Research paper

		Linguistics
The Impact of Ethics on EFL Classroom Ethos: University Students' and Professors' Views and Suggestions		**Kewords:** ethics, classroom ethos, EFL, professors' views, students' views.

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Abstract

This research investigates the ways perceptions of ethics and ethical behavior in the classroom impacts the ethos of an EFL (English as a Foreign Language) classroom. The paper presents quantitative and qualitative research conducted through analysis of professors' and students' views and suggestions collected through checklists. The participants of this survey were ten randomly chosen professors from the Language Center and the English Department at the Faculty of Languages, Cultures, and Communications and 100 students from different departments of SEE University, Tetovo, Macedonia. The findings suggest that students' and professors' perceptions on classroom ethics were different on several key issues. Also, there were various goals set for improvement by professors and students in terms of raising the level of ethical behavior in class. However, both sides suggest interesting ways of integrating ethics in the classroom.

Introduction

Ethics and ethos are two elements that complement each other. It is impossible to have good classroom ethos if professors' or students' behave unethically. The ethos, which is the atmosphere in the classroom, provides the foundation for learning that takes place. The ways lecturers behave or perform also determine that atmosphere (Highland Council Education, Culture and Sport Service).

Ethos is the apparent degree of personality or trustworthiness that an individual believes exists in another person or object (Haskins, 2000). For instance, a person might be very knowledgeable in a certain field of study, however if the audience fails to identify this person as knowledgeable, the speaker's level of knowledge will not improve his or her perceived reliability (Redmond, 2000; Trenholm, 1989).

Eventually, the ethical classroom with its distinctive character will guarantee the structure and maintenance for the hard work that professors and their students want to achieve. The collective compliant atmosphere professors create with their students will be a place where both sides can be successful. This term 'ethical classroom' labels a room in which motivation is the starting point, gentleness prevails and knowledge is fully engaged. The ethical classroom is a place where professors and their students will look forward to being every day, a place of harmony, learning, and a place of individual and spiritual growth (Teaching Community).

Literature Review

Many researchers have developed interesting and practical views and suggestions while explaining the correlation between ethics and ethos, as well as the subtleties of each dimension of a classroom. According to Haskins (2000) there are four dimensions of ethos: trust, competence, dynamism, and immediacy of behavior. Landauer and Rowlands (2001) define ethics as:

> *Ethics is the branch of study dealing with what is the proper course of action for man. It answers the question, "What do I do?" It is the study of right and wrong in human endeavors. At a more fundamental level, it is the method by which we categorize our values and pursue them. Do we pursue our own happiness, or do we sacrifice ourselves to a greater cause?*

"Ethics deals, amongst other things, with right and wrong, ought and ought not, good and evil" (Mahoney, 2009). It is also claimed that what is perceived as suitable conduct is normally an individual decision that can be shaped by one's vision of ethics. Through the lenses of ethics, it can be claimed that the method a teacher uses while teaching is far more important than what a professor teaches (Dykstra, Moen Davies, 2008). Some authors even suggest integrating ethics into their subjects in the curriculum. According to Narvaez (2006), the following step might be useful:

> *Rather than add on new courses in ethics, teachers can make use of an abundance of ethically pregnant material already in the curriculum that has not been attended to. It is not a question of working longer hours; it is a question of working smarter, of improving the quality of all the human interactions now taking place in the normal school day.*

Instructors are supposed to help in building communities inside and outside the school. The communities that have a great impact on the lives of students are the school community and the local community. Thus, successful classrooms and schools create caring communities (Bryk & Schneider, 2002). Actually, intrinsic motivation for academic achievement is greatest within environments that nurture a sense of belonging, competence, and autonomy (Deci & Ryan, 1985). When teachers use pedagogical strategies that foster a climate with these three characteristics, they facilitate both academic achievement and moral development (Turner, Narvaez, & Mullen, 2004).

