INTERNATIONAL ASPECTS OF ORGANIZATIONAL ETHICS IN EDUCATIONAL SYSTEMS

STUDIES IN EDUCATIONAL ADMINISTRATION

Series Editors: Gaëtane Jean-Marie and Ann E. Lopez

Studies in Educational Administration presents monographs and edited collections along the broad themes of educational leadership, management and administration.

The series presents research conducted across a diverse range of contexts and locations. Proposals are invited for authored or edited books from scholars in all stages of their careers for work that will help us to advance the educational administration field, and will be of use to both researchers and school administrators and teachers.

Forthcoming Publications

Alison Taysum and Khalid Arar (eds), *Turbulence, Empowerment and Marginalized Groups in International Education Governance Systems*

Izhar Oplatka and Khalid Arar (eds), *Emotion Management in Teaching and Educational Leadership: A Cultural Perspective*

Interested in publishing in this series? Please contact Gaëtane Jean-Marie and Ann E. Lopez at sea@uni.edu

INTERNATIONAL ASPECTS OF ORGANIZATIONAL ETHICS IN EDUCATIONAL SYSTEMS

BY

ORLY SHAPIRA-LISHCHINSKY

Bar-llan University, Israel

United Kingdom – North America – Japan – India – Malaysia – China

Emerald Publishing Limited
Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2018

Copyright © 2018 Emerald Publishing Limited

Reprints and permissions service
Contact: permissions@emeraldinsight.com

No part of this book may be reproduced, stored in a retrieval system, transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without either the prior written permission of the publisher or a licence permitting restricted copying issued in the UK by The Copyright Licensing Agency and in the USA by The Copyright Clearance Center. Any opinions expressed in the chapters are those of the authors. Whilst Emerald makes every effort to ensure the quality and accuracy of its content, Emerald makes no representation implied or otherwise, as to the chapters' suitability and application and disclaims any warranties, express or implied, to their use.

British Library Cataloguing in Publication Data
A catalogue record for this book is available from the British Library

ISBN: 978-1-78714-778-2 (Print)
ISBN: 978-1-78714-777-5 (Online)
ISBN: 978-1-78743-018-1 (Epub)

ISOQAR certified Management System, awarded to Emerald for adherence to Environmental standard ISO 14001:2004.

Certificate Number 1985
ISO 14001

INVESTOR IN PEOPLE

In Memory of Professor Paul T. Begley, My Authentic Leader

Sponsored by

MARIE SKŁODOWSKA-CURIE – Individual Fellowships, Horizon 2020
European Commission

The Schintzer Foundation for Research on the Israeli Economy and Society,
Bar-Ilan University

The Vice President for Research of Bar-Ilan University

This page intentionally left blank

Acknowledgments

I would like to thank my colleagues: researchers, school principals, supervisors, school counselors, teachers, educational administrators, human resource managers in different educational systems, and directors in the educational systems of local municipalities. Their curiosity about the research on organizational ethics, their drive to understand how ethical codes for educators and teachers have been developed and integrated across nations, and their real desire to reduce teachers' withdrawal behaviors encouraged me to write this book. I wish to thank all of my mentees, who were studying for their Masters' degrees and doctorates, for the learning process that we experienced together undertaken by working closely in educational field. I also thank the educational leaders, responsible for human resources, in educational systems throughout the world, who had a real desire to offer solutions for reduction of teachers' withdrawal behaviors.

Further thanks go to the Marie Sklodowska-Curie Individual Fellowships, Horizon 2020, European Commission; Schintzer Foundation for Research on the Israeli Economy and Society, Bar-Ilan University; and the Vice President for Research of Bar-Ilan University for support and help in sponsoring this book. I would like to thank Suzanna Levin for her designing of the figures, and Dr. Julia Chaitin for her help in reviewing this book. Finally, I would like to thank my mother, Dalya, and my core family, Alon, Yaarit, Aaron, Arad, and Yogev, for their emotional and cognitive support throughout this project. I love you!

