Translation and Adaptation of Unethical Professional Behaviour Tendencies Scale for Teachers

Sarosh[1], Prof. Dr Najma Iqbal Malik[2], Dr Mohsin Atta[3]

[1] Email: saroshtariq95@yahoo.com
[2] Department of Psychology, University of Sargodha, Sargodha, Pakistan.
  Corresponding Author's Email: najmamalik@gmail.com
  ORCID ID: https://orcid.org/0000-0002-3521-1014
[3] University of Sargodha, Email: gotamabbasi@gmail.com

Abstract

The present study translates and adapts the Unethical Professional Behaviour Tendencies Scale for University Teachers. Two independent studies were designed with the aim of translation, adaptation, and factor structuring (EFA) (Study-I), and the second study confirmed the factor structure of the scale (CFA)(Study-II). We used back-translation procedure (Brislin, 1976) for translation of the scale. Two exclusive samples ($N = 330$ &$N = 327$) of university teachers were recruited through a purposive sampling technique for study-I and study-II, respectively. For both the studies the age of participants ranged between 25-55 years($M = 39.38$, $SD = 6.77$; $M = 38.65$, $SD = 7.01$). Original version of Unethical Professional Behavior Tendencies Scale (Wang et al., 2021) comprised 12 items with four subscales named as Perfunctory Attitude and Carelessness, insults and Discrimination, Unfairness, and Using Power for Personal Gain. After translation and adaptation, one item was deleted as it was not applicable to university teachers. In EFA, with promax rotation, the scale has eleven items with only two subscales named as carelessness&unfairness, insult&discrimination. After that, CFA was performed, to confirmthe factor structure of the scale. The implications, limitations, and recommendations for future studies were also discussed.

Keywords: Unethical Professional Behavior Tendencies, Carelessness, Unfairness, Discrimination

Introduction

Ethics in the teaching profession has special importance because it is the profession from which all other professions originate (Obuz, 2009). Ethics in any profession are the moral principles and values that help the individuals to behave according to that specific profession. In University teaching, ethics are related to multiple domains like behaviour with students, with other teachers and with other people related to the university. Furthermore, the ethics of teachings include other elements including (but not limited to) fairness with students, giving them respect, being non-judgmental, honest, and adding more commitment to teaching etc (White, 2004). When university teachers uphold professional ethics, they create a positive and supportive learning environment where students feel respected, valued, and safe to express their ideas. This conducive atmosphere fosters engagement, participation, and active learning among students, ultimately enhancing their academic performance. Ethical behavior builds trust and credibility between teachers and students. When students perceive their teachers as trustworthy

