and regulations.
7. Timely and truthful public disclosures
8. Significant accounting deficiencies
9. Gifts
10. Nepotism
11. Misrepresentations

In the end, the administration is also addressed in the code in general and then in specific that if anyone found violating the code may face penalties and the removal of the individual from the office. Finally, in the last part, he can consult for their guidance if anyone has any confusion.

Imperial College London had its code of conduct and ethics document titled as “An Ethics Code for Imperial College London” the code, like all codes, clarifies that this code is not the replacement of existing policies of the college the unique aspect that depicts this ethics code document shows is that it states that this is not the finale statement to resolve any ethical issue instead it is a starting point to tackle any ethical dilemma. Furthermore, the Code clearly states all the members for whom this Code is.

The Code sets the principles and behaviour which it expects from its members. These principles and behaviour are provided in themes and state as different sections 1 to 4, which are as:

- **Integrity as the guiding principle:** In this section, the major points highlighted and elaborated are that members are expected to be honest and truthful, manage conflicts in interest, and display transparency and fairness in decision-making.
- **Facilitating a leading academic community:** the second section, which deals with facilitating a leading academic community, elaborates that all members should behave to enhance the institute's reputation and achieve the pre-set standard of professional and personal conduct.

- **Third-party interaction**

- **Other ethical matters:**

Section 5 of the document is also provided, but its deals with reporting and accountability at the highest level, which cannot be put under the other review procedure.

London's university college provided various detailed policies briefs on their website that broadly mentioned the significant aspects and then explained each section in detail. The significant section policies are related to students' terms and conditions, conduct, health, well-being, academic, equity and diversity, information and security, and intellectual property.

Although the university college London explains these policies under the student category, it states all those apply to, and teachers are also included in that statement. Furthermore, it states that “these principles (mentioned in code) apply to all staff.” The institute's code of conduct and ethics come under the umbrella of conduct with the title of “General code of Ethical Principle.” First of all, the code defines ethics which summarizes that ethics should be seen in our decision making

and actions. The code explains three essential principles then explains them in detail accordingly.

- 1. Responsibility**

- 2. Integrity**

- 3. University College London Values**

These values are then elaborated, which are the basis of all the decisions be made these are as Commitment to excellence and advancement on merit, Fairness, and Equality, Diversity, Collegiality and community building, Inclusiveness, Openness, ethically acceptable standards of conduct, fostering innovation and creativity, Developing leadership, Environmental sustainability.

The university college London provided some questions that help individuals practice and implement these ethical values and guide them. According to the code of ethical principles, ethics should guide individual action and be seen in all decisions. All the relevant key documents (Academic, Finance, General, Staff, Sustainability) are provided. The most relevant document for this research is for staff which further explains the dignity at work, harassment and bullying policy, health safety policy, Managing stress at work, organizational change procedure, and staff code of conduct for a personal relationship.

The University of Sydney provided its documented code “Code of Conduct” on 16 October 2017. In its code of conduct for faculty members, the document states that these codes are statements that clearly state what the university expects from its staff members concerning their personal and professional behaviour.

First of all, the code of conduct by the University of Sydney states the principles from values that are needed to be followed by its member as, Responsibility and service in

the society, quality and sustainability in meeting the needs of stakeholders, merit equity, and diversity in the student body, integrity and professionalism in staff and long relationship and friendship with alumni.

These values must guide the conduct of its staff members in advancing the freedom to pursue critical and open inquiry responsibly, recognize the importance of ideas and ideals, tolerance, honesty, respect, and ethical behaviour, to understand the needs of those we serve. Code of conduct by University Sydney further covers the areas of

1. Personal and professional behaviour
2. Conflicts of interest
3. Secondary employment and outside earning
4. Acceptance of gifts
5. Public comment
6. Political donations
7. Use and Security of official information
8. Use of university resources
9. Notification of wrongdoing
10. Equity to access and prevention of harassment and the discrimination

The code of conduct of Cairo university of Egypt is presented in an article and is present online. The code of conduct starts with a preface stating the purpose of designing code of conduct which highlight the significant aspects of the code, which are as

1. To carry out activities within ethical and legal standards
2. Highlights the nature of the student-teacher relationship and individual relationship to all other personnel.

3. It also states the basis for these relationships: mutual trust, respect, and responsibility.

The code was prepared by the ethical code team, which included three members from the university who were also members of the research ethics committee and the Quality Unit of Cairo University.

The code first states the mission of the university and mention the faculty value system that is SEHA which stands for

S = Service Quality and Social Responsibilities

E = Excellence

H =Honesty

E = Authenticity

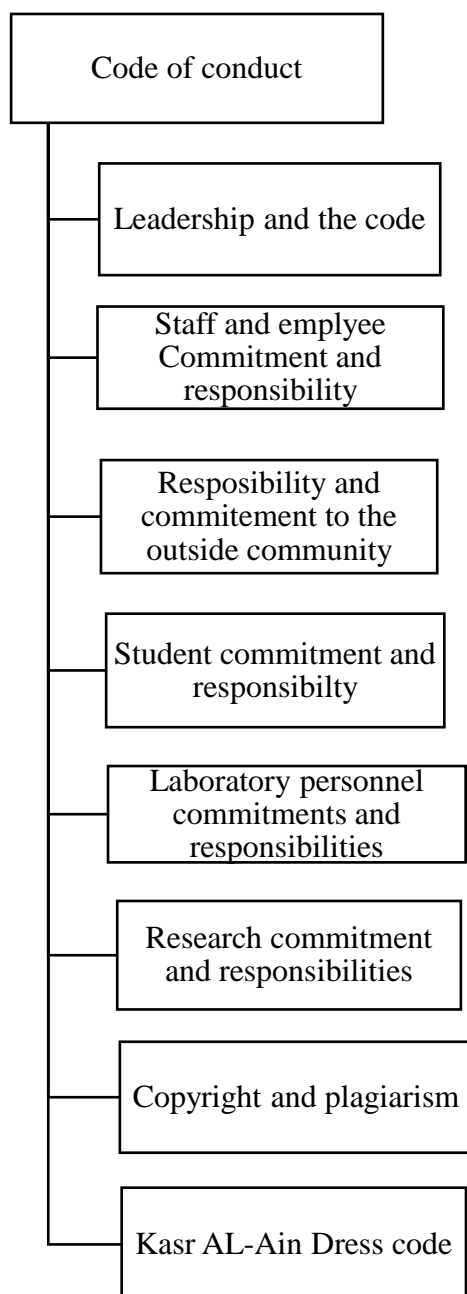


Figure 1.4 *Code of Conduct Cairo University Egypt*

The code of conduct presented by Kasr Alainy Cairo University, Egypt, which is based on the faculty value system that is SEHA, clearly states the expected behaviour from its member and bound its member by using the word “are supposed to follow this code” the document also bound its member by using the word it is expected that

institution leader who is role models set the best example, instead of using any authorities or regulatory statement the code is presented in a more aspirational manner.

With the title of “code of ethics,” Dar Ul Uloom University presented their code to which all faculty, administrators, staff members, and all student in university affirm their commitment to values and ethical principles. In contrast to all other code documents, it explicitly states that we all are accountable to God and each other for our actions and words. Furthermore, the code is not regulatory as it states that each individual is responsible for committing to these principles.

The code states its values and principles deeply rooted in the teaching of our religion Islam. The fundamental values it states in its document areas

1. Adherence to Islamic values
2. Seeking knowledge
3. Self-esteem
4. Mutual respect
5. Justice and equality

The significant principles in the document are stated as

1. Integrity
2. Islamic values
3. Creative activity
4. Attracting students and staff
5. Relations with others
6. Confidentiality
7. Conflict of interests
8. Use of resources

9. Environment

The code does explain that this code is not a replacement of the rules and regulations of the university, yet it provides specific questions which each individual should ask him/herself to check whether his/her behaviour is consistent with the code of ethics values and principles stated above.

2.18 National and International Researches

Banter K.A., (2003) analyzed the codes of conduct and ethics of different states of the US, and thematic analysis was conducted to extract the common themes and sub-themes used within those codes. Banter K.A., (2003) conducted a detailed thematic study on the existing codes in 23 US states and identified the five major themes used in those codes were as first as:

- Students.
- Public, community, parents.
- Profession, Colleagues
- Professional Qualities
- Moral and Ethical Conduct

Within Professional Qualities and Moral & Ethical conduct following subthemes were identified as administration, certification, classroom management, communication Skills, competency, individual needs, learning and goal achievement, management techniques, relationships, subject matter , curriculum, harassment, honesty, discrimination, confidentiality, false or malicious statements, misinterpretation or falsification, private gain or advantage, improper remunerative conduct, immoral conduct illegal substances abandonment of contract, criminal acts,

public funds and property, improper relationship, moral turpitude and contractual obligations.

Sultana (2014) investigated the relationship of ethics with the teaching profession, and what is ethics researcher explain the importance of ethics and how it helps us to define our boundaries, and also teachers joining the teaching gives their consent of agreeing to code of ethics, but at the same time researcher mention the limitation of these codes that there is some area where these codes cannot provide the simple answers in the form of yes and no. the study also highlighted the how of code of ethics and professional conduct work with one another to fulfil the bigger goal of an organization; code of ethics is a document that outlines the significant principles values which help the member to conduct their activities in light of these set principles. Code of ethics gives individuals the freedom to argue, criticize and pressure other professionals to get a high standard of work. The researcher suggested the code of ethics for the teachers; instead of many other documented codes researcher used the word professional educator, and instead of should and should not, he used the term “strives to” or “Do best” for the welfare of the student, build a relationship with the families of student for the betterment of students, building a positive relationship with colleagues based on trust and respect and teacher must be responsible towards students, organization society and these are explained in details in the document. Researchers concluded that teachers are the role model of their students, so set can significantly impact student life by setting the example of ethical behaviours.

Al-Hothali (2018) aimed to provide the proposal for the ethics for the teaching profession. The approach used was descriptive, and the questionnaire was used to get data from the sample. The questionnaire consists of five domains to measure the importance and practice of teachers' professional ethics: teacher professional

performance, teacher and community, teacher and student, teacher and school community, and the last domain was teacher and family. The result of the above-stated study indicates that the sample's responses were moderate and high in the domain of teacher's professional performance and relation to his students, school community, and community and family. The study also indicated no statistical difference due to the type of school, age, experience, and qualification.

Sultana (2014) stated that the code of ethics serves six essential functions which are as: first all members have a consensus upon that document, secondly all members own full responsibility for their actions which creates an environment where ethics is a norm and not a social convention, thirdly it is a guiding document that helps individuals in every situation, the forth function is continuous development and modification in document enhance the profession, fifth function is a vital educational tool for a teacher, last it is essential as it signifies the responsibility and the professional conduct of its members to other stakeholders.

Shakir and Adeeb (2011) conducted a descriptive study. An observational survey method was utilized to collect data from the desired sample of 453 teachers, which aimed to evaluate teacher professional development and code of conduct based on Pakistan's existing national professional standards. The researcher concluded that more than half of the secondary school teachers have poor knowledge about the professional code of conduct. The researcher also recognized the importance of codes and recommended an urgent need to examine the current policies for teachers, more specifically at the entrance level.

Bullough (2011) analyzed that in Australian codes of ethics in teaching, many values are stated as very important, and they are inspiring too, but they are not coherently articulated, due to which it creates ambiguity confusion among the

practitioners. Higher education provides education to students and influences future leaders, values being practiced, and influences students. Therefore, great emphasis is being provided on excellence in different areas of an institute like academia, community building, and value orientation of faculty members and students. However, unfortunately, on the other side of the picture, plagiarism, corruption, favouritism, sexual harassment, and cases of unethical behavior of some faculty members were also reported, which is alarming.

According to Hart & Marshall (1992), Professional teachers deal with dilemmas in professional life with professional and personal ethical standards. The decision they take is defensible in light of the code of ethics. The researcher highlighted the need for a code of ethics and emphasized that these codes should be critically analyzed and debated to improve the codes over time.

Mondal & Roy (2013) explore that code of ethics can guide individuals in some areas, but it does not guarantee that individuals will adhere to ethical conduct. The researcher also highlighted that code of ethics could not cover all aspects of the problems that arise.

Balci (2016) also conducted a thematic analysis in which the researcher explored the themes by identifying the student-teacher perception regarding the influential teacher and teaching required in terms of professional purposes and practices. The themes identified were care, trust, respect, integrity, behavior modeling. Moreover, the study concludes that teachers are required to serve positive role models and demonstrate ethical behavior while interacting with students, colleagues, parents, and others to provide a safe and positive learning environment and experience.

The most effective codes are built on a foundation of public administration. Human capital management, procurement, contracts, administrative procedures, and

code implementation laws and norms contribute to a code's success. These are frequently linked to a government and organization's culture of integrity, creating incentives for doing the right thing and clear and timely sanctions for doing the wrong thing. Gilman (2005), agreed that professionalism can be achieved by using codes. Effective codes have principles that public servants aspire to and behaviours incompatible with public service.

Ethics education, based on experience, appears to be perishable. People tend to forget. Situations change. Responsibilities increase as time goes on. Modifications are made to laws and regulations. As a result, most ethically rigorous organizations use a strategy that stresses regular ethics exposure. Almost every country requires new hires to complete some form of training. For senior officials, those who must sign out asset declarations, or officials, several organizations stress frequent (year or semi-annual) programs (Boon, 2011) more ethical guidelines are required.