This page intentionally left blank

Contents

List of Figures *xiii*

List of Tables *xv*

List of Cases *xvii*

List of Questionnaries *xix*

About the Author *xxi*

Foreword *xxiii*

SECTION I: INTERNATIONAL ASPECTS OF ETHICS

Chapter 1 The Ethical Context: A Global Versus a National Approach *3*

Chapter 2 The Code of Ethics in Educational Systems: International Aspects *5*

Chapter 3 An Integrative Model of Student Inequality: Ethical School Culture, External and Internal School Factors *13*

Chapter 4 Social Justice in Educational Systems *17*

Chapter 5 Cross-National Aspects: The Process of Developing a Code of Ethics *21*

Chapter 6 Ensuring Assimilation of The Code of Ethics: A Cross-National View *27*

Chapter 7 Codes of Ethics as Promoting Teachers' Professional Status *29*

Chapter 8 The US Code of Ethics for Educators: A Case Study *33*

Chapter 9 The Hidden "Ethical School Culture" Factor in TIMSS International Assessment: An Updated Study *37*

SECTION II: INTERNATIONAL ASPECTS OF ETHICS AND LEADERSHIP

Chapter 10 Ethical Aspects of Educational Leadership and Training *41*

Chapter 11 Ethical Aspects of Transactional, Transformational, and Authentic Leadership Styles *43*

Chapter 12 Ethical Quandaries among Educational Leaders *47*

Chapter 13 Ethical Decision Making among Educational Leaders *51*

SECTION III: CROSS-NATIONAL ASPECTS OF THE RELATIONSHIP BETWEEN PERCEPTIONS OF ORGANIZATIONAL ETHICS AND TEACHERS' WITHDRAWAL BEHAVIORS

Chapter 14 Organizational Ethics in Educational Systems *55*

Chapter 15 Teachers' Withdrawal Behaviors *61*

Chapter 16 Ethical Aspects of Teachers' Withdrawal Behaviors *69*

Chapter 17 The Relationship between Organizational Ethics and Teachers' Withdrawal Behaviors *73*

Chapter 18 Organizational Commitment as a Mediator Between Organizational Ethics Perceptions and Teachers' Withdrawal Behaviors *79*

Chapter 19 Relationships between Personal and Organizational Characteristics and Teachers' Withdrawal Behaviors *83*

Chapter 20 Withdrawal Behaviors and Organizational Citizenship Behavior *87*

Chapter 21 **The Relationship between Organizational Ethics' Perceptions and Withdrawal and Citizenship Behaviors: A Summary of Updated Studies** *91*

Chapter 22 **Analyzing the Relationship between Perceptions of Organizational Ethics and Teachers' Withdrawal Behaviors** *95*

Chapter 23 **Learner-Centered Education – Toward a Decrease in Teachers' Withdrawal Behaviors** *105*

Chapter 24 **Strategies for Minimizing Withdrawal Behaviors among Teachers** *107*

SECTION IV: CRITICAL ETHICAL INCIDENTS IN TEAM-BASED SIMULATIONS WITH EDUCATIONAL LEADERS

Chapter 25 **Critical Ethical Incidents in Educational Leadership** *115*

Chapter 26 **Team Simulations based on Critical Ethical Incidents among Educational Leaders** *117*

Chapter 27 **The Gap between Official Educational Policies and Practiced Policies** *121*

Chapter 28 **Critical Incidents in Ethical Context: Summary of Updated Studies** *125*

Chapter 29 **Scenarios as a Tool for Assimilation of the Book's Contents** *127*

Chapter 30 **Summary and Conclusions** *139*

References *143*

Index *163*

This page intentionally left blank

List of Figures

Fig. 2.1	The Multidimensional Model of Ethical School Culture	11
Fig. 3.1	An Integrative Model Explaining Inequalities in Students' Achievements	14
Fig. 7.1	The Ethical Aspects of Teachers' Professionalism	31
Fig. 12.1	School Principals' Ethical Quandaries	49
Fig. 19.1	Organizational Commitment as a Moderator of Organizational Ethical Perceptions and Teachers' Withdrawal Behaviors	86
Fig. 20.1	The Relationship between Organizational Citizenship Behavior and Withdrawal Behaviors	89

This page intentionally left blank

List of Tables

Table 2.1 Analyzing Codes of Ethics in Educational Systems: Slovenia, the United States, and Thailand 8

Table 5.1 The Process of Development and Application of Ethical Codes: Slovenia, the United States, and Thailand 25