According to Buzzelli and Johnston (2001), teaching is an inherently ethical and moral enterprise. These authors investigated the relationship between authority, power, and morality, and propose how this rapport influences classroom interaction. Colnerud (1997), discuses the nature of the ethical and moral conflicts confronting teachers, thus identifying five underlying values: protection against harm, respect for integrity, respect for autonomy, fairness, veracity. Husu, & Tirri (2007), go further by suggesting ways of developing whole school pedagogical values.

Present Study

This paper represents quantitative and qualitative research. It was conducted during the spring semester 2012 at the South East European University in Tetovo, Macedonia.

Research Questions

Question 1: What is students' level of awareness of ethical behavior in class?
Question 2: What is professors' level of awareness of ethical behavior in class?
Question 3: What are the ways of promoting further ethical behavior in class?

Methodology

Ten randomly chosen professors from the Language Center and the English Department at the Faculty of Languages, Cultures, and Communications and 100 students from different departments of the SEE University-Tetovo, Macedonia aged between 18 and 23 years participated in this survey.

Instruments

The instruments used were the following: Teacher Checklist-CHECKLIST FOR AN ETHICAL CLASSROOM (CEC) and Student Checklist- Checklist for an Ethical and Achieving Classroom (CEAC)-STUDENT RATINGS. [121]

Procedure

For the first research question, the procedure involved 100 hundred students filling in the Student Checklist- CEAC. The procedure conducted for the second research question involved 10 professors filling in Teacher Checklist- CEC. The procedure conducted for the 3rd research question involved professors' insights and goals set for themselves for improvement (by filling in the teacher Checklist- CEC).

Findings and Discussion

Findings and discussion regarding research question 1.

Presented below are the results of the authors' survey of students' level of awareness of ethical behavior in class, undertaken during the summer semester 2012.

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[121] Checklists are available upon request at jeta.rushidi@seeu.edu.mk or dnarvaez@nd.edu

As seen in Table 1, the majority of students believe that their teachers behave ethically in and out of the classroom.

	Number of sections	Number of Students			
		Lots	Some	None	N/A
1	Social Climate Basics: Caring Classroom Community-I	70	15	15	0
2	Social Climate Going Deeper: Caring Classroom Community-II	53	27	17	3
3	Learning Climate Basics: Mastery Atmosphere - I	61	39	0	0
4	Learning Climate Going Deeper: Mastery Atmosphere - II	58	42	0	0
5	Learning Climate Basics: Stimulating Curriculum Content- I	62	27	11	0
6	Learning Climate Going Deeper :Stimulating Curriculum Content- II	43	37	0	20
7	Social Climate Basics: Teacher Style-I	68	28	4	0
8	Social Climate Going Deeper: Teacher Style-II	68	20	8	4
9	Social Climate Basics: Self-Development and Resilience-I	67	14	12	7
10	Social Climate Going Deeper: Self-Development and Resilience-II	50	25	15	10
11	Social Climate Basics: Community Connections and Bonding-I	51	31	8	10
12	Social Climate Going Deeper: Community Connections and Bonding-II	35	27	24	14
13	Social Climate Going Deeper: Ethical Expertise Development	47	31	12	10
14	Learning Climate Going Deeper: Supportive Physical Structure	15	39	46	0

Table 1. Findings from Students' Checklist

To be more specific, the first section of the checklist, *Social Climate Basics: Caring Classroom Community I* dealt with items such as: if teachers communicated clear positive expectations for student behavior, highlighting shared values by engaging the whole class in thinking about how they wanted to be treated and how they wanted their class to be; if they explicitly emphasized common positive ideals and purposes; if the teachers emphasized compassion and graciousness in how class members treat one another; if the teacher encouraged students to help one another, the class as a whole, and the teacher by organizing the environment to support student interaction. Also, if the teacher encouraged students to help one another, the class as a whole, and the teacher by being open to students' suggestions; if the teachers built interdependence and responsibility by asking students to take responsibility for the classroom and then help students learn to take responsibility, and if the teacher encouraged students to create their positive understanding of school tasks.