2.19 Summary

This chapter provided a detailed overview of the previous studies. The study also presented the codes document of different international and national studies. The study highlighted the importance of these codes by discussing different national and international work in the area of professional code of conduct and ethics.

The research studies (Gilman, 2005; Bullough, 2011; Al-Hothali, 2018) shows the importance of these codes in documented form, Massachusetts Institute of Technology (MIT), Stanford University, Howard University, California Institute of Technology and many other universities presented their code under the title of code, conduct or ethics for their teachers and these documents indicates the importance of professional conduct and ethics in teaching organizations. The major purpose of

conducting this research was to investigate the perception level of faculty in the context of professional code of conduct and ethics. To know the difference of their perception regarding the teacher's code of conduct and ethics and to explore the problems faced by the teachers regarding the knowledge and awareness of professional code of conduct and ethics or not and if they are facing the problem what are they? The major gap of the study was that there was no common document that provide major dimensions for teaching profession that lay the foundation for the formation of code of conduct and ethics for teachers in universities.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter provides a detailed picture of the research approach, design, and reason for selecting these methods to meet the research objectives. Moreover, the chapter also describes the explanation of participants, sample, sampling technique, the procedure of collecting data, and analysis of the collected data.

3.1 Research Approach

The Approach of the present research was quantitative, the quantitative approach was used to get the close understanding of the research context (Saunders et al., 2009) and it also provides better understanding of the research problem Creswell (2012).

3.2 Research Design

Research design intend to provide proper framework for the study (Sileyew, 2019). Based on the purpose of study by design, the research was descriptive. Descriptive research gives an accurate profile of demographic information and other related situation or events (Saunders et al., 2009). The quantitative method was used for data collection because it allows the researcher to get the population's perception

3.3 Population of the Study

National University of Modern Languages, Islamabad was taken as a case for institutional analysis. The number of total BPS (Regular) faculty members of NUML were 579 in main campus Islamabad, according to the Human Resource Department of NUML, which was the population of the study.

Table 3.1

Description of population

Sr.no	University	Faculties	Total number of BPS (Regular) faculty members
1	National University of modern languages Islamabad	Languages Management Science Social Sciences Arts and Humanities Engineering, and Computer Science	579

3.4 Sample and Sampling Technique

The present study sample were the faculty members of the NUML University, which included the faculty members of five faculties of, Languages, Management Science, Social Sciences, Arts and Humanities, Engineering, and Computer Science.

Sampling help in saving time, the researcher used a purposive sampling technique. Purposive sampling technique was also used as due to covid-19 there was the situation of uncertainty and return rate was too low so the researcher utilizes the purposive sampling technique. Purposive sampling technique, also known as selective or judgemental sampling, is part of non-probability sampling in which researchers rely on their judgment while selecting a member from a population to participate in their study. According to Saunders (2009), purposive sampling is used for appropriate focus

and will provide best answer to the research question and achieve the research objectives. Purposive sampling help document with the uniqueness and enable researcher to describe the uniqueness observed.

3.5 Research Instrument

The questionnaire was based on a theoretical framework which was adapted from themes given by Banter K.A., (2003); the questionnaire had three-section, one consists of demographic data, section two includes statements related to two significant dimensions of theoretical framework for code of professional conduct and ethics/morality that were "code of professional conduct" and "moral and ethical qualities in an academic institution" and section three consist of "problems faced by the teachers regarding knowledge and awareness of professional code of conduct and ethics/morality." After content validity and in light of experts' opinions, the questionnaire items were improved. As a result, the revised version of the questionnaire consisted of 50 items.

3.5.1 Steps for Tool Development

Following steps were involved in the development of Tool

1. The researcher reviewed the related literature.
2. Banter K.A. (2003), extracted common themes which were adapted.
3. The theoretical framework consisted of two major dimensions: "code of professional conduct" and "moral and ethical qualities in an academic institution."
4. Carefully questions were stated according to the theoretical framework.
5. Demographic variables were constructed.
6. Different experts conducted the content validity of the questionnaire.

7. Reliability was calculated on the data gathered from pilot testing.

3.5.2 Demographic Information

Section (I) of the questionnaire consisted of the demographic variables, which included five parts which were the part of the study

1. **Faculty** refers to the five faculties of NUML that were, Languages, Management Science, Social Sciences, Arts and Humanities, Engineering and Computer Science
2. **Gender** It was to identify the gender (male and female) of the desired sample.
3. **Designation** This part gathers information regarding their university post from the desired sample.
4. **Education** It refers to higher education gained by the faculty members.
5. **Experience** It is the level of experience of the faculty members in terms of years.

3.5.3 Validity of the Instrument

In this study, perception regarding professional code of conduct and ethics of teacher's questionnaire was used, based on a theoretical framework adapted from themes given by Banter K.A., (2003). The experts were consulted to validate the code of professional conduct and ethics questionnaire. The respected/honourable educationists and specialists critically examined the instrument in all aspects and signed the validity certificates (see appendix D, E, F, G, and H) of the research instrument. Furthermore, experts evaluated the instrument in light of the objectives and title of the study and suggested certain amendments in the instrument, which were incorporated, and the instrument was improved in light of their valuable suggestion.

Initially, the questionnaire consisted of 42 items, of which 36 items were related to section two, and six questions were related to the third section of the questionnaire. After the content and face validity, experts suggested some specific changes, which were incorporated in the questionnaire by the researcher.

Table 3.2

Suggestions of Experts

Sr.no	Experts	Suggestions
1	Expert 1	Rephrase statement number ME07, ME13 Rephrase the negative statements
2	Expert 2	Reverse the negative statement
3	Expert 3	Some items contained two questions which were restated into two individual items
4	Expert 4	Grammatical mistakes were highlighted
5	Expert 5	Grammatical mistakes were highlighted

3.5.4 Pilot trial/ Testing

The questionnaire reliability was tested by data collected from pilot trial/testing. Initially, the questionnaires were disseminated among 40 respondents from the sample respondents. Then, seven days were given to each respondent for filling the questionnaire. As a result, 33 respondents returned the questionnaire with complete information out of 40 respondents. The responses received through pilot testing were coded and analysed through SPSS.

3.5.5 Reliability of the Tool (Pilot Testing)

Instrument reliability was checked on data gathered through the pilot testing. Data was collected in original form and used to evaluate the reliability and the correlation between items and subsections of the scale 33 respondents were chosen for the analysis to make a reasonable judgment on the responses provided by the respondents.

The reliability of the tool teacher's code of professional conduct and ethics/morality was 0.954. As the questionnaire was distributed into two sections, the first dimension consisted of a code of professional conduct, and the second dimension was moral and ethical qualities in an academic institution. Their reliability was 0.970 and 0.970, respectively; the last section of the instrument was the Problems faced by the teachers regarding knowledge and awareness of professional code of conduct and ethics/morality, and reliability was 0.633.

As a result, it shows that the reliability of the questionnaire was fair in the second section and needs improvement in the third section. The researcher further improved the questionnaire through minor changes.

As the Perception regarding the professional code of conduct and ethics of teachers was based on two sections, each subsection of the questionnaire was further processed for reliability.

Table 3.3

Analysis of Reliability- Pilot Testing (n=33)

Scale	Section	Items	Reliability
code of Professional Conduct and Ethics/ morality	Questionnaire	50	0.954
	Code of Professional conduct	20	0.970
	Moral and ethical qualities in an academic institution	20	0.970
	Problems in knowledge and awareness of professional code of conduct and ethics/ morality	10	0.633

Table 3.3 shows that the reliability of the questionnaire was fair in the first section and needs improvement in the second section. The researcher further improved the questionnaire through minor changes.

The item-total relationship of the item is shown in the table below.

Table 3.4

Item-Total Correlation Pilot Testing (n =33)

Item	Correlation	Item	Correlation
ME01	.489**	PR26	.637**
ME02	.722**	PR27	.714**
ME03	.654**	PR28	.741**
ME04	.705**	PR29	.549**
ME05	.817**	PR30	.717**
ME06	.738**	PR31	.633**
ME07	.630**	PR32	.829**
ME08	.563**	PR33	.778**
ME09	.721**	PR34	.721**
ME10	.753**	PR35	.668**
ME11	.873**	PR36	.801**
ME12	.886**	PR37	.613**
ME13	.811**	PR38	.868**
ME14	.834**	PR39	.907**
ME15	.796**	PR40	.788**
ME16	.845**	CC41	-0.03
ME17	.820**	CC42	.165
ME18	.724**	CC43	-.049
ME19	.854**	CC44	.131
ME20	.824**	CC45	.100
PR21	.871**	CC46	.064

PR22	.823**	CC47	-.140
PR23	.892**	CC48	.036
PR24	.902**	CC49	.016
PR25	.868**	CC50	.317

Table 3.4 shows that “Perception regarding professional code of conduct and ethics” questionnaire item CC41 (-0.03), CC42 (.165), CC43 (-.049), CC44 (.131), CC45 (.100), CC47 (-.140), CC49 (.016) correlated less than 0.30, therefore for improvement these items were restated for the finalization of the questionnaire.

Table 3.5

Items included in Perception regarding Code of Professional Conduct and Ethics/Morality

Sr.no	Scale	Subscale	Items	No. of Items
Section 2	Code of Professional Conduct and Ethics/ Morality			.
	I	Code of Professional Conduct	20-40	20
	II	Moral and ethical qualities in an academic institution	1-20	20
Section 3		Problems regarding knowledge and awareness of professional code of conduct and ethics/morality	40-50	10

Table 3.5 shows perception regarding teachers' code of professional conduct and ethics/morality was divided into two major dimensions with 20 items in each dimension. In section three of the questionnaire, problems regarding the knowledge and awareness of professional code of conduct and ethics/morality with 10 items.

Table 3.6

Items Coding against Variables

S. No	Section Theme	Sub Themes	Item
1	Moral and ethical qualities in an academic institution	Honesty and confidentiality	ME1, ME2
		Moral and proper conduct	ME3, ME4, ME5, ME6
		Anti-harassment	ME7, ME8,
		Anti-criminal and legal substance	ME9, ME10, ME11
		Avoid misinterpretation and false statement	ME12, ME13
		Commitment and no private gain	ME14, ME15, ME16
		Professional and Academic Behaviour	ME17, ME18, ME19, ME20.

2	Code of Professional Conduct	Effective instruction and learning activities	PR21, PR22, PR23
		Academic and administration task	PR24, PR25, PR26,
		Subject matter and curriculum completion	PR27, PR28, PR29,
		Cater the individual need	PR30, PR31,
		Communication skills and relationships with students and colleagues	PR32, PR33, PR34, PR35, PR36,
		Classroom management skills and competence	PR37, PR38,
		Certification and degree completion	PR39, PR40
3	Problems in knowledge and awareness of professional code of conduct and ethics/morality		CC41, CC42, CC43, CC44, CC45, CC46, CC47, CC48, CC49, CC50

3.5.6 Revision and Final version of the Research Tool

Table 3.7

List of items (Final Version Questionnaire) Perception regarding Professional code of Conduct and Ethics of teacher's

Variable	Dimensions	Item	No of Item
moral and ethical qualities in an academic institution	Honesty and confidentiality	ME1, ME2	2
	Moral and proper conduct	ME3, ME4, ME5, ME6	4
	Anti-harassment	ME7, ME8,	2
	Anti-criminal and legal substance	ME9, ME10, ME11	3
	Avoid misinterpretation and false statement	ME12, ME13	2
	Commitment and no private gain	ME14, ME15, ME16	3
	Professional and Academic Behaviour	ME17, ME18, ME19, ME20.	4
	Effective instruction and learning activities	PR21, PR22, PR23	3
Code of Professional Conduct			

	Academic and administration task	PR24, PR25, PR26,	3
	Subject matter and curriculum completion	PR27, PR28, PR29,	3
	Cater the individual need	PR30, PR31,	2
	Communication skills and relationships with students and colleagues	PR32, PR33, PR34, PR35, PR36,	5
	Classroom management skills and competence	PR37, PR38,	2
	Certification and degree completion	PR39, PR40	2
	Problems in knowledge and awareness of professional code of conduct	CC41, CC42, CC43, CC44, CC45, CC46, CC47, CC48, CC49, CC50	10

Table 3.7 shows the details of the items included in the final version of the tool; there were 50 items the weak items were revised.

3.6 Reliability of the Final /Revised Tool

Instrument reliability was checked after the data was collected. Finally, the questionnaire was distributed among the faculty members. The questionnaire received back were 189.

Table 3.8

Analysis of reliability- Final/ Revised Tool (n=189)

Scale	Section	Items	Reliability
Perception regarding code of Professional Conduct and Ethics/Morality	Whole questionnaire	50	.953
	Code of Professional Conduct	20	0.957
	Moral and Ethical Qualities in an Academic Institution	20	0.969
	Problems in Knowledge and awareness	10	0.720

The table 3.8 shows that the reliability of perception regarding the professional code of conduct and ethics of teachers is 0.953. As the questionnaire was distributed into two sections, the first section consisted of moral and ethical qualities at work and second section was code of professional conduct of teacher, and its reliability was 0.969 and 0.957 respectively the last section of the instrument was the Problem regarding knowledge and understanding, reliability was 0.720.

