Practices of Professional Ethics among University Teachers: An Analysis of Demographic Differences

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Abstract

The study was aimed to find out the role of demographic characteristics regarding practices of professional ethics among university teachers in Punjab, Pakistan. The study was focused on a single variable of professional ethics in three domains of teacher's work viz. Teaching, Research, and Administration. The population of the study comprised of seven hundred and seventy-three teachers working at social sciences faculties of eight universities in the Punjab province (five in public and three in the private sector). The technique for selecting sample was proportionate stratified random sampling. Three instruments of data collection viz. Professional Ethics in Teaching, Professional Ethics in Research, and Professional Ethics in Administration were developed for the study. Data collected through the survey were analyzed using descriptive statistics, t-test and ANOVA. The results of the study showed that regarding practices of professional ethics, both in teaching and research, female teachers were significantly better than male teachers and higher qualification led to significantly better practices of professional ethics. With regards to administration, there were no significant differences regarding any demographic variable.

Keywords: Professional Ethics, Teaching, Research, Administration, Demographic Characteristics.

Introduction

Ethics, in general, is an axiological issue which deals with the values and morals. The major question is what is right and wrong. According to Mahony (2009) ethics deal "amongst other things, with right and wrong, ought and ought not, good and evil" (p. 983). Lategan (2003) describes ethics as "functions of principles and values --- [and its] effect on personal lives and social structures" (p. 220). Professional ethics are "work ethics defined as a set of attitudes concerned with the value of work" (Naagarazan, 2006, p. 5). Professional or work ethics define how people conduct in the workplace. Lategan (2009) emphasizes that only the knowledge of ethical codes and principles do not ensure ethical conduct. According to him "ethical conduct must never result in mechanically oriented actions, but must be personally integrated in the heart

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and soul of every person --- Therefore, it has to be connected with cultural and religious backgrounds in order to assure ethical behavior" (Lategan, 2009, p. 129).

In case of the teaching profession, Jayamma and Sumangala (2012) describe that "teacher professional ethics mean a set of dignified principles put into practice by the teachers. They are the valuable tactics that are exhibited and enforced by teachers in relation to the students, colleagues, community and to oneself, to produce a profound effect on strategy of education" (p. 15). They further emphasize that ethics, in general, is essentially the awareness of differentiating between what is right and what is wrong, and then in light of that knowledge, proceed in rightful manner. How teachers behave and conduct their business is vital to the effectiveness and integrity the teaching profession. The teacher's contribution is not limited to just teaching of mechanical curriculum in the classroom. It, in fact, is beyond this. Teaching skills and methodology do help to develop a competent teacher, but for the greater social setting, ethical teachers are fully aware to adapt their skills and methods to new demands and challenges towards harmonious and comprehensive development of students. Ethical teachers consider the significance of acquiring wider perspective on human values. Teachers have greater impact and influence on students with reference to values. These "values are reflected in what teachers choose to permit or encourage in the classroom" (Arthur, Grainger & Wray, 2006, p. 431). One must acknowledge that, despite the education and the institutions' code of ethics, it is not a simple task to be an ethical teacher. Undoubtedly there are guidelines, principles and some permanent rules for ethical teaching, there are certain ethical issues which are considered extremely unethical and illegal. For example, non-confidentiality, harassment, discrimination, and on the whole academic dishonesty. Despite these known situations, teachers also encounter several ethically ambiguous contexts. It appears that teachers are not well trained to manage ethical issues and problems they might face. Although they might be aware of some unethical situations such as bullying, harassment, non-confidentiality of grades etc., they might not be well equipped for other more delicate matters (Buskist & Benassi, 2012).

In Pakistan, the last decade has seen a great expansion in higher education institutions resulting in induction of a great number of teachers, the training programs of Higher Education Commission (HEC) have very little relevance to teacher's professional development especially in the area of professional ethics. Other than establishment of Quality Enhancement Cells (QECs) in HEC in order to assess some aspects of professional ethics (such as the problem of plagiarism), its focus is limited to enforcing penalties for misconduct/ malpractice, while the proper training and appraisal regarding comprehensive professional ethics for teachers in different roles is generally ignored. Presently teachers are expected to be competent in curricular content, pedagogical, and research skills only. The ethical part of teaching, in general, is neglected. With this in view, this study has been conducted to examine as to what

extent the university teachers practice professional ethics principles with reference to their diverse roles as teacher, researcher, and administrator; and also find out the differences in practices of professional ethics with reference to demographic characteristics.