The items of the second section of the checklist, *Social Climate Going Deeper: Caring Classroom Community- II* investigated if the teachers helped students build a sense of group membership by using class meetings to share personal news and class accomplishments; if the teacher helped students build a sense of group membership by involving students in planning and problem solving; if the teacher used inclusive group language (e.g., frequently refer to the class as a whole, for example: "This class sure likes to learn!"); if the teacher helped the class build a shared history by creating shared learning experiences; if the teacher helped the class build a shared history

involving students in developing class procedures, customs, and rituals; if the teacher highlighted shared goals by generating with students lists of things they hope to learn; if the teacher highlighted shared goals by trying to weave what they hope to learn into the curriculum; if the teacher was straightforward with students, never deceiving them.

The items of the third section of the checklist, *Learning Climate Basics: Mastery Atmosphere – I,* consisted of questions such as: if there were important and engaging learning opportunities; if there was an emphasis on mastering tasks and learning (rather than on getting good grades or competing to top others); if the teachers answered student questions about the purposes of tasks and assignments; if the teachers emphasized strategic effort rather than right answers; if they coached students when having difficulty with schoolwork; if teachers built hopefulness in struggling learners by helping them see how they were making progress; if teachers stood firm on the importance of learning, but made allowances for special stresses in student lives.

The items of the fourth section of the checklist, *Learning Climate Going Deeper: Mastery Atmosphere – II,* were focused on teachers adjusting learning activities to match student skills and to provide additional scaffolding for students who were struggling; if the teacher helped students see that learning was interesting, relevant, and important by, for example, connecting learning activities to students' lives and interests and providing opportunities to share their learning with others; if they discussed ideas and if the teacher encouraged deep thinking (e.g., pursuing a line of questioning to the end, logically and/or creatively sorting out the elements in a problem and coming up with a solution), and if there were materials in the classroom to foster curiosity and serendipitous learning in many domains and at different levels of difficulty.

The items of the fifth section of the questionnaire, *Learning Climate Basics: Stimulating Curriculum Content-I*, dealt with the lessons and if different teaching styles and assessment styles were used; if the teacher provided opportunities for students to think logically and provide criteria for judging the adequacy of ideas; if students had opportunities for individual self-expression (e.g., let students choose an assignment or way to prove learning took place), when relevant, if the curriculum presented diverse viewpoints in an exciting, positive, interesting manner, if the value conflicts and ethical dilemmas were discussed in lessons and if the instruction and assessment involved analytical, creative, and practical thinking (CAP) as well as memorization learning.

Learning Climate Going Deeper: Stimulating Curriculum Content- II consisted of questions such as: if the teacher provided opportunities for students to invent various solutions to problems; if lessons fostered different types of thinking and understanding; if lessons fostered different types of intelligences; if the instruction and assessment enable students to identify and capitalize on their CAP strengths, and identify, correct, and, as necessary, compensate for weaknesses; if the instruction and assessment integrate rather than separate all of the CAP elements of intelligence; if instruction and assessment involved utilization, at various times, of all seven metacomponents of the problem-solving cycle.

Social Climate Basics: Teacher Style-I, dealt with issues such as: if the teachers communicated with each student personally during the class periods, if the teachers adjusted behavior for each student to make each feel welcome and supported; if the teachers tried to find out what would help students succeed in the class; if the teachers conveyed support of students as human beings and treat them with dignity; if teachers expected students to treat each other and themselves with respect; if there were opportunities provided for building trust among members of the class; if the teacher helped students find steady personal support; in cases when s student misbehaved, if the teachers made sure that the student understood why an action was harmful and what s/he could have done differently.

Social Climate Going Deeper: Teacher Style-II, investigated if students felt like they could relax and be themselves in the classroom; if the teachers provided opportunities for appropriate and safe expressions of feelings; if trust of rules and systems were encouraged but changes were made when they were unfair; if justice/fairness were an explicit concern of the teacher, if the teachers avoided getting angry with students; if the teachers helped each student share their strengths with the class, if the teachers looked for what basic needs students required when students misbehaved; and when students misbehaved, if the teachers make it an opportunity for character development rather than punishment.