3.7 Data Collection

The most important part of the research is the data collection, as it plays a significant role in research. The researcher initially personally visited the faculty members to get data. However, due to Covid-19, the process was too slow, so to get the process a little quicker, an online google form was developed and was sent to all faculty members on the email addresses available on the website of the NUML. Both ways were utilized to get maximum responses from the faculty members.

3.8 Field experiences

For this research, the researcher critically analyses the field situation before finalizing the topic and methodology to check the availability of these codes. The researcher personally mailed 37 universities recognized and chartered by the Government of Pakistan, 27 were public universities, and 10 were private universities. Only four universities responded, two stating that they have this document, and two universities stated that they do not have any document title code of conduct and ethics. The researcher personally visited some universities in Rawalpindi and Islamabad but did not get positive response by the concerned authorities. The researcher, in order to explore the code of conduct and ethics policy in NUML, contacted the university HR through proper channels (Appendix K), In response to which the concerned authorities provided the faculty handbook and grievance policy and stated that grievance policy helps to guide individual what steps to be followed in case of any grievance. However, after going through the grievance policy, the researcher found that it stated the steps to be followed after any issue was aroused, but the researcher focused on the aspirational policy that guides the teachers before any issue arises. Also Faculty hand book guide the faculty members basically regarding the types of leaves and other very aspect which are not related to the theoretical frame of the present study. After that, the researcher

reviewed different universities' national and international policy documents. The researcher found that all the top international universities have this document and explicitly presented it to their faculty members in brochures or online. Only three universities have this documented in Pakistan with the title code of conduct and ethics. One university stated that it follows the Punjab employee's efficiency, discipline, and accountability act, 2006, which also falls in the category of a regulatory policy.

3.9 Data Response Rate

Although online and personal visits were made to get the maximum response rate, the data response rate was low. The questionnaire received back was 189.

Table 3.9

Data Response Rate

Total Population	Desired Sample	Data Response Rate
579	226	189

Table 3.9 shows the respondent's response rate; the researcher distributed questionnaires to teachers and shared the online link of the questionnaire as well to faculty members due to third wave of covid-19. The response rate was 189.

3.10 Data Analysis

The next step was data analysis after the data collection. The data was analysed using the (SPSS) Statistical Package for Social Sciences (20th Version). Therefore, after data entry, different tests, including the Cronbach's Alpha Reliability, descriptive statistics, i.e., mean, were applied and calculated. The results of this data have been shown in chapter four of this study.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

In the fourth chapter of data analysis and interpretation, the researcher presented the data analysis with detailed interpretation. The study was designed to get the university teachers' perception regarding the teacher professional code of conduct and ethics. The study also investigated the problems faced by the faculty regarding the professional code of conduct and ethics. Finally, the university teachers' perception was analysed using mean scores, frequencies, percentages, and one way ANOVA.

4.1 Introduction

In the following chapter, the researcher presented the data and its interpretation in detail. All the data is displayed in tabular form. All the relevant aspects were statistically evaluated, and all statistical data was interpreted. This chapter of the study is divided into three sections. In the first section, all the data regarding demographic information was presented and interpreted, which was collected by the researcher, whereas section two deals with the analysis of items based on professional code of conduct and moral and ethical qualities in an academic institution. The third section entails the analysis of problems faced by the faculty regarding the knowledge and awareness of professional code of conduct and ethics/morality.

Section I

4.2 Frequencies of Demographic Variables

Table 4.1

Faculty wise distribution of sample Size response rate

Faculty	Frequency	Percentage
Engineering and Computer Sciences	19	10%
Languages	47	24%
Management Sciences	36	19%
Social Sciences	58	30%
Arts and Humanities	29	15%
Total	189	100

The respondents of this study were from five faculties. Table 4.1 shows that the sample of this study consisted of 19(10%) faculty members from the Faculty of Engineering and Computer Sciences, 47(24%) faculty members from Faculty of Languages, 36(19%) faculty members from the Faculty of Management Sciences, 58(30%) faculty members from Faculty of Social Sciences, and 29(15%) faculty members were from Faculty of Arts and Humanities.

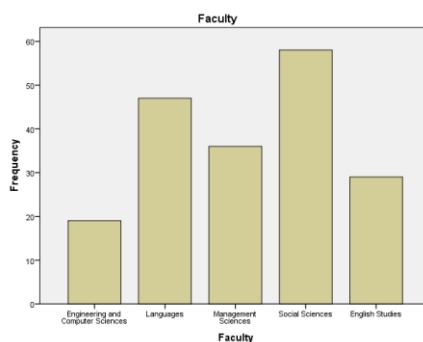


Figure 4.1 Faculty wise Sample Distribution (n=189)

Table 4.2

Gender wise distribution of sample Size

Gender	Frequency	Percentage
Male	69	36.5%
Female	120	63.5%
Total	189	100%

Table 4.2 shows that the respondents of this study were 69(36.5%) Male and 120(63.5%) Females working in the Faculties of Engineering and Computer Sciences, Faculty of Languages, Faculty of Management Sciences, Faculty of Social Sciences, and Faculty of Arts and Humanities.

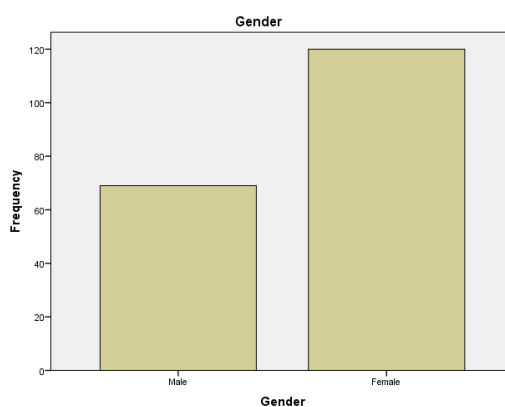
*Figure 4.2 Gender wise Sample Distribution (n=189)*

Table 4.3

Designation wise Distribution of Sample Size

Designation	Frequency	Percentage
Associate Professor	5	2.6%
Assistant Professor	32	19.6%
Lecturer	145	96.3%
Instructor	7	3.7%
Total	189	100%

Table 4.3 shows that the respondent of this study was 5(2.6%) Associate Professor, 32(19.6%) were Assistant Professor, 145(96.3%) were lecturer, and 7(3.7%) were instructor.

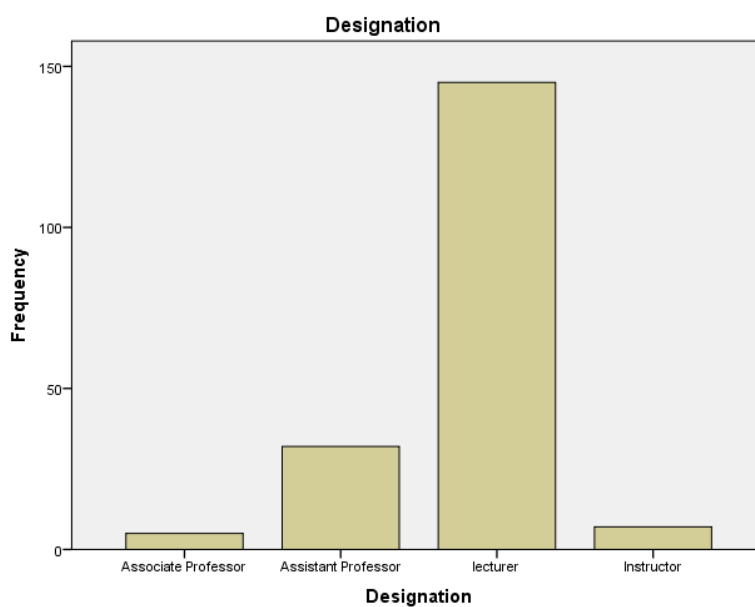


Figure 4.3 Designation wise Sample Distribution (n=189)

Table 4.4

Education-wise Distribution of Sample Size

Education	Frequency	Percentage
Master 18 years	117	61.9%
PhD	71	37.6%
Postdoc.	1	0.5%
Total	189	100%

Table 4.4 shows the education-wise distribution of the sample size. 117(61.9%) faculty members were Master with 18 years of education, 71(37.6%) were PhD and one was Postdoc.

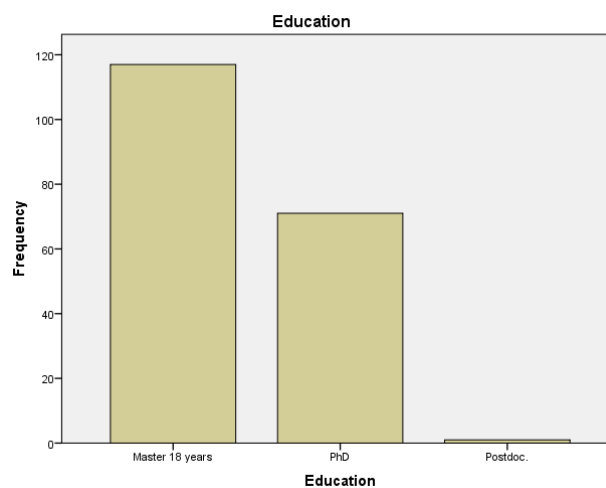


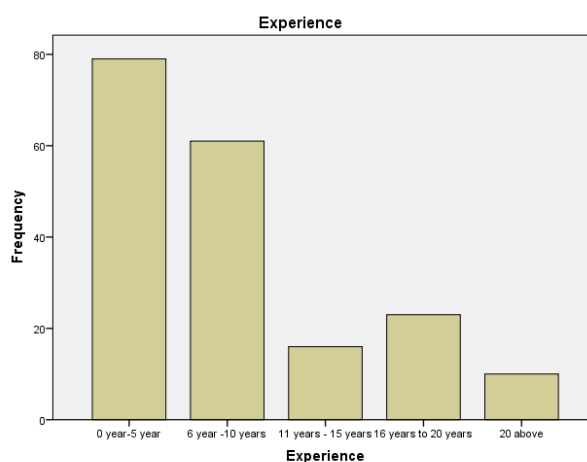
Figure 4.4 Education-wise Sample Distribution (n=189)

Table 4.5

Experience wise Distribution of Sample Size

Experience	Frequency	Percentage
0 year-5 year	79	41.8%
6 year -10 years	61	32.3%
11 years - 15 years	16	8.5%
16 years to 20 years	23	12.2
20 above	10	5.3
Total	189	100%

Table 4.5 shows the years of experience of respondents, 79(41.8%) faculty members had 0-5 years of experience in the field of teaching, 61(32.3%) faculty members had an experience of 6-10 years, 16(8.5%) faculty members were having the experience of 11-15 years, 23(12.2%) faculty members were having the 16-20 years of experience, and 10(5.3) faculty members were having experience of more than 20 years

*Figure 4.5 Experience wise Sample Distribution (n=189)*

Section II

4.3 Objectives Wise Analysis

Research Question 1:

What are the perceptions of university faculty regarding code of professional conduct and ethics/morality?

Research Objective 1:

To investigate the perceptions of faculty regarding code of professional conduct and ethics/morality.

Table 4.6

Teacher's Perception regarding Professional Code of Conduct

Variable/Dimensions	n	Mean	Remarks
Code of Professional Conduct	189	4.68	Strongly Agreed
Effective instruction and learning activities	189	4.69	Strongly Agreed
Academic and administration task	189	4.62	Strongly Agreed
Subject matter and curriculum completion	189	4.61	Strongly Agreed
Cater individual need	189	4.63	Strongly Agreed
Communication skills and relationship with students and colleagues	189	4.73	Strongly Agreed
Classroom management skills and competence	189	4.67	Strongly Agreed
Certification and degree completion	189	4.74	Strongly Agreed

Table 4.6 shows the mean score of teachers' perceptions regarding professional code of conduct. The overall mean score of the respondent's perception regarding professional code of conduct was 4.68, which shows the respondent's high level of agreement with this dimension. The mean score effective instruction and learning activities was 4.69 which shows the respondents high agreement level with the category. Academic and administration task mean score was 4.62 which also shows that most faculty members agreed to it. Subject matter and curriculum completion means score was 4.61 which also indicated firm agreement to this category as well. Cater individual need mean score was 4.63 which also indicated strong agreement. Communication skills and relationship with students and colleagues mean score was 4.73 the mean score was comparatively higher than other categories. Classroom management skills and competence mean score was 4.67 which show high mean scores. Certification and degree completion mean score was 4.74 the mean score was the highest than other categories.

Table 4.7

Teachers Perception regarding Moral and Ethical Qualities in an Academic Institution

Variable /Dimensions	n	Mean	Remarks
Moral and Ethical Qualities in an academic institution	189	4.68	Strongly Agreed
Honesty and confidentiality	189	4.70	Strongly Agreed
Moral and proper conduct	189	4.71	Strongly Agreed
Anti-harassment	189	4.54	Strongly Agreed
Anti-criminal and legal substance	189	4.63	Strongly Agreed
Avoid misinterpretation and false statement	189	4.69	Strongly Agreed
Commitment and no private gain	189	4.73	Strongly Agreed
Professional and academic behaviour	189	4.70	Strongly Agreed

Table 4.7 shows the mean score of faculty point of view regarding different moral and ethical qualities in an academic institution dimension. The overall mean score of the respondent's point of view regarding moral and ethical qualities in an academic institution was 4.68, which showed that the respondent's response was in agreement with this dimension. The mean score of the honesty and confidentiality was (4.70) which shows that most faculty members agreed to it. Moral and proper conduct's mean score was (4.71), which also shows faculty members' firm agreement to the second aspect of moral and ethical qualities in an academic institution. The mean score of anti- harassment was (4.54) which shows strong agreement of faculty members to this category as well. The mean score of anti-criminal and legal substances was (4.63),

which indicate high agreement level of the respondents as well. The mean score of avoid misinterpretation and the false statement was (4.69) which shows the faculty's strong agreement. The mean score of commitment and no private gain was (4.73), which also showed a firm agreement. Also, it was found to be the highest score in the table. Finally, the mean score of professional and academic behaviour was (4.70).