Literature Review

Lishchinsky (2011) conducted a study to investigate ethical dilemmas in teaching practice. The sample of the study was fifty teachers. Grounded theory was used in the development of a coding process in three stages. According to Lishchinsky, "teachers deal with many ethical problems in their practice --- such as inappropriate allocation of resources, situations in which pupils are being discussed inappropriately, and irresponsible colleagues" (p. 648). The study formed following critical ethical dilemmas/tussles: (i) caring climate and the formal climate; (ii) tension between distributive justice (fairness of outcomes) and institutional standards; (iii) confidentiality versus institutional rules; (iv) dilemmas between loyalty to colleagues and institutional norms (e.g. protecting pupils); and (v) teacher's professional responsibility towards helping pupils versus parental pressure.

Puhan, Malla, and Behera (2014) conducted a study to analyze current educational issues on pre-service and in-service teachers. The study was conducted in a B.Ed College of Education in India. The purpose of the study was to explore teachers' perception on ethical education and examine current ethical problems in the field of teacher education. The study was carried out from a phenomenological context. The participants of the study were 200 teachers (one hundred pre-service and one hundred in-service). Interview schedule for obtaining direct information from the teachers was used in collection of data. Major findings of the study were: (i) the significant cause of ethical decline in educational system is the fast diffusion of corruption; (ii) privatization of educational institution was another cause e.g. self-financing private teacher institution (commercial private teacher education institutions). The education became a marketable commodity, where the teacher education institutions were traders and students were the customers; (iii) political interference was greatly "responsible for misuse of human resource management in education. Political parties often use many teachers as their party workers and these teachers also participate willingly in politics" (p. 4). Such teachers had records of unethical behaviors and misconduct. Teacher-unions also significantly manipulate the decision-making process. The ethical commitment of teachers has gradually decreased because of political interference; and (iv) unfair assessments, absenteeism, and missed ethical education in current teacher training curricula are some other major causes of unethical conduct.

Soltanzadeh, Amrahi, and Esm (2014) conducted a descriptive survey study about the standards of professional ethics of the faculty members as viewed by the students. The sample of the study was one hundred and four students selected through

stratified random sampling technique. The findings showed that students were not satisfied with the standards of professional ethics of the university and the faculty members.

Ryan and Bisson (2011) in their descriptive and analytical study indicated that being taught in American colleges/universities, ninety percent of America's business schools now offer some form of ethics training (Stark, 1993, p. 38). The researchers, however, emphasized that despite these efforts, such courses are not being taken seriously. They conclude that the fault might be with the teachers having dubious ethical approaches in their work, thus projecting such behavior in their students' minds, though unintentionally. The result is no sustainable ethics application in their life. They recommended that ethics be included in the whole curriculum having diversified courses.

Mahmoudian, Tabei, Nabeiei, Moadab, Mardani, Sarvestani, and Ghasemi (2013) conducted a study on professional ethics among managers of teaching hospitals of Shiraz University of Medical Sciences, Iran. The results show that there is a significant positive relationship between managers' educational levels and professional ethics, meaning that when managers' education level goes higher, their job ethics level does too. Moayedfar (2006) and Nikbakht (2003) had similar findings in education sector. The researchers stressed that education is one of the most important effective factors in job ethics. If manager's education is higher, his job ethics will be higher too in education sector. Yet poor work ethics among staff with low education level is significant. This issue affects overall performance. The research, however, showed that there is no significant relationship between age and managerial ethics in hospitals, which is the same as other's results. Also this research explains no significant relationship between gender and managerial ethics.