Social Climate Basics: Self-Development and Resilience-I consisted of the following items: if the teachers helped each student meet basic needs (belonging, competence, autonomy, purpose, understanding, self-actualization, trust); if the teacher was aware of students' personal lives, if the teachers helped students practice and develop social competencies; if the teachers provided opportunities for developing self-awareness; if teachers provided opportunities for developing self-control; if teachers provided opportunities for developing self-direction; if teachers shared plans with students and explained why things are important, and if the teachers encouraged students to ask questions.

Social Climate Going Deeper: Self-Development and Resilience-II investigated whether teachers provided students with as much autonomy in their learning as they can handle, if the teachers balanced autonomy with authority, and clearly communicated what was negotiable and what was not; if the teachers looked for and were open to opportunities to engage students in negotiation and problem solving; if the teachers made allowances for students with strong autonomy needs (e.g., give them time to comply on their own; ignore "attitude" until mutual trust is established; problem solve with them to come up with a way to help them comply); if the teachers allowed students freedom to grow; if teachers adjusted rules in response to student growth; and if teachers encouraged student initiatives, allowing students sufficient freedom, for example, to spontaneously help others.

Social Climate Basics: Community Connections and Bonding-I examined if teachers were aware of the diversity in the classroom, if their practices and styles supported diverse students; if teachers conveyed appreciation of students' families and cultures; if the teachers provided opportunities for respectful discussion of different viewpoints; if teachers included all students (and their

backgrounds) when using terms "we" and "us"; if they pointed point out the benefits of diversity for helping everyone learn more and build skills for getting along with each other; if they encouraged students to relate to diversity outside the classroom, especially in the community; and if experiences of others were discussed to build empathy & perspective taking.

Social Climate Going Deeper: Community Connections and Bonding-II investigated whether teachers emphasized how students were embedded in networks of relationships and support; if teachers promoted respect for family and cultural traditions; if there were respectful, supportive relationships among students, teachers, and parents; if teachers linked lessons to ancestors, family, community members and traditions; if teachers invited community members to class as mentors and models for lessons; and if teachers tried multiple ways to strengthen relationships with parents and guardians.

Social Climate Going Deeper: Ethical Expertise Development examined if teachers immersed students in examples of ethical goals; if teachers encouraged students to foster their own virtue development; if they guided students in ethical skill development by allowing them to practice multiple skills across multiple contexts; if they encouraged students to aim for and find a higher purpose for their lives; if teachers emphasized the positive (or negative) impact individuals and groups can have on others; if they helped students gain skills for self-development or self-authorship; if they encouraged students to foster compassion for others along with techniques for self-calming; if they displayed and encouraged a positive regard for others, including giving others the benefit of the doubt and avoiding negative attitudes about others such as an "us against them" mentality; if they practiced reflecting on personal behaviors in light of prosocial values such as fairness, respect, & social responsibility.

Learning Climate Going Deeper: Supportive Physical Structure investigated if the furniture was set up to be comfortable for students, if the design and furniture could accommodate different teaching styles; if the room décor reflected the diversity in the school; if the room was decorated in an aesthetically-pleasing manner, etc.

Findings and discussion regarding research question 2

Presented below are the results of the authors' survey of professors' level of awareness of ethical behavior in class. As shown in Table 2, teacher rated high the level of their ethical performance.