Objective 2

To compare the teacher's perceptions regarding the code of professional conduct and ethics/morality with reference to different faculties, designation and years of experience.

H₀₁ There is no significant difference in the teacher's perceptions regarding code of professional conduct and ethics/morality with reference to different faculties.

Table 4.8

Faculty Wise Comparison of teacher's Perceptions regarding the Code of Professional Conduct and Ethics/ Morality (n=189)

Variable	Faculty	n	Mean	df	F	Sig.
Code of professional conduct and ethics/morality	Engineering	19	184.0	184	1.025	0.396
	and Computer					
	Science					
	Languages	47	189.42			
	Management	36	188.19			
	Sciences					
	Social	58	184.72			
	Sciences					
Total	English	29	189.93			
	Studies					
		189				

A one-way ANOVA between groups analysis of variance was conducted to explore the difference of perspective of faculties regarding teachers' code of professional conduct

and ethics/morality. Table 4.8 indicates that the F value (1.025) was not statistically significant at the (0.396) $p > 0.05$. Therefore, H_{01} was accepted, which means that there was no significant difference in teachers' perceptions regarding the code of professional conduct and ethics/morality.

H₀₂ There is no significant difference in the teacher's perceptions regarding code of professional conduct and ethics/morality with reference to different designations.

Table 4.9

Designation Wise Comparison of teacher's perceptions regarding the Code of Professional Conduct and Ethics/ Morality (n=189)

Variable	Faculty	n	Mean	df	F	Sig.
Code of professional conduct and ethics/morality	Associate	5	195.20	184	0.635	0.593
	Professor					
	Assistant Professor	32	185.09			
	Lecture	145	187.53			
	Senior Instructor	0	0			
	Instructor	7	186.28			
Total		189	187.28			

A one-way ANOVA between groups analysis of variance was conducted to explore the difference of faculty perspective with reference to designation towards teacher's code of professional conduct and ethics/morality. Table 4.9 indicates that the F value (0.635) was not statistically significant at the (0.593); $p > 0.05$. Therefore, H_{02} was accepted,

which means that there is no difference in teachers' perceptions regarding code of professional conduct and ethics/morality with reference to their designation.

H₀₃ There is no significant difference in the teacher's perceptions regarding code of professional conduct and ethics/morality with reference to different years of experience.

Table 4.10

Experience Wise Comparison of teacher's Perception regarding Code of Professional Conduct and Ethics/ Morality (n=189)

Variable	Years of Experience	n	Mean	df	F	Sig.
Code of professional conduct and ethics/morality	0 year – 5 years	79	188.05	184	0.917	0.455
	6 years - 10 years	61	189.04			
	11 years - 15 years	16	185.75			
	16 years - 20 years	23	183.43			
	20 years and above	10	181.70			
Total		189				

A one-way ANOVA between groups analysis of variance was conducted to explore the difference of perspective of faculties with reference to their experience regarding teachers' code of professional conduct and ethics/morality. Table 4.10 indicates that the F value (0.917) was not statistically significant at the (0.455); $p > 0.05$. Therefore, H_{03} was accepted, which means that there is no difference in teachers' perception regarding code of professional conduct and ethics/morality with reference to their years of experience.

Research Question 3: What are the Problems faced by the faculty regarding the knowledge and awareness of the professional code of conduct and ethics/morality in an academic institution?

Research Objective 3: To find out the problems faced by the faculty regarding the knowledge and awareness of professional code of conduct and ethics/morality in an academic institution.

Table 4.11

Problems Faced by teachers

Statement	Scale	n	Percentage
Faculty members are facing problems regarding understanding codes and SOPs.	Strongly	9	4.8 %
	Disagree		
	Disagree	45	23.8 %
	Neutral	29	15.3 %
	Agreed	83	43.9 %
	Strongly	23	12.2 %
	Agree		

Table 4.11 shows that the respondent response regarding the item that the faculty members are facing problems regarding understanding codes and SOPs 9 (4.8 %) faculty members strongly disagree with the statement, 45 (23.8 %) respondents disagree, 29 (15.3 %) neither agreed neither disagreed, 83 (43.9%) respondents

agreed. Only 23 (12.2 %) respondents strongly agreed with the statement. This result shows that 43.9% respondents were facing problems understanding the code.

Table 4.12

Problems in Disseminating the Codes

Statement	Scale	n	Percentage
The University timely disseminates the codes and SOPs.	Strongly	1	0.5%
	Disagree		
	Disagree	14	7.4%
	Neutral	42	22. 2%
	Agreed	94	49.7%
	Strongly	38	20.1%
	Agree		

Table 4.12 shows that the respondent response regarding the item that the university timely disseminates the codes and SOPs, 1 (0.5 %) faculty members Strongly disagree with the statement, 14 (7.4 %) respondents disagree, 42 (22.2 %) neither agreed neither disagreed, 94 (49.7%) respondents agreed. Only 38 (20.1 %) respondents strongly agreed with the statement. This result indicates that 49.7% of the respondents agree that the university timely disseminates the codes and SOPs and that only a few members were concerned about the timely dissemination of codes.

Table 4.13

Problem in having a Proper System of Dissemination

Statement	Scale	n	Percentage
The University has a proper system for disseminating the code and SOPs to University staff.	Strongly	1	0.5 %
	Disagree		
	Disagree	8	4.2 %
	Neutral	28	14.8 %
	Agreed	106	56.1 %
	Strongly	46	24.3 %
	Agree		
Total		189	100 %

Table 4.13 shows that the respondent response regarding the item that the university has a proper system of disseminating the codes and SOPs to university staff, 1 (0.5 %) faculty members Strongly disagree with the statement, 8 (4.2 %) respondents disagree, 28 (14.8 %) neither agreed neither disagreed, 106 (56.1%) respondents agreed. Only 46 (24.3 %) respondents strongly agreed with the statement. The result indicates that 51.6% of the respondents agreed that the university has a proper system of disseminating the codes and SOPs to university staff, and only a few members had concerns regarding the proper system of disseminating the codes.

Table 4.14

Problems in Compliance with SOPs

Statement	Scale	n	Percentage
In the case of non-compliance with SOPs, are there any legal/official consequences.	Strongly	8	4.20 %
	Disagree		
	Disagree	10	5.30 %
	Neutral	29	15.3 %
	Agreed	91	48.1 %
	Strongly	51	27.0 %
	Agree		
Total		189	100%

Table 4.14 shows that the respondents' response regarding the item that in case of non-compliance with SOPs, there any legal/official consequences, 8 (4.20 %) faculty members Strongly disagreed with the statement, 10 (5.30 %) respondents disagree, 29 (15.3 %) neither agreed neither disagreed, 91 (48.1 %) respondents agreed. Only 51 (48.1 %) respondents strongly agreed with the statement. The result indicates that 48.1% of the respondents agree that in case of non-compliance with SOPs, there are legal/official consequences, and only a few members were concerned regarding the legal consequences in case of non-compliance.

Table 4.15

Issues in Approval from Statutory Bodies

Statement	Scale	n	P
Code and SOPs are designed and approved by the statutory bodies.	Strongly	0	0 %
	Disagree		
	Disagree	1	0.5 %
	Neutral	26	13.8 %
	Agreed	94	49.7 %
	Strongly	68	36.0 %
	Agree		
Total		189	100 %

Table 4.15 shows that the respondent response regarding the item that the Code and SOPs are designed and approved by the statutory bodies., 1 (0.5 %) respondent disagreed, 26 (13.8 %) neither agreed neither disagreed, 94 (49.7 %) respondents agreed, and only 68 (36.0 %) respondents strongly agreed to the statement. The result indicates that 49.7% of the respondents agreed that the Code and SOPs are designed and approved by the statutory bodies, and only a few members had concerns regarding the approval from concerned bodies.

Table 4.16

Problems regarding involving the Faculty Member while Developing Codes

Statement	Scale	n	Percentage
Faculty members are also involved in the diverse team responsible for developing policies regarding teachers.	Strongly	8	4.2 %
	Disagree		
	Disagree	70	37.0 %
	Neutral	43	22.8 %
	Agreed	49	25.9 %
	Strongly	19	10.1 %
	Agree		
		189	100 %

Table 4.16 shows that the respondent response regarding the item that the faculty members are also involved in the diverse team responsible for developing policies regarding teachers., 8 (4.2 %) faculty members Strongly disagree with the statement, 70 (37 %) respondents disagree, 43 (22.8 %) neither agreed neither disagreed, 49 (25.9%) respondent agreed. Only 19 (10.1 %) respondents strongly agreed with the statement. The result indicates that 37% of the respondents disagree with the statement that the faculty members are not involved in the diverse team responsible for developing policies regarding teachers. Only a few members had an agreement to the statement. Faculty members are also involved in the diverse team responsible for developing policies regarding teachers.

Table 4.17

Problems of Faculty Member in Understanding/giving importance to the Code

Statement	Scale	n	Percentage
Understanding regarding code and SOPs is not given importance by the faculty and staff members.	Strongly	16	8.5%
	Disagree		
	Disagree	81	42.9%
	Neutral	37	19.6%
	Agreed	37	19.6%
	Strongly	18	9.5%
	Agree		

Table 4.17 shows that the respondent responded that the faculty and staff members do not give the code and SOPs importance. 16 (8.5 %) faculty members strongly disagree with the statement, 81 (42.9 %) respondents disagree, 37 (19.6 %) neither agreed neither disagreed, 37 (19.6 %) respondents agreed. Only 18 (9.5 %) respondents strongly agreed with the statement. The result shows that 42.9% respondents disagree to the statement and faculty members give the code and SOPs importance.

Table 4.18

Problems in Implementation of codes

Statement	Scale	n	Percentage
The code of conduct and ethics policies are only documented and not practiced.	Strongly	18	9.5 %
	Disagree		
	Disagree	57	30.2 %
	Neutral	34	18.0 %
	Agreed	62	32.8 %
	Strongly	18	9.50 %
	Agree		
		189	100 %

Table 4.18 shows the respondent's response that the code of conduct and ethics policies are only documented and not practiced 18 (9.5 %) faculty members Strongly disagreed with the statement, 57 (30.2 %) respondents disagreed, 34 (18.0 %) neither agreed neither disagreed, 62 (32.8%) respondents agreed. Only 18 (9.5 %) respondents strongly agreed with the statement. The result shows that 32.8% respondents agreed that the code of conduct and ethics policies are only documented and not practiced.

Table 4.19

Challenges in Easy Access to Codes

Statements	Scale	n	Percentage
The codes and SOPs are easy to access by faculty.	Strongly	0	0
	Disagree		
	Disagree	16	8.5
	Neutral	30	15.9
	Agreed	114	60.3
	Strongly	29	15.3
	Agree		
Total		189	100

Table 4.19 shows that the respondent response regarding the item that the codes and SOPs are easy to access by faculty and Staff., 16 (8.5 %) respondents disagree, 30 (15.9 %) neither agreed neither disagreed, 114 (60.3%) respondent agreed, and only 29(15.3 %) respondent strongly agreed to the statement. The result indicates that 60% of the respondents agreed that the codes and SOPs are easy to access by faculty and Staff.

Table 4.20

Problem in Monitoring of codes and SOPs

Statements	Scale	n	Percentage
University has a monitory committee to check/regulate the implementation and compliance of codes and SOPs.	Strongly	4	2.1 %
	Disagree		
	Disagree	14	7.4 %
	Neutral	37	19.6 %
	Agreed	87	46.0 %
	Strongly	47	24.9 %
	Agree		
		189	100 %

Table 4.20 shows that the respondent response regarding the item that the university has a proper system of disseminating the codes and SOPs to university staff, only 1 (0.5 %) faculty members Strongly disagree with the statement, 8 (4.2 %) respondents disagree, 8 (14.8 %) neither agreed neither disagreed, 106 (56.1%) respondents agreed. Only 46 (24.3 %) respondents strongly agreed with the statement. The result indicates that 46% of the respondents agree that the university has a proper system of disseminating the codes and SOPs to university staff, and only a few faculty members had concerns regarding the timely dissemination of codes.

4.4 Summary of Result

The significant finding of the study indicated that faculty members at NUML had agreed to have document regarding code of professional conduct and moral and ethical qualities in academic institutions which is indicted through high mean score of their perception regarding different dimension of code of professional conduct and ethics, but faculty members were facing problems in understanding codes and they were not involved in the process while making these policies.