Wilks (2011) reviewed the related research on unethical behavior in organizational setting. The review shows that employees may get involved in unethical conduct with the intention of benefiting themselves, retaliating against the organization, or harming their colleagues. According the review, a number of studies link such behavior with perceptions of unfairness/injustice. Participants in this study comprised of one hundred and twenty six full-time employees in different professions working in various organizations in Portugal. Convenient sample was obtained through snowball sampling. There was a positive finding of the study i.e. higher the education levels, lower the degree of unethical conduct.

Methodology

The study is descriptive in nature, using self-report questionnaires. It is focused on a single variable of *Professional Ethics* (in three domains viz. Teaching, Research, and Administration).

Population of the Study

The Higher Education Commission (HEC) of Pakistan, in May 2015, issued ranking of 67 general HEIs (Higher Education Institutions) in Pakistan (HEC Ranking 2014 which is the 4th Ranking of Pakistani HEIs). Out of the total 67 HEIs, 22 universities (one third i.e. 33%) are in the Punjab province. Of these 22 universities, 18 universities offer Social Science disciplines. Teachers of these 18 general universities of Punjab, offering following social sciences disciplines constituted the population of this study. These disciplines, in the category of social sciences, have been identified by Pakistan's Higher Education Commission (HEC).

Sample of the Study

The study employed Proportionate Stratified Random Sampling technique. At first stage, those general universities in Punjab were selected which offer Social-Sciences in at least 5 disciplines. The number of general universities in Punjab offering social sciences in at least 5 disciplines is 14 (Public = 9; Private = 5). At second stage, 50% of population of universities and proportionate size by public and private. Five universities from public sector and three from private sector were selected. The total number of universities was eight. Universities were selected randomly by using lottery method. At third stage, all teachers were selected as the target sample of study from above randomly selected universities ($N = 773$). The detail is as under:

Table 1

Target sample of the study

No.	University Name	Public/ Private	No. of SS Disciplines	No of Teachers
1.	The Islamia University Bahawalpur	Public	11	92
2.	Bahauddin Zakariya University, Multan	Public	12	90
3.	Lahore College for Women University, Lahore	Public	10	156
4.	University of Sargodha, Sargodha	Public	10	120
5.	Government College University, Faisalabad	Public	11	146
6.	Forman Christian College, Lahore	Private	10	66
7.	University of Lahore, Lahore	Private	5	39
8.	Minhaj University, Lahore	Private	6	64
	Total			773

Note. SS=Social Science.

Instruments of the Study

Based on the review of existing literature, three instruments were developed to find out the practices of professional ethics among university teachers in three roles i.e. teaching, research, and administration. Item pools were generated for these scales. The

format of these scales was a 5-point Likert response. The first section of the questionnaire contained demographic information (gender, age, qualification, position, and work experience), while the second section covered the three scales.

Instrument Validation. For the concept of validity, Gay's definition was taken as criterion, which elaborates that validation is a "degree to which a test measures what it is supposed to measure --- [and] for what and for whom" (Gay, 2005, p. 138). Content validation process is considered vital for scales of high-quality. Polit, Beck, and Owen (2007) defined content validity as "the degree to which a scale has an appropriate sample of items to represent the construct of interest" (p. 459). In order to validate the developed instruments, the Content Validity Index (CVI) method was employed. According to the recommendations by Polit, Beck, and Owen (2007), "for a scale to be judged as having excellent content validity, it would be composed of items that had I-CVIs of .78 or higher and an S-CVI/Ave of .90 or higher [for the overall scale]" (p. 467). Here I-CVI stands for Item-CVI of individual items, S-CVI is the Scale-CVI of the overall scale, and S-CVI/Ave is a method to compute the S-CVI by calculating the average of the I-CVIs for all the items on that particular scale. A panel of experts (fourteen teachers from two public and three private universities) was consulted to validate the scales. After conducting the CVI analysis: (i) few items were rated irrelevant by the experts; (ii) some of these items were rejected, while others were revised as pointed out by the experts and also in line with recommendation by Polit et al. (2007) that "items with an I-CVI somewhat lower than .78 would be considered candidates for revision" (p. 466); and (iii) some experts after rating the items, also pointed out that some items, even though relevant to the construct, were somewhat akin to another item in these scales, and commented that it might be better to consider only one item in such cases. The comments and guidance of the panel of experts helped in the refinement of these scales.