	Number of items/sections	Number of Professors	
		Yes	No
1	Promoting Ethical Behavior	8	2
2	Teacher Responsiveness	6	4
3	Warmth and Immediacy	8	2
4	Providing Safety and Security	7	3
5	Providing Psychological Support	7	3
6	Stimulating Curriculum Content	7	2

7	Trust Building	7	3
8	Meeting Needs of Students	6	4
9	Nurturing Creativity	7	3
10	Critical Thinking Development	8	2
11	Emphasizing Unity	6	4
12	Diversity Recognition and Accommodation	8	2
13	Open Governance	6	4
14	Open Communication Channels	8	2
15	Helpful Infrastructure	7	3
16	Fostering an Intellectual Climate	7	3
17	Supportive Physical Structure	5	5

Table 2. Findings from Professors' Checklist

Promoting ethical behavior, investigated whether there was an emphasis on common purposes and ideals, on positive impact (or negative) an individual/the group can have on others. Also, this part questioned if there were frequent opportunities for autonomy and positive influence. Moreover, it consisted of items regarding frequent opportunities to collaborate with others and if students were helped in discerning and working on positive personal goals. *Teacher responsiveness* was rated high by the majority of the professors. Professors believed they communicated with each student personally every day. They believed they adjusted their behavior for each student to make each feel welcome and supported. Also, the majority believed that they coached students when having difficulty with schoolwork and behavior. *Warmth and immediacy,* also rated high by the majority of the professors, dealt with conveying support of students as human beings and appreciation of students' cultures. It also looked at areas such as the inclusion of all students (and their backgrounds) when using the terms "we" and "us".

Professors also believed that their performance was high in terms of *Providing safety and security*. This means they encouraged students to avoid negative attitudes and expected them to treat each other with respect. High expectations for behavior were maintained and supervised, and a sense of healthy self-respect was encouraged. Also, teachers encouraged the students to not develop an "us against them" mentality. *Providing psychological support*, also ranked high by professors, dealt with being aware of students' personal lives and providing opportunities for developing self-awareness, self-direction, and self-control. It also looked at areas such as providing opportunities for respectful discussion of different viewpoints. The majority of the professors believed they were doing dine regarding *Stimulating curriculum content*. They believed they provided opportunities for student input into curriculum and that the curriculum presented multiple viewpoints when relevant. Also, the information about diverse opinions and options was imparted in an exciting, positive, interesting manner. Moreover, value conflicts and ethical dilemmas were discussed in lessons. Regarding *Trust building, o*pportunities were provided for the building of trust among members of the class and trust of rules and systems was encouraged. Also, justice/fairness was an explicit concern of professors. In terms of *Meeting needs of students,* there were opportunities for students to meet needs normally taken care of outside the classroom. Instructors believed their

performance was high in terms of *Nurturing creativity*. Students were given choices to follow what interests them for assignments and opportunities were provided for individual variability in how assignments are completed.

Critical thinking development was another area ranked high by professors. They believed they provided opportunities for students to think logically, to ask content and idea questions. Also, they helped students develop the critical thinking skills by providing criteria for judging the adequacy of ideas or content. So opportunities for students to think about various solutions to problems were provided. According to the professors, *Emphasizing unity* was another strength of theirs. The group identity was emphasized in a positive way and opportunities for cooperative behavior as a large group were provided. *Diversity recognition and accommodation* was also rated high by professors in terms of their performance. They were aware of the diversity in the classroom and this diversity was used to help everyone learn and get along with each other.

Open Governance looked at areas dealing with the hierarchy used only when necessary and only when it benefited students. It was made clear what professors' and students' responsibilities were. Also, clear expectations for student behavior were conveyed and it was clear what to do when there was an academic, social, and an individual psychological problem. *Open communication channels* dealt with beliefs that students could raise issues that concerned them with their professors, and raise issues that concerned them with each other. *Helpful Infrastructure* looked at professors beliefs that bureaucratic regulations were kept to a minimum and that infrastructures were altered when they no longer benefited the students. *Fostering an intellectual climate* looked at the *e*xcitement about learning that was fostered. Deep thinking was encouraged (e.g., pursuing a line of questioning to the end, sorting out the elements in a problem) and curiosity was fostered through materials in the classroom. *Supportive physical structure* investigated if the furniture was set up to be comfortable for students and the rooms were decorated in an aesthetically-pleasing manner if the room décor reflected the diversity in the school. Also, the design and furniture of the room could accommodate different teaching styles.