and ethical individuals, they are more likely to be motivated to learn, follow instructions, and seek guidance when needed. This trust fosters a collaborative relationship that facilitates effective teaching and learning experiences (Barkley & Major, 2020).Contrarily, the teacher's unethical professionalism disturbs students' mental and physical health. In research, it was evident that students' mental and physical health has been affected by the teachers' unethical behaviours, and it also affects the career growth and personal development of students (Arslan &Dinc, 2017; Zheng et al., 2017; Liu, 2021). The behaviours where professionals violate their ethics and rules regarding professionalism are called unethical professional behaviour. As far as the unethical professional behaviours of the teachers are concerned, most researchers have followed two streamlines. The former one focuses on teaching needs and is manifested by teachers through not fulfilling their teaching responsibilities (Eren &Rakcolu-Sylemez, 2021; Zhao, 2019); The latter one is related to the life beyond the institute, meaning when teachers are outside of the institution and the focus is on personal power (Eren &Rakıcıoglu-Soylemez, 2017; Zhang, 2017). Concerning teachers, students are the main community to which teachers provide service in the teaching institute and their careers. Both teachers and students interact and communicate inside and outside the institute. So, the unethical professional behaviour tendencies are opposite to the ethical attitude of a teacher inside and outside the institute. Unethical professional behaviour is a kind of social behaviour, and it is much related to culture and its norms, moreover, by the perception of right and wrong (Trevino et al., 2014). In collective cultures, there is a norm or cultural rule to respect the person who is in authority, obey the authority, and meet the expectations of authority (Bejanyan, 2015; Malmi et al., 2020). The teacher is the main authority figure in any institute, and it is necessary to obey the teachers in Pakistani culture. Students give respect and consider the teacher to be an authority figure.However, certain attitudes and behaviours are considered as unethical in almost every culture. Studies have found that in collectivist cultures (such as Chinese culture) Much research in China was conducted on in-service teachers and multiple research studies over there have examined the unethical attitudes of in-service teachers, which compromise carelessness and unfair attitudes toward students (Ge, 2008; Guo, 2017; Jiang, 2013; Zhang, 2017). Similar results have been found in a study conducted in America (which has an individualist culture). Barrett et al. (2012) concluded that teachers' seriousness and partiality were directly linked to student's academic achievement, and educational fairness was directly related to education development (Allen et al., 2013; Brunila& Kallioniemi, 2018). A major unethical behaviour of a teacher is using power for their benefit, especially outside the institute (Zhang, 2017; Zhao, 2019).These behaviours are found everywhere since the students are usually at the developmental period where they are not mature enough to understand the real purpose behind teachers' behaviours. If the teachers use power for personal benefits, they are easily influenced by this use of power. However, this manipulation and use of power affects their future achievement and produce long-term negative consequences to the personality of the students (Liu, 2021; Sirait, 2016). Other unethical professional behaviours of teachers may include insulting and discriminating behaviour towards students. Studies showed that insult and discrimination against students in primary and secondary school directly impact the physical and mental health of students and cause other students to bully the affected students (Ge, 2008; Ssenyonga et al., 2019; Zhang, 2017).Unethical professional behaviour tendencies scale is present to measure the unethical tendencies of a teacher. The scale is used for student teachers and questions are related directly to the attitudes and behaviour of teachers in teaching institutes. As the scale was present so it was decided to translate and adapt already developed scale. The scale was for school teachers, so adaptation of the scale was needed to use this scale for university teachers.

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Method

The current study used a cross-sectional survey research design, which was executed in two studies. Study 1 was conducted in three phases. Phase Iaimed to translate the Unethical Professional Behavior Tendencies scale into Urdu. Phase II was to adapt it according to the target population. Phase III, EFA was conducted to obtain the factor structure of the translated version. Study 2 CFA, was used to ensure the factorial structure of the translated version of the scale. The complete description of all the studies is presented below:

Study-1: Translation and Adaptation of Scale

Study-1 was conducted in three phases. Phase-I of the present study involved the translation process of the instrument utilized in the research from the English language into Urdu language. Phase-II was related to the scale adaptation, which was translated into Urdu in the Phase-I. Phase III was EFAfor obtaining factor structure.The detail of these phases is described in the following section:

Study I (Phase I): Translation of the Scale into Urdu and Adaptation

Although the target population was educated and could understand English but for greater accessibility and time saving elements were considered, so it was decided to translate theEnglish language scale named Unethical Professional Behavioral Tendencies Scale (Wang et al., 2021) into Urdu.

Objectives

1. To translate the English version of scale into Urdu language.
2. To adapt scale in Indigenous settings.

The usual approach, named the standard back translation process, was adopted for translation, and the steps followed are given below. There were four steps.

1. Forward Translation
2. Reconciliation of items
3. Back Translation
4. Forward and back translation review

Forward translation. The first step in this process was to translate the English language scale into Urdu (Brislin, 1976). In this method, a bilingual person translates the English language scale into Urdu. It is the translation of scales from source to target language. This procedure aimed to attain an equivalent translation for the target language.

Participants. The main aim was translation, so contact was established with three bilingual experts. The faculty members of Psychology (*n* = 2) and English Departments (*n* = 2) were chosen as experts because they had both source and target language fluency. All experts had doctoral degrees. The members were experts in translation and psychometric procedures. Firstly, the topic and main aim of translation were briefed. All the procedures and important information were presented in front of them. The meaning and description of main variables and important terms were also discussed in the scales. It was requested that the original meaning and content should be the same.