Reliability of Instrument. To check the reliability of the instruments, questionnaires were administered to university teachers for pilot testing (415 teachers from 4 universities). The universities were part of the population but not included in the sample of the study. These were University of Gujrat; University of the Punjab, Lahore; Fatima Jinnah Women University, Rawalpindi; and University of Education, Lahore. The overall return rate was 50%. For estimating internal consistency Cronbach's alpha coefficient test was applied using SPSS to ensure reliability. All instruments were reliable with high Cronbach's Alpha coefficient (above .90).

Data Collection

For data collection, the researcher visited the sampled universities. In case, visits were not possible, the data was collected through mail providing a complete set of instructions. Of the 773 teachers, 439 responded with a return rate of 57%.

Data Analysis

The data collected were tabulated and analyzed using SPSS, the statistical software package. In order to examine data, both descriptive and inferential statistics were applied. To test the hypotheses, t-test and ANOVA (Analysis of Variance) were applied. For post-hoc analysis, Tukey's HSD test (Honestly Significant Difference) was used. All the hypotheses were tested at the significance level of 0.05 ($\alpha = 0.05$).

Professional Ethics' Practices: Demographic Differences in Teaching

Gender-wise Comparison. Gender-wise comparison regarding Professional Ethics' Practices in Teaching as perceived by university teachers is presented in Table 2:

Table 2

Gender-wise comparison regarding professional ethics in teaching

Gender	N	M	SD	t	p
Male	156	232.69	38.46	-2.07	.039
Female	214	242.20	49.73		

Note. $df = 366.69$ (Equal variances not assumed).

An independent-samples t-test shows that regarding practices of professional ethics in teaching, female teachers were significantly better than male teachers.

Age-Groups Comparison. Age-Groups comparison regarding Professional Ethics' Practices in Teaching as perceived by university teachers is presented in Table 3:

Table 3

Age-groups comparison regarding professional ethics in teaching

Age-Groups	N	M	SD	df	F	p
25-35	144	232.64	53.63	3	0.84	.473
36-45	97	241.70	43.70	283		
46-55	38	238.56	32.89			
Above 55	8	246.84	37.17			
Total	287	236.88	47.68	286		

A one-way between-groups analysis of variance was conducted to compare the role of age on practices of professional ethics. There was no statistically significant difference at the p < .05 level in the scores of practices of professional ethics for the four age groups: $F (3, 283) = 0.84$, $p = .473$.

Qualification-wise Comparison. Qualification-wise comparison regarding Professional Ethics' Practices in Teaching as perceived by university teachers is presented in Table 4:

Table 4

Qualification-wise comparison regarding professional ethics in teaching

Professional Qualification	N	M	SD	df	F	p
Masters	65	207.69	54.85	3	13.39	.000
Mphil/MS	164	244.07	43.70	358		
PhD	124	245.78	36.54			
Post Doc	9	254.90	30.57			
Total	362	238.39	45.62	361		

A one-way between-groups analysis of variance was conducted to examine the role of teachers' professional qualifications on practices of professional ethics. There was statistically significant difference at the p < .05 level in scores for the four teachers' professional qualifications groups: $F (3, 358) = 13.39$, $p < .001$. Examining the Mean values showed that practices of professional ethics improved significantly with qualifications. Tukey HSD Post Hoc test revealed that teachers with M.Phil/MS, PhD, and Post-Doc qualification were significantly better than teachers with Masters qualification regarding the practices of professional ethics in teaching.