Findings and discussion regarding research question 3

The goals set by teachers for improving the ways of promoting ethical behavior in the future were the following: attempts to utilize religious elements in order to promote ethical behavior, indicate for students the good and poor ethical choices made by the authors they studied, talk more about how the way they do things in class can be carried across different aspects of life, working continuously or promoting the positive values among colleagues and students. In terms of *teacher responsiveness*, the goals set by teachers were: talking more to individual students, trying to get in touch with parents in order to help their children (students) in class. Learning more about students' personal lives and problems take even more time to get to know the history/background of each of my students, continue to reflect and look for improvement. Regarding warmth and immediacy, teachers thought that they were generally available for students. Another goal set by teachers was to continue to look at each student as an individual but important part of the whole group. Whereas, there were cases where teachers thought they were doing fine in this respect.

There were various goals set by teachers in terms of *providing safety and security* for their students. For instance, they believed they should encourage individuals more to avoid negative attitudes, should strive more in making students feel relaxed and comfortable in the classroom. Some teachers didn't focus very much on self-respect and they supposed they could do more. There were cases where teachers claimed to continue encouraging trust within the classroom so students feel safe and secure. However, there were teachers who didn't think they could do anything in this respect because of the culture and settings. The goals set by teachers in terms of *providing psychological support* were the following: they believed they should learn more about students' background and to try to be more aware of students' personal lives and adjust their expectations based on that. There were teachers who claimed that they didn't focus much on the "self-" aspects of teaching, so they could develop that in their classrooms. Also, there were goals such as if remaining at the University level they would like to learn more about the students' personal lives.

Stimulating curriculum content was another area for goals to be set. Teachers believed that they should involve students in the process of creating the curriculum; carry out a needs assessment process with students (prior to their engagement in the course) and develop a curriculum and a syllabus in accordance to that. This would provide opportunities for student input in curriculum. In terms of *trust building,* teachers set goals such as: encouraging even more trust of rules and systems and help in their practical implementation. Also, teachers believed that the primary lessons their classes provided was distrust of rules and systems. Other goals set were creating built in lessons with obvious teaching about team building and trying to spend more time with students outside the class.

Regarding *meeting needs of students*, teachers set goals such as: working more on meeting the needs of diverse students. Getting more support from the university management in order to provide physical, emotional and psychological help and assistance for students. Giving students more opportunities to share their needs, and try to spend more time with them outside the class. For *nurturing creativity*, goals set by the teachers were: adjusting tasks according to students' needs; giving students choices to follow what interests them for assignments; creating more thoughtful assignments that provide diverse opportunities for completion; continue having options on assignments, and allowing more time to be devoted or working with students in extracurricular activities. As far as *critical thinking development* is concerned, the teachers set the following goals: providing criteria for judging the adequacy of ideas or content; creating more analytical questions; continue to have opinion/creative writing time each class, and challenge students more and insist on their more efficient input.

The goals set for *emphasizing unity* were making students aware of benefits of working in groups; raise students' awareness about the effects and the impact that a group can have on various different developments (academic, political, social, etc.); be more ready to expose their own attitudes in front of students. In terms of *diversity recognition and accommodation*, the goals set by teachers were the following: even though teachers tried, the activities should be designed to

help diverse students; students should be encouraged to respect more their peers, especially when it comes to the economic (social status and disabilities). Also, more time should be donated to the recognition of diversity and its place in education.

The goals set for *open governance* were: setting clear goals and procedures about dealing with social and psychological problems; sometimes academic problems, too. Minimize hierarchy. Knowing more and learn more about resources for students at the university and in the community. Take a proactive role in students' life and be more strict about rules and assignments. In terms of *open communication channels,* teachers set goals such as: encouraging students to communicate more about their issues; give students more space, time and freedom to raise issues that either concern them with their teachers or with each other; explicitly teach how to raise issues of concern and encourage them to feel free and talk to instructors about their problems. Regarding *helpful infrastructure*, teachers set goals such as: using reasonable infrastructures; use cost-effective and practical infrastructures; identify with pro-deans infrastructure that is needed, or is obsolete; remain aware and open to student needs and try to influence university administration.