Instrument. Members of the translation team were given a scale named Unethical Professional Behavioral Tendencies (Wang et al., 2021) for translation into Urdu language.

Reconciliation of items. In the second step, items reconciliation was completed against four translations. From these forward translations, the best item was taken with the help of a committee meeting. Four teachers helped the researcher in this committee, two teachers were Assistant Professors one of them was a Professor and one of them was a Lecture at the Department of Psychology. In this step, all translated items were critically analyzed regarding

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grammar, context, and meaning. The committee selected one item from all the four independent translations. Only that translation was retained for which at least three of the four committee members voted for. The session ended with the Urdu version of the scale with at least 75% agreement among the committee members.

Back translation. Back translation was completed in the third step of translation to check the similarities and differences between the two scales. Here, the scale was translated into English using the same method that was used in the first step. Four bilinguals were approached for back translation. Bilingual experts were unaware of the original scale. All four bilingual experts were proficient in both Urdu and English language. Two experts belonged to the Department of Psychology ($n = 2$), and two were from the Department of English ($n = 2$). Three experts had doctoral degrees, whereas one had an MPhil degree. The translated version obtained from this step was given to experts. All experts translated the scale into English. It was to confirm that the Urdu translation was correct and communicated the same meaning as the original English version of the scale. In the end, four independent English translations of the Urdu version were obtained.

Procedure. In this step, a committee of three members evaluated the original, translated, and back-translated versions. Two assistant professors and one Lecturer were selected as a committee. These teachers were from the Department of Psychology, University of Sargodha. All committee members had doctoral degrees. They were fluent in Urdu and English and had experience in psychometrics. The back-translated and original English versions were assessed for their comparability. Committee members discussed the problems and discrepancies to produce an error-free scale. In the final step, members of the committee arranged the final version of the scale. In last, there was a final version of the Urdu translation was attained.

Study-1(Phase-II): Adaptation

The original scale was developed for the teachers of the school while in the present study, the researchers intended to adapt the scale for university teachers. Therefore, the Phase-II of the Study-I was designed to adapt the scale for university teaches. The detail of this phase is summarized in the following section:

Committee Approach for the Adaptation of Scales. The committee approach is the best method for adapting scales as it includes a team of experts. The basic logic behind the committee approach is the discussion of different terms specific to culture. The committee was composed of five members: two Associate Professors and two Assistant Professors from the Department of Psychology and Education and their affiliation was from the University of Sargodha. The researcher scholar of the PhD was also a member of this committee. In this section, the scale was given to the expert's team. Specifically, instructions were given to avoid difficult terms, symbols, idioms, and long sentences. Instructions regarding the identification of terms that are not suitable to use in Pakistaniuniversities and replacement for these terms were also a task assigned to them. They were also requested to avoid words, that are not suitable for the target population. The scale was not specifically developed indigenously, and there were some suitability issues for university teachers in Pakistan. The researcher intended to measure the unethical professional tendencies of university teachers, so it was necessary to make some vital changes in the language and phrases of the items. The researcher gathered all committee members in a committee room. The researcher briefed them about the nature of the current study and the scale. Then, the researcher gave the committee members all the instructions. A successful brainstorming session was conducted. In the end, the final adapted scale for university teachers was ready. The researcher thanked all the committee members for their valuable feedback.

Phase III: EFA of the Study

The last part of study 1 was EFA, aimed at obtaining the factor structure of the translated and adapted scale.After translation and adaptation, a separate study was designed to explore the factor structure of the translated and adapted version of the scale.Exploratory factor analysis was conducted to explore the factor structure of the unethical professional behaviour tendencies for University Teachers.The final version of the Unethical Professional Behavior Tendencies Scale, consisting of 11 items, underwent exploratory factor analysis (EFA) to determine its factorial structure.