Table 5

Post Hoc Tests: Tukey HSD (multiple comparisons) regarding professional ethics in teaching

(I) Qualification	(J) Qualification	Mean Difference (I-J)	Sig.
Masters	M.Phil/MS	-36.38[*]	.000
	PhD	-38.11[*]	.000
	Post Doc	-47.22[*]	.013
M.Phil/MS	Masters	36.38[*]	.000
	PhD	-1.72	.987
	Post Doc	-10.84	.886
PhD	Masters	38.10[*]	.000
	M.Phil/MS	1.72	.987
	Post Doc	-9.12	.929
Post Doc	Masters	47.225[*]	.013
	M.Phil/MS	10.84	.886
	PhD	9.12	.929

*. The mean difference is significant at the 0.05 level.

Professional Ethics' Practices: Demographic Differences in Research

  Gender-wise Comparison. Gender-wise comparison regarding Professional Ethics' Practices in Research as perceived by university teachers is presented in Table 6:

Table 6

Gender-wise comparison regarding professional ethics in research

Gender	N	M	SD	t	p
Male	156	133.15	23.27	-2.56	.011
Female	214	140.43	31.50		

Note. *df* = 367.93 (Equal variances not assumed).

  An independent-samples t-test shows that regarding practices of professional ethics in research, female teachers were significantly better than male teachers.

  Age-Groups Comparison. Age-groups comparison regarding Professional Ethics' Practices in Research as perceived by university teachers is presented in Table 7:

Table 7

Age-Groups Comparison regarding Professional Ethics in Research

Age-Groups	N	M	SD	df	F	p
25-35	144	134.48	33.248	3	0.41	.746
36-45	97	137.61	28.906	283		
46-55	38	136.87	20.644			
Above 55	8	143.98	20.563			
Total	287	136.12	30.043	286		

  A one-way between-groups analysis of variance was conducted to compare the role of age on practices of professional ethics. There was no statistically significant difference at the p < .05 level in the scores of practices of professional ethics for the four age groups: *F* (3, 283) = 0.41, *p* = .746.

  Qualification-wise Comparison. Qualification-wise comparison regarding Professional Ethics' Practices in Research as perceived by university teachers is presented in Table 8:

Table 8

Qualification-wise comparison regarding professional ethics in research

Professional Qualification	N	M	SD	df	F	p
Masters	65	118.19	34.534	3	13.38	.000
M.Phil/MS	164	142.01	27.101	358		
PhD	124	141.39	22.668			
Post Doc	9	142.67	26.052			
Total	362	137.54	28.555	361		

A one-way between-groups analysis of variance was conducted to examine the role of teachers' professional qualifications on practices of professional ethics. There was statistically significant difference at the p < .05 level in scores for the four teachers' professional qualifications groups: $F (3, 358) = 13.38$, $p < .001$. Tukey HSD Post Hoc test revealed that teachers with Mphil/MS and PhD qualification were significantly better than teachers with Masters qualification regarding the practices of professional ethics in research.

Table 9

Post Hoc Tests: Tukey HSD (multiple comparisons) regarding professional ethics in research

(I) Qualification	(J) Qualification	Mean Difference (I-J)	Sig.
Masters	M.Phil/MS	-23.82[*]	.000
	PhD	-23.19[*]	.000
	Post Doc	-24.47	.057
M.Phil/MS	Masters	23.82[*]	.000
	PhD	.63	.997
	Post Doc	-.65	1.000
PhD	Masters	23.19[*]	.000
	M.Phil/MS	-.63	.997
	Post Doc	-1.28	.999
Post Doc	Masters	24.47	.057
	M.Phil/MS	.65	1.000
	PhD	1.28	.999

*. The mean difference is significant at the 0.05 level.

Professional Ethics' Practices: Demographic Differences in Administration.

Gender-wise Comparison. Gender-wise comparison regarding Professional Ethics' Practices in Administration as perceived by university teachers is presented in Table 10:

Table 10

Gender-wise comparison regarding professional ethics in administration

Gender	N	M	SD	t	p
Male	18	197.24	32.80	0.36	.718
Female	26	193.12	39.60		

Note. df = 42.

An independent-samples t-test shows no significant gender-wise difference regarding the practices of professional ethics in administration.