Table 4.21

Summary of Result

No	Hypothesis	Result
H₀₁	There is no significant difference in the teacher's perception regarding the code of professional conduct and ethics/morality with reference to different faculties.	Accepted
H₀₂	There is no significant difference in the teacher's perception regarding the code of professional conduct and ethics/morality with reference to different designation	Accepted
H₀₃	There is no significant difference in the teacher's perception regarding the code of professional conduct and ethics/morality with reference to different years of experience.	Accepted

Table 4.21 summarize the result inferred from the data analysis, which indicated that there was no significant difference in teacher's perception regarding the code of professional conduct and ethics with reference to their faculties, designations and year of experience.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

5.1 Summary

The main purpose of research was to investigate the perception of faculty in regarding the code of professional conduct and ethics/morality. The study also finds the problems faced by the teachers regarding the knowledge and awareness of a professional code of conduct and ethics/ morality. To conduct study Banter K.A., (2003) themes were used which were identified, for the present study framework. The design of the study was descriptive. Faculty members (Regular BPS) of the National University of modern languages were the population of the study. The overall population of the study was (n= 579) as per the record provided by the HR department of the university. The researcher used the purposive sampling technique for the current study. The sample consisted faculty members that were easily accessible. The researcher used questionnaire to get in-depth investigation of teacher's perception regarding teacher's code of conduct and ethics. The questionnaire was divided into two variables with seven dimensions each: First was professional code of conduct and the second was moral and ethical qualities in an academic institution. The research was descriptive so quantitative method was applied to analyse the data. Five-point Likert scale was utilized. The questionnaire was consisted of 50 items after conducting the standardization process that was validity and reliability of the questionnaire. Questionnaires were distributed to available faculty members, and online links of the questionnaire were also sent to faculty members, but due to the covid-19 situation, 189 responses were received back from the respondents. SPSS 21.0 was used to analyse the data received. Mean score, percentages, reliability

test and one-way ANOVA were applied for analysing the data. The researcher also provided findings, results and discussion, and recommendations.

5.2 Findings

5.2.1 Section-wise Findings of the Study

Section 1: Findings Related to Demographic Variables

1. Frequencies showed that the highest number of respondents were from the Faculty of Social Sciences were 30 %, and the minimum number of respondents were from the Faculty of Engineering and Computer Sciences that were 10 %.
2. Frequencies showed that the highest number of respondents were lecturers, 76 %, and the minimum number of respondents were Instructors, which was 3.7 %.
3. Regarding the years of experience, it was identified that 41.8 % of faculty members had less than five years of experience, only 5.3% of faculty members had more than 20 years of experience in teaching.

Section 2: Findings Related to the Research Question and Objectives of the Study

Findings relevant to the research questions and objectives focused on the overall Code of Professional Conduct and Moral/Ethical Qualities at Work.

Research Question 1:

What are the perceptions of university faculty regarding code of professional conduct and ethics?

Research Objective 1:

To investigate the perceptions of university faculty regarding code of professional conduct and ethics/morality.

Table 4.6 shows the overall high mean score of the code of professional conduct that was 4.68, with the seven dimensions being identified among the university faculty members. In addition, the dimensions of the variable show high mean score.

- a. Effective instruction and learning activities for which mean score was 4.69 which shows that faculty member strongly agree that effective instruction and learning activities need to be done in the classrooms (Table 4.6).
- b. Academic and administration task for which mean score was 4.62 which shows that faculty member strongly agree that innovative and unique ideas need to develop by the faculty members (Table 4.6).
- c. Subject matter and curriculum completion for which mean score was 4.61 which shows that faculty member strongly agree that subject matter knowledge be provided without any distortion and curriculum be completed within time line provided (Table 4.6).
- d. Cater individual needs for which mean score was 4.63 which shows that faculty member strongly agrees that during planning and implementation of any teaching activity individual needs must be taken into consideration (Table 4.6).

- e. Communication skills and relationship with students and colleagues for which mean score was 4.73 which shows that faculty member strongly agree that positive and professional language be used while communicating with students and colleagues (Table 4.6).
- f. Sixth was classroom management skills and competence for which mean score was 4.67 which shows that faculty member strongly agree that teachers need to have strong classroom management skill and desired skills (Table 4.6).
- g. Certification and degree completion for which mean score was 4.74 which shows that faculty member strongly agree teachers needs to keep herself up to date with professional and academic knowledge (Table 4.6).

Table 4.7 shows the overall high mean score of 4.68 for moral and ethical qualities in an academic institution, with the seven dimensions being identified among the university faculty members. In addition, a high mean score was also identified in all the other dimensions of the moral and ethical qualities in an academic institution was found.

- a. Honesty and confidentiality for which mean score was 4.70 which shows that faculty member strongly agree that all information regarding official matters and colleagues must be kept confidential (Table 4.7).
- b. Moral and proper conduct for which mean score was 4.71 which shows that faculty member strongly agree that teacher needs to achieve and sustain the highest degree of ethical conduct (Table 4.7).
- c. Anti-harassment for which mean score was 4.54 which shows that faculty member strongly agree that teachers need to protect their student from any sort of harassment (Table 4.7).

- d. Anti-criminal and legal substance for which mean score was 4.60 which shows that faculty member strongly agree that teachers need to resolve any disciplinary issue in accordance to rules and regulations provided (Table 4.7).
- e. Avoid misinterpretation and false statements for which mean score was 4.69 which shows that faculty member strongly agree that teacher needs to avoid giving false information or omit or hide any information that is in good for its organization (Table 4.7).
- f. Commitment and no private gain for which mean score was 4.73 which shows that faculty member strongly agree that teachers need to avoid any favour from any one that might influence his or her professional commitment (Table 4.7).
- g. Professional and academic behaviour for which mean score was 4.62 which shows that faculty member strongly agree that teacher needs to respect and honour the right and responsibilities of their colleagues and student as well (Table 4.7).

Research Objective 2:

To compare the teacher's perceptions regarding the code of professional conduct and ethics/morality with reference to different faculties, designation and year of experience.

H₀₁ There is no significant difference in the teacher's perceptions regarding the code of professional conduct and ethics/morality with reference to different faculties.

Table 4.8 shows no significant difference in faculty point of view across different faculties. Moreover, it also indicates that all faculty members, despite their faculty, have no difference in their perception regarding the code of professional conduct and ethics/morality. Therefore, H_{01} was accepted.

H₀₂ There is no significant difference in the teacher's perceptions regarding the code of professional conduct and ethics/morality with reference to different designations.

Table 4.9 shows that there was no significant difference in faculty point of view with respect to their seniority level. Moreover, it also indicates that despite their level of seniority, there was no significant difference in their perception regarding the code of professional conduct and ethics/morality. Therefore, H_{02} was accepted.

H₀₃ There is no significant difference in the teacher's perceptions regarding the code of professional conduct and ethics/morality with reference to different years of experience.

Table 4.10 shows no significant difference in faculty point of view with respect to their years of experience. Moreover, it also indicates that despite all faculty members, despite their years of experience, there was no significant difference in their perception regarding the code of professional conduct and ethics/morality. Therefore, H_{03} was accepted.

Section 3 Problems Faced by the Teachers

Research Question 3:

What are the problems faced by the faculty regarding the knowledge and awareness of the professional code of conduct and ethics/morality in an academic institution?

Research Objective 3:

To find out the problems faced by the faculty regarding the knowledge and awareness of professional code of conduct and ethics/morality in an academic institution.

- a. Table 4.8 shows the respondent's response regarding the item that the faculty and staff face problems understanding codes and SOPs (43.9%); the respondent agreed with the statement. This result shows that most respondents were facing problems regarding understanding the codes.
- b. Table 4.16 shows the respondent's response regarding the item that the faculty members are also involved in the diverse team responsible for developing policies regarding teachers' codes, (37 %) of respondents disagree with the statement, which indicates that faculty members are not involved in the diverse team responsible for developing policies regarding teachers.
- c. Table 4.18 shows the respondent's response that the code of conduct and ethics policies are only documented and not practiced. Again, 62 (32.8%) respondents agreed. The result shows that most respondents agreed that the code of conduct and ethics policies are only documented and not practiced.

5.3 Discussions

The study aimed to investigate the university teachers' perception regarding professional code of conduct and ethics/morality. The theoretical framework of the present study was based on a research study by Banter K.A. (2003), thematic analysis. The present study was descriptive, and the researcher used a quantitative method. The current study was based on four major and three sub-objectives. Research objective, research question, and hypothesis provided a solid and clear path for the study to be conducted on, discussion on all aspects stated was done in detail by the researcher.

The study's findings showed that faculty members strongly agreed to different dimensions of code of professional conduct and ethics presented in the theoretical framework of the study. The study results are in line with, Spendlove et al., (2012) which also highlighted that teachers' professional identities and ethical beliefs were linked with the articulated code GTCE (General Teaching Council for England). The current result is also consistent with Al-Hothali's (2018), study in which the respondents ranked high towards professional performance.

The present finding of the study showed that all the faculty members firmly adhere to the first variable, 'Professional Code of Conduct,' mentioned in the theoretical framework. The first variable mentioned in the theoretical framework has seven sub dimensions. In the current study high mean score was highlighted towards the first dimension of the code of professional conduct i.e., "effective instruction and learning activities." Larrivee (2000), also stated that teachers should know how the learner learns and have high expectations for each individual and help them recognize their skills and abilities. High mean score was highlighted towards "Academic and administration task" by the faculty members, the result of the present study was consistent with the result of Rezaee et.al, (2001) which indicated that academic fraud be avoided at all means. High

mean score was highlighted towards the fourth dimension of the code of professional conduct in the study that was “Cater the individual needs,” results of which are consistent with Mallory, Hampshire & Carter (2021) which also indicated that a teacher should focus on teaching-related activities alongside catering to the individual needs of the learner with respect. Also, high mean score was highlighted towards the ‘Communication Skills and relationship with students and colleagues,’ result is consistent with the study of Webster-Stratton, Reid & Hammond (2001), which indicated that teachers have a unique position to hold the trust and should not be risked. They carry out their tasks within that professional boundary with students to maintain professional relationships. The document also clearly stated the expected behaviour, which will violate the boundaries of professional relationships. The study highlighted a high mean score towards the ‘Classroom management skills and competence, which are in line with the study of Elias & Schwab (2013), which indicated that teachers should commit to their professional learning and set standards and continuously reflect on how their practice meets these standards.

The finding showed that faculty members have high level perception regarding moral and ethical qualities in an academic institution, the result of the present study was consistent with Joshi, (2018), which also showed that teachers has greater role in building the character of their students so it’s important for teachers have the professional ethics knowledge and awareness regarding their commitment to profession, their sincerity and dedication to their institutes and students which will have undeniable positive effects on the student.

The second variable of the framework also has seven dimensions, In the present study, a high mean score was highlighted towards the first dimension of the moral and ethical qualities at work i.e., ‘Honesty and Confidentiality’, which are consistent with the study

conducted by Ashraf, Kafi, Saeedan (2018) in which findings indicate that fairness and honesty are predictors of the code of ethics, the result of the present study are also consistent with the result of Rezaee, Elmore, and Szendi (2001) which indicates that all sort of frauds(financial, scientific, academic) be avoided. Joshi (2018), also indicated that professional code help professionals in their conduct to act with honesty and integrity. The high mean score was highlighted towards the second dimension of the moral and ethical qualities at work was “Moral and Proper Conduct.” the results of the present study are consistent with Johnson (2011), which also indicated that moral purpose and collective responsibility of teachers is an essential aspect for teacher’s professionals’ life. The current study results highlighted that “Anti- Criminal and Legal Substances” should be part of the policy of teachers’ code of conduct and ethics, which is depicted through the high mean score of the study. The present study's findings are also corroborated with the findings of Daniel & Sapo (2020), where it was highlighted, that faculty showed compliance towards professional and ethical code of conduct. Furthermore, the study conducted by Kusumaningrum, Sumarsono & Gunawan (2018) shows the positive relationship of professional ethics with teaching performance which high light the importance of these codes which are in line with present study.

Findings of the present study indicated no significant difference in university teachers' professional code of conduct and ethics/morality with reference to their different designation, therefore, the result of the present study is consistent with Daniel & Sapo (2020) which indicated that there is no significant difference in the perception of teacher of different level.

The results of the present study indicated no significant difference in university teachers' professional code of conduct and ethics/morality with reference to their different experiences. Furthermore, the result are consistent with Al-Hothali (2018), which also

shows no statistically significant difference among the responses concerning the years of experience of faculty members. These results are consistent with Das and Kaur (2014), although the research indicated a positive relationship between years of experience and professional ethics.

The result of the study showed that faculty members were facing problems regarding understanding the codes; moreover, the result of the study showed that faculty members are not involved in the diverse team responsible for developing policies regarding teachers, which is also consistent with the result of Ehrich et al., (2011) which indicated that small workshops be conducted and it's important to have good understanding of all the factors that help teachers in ethical decision making.

The result of the present study also indicated that the faculty members are also not involved in the diverse team responsible for developing policies regarding teachers' codes, which are also consistent with the result of Rezaee, Elmore, & Szendi (2001) which indicates that more there is need for the inclusion of faculty members in the process of making these policies.

The study results are aligned with the result of Rezaee, Elmore, Szendi (2001), as it reveals that there is a need of proper method and laws for the implementation of these codes, the present study results also indicated that the code of conduct and ethics policies are only documented and not practiced,

This paper has not only raised the importance of these codes in documented form, but also has provided major dimension that should be included in the policy by the policy makers.