Sample. For Study II (EFA) of study 1, university teachers ($N = 330$) were purposively recruited from two cities of Pakistan, Sargodha and Lahore. The minimum education of the participants was a Master's (16 years of education), whereas the maximum education was a PhD. Public sector university teachers were part of the study. Teachers with more than one year of working experience were included in the study. The age of the sample ranged from 25 years to 55 years.

Procedure

After translation and adaptation, the final version was ready to collect the data.Permission for data collection was taken from the Department of Psychology. After that, teachers from different public sector universities were personally contacted for data collection. Following that, participants received a briefing on the goal of the study as well as comprehensive instructions on how to complete the scales. Researcher requested the participants to respond candidly and freely. Their information's secrecy was guaranteed. There was no time limit on how long it took to complete the scales in order to get the desired personal data. Every participant was chosen based only on how convenient they were. Participants did not receive any incentives for their voluntary, anonymous participation. They received all of the scales together with a demographic sheet and informed permission. Each questionnaire included a demographic sheet attached at the top to collect the essential demographic data. Participants received gratitude for their cooperation at the conclusion. After the collection of the data, Exploratory Factor analysis was run on the data to assess factor structure of the scale.

Results' Explanation of Exploratory Factor Analysis

The EFA was conducted in SPSS version 24 using the principal axis factoring extraction method with Promax rotation. EFA showed Unethical Professional Behaviour Tendencies Scalewith two factors named Carelessness and Unfairness, with 7 items, whereas the second factor was Insult and Discrimination, with 4 items. The EFA constructed a scale structure with two components, accounting for 57.03 percent of the cumulative variance, even though a definite number of factors was not specified. After that, the Kaiser-Meyer-Olkin test was carried out in order to establish whether the sample size was adequate. According to the recommendations made by Kaiser (1974), the value of 0.89 suggests an adequate sample size. In addition, the results of Bartlett's test of sphericity were statistically significant (χ^2 (55) = 1868.09, $p =$.000), indicating that the data can be used in subsequent research if the appropriate steps are taken. The measurements taken for skewness and kurtosis indicated that the data followed a normal distribution. The commonalities of the chosen objects were exceptionally high (i.e., greater than .5). The scree plot illustrates the Eigenvalues of the components that emerge from the data on unethical professional behaviour tendencies. The graphic demonstrates that the questionnaire consists of two separate elements, after which the Eigenvalues "level off."

Figure 1

The Scree Plot or the Factor Structure of Unethical Professional Behavior Tendencies Scale
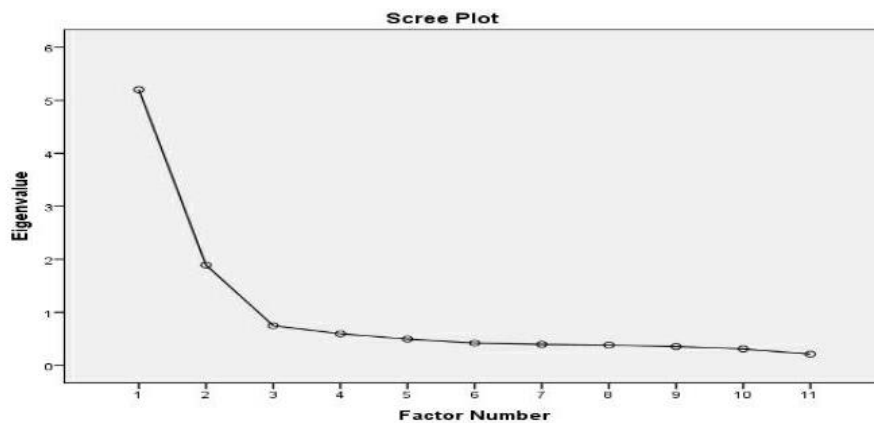
The screen plot depicts the factor structure emerging from the data ontheUnethical Professional Behavior Tendencies Scale for University Teachers. The figure showed two factors as the Eigenvalue of two factors was above one.