This page intentionally left blank

List of Cases

Case 23.1	An Annual Report of Teachers' Absences	106
Case 23.2	Absence Frequency and Duration	106
Case 23.3	Parental Involvment in Teachers' Absenteeism	106
Case 29.1	Parental Intervention to Remove a Teacher from School	127
Case 29.2	A Teacher's Determination to Bring about a Change in History Studies	128
Case 29.3	A School Principal's Pressure to Raise Student's Grades	130
Case 29.4	Sanctions against Students' Use of Cellphones	131
Case 29.5	Dealing with a Student Who Threatened his Teacher	132
Case 29.6	The Unprofessional Teacher	133
Case 29.7	A Teacher's Tardiness to Class	135
Case 29.8	Keeping New Teachers in the System	136

This page intentionally left blank

List of Questionnaires

Questionnaire 22.1	Perceptions of Ethical School Climate	95
Questionnaire 22.2	Perceptions of Organizational Justice in Schools	97
Questionnaire 22.3	Perceived Psychological Contract Breach in Schools	98
Questionnaire 22.4	Perceptions of Tendency to Misbehave in Schools	100
Questionnaire 22.5	Teachers' Tardiness	102
Questionnaire 22.6	Teachers' Absenteeism	102
Questionnaire 22.7	Teachers Leaving Schools (Attrition/Turnover)	103

This page intentionally left blank

About the Author

Orly Shapira-Lishchinsky is an Associate Professor in the largest Israeli Department of Administration and Leadership in Educational Systems in the School of Education at Bar-Ilan University. She is also a Member of the Ethics Board of the university. Professor Shapira-Lishchinsky was a Visiting Scholar and Instructor at Fordham University, the University of Missouri-Columbia, and the University of Alabama, and she was a Research Scholar at the State University of New York, in Albany, NewYork.

She began her career in the educational system as a high school Chemistry teacher and homeroom teacher, and continued as a Mentor for science and technology teachers. Professor Shapira-Lishchinksy headed a project for the integration of science and technology in the Ort educational network in Israel.

Professor Shapira-Lishchinksy's research focuses on the relationships between perceptions of organizational ethics and teachers' withdrawal behaviors, such as tardiness, absences, and the tendency to leave. Her work explores the development of ethical codes in educational systems throughout the world through strategies of leadership and expertise and facilitation of group simulations. Her recent studies compare different educational systems of the world.

Professor Shapira-Lishchinksy's research has been published in leading academic journals that focus on educational administration, including: *Educational Administration Quarterly, Journal of Educational Administration,* and *Educational Management Administration & Leadership*. She has lectured at prestigious conferences, such as the AERA, CIES, ECER, and the UCEA. In addition, Professor Shapira-Lishchinksy is on the editorial board of the *International Journal of Educational Management* and the *Journal of Education and Training Studies*. Her research has been funded by different foundations, including the Marie Sklodowska-Curie, the Shalem Foundation, and the Israeli Ministry of Education. Professor Shapira-Lishchinksy also serves as an Expert of Research Services for the head scientist at the Israeli Ministry of Education.

This page intentionally left blank

Foreword

This book was written because of the real need to dispel some of the ambiguity and uncertainty found in the international research and in the educational field concerning the meanings of the concept "organizational ethics" among educational leaders and teachers. This ambiguity is found across nations and is a characteristic of different educational systems. It produces uncertainty concerning different responses of educational leaders and teachers to ethical cases. This uncertainty can lead to a decrease in the status of educational leaders and teachers, since teachers may express insecurity concerning how they should behave when faced with an ethical issue.

The multitude of inappropriate behaviors among educational leaders and teachers harms the teaching profession, the quality of teaching, the schools's learning processes, and its scholastic achievements. Therefore, in order to lower the ambiguity surrounding these ethical cases, to empower the teaching profession, and to improve the educational systems' effectiveness, many countries throughout the world have developed ethical codes that are designed for educational leaders and teachers.

The goal of this book is to focus on organizational ethical aspects in the international context in different educational systems of the world, through the development of an integrative approach. It centers on teachers' withdrawal behaviors and the development of an ethical code for educators and teachers, which can serve as a tool for reducing misbehaviors and withdrawal behaviors among teachers. By discussing the leading ethical predictors for withdrawal behaviors, and considering personal and organizational characteristics, this book can contribute to an understanding of the perceptions and attitudes which that lead to teachers' tardiness, absenteeism, turnover, and attrition in educational systems.

In light of this, the book is divided into four main sections.

The first section focuses on the expression of ethics in the international context by relating to both national culture and global culture. As part of understanding the international aspects of the concept of ethics, by considering educational systems, this section discusses the characteristics of teachers' behaviors in ethical schools. Such a process can lead to the emergence of the concept of ethical school culture – a concept that has not yet been investigated in educational systems via an organizational perspective. In this section, I present an integrative approach, simultaneously considering the concept of ethical school culture, in addition to traditional factors, such as internal and external school factors, in order to explain inequalities in students' achievements.