5.4 Conclusion

This study was designed to investigate the perception of faculty regarding professional code of conduct and ethics and problems faced by the teachers regarding the knowledge and awareness of professional code of conduct and ethics/morality in an academic institution. There were several objectives of the study which have been achieved. It was concluded from the present study that all dimensions of professional code of conduct and ethical qualities in an academic institution are important as high mean score indicate the agreement level of faculty members regarding these dimension. The study also concluded that there was no statistically significant difference found in teacher's perception regarding professional code of conduct and ethics and morality on the basis of their faculties, designation and years of experience. Moreover study also concluded from the present study that faculty member face problems in understanding the codes/SOPs, there is a lack of a proper monitoring to ensure the implementation of these codes and faculty members are not involved in the diverse team responsible for developing policies regarding teachers.

The present study also concluded that there is a dire need to present code of professional conduct and ethics document in explicit form as these aspects are not discussed in employee hand book and grievances policy. Teachers perception on different dimension was taken which showed that all faculty member agreed and supported the idea that there is need of this to be presented so that teachers can get guidance regarding code of conduct and ethics and other related SOPs of the institution, and how to work in a professional way. Banter (2003), presented a detailed thematic analysis of 23 US states where these documents were present, codes from different national and international studies are also discussed in chapter two. The theoretical framework will also beneficial

for institution for developing and designing the code of professional conduct and ethics for teachers.

5.5 Recommendations

5.5.1 Recommendation for Administrator/ Teachers

1. There is a need to explicitly present the code of professional conduct and ethics document by NUML, Islamabad.
2. Orientation and training during induction and after the recruitment of teachers and overtime during their service may be provided to teachers.
3. Faculty member may be included in the diverse team for developing the policy for teachers.
4. NUML, Islamabad authorities may formulate the policy with functional documents along with applicable rules. The policy must not be frozen; it should be revised and updated over time.

5.5.2 Recommendation for Future Researcher

1. It is recommended that future researchers collect the data from other regional campuses of NUML to get diverse views of the faculty members from the regional campuses and check the differences in views.
2. It is also recommended that the code of professional conduct and ethics be analysed concerning administration and students.
3. It is recommended that replicate the same study in other universities by the researchers in Pakistan.

5.6 Limitations of the Study

The researcher was confronted with specific limitations during the research, which are stated below:

1. Due to Covid-19, the researcher was unable to collect the data from other campuses of the NUML; therefore, data was collected from NUML Islamabad.
2. The researcher focused only on the teachers' code of professional conduct and ethics.

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293.

APPENDICES

Appendix A: Approval of M.Phil Thesis Topic and Supervisor



NATIONAL UNIVERSITY OF MODERN LANGUAGES
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF EDUCATION

ML.1-4/2020/Edu

Dated: 30-07-2020

To: Zareen Taj
1620-M.Phil/Edu/F18

Subject: APPROVAL OF M.Phil THESIS TOPIC AND SUPERVISOR

1. Reference to Letter No, ML.1/2/2020-Edu, dated 06-07-2020, the Higher Authority has approved the topic and supervisor on the recommendation of Faculty Board of Studies vide its meeting held on 14th May 2020.

a. Supervisor's Name & Designation

Dr. Khush Bakht Hina (Supervisor)
Assistant Professor,
Department of Education, NUML, Islamabad.

b. Topic of Thesis

"An Institutional Analysis of Teachers' Code of Professional Conduct and Ethics"

2. You may carry out research on the given topic under the guidance of your Supervisor and submit the thesis for further evaluation within the stipulated time. It is inform you that your thesis should be submit within described period by **31 August 2021** positively for further necessary action please.

3. As per policy of NUML, all MPhil/PhD thesis are to be run on turnitin by QEC of NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis run from own sources.

4. Thesis are to be prepared strictly on NUML's format that can be had from (Coordinator, Department of Education)

Telephone No: 051-9265100-110 Ext: 2090
E-mail: ftabassum@numl.edu.pk

Marium Din
30/07/2020
Dr. Marium Din
A/Head,

Department of Education

Distribution: Ms. Zareen Taj (M.Phil Scholar)

Dr. Khushbakht Hina (Thesis Supervisor)

Appendix B: Cover Letter of Questionnaire**Cover Letter of Questionnaire****AN INSTITUTIONAL ANALYSIS OF TEACHERS' CODE OF PROFESSIONAL CONDUCT AND ETHICS**

Subject: Request for Validity Certificate

Respected Sir/Madam,

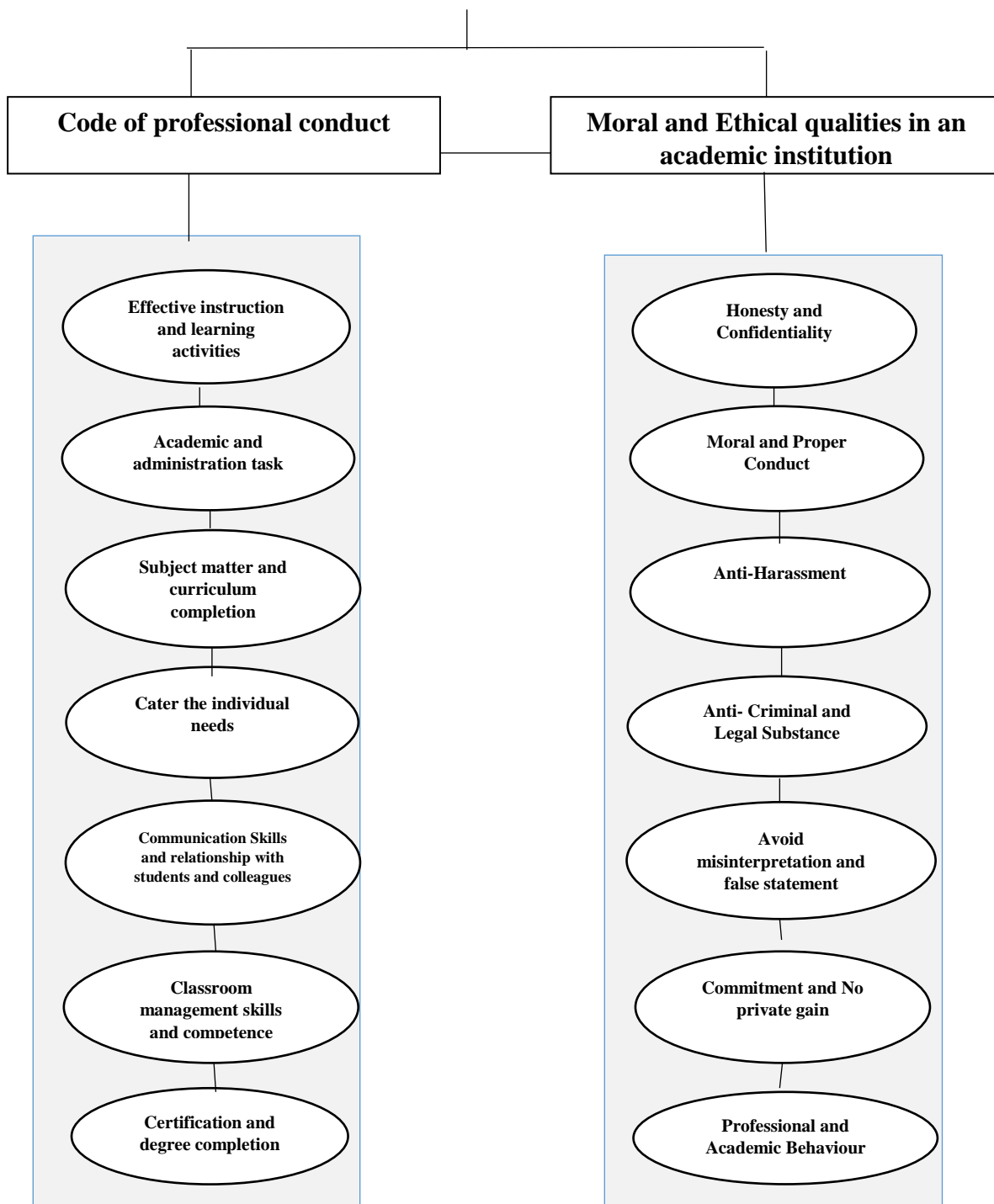
I am Zareen Taj scholar of MPhil Education at National University of Modern Languages, Islamabad and conducting research on "An Institutional Analysis of Teachers' Code of Professional Conduct and Ethics".

Objectives of the study

The objectives of the study were

1. To investigate the perception level of faculty in the context of professional code of conduct
2. To investigate the perception level of faculty in the context of Moral and Ethical qualities in an academic institution.
3. To investigate the perception level of faculty in context of professional code of conduct and ethics/morality.
4. To find out the problems faced by the teachers regarding the knowledge and awareness of professional code of conduct and ethics/morality.

Code of Professional Conduct and Ethics/morality



framework of the study: Adapted from (Banter K.A., 2003)

I have attached my questionnaire that have been developed for the purpose of research title as “**An Institutional Analysis of Teachers’ Code of Professional Conduct and Ethics**”. The questionnaire is based on conceptual framework which was adapted from themes given by Ken Allen Banter (2003), the questionnaire has been developed in light of review of related literature by the researcher, having three section, one is consisted of demographic data and other includes statements related to two major dimensions of Teachers’ Code of Professional Conduct and Ethics that are “Moral and Ethical qualities in an academic institution” and “Code of Professional conduct “and third section consist of problems related to knowledge and understanding regarding code of professional conduct and ethics.

Kindly check/evaluate my questionnaire, its content and construction, and provide your valuable suggestions for its improvement and certify its validity by filling the certificate attached at the end of the document.

Zareen Taj

1620 MPhil/Edu/F18

M.Phil. scholar Dept. of Education

National University of Modern Languages

Islamabad Pakistan

Appendix C: Questionnaire of the Study

Date: _____

Serial No: _____

Questionnaire**An Institutional Analysis of Teachers' Code of Professional Conduct and Ethics**

Dear and Respected Faculty member,

I am conducting research entitled "An Institutional Analysis of Teachers' Code of Professional Conduct and Ethics". It will be appreciable if you spare some time to respond to this questionnaire. It is assured that data will be kept confidential as well as only be used for academic purposes and will not be disclosed to any person or authority.

Zareen Taj

M.Phil. Scholar

National University of Modern Languages, Islamabad

Perception regarding teacher's code of Professional Conduct and Ethics**General Information****Section I****Demographic Information**

(Respondent Criteria: Respondent should be Teacher/Educator in University)

- | | | |
|-----------------------|--|------------|
| 1. Faculty of | 1- Engineering and Computer Sciences
2- Languages
3- Management Sciences
4- Social Sciences
5- English Studies | |
| 2. Gender | 1-(Male) | 2-(Female) |
| 3. Designation | 1- (Associate professor) 2-(Assistant Professor)

3- (Lecturer) 4-(Senior Instructor)

5- (Instructor) | |
| 4. Education | 1-(Master 18-Years) 2-(PhD)
3-(Postdoc.) | |
| 5. Experience | 1-(0Year – 5 Years) 2-(6 Years – 10 Years)
3-(11 Years – 15 Years) 4-(16 Years – 20 Years) 5-(20 Above) | |

Section II

Technical Information

Code of professional conduct and Ethics

Note: Please read the statements below and indicate your response by ticking (✓) the relevant box on a scale from 1 to 5 wherein (1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, and 5-Strongly Agree)

Theme 01: Moral and ethical Qualities in an academic institution

Regarding moral and ethical conduct qualities in an academic institution, it is important.....		Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
ME01	To keep information regarding official matters of university colleagues confidential	1	2	3	4	5
ME02	To deal the work with professional honesty	1	2	3	4	5
ME03	To assist the students in the formulation of positive academic goals	1	2	3	4	5
ME04	To guide the students in developing a positive attitude towards life	1	2	3	4	5
ME05	To achieve and sustain the highest degree of ethical conduct	1	2	3	4	5
ME06	To treat students' equally	1	2	3	4	5
ME07	To provide awareness to students about harassment	1	2	3	4	5
ME08	To protect students from any sort of (Emotional and Physical) harassment	1	2	3	4	5
ME09	To maintain consistency in the implementation and compliance of moral and ethical policies of universities	1	2	3	4	5
ME10	To maintain the dignity of the profession	1	2	3	4	5
ME11	To resolve disciplinary problems according to policy and regulations	1	2	3	4	5
ME12	To avoid giving false statements about a colleague's professional behavior	1	2	3	4	5
ME13	To avoid misrepresenting, or omitting information submitted in the course of an official inquiry/investigation	1	2	3	4	5
ME14	To avoid the use of professional relationship with students for private advantage	1	2	3	4	5
ME15	To avoid any favor that might influence professional judgment/decision making	1	2	3	4	5
ME16	To avoid any favor that might influence professional commitment	1	2	3	4	5
ME17	For an educator to uphold the responsibilities of the profession	1	2	3	4	5
ME18	To respect and honor the rights and responsibilities of colleagues'	1	2	3	4	5

ME19	To accept the students' right and honor the student's responsibilities	1	2	3	4	5
ME20	To offer constructive analysis and feedback to students'	1	2	3	4	5