Table 1

Exploratory and Confirmatory Factor Analysis of Professional Unethical Behavioral Tendencies Scale by using Principal Axis Factoring with Promax Rotation (N= 330)

Items	Factor 1 Carelessness and Unfairness (Items = 7)	Factor 2 Insult and Discrimination (Items = 4)
UPBT1	**.76(.66)**	.36
UPBT2	**.79(.81)**	.32
UPBT3	**.81(.80)**	.36
UPBT5	**.58(.68)**	.18
UPBT8	**.85(.58)**	.34
UPBT9	**.83(.73)**	.33
UPBT11	**.79(.80)**	.29
UPBT4	.32	**.74(.75)**
UPBT6	.23	**.65(.69)**
UPBT7	.18	**.60(.65)**
UPBT10	.29	**.76(.78)**
Eigen Value	6.67	1.10
% Variance	55.58	9.13
Cum. %	55.58	64.71

*Note.*Value in parentheses denotes factor loadings on CFA; UPBT = Unethical Professional Behaviour Tendencies

Table 1 displayed exploratory factor analysis with Promax rotation on a sample of university teachers. The table showed two factors of unethical professional behaviour tendencies, carelessness and unfairness (7 items), whereas the second factor was insult-discrimination (4

items). Item number1,2,3,5,8,9 and 11 are loaded on the carelessness and unfairness factor, which explains 55.68 percent variance, whereas items 4, 4,6,7, and 10 are loaded on the second factor named insult and discrimination, which explains 9.13 percent variance. All items have above .50 factor loading. Collectively, the cumulative variance of both factors was 64.71 percent.

Study 2: CFA

In CFA, items come from EFA in the form of factors. Amos was run to confirm the factor structure of Unethical Professional Behaviour Tendencies scale.

Sample

For study 2, university teachers ($N = 327$) were purposively recruited from two cities of Pakistan Sargodha, and Lahore. The minimum education of the participants was Masters (16 years of education), whereas maximum education was PhD. Public sector university teachers were the part of the study. Teachers with working experience of more than one year were included in the study. The age of the sample ranged from 25 years to 55 years. Both genders including men (55.4%) and women (44.6%) were given representation in the sample.

Instruments

Unethical Professional Behavior Tendencies Scale. The current study translated and adapted the unethical professional behaviour tendencies scale. It was based on twelve items (Wang et al., 2021). One item was deleted after the translation and adaptation process, so eleven retained items were used in the study. After EFA, two subscales were obtained, named carelessness-unfairness (1,2,3,5,8,9,11) and insult-discrimination (4,6,7,10). All items are scored on a 5-point scale, in which 1 means absolutely will not do this, and 5 means absolutely will do this. The alpha reliability of the scale is .85.

Figure 2

Path Diagram of two factor Structure of for Unethical Professional Behavior Tendencies of University Teachers (N = 327)
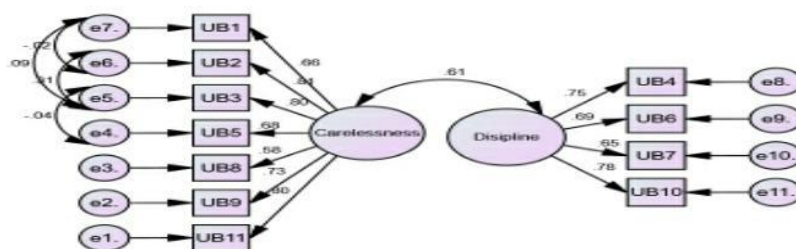

Figure 2 demonstrates the factor loading and covariates for the Unethical Professional Behavior Tendencies subscales, Carelessness and Unfairness. The second factor is Insult and Discipline.

Table 2

Fit Indices of Unethical Professional Behavior Tendencies Scale for University Teachers Scale(N=327)

Models	χ^2	*Df*	Fit indices				
			GFI	AGFI	TLI	CFI	$\chi^{2/}/df$
Model	80.38	39	.95	.92	.96	.97	2.06

Table 2 shows the model fit indices for Unethical Professional Behavioural Tendencies Scale among University Teachers. The value of RMESA (.05) is less than .06. All values in the table were in the acceptable range.The description of the factors of unethical professional behaviour tendencies of teachers is given below.