This section also deals with the development and the assimilation of an ethical code in a number of different countries as a tool for dealing with ethical challenges in varied educational systems. The development of an ethical code for educators and teachers, and its assimilation in different educational systems of the world, can help lower the ambiguity surrounding ways to deal with ethical events that faced by educational leaders and teachers face. As a result, it can help empower the teaching profession, promote teacher education for social justice, and help advance quality educational systems across nations.

The second section focuses on the international aspects of ethics in the context of school leadership. This section discusses training processes and focuses mainly on the moral dimension of leadership – authentic leadership of school principals – while describing additional leadership styles imbued with ethical meanings, such as transactional and transformational leadership styles. It focuses on ethical dilemmas faced by educational leaders and provides help for the decision-making process that concerns ethical decisions.

The third section focuses on ethical perceptions of teachers, personal and organizational characteristics, and organizational commitment that predict teachers' withdrawal behaviors such as tardiness, absenteeism, turnover, and attrition.

In this section, the teachers' withdrawal behaviors serve as the criteria for the ethical challenges that concern all people working in educational systems across nations – from the level of teachers, educational coordinators, principals, supervisors, and district administrations of the ministries of education. While most of the studies on withdrawal behaviors of teachers have focused on socioeconomic factors in order to explain teachers' withdrawal behaviors, such as gender, seniority, and age, this book raises ethical aspects from the field that have not yet been studied in relation to withdrawal behaviors.

I also describe the concept of organizational citizenship behavior, which is generally perceived as the opposite behavior of withdrawal behaviors, in this section. In addition, I discuss the characteristics of the relationship between teachers' organizational citizenship behaviors and teachers' withdrawal behaviors. At the end of this section, I present updated studies that have explored the relationship between ethical perceptions and withdrawal behaviors and organizational citizenship behaviors, including strategies and learner-centered education, for minimizing withdrawal behaviors in educational systems.

The fourth section of the book focuses on the applications of the topics previously presented and discussed previously. It explores how educational leaders throughout the world can deal with ethical challenges in educational systems by employing analyses of critical ethical incidents in group simulations. Furthermore, the section presents the gap between official policy and practice and innovative research in the area as well as the scenarios to use in different training frameworks.

The book's content can lead to plans of action for educational leaders across nations – those working in the headquarters of the ministries of education, in the schools, and in the educational departments of local municipalities. These plans of action can help minimize withdrawal behaviors and promote organizational

citizenship behavior among teachers, and can help the schools increase excellent achievements and minimization of social gaps.

The discussion about the development of the ethical code, from an international viewpoint, which also demonstrates how the processes work in different countries, can influence functionaries and educational leaders, in different strata, who are in charge of human resources in educational systems. It can help educational leaders and teachers, across nations, to formulate ideas for developing, updating, and assimilating an ethical educational code by designing and facilitating educational programs and workshops. This ethical code can also help facilitate the definition of roles of teachers, help empower them, minimize inappropriate behaviors, and increase school effectiveness.

The book allows for the development of an integrative approach for coping with ethical challenges among educational leaders and teachers and connects theory to praxis. In light of the fact that many people throughout the world deal, in one way or another, with ethical challenges, this book is relevant for researchers and students in the field of administration and leadership in educational systems. It is also relevant for stakeholders interested in human resources in educational organizations at headquarters' level, in administrative and supervisory positions, directors in departments of education at the local level, and functionaries in school leadership, such as principals, vice principals, and pedagogical coordinators.

In sum, I believe that the strength of this book is derived from the fact that it developed from the fieldwork. I was a chemistry teacher and a homeroom teacher in a high school, as well as a mentor and a project manager for science education. Today, I am in research and teach in the academic world. As a result, the book presents an academic perception while also connecting to the field.

This page intentionally left blank

Section I

International Aspects of Ethics

This page intentionally left blank

Chapter 1

The Ethical Context: A Global Versus a National Approach

The concept of ethics focuses on perceptions, attitudes, and behaviors that include valuating, choosing, and acting, and taking into consideration desirable actions that connect to the notions of human rights and having responsibility for others (Rausch, Lindquist, & Steckel, 2014; Smith & Smith, 2016). There are two main approaches to ethics and culture. The first one emphasizes *differences* in moral perceptions and moral judgments among cultures (Melé & Sánchez-Runde, 2013). Researchers, who adopt this approach, perceive ethical national culture as influencing ethical perceptions and behaviors in organizations (Minkov & Hofstede, 2011).