Theme 02: Code of Professional Conduct

Code of Professional Conduct of an Educator means		Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
PR21	To encourages a lifelong pursuit of learning	1	2	3	4	5
PR22	To create a learning atmosphere to develop an interest in learning	1	2	3	4	5
PR23	To encourage students to explore their full potential	1	2	3	4	5
PR24	To accomplish the designated task as a key responsibility	1	2	3	4	5
R25	To develop innovative strategies in academic activities	1	2	3	4	5
PR26	To develop innovative strategies in administration functions	1	2	3	4	5
PR27	To provide access to all points of view without deliberate distortion of subject matter	1	2	3	4	5
PR28	To complete the course/curriculum within the specific timeline	1	2	3	4	5
PR29	To monitor and follow-up the academic performance of each student	1	2	3	4	5
PR30	During planning and implementation of instructions cater each student ability	1	2	3	4	5
PR31	To Promote the students' knowledge and intelligence with full honesty	1	2	3	4	5
PR32	To use positive language with student	1	2	3	4	5
PR33	To use professional language for communication with colleagues'	1	2	3	4	5
PR34	To maintain and develop a positive professional relationship with colleagues'	1	2	3	4	5
PR35	To maintain and develop a positive academic relationship with students'	1	2	3	4	5
PR36	To employee fairness in peer evaluation	1	2	3	4	5
PR37	To use humanistic management techniques in particular settings	1	2	3	4	5

PR38	To accept the diversity in behavior, personality, and culture	1	2	3	4	5
PR39	To Keep up-to-date yourself with professional and academic knowledge	1	2	3	4	5
PR40	To be objective and fair in students' evaluation	1	2	3	4	5

Section III

Problems in knowledge and awareness of the professional code of conduct and ethics

To what extent do you Agree/Disagree with the problems and challenges that exist in the implementation of the teacher code of conduct and ethics policy at the University		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		(1)	(2)	(3)	(4)	(5)
CC41	Faculty are facing problems regarding understanding codes and SOPs.	1	2	3	4	5
CC42	The University timely disseminates the codes and SOP.	1	2	3	4	5
CC43	The university has a proper system for the dissemination of the code and SOPs to University faculty	1	2	3	4	5
CC44	In the case of non-compliance with SOPs are there any legal/official consequences.	1	2	3	4	5
CC45	Code and SOPs are designed and approved by the statutory bodies.	1	2	3	4	5
CC46	Faculty members are also involved in the diverse team responsible for developing policies regarding teachers.	1	2	3	4	5
CC47	Understanding regarding code and SOPs is not given importance by the faculty and staff members.	1	2	3	4	5
CC48	The code of conduct and ethics policies are only documented and not practiced.	1	2	3	4	5
CC49	The codes and SOPs are easy to access by faculty.	1	2	3	4	5
CC50	University has a monitory committee to check/regulate the implementation and compliance of codes and SOPs.	1	2	3	4	5

Thank You So Much

Appendix D: Certificate of Validity

CERTIFICATE OF VALIDITY



TOPIC: AN INSTITUTIONAL ANALYSIS OF TEACHERS' CODE OF PROFESSIONAL CONDUCT AND ETHICS

By Ms. Zareen Taj

M.Phil. scholar, Department of Education, Faculty of Social Sciences, National University of Modern Languages, H-9, Islamabad, Pakistan.

This is to certify that the questionnaire developed by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately for the topic "An Institutional Analysis of Teachers' Code of Professional Conduct and Ethics".

It is considered that the research instrument, developed for the above mentioned title, is according to objectives of the research, assured adequate construct and content validity according to the purpose of the research, and can be used for data collection by the researcher with fair amount of confidence.

Name: Dr. Shanza Khan
 Designation: MRD / Asst Professor
 Institution: NUML
 Signature: [Signature]
 Date: 16/02/21

Appendix E: Certificate of Validity

CERTIFICATE OF VALIDITY



TOPIC: AN INSTITUTIONAL ANALYSIS OF TEACHERS' CODE OF PROFESSIONAL CONDUCT AND ETHICS

By Ms. Zareen Taj

M.Phil. scholar, Department of Education, Faculty of Social Sciences, National University of Modern Languages, H-9, Islamabad, Pakistan.

This is to certify that the questionnaire developed by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately for the topic "An Institutional Analysis of Teachers' Code of Professional Conduct and Ethics".

It is considered that the research instrument, developed for the above mentioned title, is according to objectives of the research, assured adequate construct and content validity according to the purpose of the research, and can be used for data collection by the researcher with fair amount of confidence.

Name: DR. YASIR HUSSAINI
 Designation: Asst. Professor
 Institution: NUML, ISB
 Signature: [Signature]
 Date: Feb, 18, 2021

Appendix F: Certificate of Validity

CERTIFICATE OF VALIDITY



TOPIC: AN INSTITUTIONAL ANALYSIS OF TEACHERS' CODE OF PROFESSIONAL CONDUCT AND ETHICS

By Ms. Zareen Taj

M.Phil. scholar, Department of Education, Faculty of Social Sciences, National University of Modern Languages, H-9, Islamabad, Pakistan.

This is to certify that the questionnaire developed by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately for the topic "An Institutional Analysis of Teachers' Code of Professional Conduct and Ethics".

It is considered that the research instrument, developed for the above mentioned title, is according to objectives of the research, assured adequate construct and content validity according to the purpose of the research, and can be used for data collection by the researcher with fair amount of confidence.

Name: Dr. Quratul-Ain
 Designation: Assistant Professor
 Institution: NUML
 Signature: [Signature]
 Date: 24-02-2021

Appendix G: Certificate of Validity

CERTIFICATE OF VALIDITY



TOPIC: AN INSTITUTIONAL ANALYSIS OF TEACHERS' CODE OF PROFESSIONAL CONDUCT AND ETHICS

By Ms. Zareen Taj

M.Phil. scholar, Department of Education, Faculty of Social Sciences, National University of Modern Languages, H-9, Islamabad, Pakistan.

This is to certify that the questionnaire developed by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately for the topic "An Institutional Analysis of Teachers' Code of Professional Conduct and Ethics".

It is considered that the research instrument, developed for the above mentioned title, is according to objectives of the research, assured adequate construct and content validity according to the purpose of the research, and can be used for data collection by the researcher with fair amount of confidence.

Name: Dr. Saira Nudmal
 Designation: AP
 Institution: NUML
 Signature: [Signature]
 Date: 25-02-2021

Appendix H: Certificate of Validity

CERTIFICATE OF VALIDITY



TOPIC: AN INSTITUTIONAL ANALYSIS OF TEACHERS' CODE OF PROFESSIONAL CONDUCT AND ETHICS

By Ms. Zareen Taj

M.Phil. scholar, Department of Education, Faculty of Social Sciences, National University of Modern Languages, H-9, Islamabad, Pakistan.

This is to certify that the questionnaire developed by the scholar towards her thesis has been assessed by me and I find it to have been designed adequately for the topic "An Institutional Analysis of Teachers' Code of Professional Conduct and Ethics".

It is considered that the research instrument, developed for the above mentioned title, is according to objectives of the research, assured adequate construct and content validity according to the purpose of the research, and can be used for data collection by the researcher with fair amount of confidence.

Name: Dr. Farhana Tabassum
 Designation: Assist Professor
 Institution: NUML (Islamabad)
 Signature: Farhana
 Date: 11/03/2021

Appendix I: To Whom it May Concern



DEPARTMENT OF EDUCATION
FACULTY OF SOCIAL SCIENCES
National University of Modern Languages
Sector H-9 Islamabad
Tel.No: 051-9265100 Ext: 2090

ML.1-4/2021-Edu/640

Dated: 11-03-2021

TO WHOM IT MAY CONCERN

It is certified that Ms. Zareen Taj D/O Said Ullah Khan, Registration # 1620-MPhil/Edu/F19 is a student of M.phil Department of Education at National University of Modern Languages Islamabad is engaged in project of Research Work entitled "An Institutional Analysis of Teacher's Code of Conduct and Ethics at University".

In view of your important management position at your institution, Please provide Department wise number of full time faculty members of NUML Islamabad (Including all Regional campuses). you may make a valuable contribution to the achievement of this study's objectives. You are therefore requested to kindly spare 15-20 minutes for answers of some questions related to the study. It is ensured that information given by you will be kept confidential and used only for research purpose. I would highly appreciate your cooperation in this regard.

Mar. 11/03/2021
Dr Mariam Din
A/Head,
Department of Education.

To:
Director General
Statistical Information Unit (SIU) in IIEC



Appendix J: Higher Education Commission



HIGHER EDUCATION COMMISSION

H-9, Islamabad (Pakistan),
E-mail: rmkashif@hec.gov.pk

Phone: (051) 90801015
Fax: (051) 90801002

Ref: 2(9)/AD/HEDR//HEC/2021/09

Dated: Islamabad, the 18th March, 2021

Subject: PROVISION OF DEPARTMENT/CAMPUS-WISE FULL TIME FACULTY DATA OF NUML, ISLAMABAD REQUIRED BY A M.PHIL RESEARCH SCHOLAR FROM NUML, ISLAMABAD.

Dear Madam,

With reference to your request on subject noted above vide letter no. ML.1-4/2021-Edu/640 dated 11th March, 2021, I'm directed to inform you that the subject data pertains to your university and must be readily available there. Accordingly, it is requested to approach Human Resource/Admin department of NUML for provision of such data.

2. Therefore, your request made in this regard is regretted, please.

(Rana Muhammad Kashif)
Assistant Director (HEDR)

Dr. Mariam Din
A/Head, Department of Education
National University of Modern Languages,
Islamabad.

Appendix K: Permission to access teachers' code of conduct and ethics policy at NUML

To,
Director ORIC
National university of Modern university Islamabad.

Subject: Permission to assess teacher's code of conduct and ethics policy at NUML

Respected sir,

I , Zareen Taj, MPhil scholar at National University of Modern Languages Islamabad in department of Education (Registration no. 1620 MPhil /Edu/F18), is currently working on research topic "An Institutional analysis of teacher's code of conduct and ethics at university level". The institute selected for this study is National University of modern Languages Islamabad. For the purpose of study I need to assess the policy present for teacher's code of conduct and ethics at NUML. Please allow me to assess the relevant document I will be really thankful.

As forwarded by Research Supervisor, Dr. Kushbakht Hina and Head Department of Education, Dr. Hukam Dad.

[Signature]
05/03/2020

[Signature]
05-03-2020

Sincerely,
Zareen Taj
Registration no: 1620 MPhil/ Edu /F18
Dated: 5 March 2020

Forwarded pl.
Director ORIC

Appendix L: NUML Employees Hand Book

- 1 -

NUML EMPLOYEES HAND BOOK

CATEGORIES OF EMPLOYEES

1. **Categories:** The university employees have following two categories: -
 - a. Category I - Academic & Administrative Staff in BPS-17 & above
 - b. Category II - Academic & Administrative Staff in BPS 1 to 16
2. **Types of Faculty**
 - a. Permanent (Regular)
 - b. Contractual
 - c. Visiting
3. **Types of Staff**
 - a. Regular
 - b. Contractual
4. **Appointing Authority**
 - a. **Category-I.** Appointment of employees in Category-I shall be made by the Board of Governors on the recommendation of the Selection Board.
 - b. **Category-II.** All other appointments in Category-II shall be made by the Rector.
5. **Selection Board.** The faculty is selected through a Selection Board after short listing as per HEC Criteria. The candidates are called for interview. Following Selection Board interviews the candidates:-
 - a. Rector – Chairman
 - b. Director General NUML
 - c. Two external subject experts of relevant discipline
 - d. Whole time member of Higher Education Commission or his nominee
 - e. Senior most faculty member of relevant discipline
 - f. A nominee of the Ministry of Education not below the rank of BPS-19 Officer.
 - g. Registrar
 - h. Director QEC
 - i. Coopted Member Director HR

STATUTORY BODIES

6. **Board of Governors (BOG).** Headed by COAS as Chairman BOG or his nominee, the Board has the mandate of controlling the affairs of the University including laying down the policies of the University.
7. **Executive Committee.** Rector is the Chairman of the Executive Committee. The Executive Committee shall deliberate on various aspects related to the functioning of the University and recommend specific measures to the Board for approval.
8. **Academic Council.** Rector is the Chairman of the Academic Council. The Academic Council shall act as an advisory and implementing body for the decision of the Executive Committee on all matters relating to the conduct of examinations, revision and updating of course syllabi, quality of education, duration of all courses including conduct of post graduate classes in specific disciplines.
9. **Faculty Board of Studies.** Rector is the Chairman of Faculty Board of Studies. The Board of studies ensures implementation of the decisions of BOG, the executive committee and the academic council on all matters relating to academic standards, examination and research.