Carelessness and Unfairness

Item numbers 1, 2, 3, 5, 8, 9, and 11 are loaded with the carelessness and unfairness factor. In this factor, items are more related to the careless attitude of a teacher towards students or student assignments or tasks. For example, in some cases, teachers treat students' assignments carelessly. These kinds of questions are part of this factor.

Insult and Discrimination

Item numbers 4, 6, 7, and 10 are loaded on the second factor named insult and discrimination, which includes negative teacher behaviour towards students when students face problems regarding a specific family background, some taunting attitude of a teacher, etc. For example, in some cases, ridiculing students. This factor shows an unethical attitude of a teacher.

Table 3

Item Total Correlation of Adapted and Translated Version of Unethical Professional Behavior Tendencies

Sr. No	Item No	Item- total correlation
1	C - U 1	.72
2	C - U 2	.74
3	C - U 3	.72
4	I - D 1	.68
5	C - U 4	.70
6	I - D 2	.45
7	I - D 3	.54
8	C - U 5	.62
9	C - U 6	.71
10	C - U 7	.69
11	I - D 4	.70

Note. C -U = carelessness – unfairness; I – D = insult – discrimination.
All correlations are significant at *p* < .001.

Table 3 summarises the results of the item-total correlation of the 11 items of unethical professional behaviour tendencies. During the computation of the solution, the researcher strictly followed the criteria recommended by Loiacono et al. (2002).The item containing a correlation coefficient of > .40 with the total score should be kept on hold for the final scale. The range of the item total correlation for the items on the overall scale was from .46 to .73(*p*< .001). All items of scale have the coefficient of the item total correlation within the suggested criteria, demonstrating that the homogeneity of the items with the underlying construct is satisfactory.

The results indicate that all items are significantly and positively correlated with the test's total score.

Discussion

Unethical behaviors are prevalent in various occupations, but this study specifically examines the unethical behaviors of university teachers. The present study aimed to translate and adapt an already developed scale called "Unethical Professional Behavior Tendencies Scale". The original scale comprises four subscales: Perfunctory Attitude and Carelessness, Insults and Discrimination, Unfairness, and Using Power for Personal Gain. The original Unethical Professional Behavior Tendencies Scale developed by Wang et al. (2021) was designed to assess unethical behavior tendencies among student teachers in teacher education programs. However, for the current study, the scale was adapted to target in-service university teachers.This adaptation was based on the rationale that many of the behaviors outlined in the original instrument such as favoritism, carelessness, misuse of authority, and discriminatory conduct are also relevant and observable in higher education settings.To ensure contextual relevance and content validity, all items were carefully reviewed and reworded where necessary to reflect the roles, responsibilities, and power dynamics of university-level teaching faculty rather than pre-service trainees. For example, items referencing "teacher training" or "practicum experiences" were revised to reflect university teaching environments, while the core constructs of unethical behavior remained consistent with the original scale.This adaptation allows the instrument to be effectively used in the assessment of ethical tendencies among current faculty members, providing valuable insights into professional conduct in higher education.