House, Hanges, Javidan, Dorfman, and Gupta (2004), in their Global Leadership and Organizational Behavior Effectiveness (GLOBE) project, defined national culture as the common experience of individuals. This common experience results in the members of the culture developing shared values, beliefs, policies, and interpretations of meaningful events. As a result, members tend to perceive the world in distinctive ways. Minkov and Hofstede (2011) created a four-dimensional (4D) model of national culture that adopts this perspective, has become a cornerstone for cross-cultural research, and reflects current social values and practices (Shiraev & Levy, 2015).

For example, research based on the first approach has found that cultural differences influence individuals' ethical reasoning skills (Christians, Fackler, Richardson, Kreshel, & Woods, 2015). Furthermore, Forsyth, O'Boyle, and McDaniel (2008) undertook a meta-analysis of research from 29 different countries and found Western countries exhibit a more pragmatist ethic, while Eastern and Middle Eastern countries were found to be more subjective concerning moral rules. In another study, Ho (2010) uncovered differences in the ethical perceptions of Malay, Chinese, and Indian leaders. He found that cultural differences focus on various ethical attributes of moral dilemma. Li and Persons (2010), who undertook a comparative study between Chinese and American students, which used an experimental corporate code of ethics, found that cultural differences resulted in less ethical decision making in the former group than in the latter group.

International Aspects of Organizational Ethics in Educational Systems, 3–4
Copyright © 2018 by Emerald Publishing Limited
All rights of reproduction in any form reserved
doi:10.1108/978-1-78714-777-520181001

In comparison to the first approach, which emphasizes cultural distinctiveness, the second approach avers that we need to acknowledge the existence of a *global* ethical culture vis-à-vis perception of ethics. An example of research based on this school of thought comes from the work of Cullen, Parboteeah, and Hoegl (2004). These scholars used the institutional anomie theory to develop hypotheses related to four national culture variables (achievement, individualism, universalism, and pecuniary materialism) and found cross-national consistency of perceptions regarding ethically suspect behaviors. Other researchers, who have supported the existence of a universal minimal morality, have demonstrated that collective survival necessitates the universal adoption of certain basic values (Donnelly, 2013; Ivison, 2010).

Empirical studies have also shown that, beyond moral judgment in specific cases, there are core values or principles which are at the basis of these judgments and appear in the major world religions and traditions (Bok, 2002; Terry, 2011, Tullberg, 2015). As noted by Melé and Sánchez-Runde (2013), it also appears that a global approach is essential for supporting and facilitating the application of a universal ethical policy in human rights that has been detailed in important documents pertaining to human rights. Examples of these documents include the Universal Declaration of Human Rights and other UN human rights covenants, texts, and principles, such as the UN Global Compact and its 10 ethical principles.

In the field of education, research has been undertaken on *national ethical culture*, which adopts the approach of cultural diversity and dissimilarity among different countries. These studies have explored ethical issues, such as social justice (Banks, 2015), ethical dilemmas (Milner & Tenore, 2010), and developing student potential (Klassen, Usher, & Bong, 2010). On the other hand, different studies have focused on the existence of a *global ethical culture*, which is based on notions of universalism and similarity. Studies have examined topics, such as human rights in educational systems (Stromquist & Monkman, 2014), reducing gaps (Zhao, 2010), and quality education (Wang, 2011). For example, one of the goals of international assessment, such as Trends in International Mathematics and Science Study (TIMSS) and Programme for International Student Assessment, is to promote equity policies that can help narrow achievement gaps and reduce differences in text scores between higher and lower scoring groups (Mullis, Martin, Foy, & Hooper, 2016). In order to achieve this goal, participating countries design educational policies that take into consideration shared ethical values, such as promoting the potential development of students by maximizing the performance of students who have generally been low achievers (Hanushek & Woessmann, 2015).

The most up-to-date research based on TIMSS 2015 questionnaires (Shapira-Lishchinsky, 2018a) reveals that in order to better understand organizational ethics, we should consider the combination of universal values and national values. In other words, we should explore the global values that are common in different countries while understanding that their effects may differ in the countries, and these differences will be reflected by different student academic achievements.