KINDS OF LEAVE

FACULTY

10. **Casual Leave.** A teacher shall be entitled to casual leave upto 10 days in a year.
11. **Medical Leave.** Medical leave shall be earned by a teacher @ 1/11th of the period spent on duty. Medical leave so earned shall be granted on half average pay. Medical leave of half average pay shall be accumulated upto a maximum of 12 months.
12. **Study Leave.**
 - a. Study leave with average pay may be granted to a teacher who has put in at least three years service in the University on regular basis.
 - b. Study leave on average pay may be granted to a teacher for three years through the entire service of a teacher. Provided that this period may be extended for a period of one year by the Board of Governors.
 - c. This extended period shall be treated as Study leave without pay.
 - d. Whereas a teacher/employee does not return after completion of the granted period of leave he will be penalized at least with double the payment of amount he was receiving as an employee. A case for his/her this repatriation will also be initiated.
 - e. When an employee does not successfully complete his degree/ qualification he will have to pay back the entire amount/ emoluments he/she received during the course.
13. **Extraordinary Leave.** University teacher who has put in two years service in the University on regular basis may be granted extraordinary leave without emoluments. The extraordinary leave without emoluments so granted shall not exceed five years throughout the entire service of a teacher and normally not exceeding one year at a stretch.
14. **Maternity Leave.** A female teacher shall be entitle to maternity leave on full pay for a period not exceeding three months, provided that the date of confinement falls within the period of leave and the leave does not exceed six weeks beyond the date of confinement.
15. **Sabbatical Leave**
 - a. On completion of every ten years of service, a University teacher may be granted sabbatical leave for twelve months or on completion of five years service six months sabbatical leave on average pay.
 - b. Normally a teacher shall not be allowed to proceed on sabbatical or extraordinary leave during the middle of a semester.
 - c. Sabbatical leave shall only be granted for undertaking research at a recognized centre.
 - d. Sabbatical leave shall not be combined with any kind of leave except for completion of research work for a maximum period of three month with summer vacation.
16. **Earned Leave.** A University teacher may earn leave at the rate of one day for every calendar month of duty rendered.
17. **Special Leave.** A female teacher on the death of her husband may be granted special leave on full pay when applied for not exceeding 130 days. This leave shall not be debited to her leave account.
18. **Leave not due.** It may be granted on full pay to be offset against leave to be earned in future, for a maximum period of 365 days in the entire period of service subject to the condition that during any period of five years of service it shall not exceed 90 days in all.
19. **Disability Leave.** Disability leave may be granted, outside the leave account on each occasion, up to a maximum of seven hundred and twenty days on such medical advise as the Rector may consider necessary to University employee disabled by injury, ailment or disease contracted in course or in consequence of duty or official position. Leave salary during disability leave shall be equal to full pay for the first 180 days on half pay for the balance period.

STAFF

20. **Casual Leave.** An employee shall be entitled to casual leave upto 20 days in a year.

21. Medical Leave. Medical leave shall be earned by an employee @ 1/11th of the period spent on duty. Medical leave so earned shall be granted on half average pay. Medical leave of half average pay shall be accumulated upto a maximum of 12 months.

22. Study Leave.

- a. Study leave with average pay may be granted to an employee who has put in at least three years service in the University on regular basis.
- b. Study leave on average pay may be granted to an employee for three years through the entire service of an employee. Provided that this period may be extended for a period of one year by the Board of Governors.
- c. This extended period shall be treated as Study leave without pay.
- f. Whereas a teacher/employee does not return after completion of the granted period of leave he will be penalized at least with double the payment of amount he was receiving as an employee. A case for his/her this repatriation will also be initiated.
- g. When an employee does not successfully complete his degree/ qualification he will have to pay back the entire amount/ emoluments he/she received during the course.

23. Extraordinary Leave. University employee who has put in two years service in the University on regular basis may be granted extraordinary leave without emoluments. The extraordinary leave without emoluments so granted shall not exceed five years throughout the entire service of an employee and normally not exceeding one year at a stretch.

24. Maternity Leave. A female employee shall be entitled to maternity leave on full pay for a period not exceeding three months, provided that the date of confinement falls within the period of leave and the leave does not exceed six weeks beyond the date of confinement.

25. Earned Leave. A University employee shall earn leave on full pay. It shall be calculated @ four days for every calendar month of duty rendered and credit to the leave account as leave on full pay..

26. Special Leave. A female employee on the death of her husband may be granted special leave on full pay when applied for not exceeding 130 days. This leave shall not be debited to her leave account.

27. Leave not due. It may be granted on full pay to be offset against leave to be earned in future, for a maximum period of 365 days in the entire period of service subject to the condition that during any period of five years of service it shall not exceed 90 days in all.

28. Disability Leave. Disability leave may be granted, outside the leave account on each occasion, up to a maximum of seven hundred and twenty days on such medical advice as the Rector may consider necessary to University employee disabled by injury, ailment or disease contracted in course or in consequence of duty or official position. Leave salary during disability leave shall be equal to full pay for the first 180 days on half pay for the balance period.

29. Lump sum payment in case of in-service death. If a University employee dies while in service lumpsum payment equal to full pay upto 180 days out of the leave at his credit shall be made to his family as defined in the Service Statues.

PROHIBITION AGAINST PRIVATE TRADE

30. No whole time employee shall engage directly or indirectly in any trade, occupation or business nor shall he engage in any remunerative work without obtaining prior permission of the Rector. This shall also apply to any fee payable for duties in connection with an examination of any University, Federal or Provincial Public Service Examination or any other Autonomous or Semi Autonomous Educational Institution.

31. An employee shall, however, be eligible to receive without special permission any award offered by the federal or Provincial Government or learned body by the Public endowment or trust approved by the University in recognition of his merit, distinction, research or any other achievement.

EFFICIENCY AND DISCIPLINE RULES

32. Federal Government efficiency and discipline rules are adopted in toto.

- 4 -

MISCELLANEOUS INSTRUCTIONS

33. Immediately upon appointment an employee have to provided Medical Fitness Certificated from the authorized Govt hospital. Employee has to fill the joining report, available with the HR Branch and return it duly endorsed by respective Dean/HOD/Director to HR Branch so that Finance Branch is informed and salary slip is prepared/issued in time.

34. Similarly, approach the security office, obtained the required form and deposit duly filled with two passports size photographs and attested copy of CNIC with Security Office so that NUML Identity Card (I.D) is issued.

35. Wearing of NUML Identity card is mandatory for all employees of the University.

36. In case you wish to avail the bus facility, approach Transport Section, obtain the requisite form and deposit duly filled with two passports size photographs and challan form of subscription (to be obtained from Finance Branch with the transport section so that bus pass is issued.

37. Within a fortnight of joining, deposit your educational documents duly attested by HEC with the HR Branch. In addition, where required also submit equivalence certificates.

CONCLUSION

37. An effort has been made to reflect essential information for the guidance of the faculty members and Staff. However, HR Branch will be most willing to provide any additional information, if required.

Note: *The contents of this handbook are to be read in conjunction with NUML Service Statutes and University Ordinance No.XVIII of 2000 dated 29 May 2000.*

Appendix M: Grievances policy at NUML



1. Introduction

- 1.1. Grievances are concerns, problems or complaints (based on wrong or hardship suffered; real or perceived) that any of the stakeholders may raise with National University of Modern Languages during the course of his/her association with the university.
 - 1.1.1. The aim of the grievance procedure is to enable fair and quick resolution of any problem or grievance the aggrieved may have. Management wishes to ensure that all grievances are resolved without undue delay and at the earliest possible stage of the procedure.
 - 1.1.2. The object of this grievance policy is to enable all the stakeholders who consider that they have a grievance or complaint arising from their employment/ any other matter to have it dealt-with at the appropriate level within as short a time as possible. Rights, roles, and responsibilities of the aggrieved and the defendant are mentioned in “Annexure A”.
 - 1.1.3. The expectation from the stakeholders is to make efforts to resolve grievances initially with the person/people concerned. The grievance procedure will be used when these efforts are ineffective.

2. Areas of Grievances

- 2.1. These grievances may include but not limited to terms and conditions of employment, work relations, mistreatment or exploitation, working practices, working environment, organizational change, health and safety and discrimination.
- 2.2. This policy deals with all kinds of grievances if not covered in present policies [e.g. NUML Statutes, Esta code, examination rule, admission policy, harassment policy etc]

3. Scope

The policy applies to all stakeholders including NUML current and former faculty and staff, students and alumni, partner and associated institutions, job applicants and admission seekers, parents & guardians, as well as other stakeholders and community at large.

4. Principles

- 4.1. When the matter is very serious, or in other exceptional circumstances where there are good reasons for not raising the matter informally, the aggrieved may proceed straight to the formal stage of the procedure.
- 4.2. NUML aims to resolve problems and grievances promptly and as close to the source as possible with graduated steps for further discussions and resolution at higher levels of authority as necessary. Whereas,
 - 4.2.1. Grievances must be fully described by the aggrieved.
 - 4.2.2. The defendant should have the opportunity and be given a reasonable time to put their side of the story before resolution is attempted.
 - 4.2.3. Proceedings should be conducted timely, honestly, fairly and without bias.



- 4.3. The aggrieved will not suffer any disadvantage, victimization, or discrimination as a result of raising a grievance, with minimum stress and maximum protection for all concerned.

5. Process for Grievance(s) Resolution

Following process will be followed by NUML students, staff, and faculty members in case of any grievance(s):

5.1. Step - I (Direct Approach - Optional)

The aggrieved attempts to resolve the grievance as close to the source as possible. This level is quite informal and verbal. The aggrieved may approach to the defendant directly or through a colleague etc. to ascertain that no misunderstanding has taken place.

5.2. Step - II (Through Immediate Head)

If the matter is not resolved, the aggrieved notifies the immediate departmental head (in writing or otherwise) about the substance of the grievance. This level will usually be formal and the aggrieved may submit his/her grievance to the immediate head. If the immediate head himself/herself is the defendant, the aggrieved may submit his / her grievance directly to the defendant's immediate head to resolve the matter. This level should not exceed two week. For written grievance (if required), form "Annexure B" may be used.

5.3. Step - III (Through Deans/ Directors)

If the matter is not resolved, the head of the aggrieved must refer the matter to the Director/ Manager/ Head of Department. A grievance taken to this level must be in writing from the aggrieved on form given at "Annexure B" (formal). The Head/ Boss will forward the grievance to the Dean/ Director with any additional information thought to be relevant. The Dean/ Director will provide a written response to the both parties i.e. the aggrieved and the defendant. This level should not exceed two week following the next scheduled meeting.

5.4. Step - IV (Through Grievances Committee)

If the matter is not resolved, the Head of the aggrieved must refer the matter to the NUML Grievances Committee.

5.4.1. Composition of Grievances Committee: Following are the members of NUML grievances committee:

- | | |
|--------------|--------------------------------|
| 1. President | Dean of any faculty |
| 2. Members | 1 x Director (QEC/ ORIC/other) |
| | 1 x Head of deptt (any) |
| | 1 x Faculty member (any) |

5.4.2. One of the committee member has to be a female.

5.4.3. Representative of the department will not be the member (of this committee) from which complain is received; to ensure fairness and unbiased decision making. The process will further be at disposal of this committee.



- 5.4.4. The aggrieved will also give written feedback on the decision of the committee and it will be kept as a part of record.

5.5. Step - V (Appeal)

If the aggrieved is dissatisfied with the decision he/she may appeal in writing to the Rector NUML within two weeks of being informed of the decision. Rector NUML will appoint someone to hear the appeal who has had no involvement in the earlier stages of the grievance and is at a more senior level of management, preferably Director General. The person dealing with the appeal will undertake any further investigations he/she thinks necessary and will arrange a meeting with the aggrieved to discuss the appeal. The aggrieved will be informed of the outcome of the appeal in writing. The decision so reached will be final and there is no further right of appeal.

6. Grievances Raised by Stakeholders Other than Employees

All stakeholders other than faculty members and staff may submit grievances online through NUML website. Administration Branch will be responsible to present cases (if any) to the grievance committee on quarterly basis. Grievances submitted by stakeholders will be reviewed by grievance committee on a quarterly basis. Whereas, in case of critical grievances that needs immediate action, Administration Branch may present cases to grievance committee at any time.

7. Collective Grievances

If some grievance is raised by more than one aggrieved, same grievance process will be followed.

8. Vexatious or Malicious Grievances

If the aggrieved proves to be vexatious or malicious during or after investigation process, grievance committee may recommend the case to Rector NUML to take disciplinary action depending upon severity of the grievance.

Note: NUML Grievances Policy has been prepared by **Dr. Gulfam Khan Khalid**, Director BICON under supervision of **Prof. Dr. Karamat Ali**, Director ORIC.

(This policy is issued with the approval of the competent authority)

Date: 18 September 2018

Brig. (R) Amin Ullah Khan, SI(M)
Registrar

**Annexure A****Rights, Roles & Responsibilities of Aggrieved & Defendant:**

- i. This policy is not for harassment and bullying cases.
- ii. Representative/ committee member of the same department from which complain is received; may not be invited for hearing the case. The member of the same designation from the other department is invited in the grievances committee meeting for hearing the case.
- iii. The decision-maker must be impartial, fair, just, and all relevant submissions and evidence must be considered. Irrelevant matters must not be taken into account
- iv. No undue delay in investigations and proceedings by the authorities
- v. All participants involved in the grievance are required to maintain confidentiality, including the aggrieved who lodges the complaint. If any party involved in the process breaches confidentiality; they may be disciplined.
- vi. For format of online grievance form, see '**Annexure B**'

**Annexure B****Online Grievance Form**

Please Tick Mark :				
A. Category of the aggrieved				
NUML Faculty	NUML Staff	NUML Student	NUML Alumni	Former Employee
Potential Applicants	Parents & Guardians	Partner Organizations	Other Stakeholders	General Public
B. Name of the aggrieved:				
Address:				
Designation:		Faculty/ Department:		
Email ID:		Contact Number:		
Campus:				
C. Name of the defendant:				
Defendant's designation:				
Other Details:				
D. What is the grievance about. (please give full details of the grievance)				
E. How do you want the grievance resolved?				
Signature of person raising grievance with date				

Appendix N: Table for Determining Sample Size from a Given Population

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970