Another key insight pertains to the rationalizations offered by some teachers,educators for their unethical actions. Participants cited high workloads, inadequate pay, unclear institutional policies, and perceived student entitlement as justifications for behaviors like cutting corners, partiality, or disengagement (Ayenalem et al., 2023).While such pressures are real and warrant institutional attention, they should not be used as an excuse for compromising professional standards. These findings are consistent with White's (2004) argument that professional ethics in education require not only knowledge of right and wrong but also a commitment to moral responsibility, even in difficult circumstances.In the first step, permission from the original authors was ensured for translation and adaptation of the scales. In this step, the instrumentwas translated by ensuring a standardized back translation procedure recommended by Brislin (1976). The main goal of the translation was to ensure that the constructs in the source and target languages were equivalent. Additionally, it was imperative to guarantee the item's sufficiency, correspondence, and significance to the intended audience. After back translations and forward translations, a final version was selected.The next part was the adaptation of the scale named unethical professional behavior scale tendencies scale.To make them more relevant and fit for the indigenous community, several items of the scales have been modified. One item was deleted as it can't be applied to university teachers. So,11 items were retained with some modifications were retained.After that, to check the factor structure of the translated and adapted scale, EFA was executed. A principal axis factoring method with Promax rotation was used. Scree plot showed 2 factors, named as carelessness- unfairness whereas the second factor was insult-discrimination. As prior, it has four factors named as perfunctory attitude and carelessness, insults and discrimination, unfairness, and using power for personal gain. However, the current study showed only two factors. There were several reasons behind this change of factor structure, the most important reason was the population change, as earlier it was constructed for student school teachers, now it was translated and adoptedfor university teachers, so it may be a reason for this factorial change. Secondly, the cultural aspects of our country highly impact this change. It was evident in different research that scales may change in their factor pattern when the

population or sample is changed. Thirdly, all participants taken as all items as unethical behaviours so they blurred the boundaries of factors. A scale was developed (Jackson & Rothman, 2005) Job demand resource scale, in which the total number of items was 48 and seven subscales were present, whereas the same scale with 42 items and 5 factors were assessed by another researcher (Rothman et al., 2006). Another example of the religiosity scale (Huber, 2012), in which 5 factors were present but in other research, 3 factors were retained with population change (Abbasi et al., 2019). So, it is very normal and causal in change of factors. After the successful execution of EFA, there was a need to confirm its factors, so confirmatory factor analysis was also performed, which proved to be a 2-factor scale. Confirmatory factor analysis confirmed the two-factor structure of the scale with good to excellent fit indices; the scale showed good to excellent fit indices where GFI, TLI, CFI, and NFI were greater than .90 and the RMSEA was non-significant suggesting that the model had excellent fit indices (Garson, 2010; Schumacker & Lomax, 2004). The scale is internally consistent as the factor loadings of the items range from .65 to .81. The two-factor model with eleven items, first factor with seven items (1,2,3,5,8,9,11) was carelessness and unfairness describes the careless attitude and behavior of a teacher towards students or student's assignments task or projects, whereas and second factor with four items (4,6,7,10) was insult and discrimination within students based upon different reason, like favoritism, family background etc. The scale has shown a successful application of the scale among university teachers.

Conclusions
The present study aimed to translate, adapt, and validate the Unethical Professional Behaviour Tendencies (UPBT) scale for use in the Pakistani context, with a specific focus on its applicability among university teachers.The Unethical Professional Behaviour Tendencies Scale, created for student teachers, was translated into Urdu and adapted for university teachers. Initially, this scale had 12 items, but during translation and adaptation, one item was removed. Efa and CFa confirmed the two-factor scale with eleven items. The findings of the study contributed to the growing literature and also supports the notion that ethics in professional settings are not universally same, these are shaped by society, norms, and context.

Limitations and Suggestions
After translation and adaptation, the scale remains a valuable asset in psychometrics; however, there are still some limitations and suggestions for improvement.As the scale is translated and adapted in Urdu for Pakistani teachers, it was originally developed for student teachers, so there is more need to dig out the reasons behind unethical behaviours in university teachers. As in a self-answered questionnaire, there is an issue of social desirability, but specifically in this case, there is a greater problem of social desirability, so a qualitative study is needed to resolve this issue. Students should also be a part of the qualitative study, so that there is more understanding of unethical behaviors and solutions to these kinds of unethical acts.

Implications
As it is a new addition specifically for university teachers, it will be a valuable addition to psychometry. It will help teachers to analyze their unethical behaviours to bring change in their behavior towards students.With the use of this instrument, educational institutions, regulatory agencies, and accrediting councils can assess the ethical climate and spot patterns of conduct within their institutions, which could lead to changes in hiring, training, and assessment procedures.

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