In order to *foster an intellectual climate*, the goals set were: using eBeam (interactive whiteboard) better to provide more materials for learning outside the classroom and learn more about materials available to be used and spend more time with students. Finally, the goals set for *supportive physical structure*, were: the room furniture and decoration could be improved but they claimed that this didn't depend on individual teachers; the desks were really uncomfortable and students complained, perhaps, if the budget allowed, they could be replaced; find more lessons that could also add to the aesthetics of the classroom, and give their ideas and talk to superiors about these issues.

Conclusions

Conclusions drawn upon students' ratings

Based on the results from the student questionnaire, the following list shows students' level of awareness of ethics in the classroom (see Table 3) All 14 sections of the survey were ranked according to the way students rated them. The conclusions are drawn from the ranking of the items below where *Social Climate Basics: Caring Classroom Community-I* was rated as first whereas *Learning Climate Going Deeper: Supportive Physical Structure* was rated as last.

1	Social Climate Basics: Caring Classroom Community-I	
2	Social Climate Basics: Self-Development and Resilience-I	
3	Social Climate Basics: Teacher Style-I	
4	Social Climate Going Deeper: Teacher Style-II	
5	Learning Climate Basics: Mastery Atmosphere - I	
6	Learning Climate Basics: Stimulating Curriculum Content- I	
7	Learning Climate Going Deeper: Mastery Atmosphere – II	
8	Social Climate Going Deeper: Caring Classroom Community-II	

9	Social Climate Basics: Community Connections and Bonding-I
10	Social Climate Going Deeper: Self-Development and Resilience-II
11	Social Climate Going Deeper: Ethical Expertise Development
12	Learning Climate Going Deeper :Stimulating Curriculum Content- II
13	Social Climate Going Deeper: Community Connections and Bonding-II
14	Learning Climate Going Deeper: Supportive Physical Structure

Table 3. Students' level of awareness of ethical behavior in class

Conclusions drawn upon professors' ratings

Based on the results from the professors' checklist, the following list shows professors' level of awareness of ethics in the classroom (see Table 4). All 17 sections of the survey were ranked according to the way professors rated them according to their performance. The conclusions are drawn from the ranking of the items below where *Critical Thinking Development* was ranked as first whereas *Supportive Physical Structure* was ranked as last.

1	Critical Thinking Development
2	Warmth and Immediacy
3	Diversity Recognition and Accommodation
4	Promoting Ethical Behavior
5	Open Communication Channels
6	Stimulating Curriculum Content
7	Providing Psychological Support
8	Trust Building
9	Nurturing Creativity
10	Helpful Infrastructure
11	Fostering an Intellectual Climate
12	Providing Safety and Security
13	Teacher Responsiveness
14	Emphasizing Unity
15	Meeting Needs of Students
16	Open Governance
17	Supportive Physical Structure

Table 4. Professors' level of awareness of ethical behavior in class

Conclusions drawn upon professors' suggestions about ways of promoting further ethical behavior in class

In order to promote further ethical behavior in class, professors believed they should attempt to utilize religious elements in order to promote ethical behavior and talk more about how the way they do things in class could be carried across different aspects of life. Moreover, they believed that they should work on continuously promoting the positive values among colleagues and

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students, and learn more about students' personal lives. Additionally, professors claimed that individuals should be encouraged more to avoid their negative attitudes and provide opportunities for student input in curriculum. Furthermore, they should create built in lessons with obvious teaching about team building and work more on meeting the needs of diverse students; create more analytical questions; raise students' awareness about the effects and the impact that a group can have on various different developments (academic, political, social, etc.) and encourage students to communicate more about their issues.

Generally speaking, the results imply that students' and professors' perceptions on classroom ethics were not the same at every point. Also, there were various goals set for improvement by professors and students in terms of raising the level of ethical behavior in class. However, both sides suggested interesting and concrete ways of integrating ethics in classroom which would serve as a good starting point for this process.

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