Age-Groups Comparison. Age-groups comparison regarding Professional Ethics' Practices in Administration as perceived by university teachers is presented in Table 11:

Table 11

Age-Groups Comparison regarding Professional Ethics in Administration

Age-Groups	N	M	SD	df	F	p
25-35	13	179.01	43.90	3	2.02	.131
36-45	12	183.09	37.30	32		
46-55	6	210.66	28.57			
Above 55	5	217.38	21.77			
Total	36	190.97	38.85	35		

A one-way between-groups analysis of variance was conducted to compare the role of age on practices of professional ethics. There was no statistically significant difference at the p < .05 level in the scores of practices of professional ethics for the four age groups: $F (3, 32) = 2.02$, $p = .131$. Examining the Mean values showed that practices of professional ethics consistently improved with age (though not statistically significant).

Qualification-wise Comparison. Qualification-wise comparison regarding Professional Ethics' Practices in Administration as perceived by university teachers is presented in Table 12:

Table 12

Qualification-wise comparison regarding professional ethics in administration

Professional Qualification	*N*	*M*	*SD*	*df*	*F*	*p*
Masters	5	195.73	35.15	3	1.51	.228
Mphil/MS	20	186.61	44.84	39		
PhD	14	196.82	24.26			
Post Doc	4	228.66	16.96			
Total	43	194.91	37.05	42		

A one-way between-groups analysis of variance was conducted to examine the role of teachers' professional qualifications on practices of professional ethics. There was no statistically significant difference at the $p < .05$ level in scores for the four teachers' professional qualifications groups: $F (3, 39) = 1.51$, $p = .228$. Examining the Mean values showed that practices of professional ethics improved with doctoral and post-doctoral qualifications (though not statistically significant).

Conclusions

Based on the results of the study, there is evidence to suggest that teachers, in general, follow and practice the principles of professional ethics often (about 75% of the time), be it in teaching, research, or administration.

In Teaching: (a) there is a significant difference in scores for males and females regarding the practices of professional ethics. Regarding practices of professional ethics in teaching, female teachers were significantly better than male teachers; and (b) there is significant difference for teachers' professional qualifications. Practices of professional ethics improved significantly with higher qualifications. Teachers with Mphil/MS, PhD, and Post-Doc qualification were significantly better than teachers with Masters qualification.

In Research: (a) regarding practices of professional ethics in research, female teachers were significantly better than male teachers; and (b) teachers with Mphil/MS and PhD qualification were significantly better than teachers with Masters qualification regarding the practices of professional ethics in research.

In Administration, there were no significant differences regarding any demographic variable. However, Mean values showed that practices of professional ethics consistently improved with age and doctoral/post-doctoral qualifications.

Discussion

The focus of the present study was practices of professional ethics among teachers in different roles and to examine any demographic differences. There is significant difference in scores for males and females regarding the practices of

professional ethics, both in teaching and research. Regarding practices of professional ethics in teaching and research, female teachers are significantly better than male teachers. Betweli (2013) conducted a study to explore teachers' professional misconduct and found that, in rural schools, male teachers were more prone to committing misconduct than females. Conversely, female teachers in urban schools were found to have more misconduct problems than male teachers. This study showed a contrast in urban and rural schools. A contradictory result is found in the study of Wilks (2011) with a focus on the unethical behaviors. It showed that there is no significant difference in unethical behaviors regarding gender. Rahim, Subroto, Rosidi, and Purnomosidhi (2013) found that female staff was better than males in term of ethical judgment. Although, the study is in a quite different field, it resonates with the current study regarding professional ethical behavior in male and female personnel. Akaah (1989) found that female marketing professionals demonstrate higher research ethics than males. Ruegger and King (1992) found females were more ethical than males in their perceptions of ethical business conducts. According to Sidani (2005), most cultures and societal standards expect females to act more ethically than males.

There is significant difference in scores for the four teachers' professional qualifications groups. Practices of professional ethics improved significantly with qualifications. Teachers with M.Phil/MS, PhD, and Post-Doc qualification are significantly better than teachers with Masters qualification regarding the practices of professional ethics in teaching and research. This might be because at Mphil and PhD levels, teachers get more training regarding communication skills and presentation skills. Reading ability and knowledge is enhanced because of more assignments and projects. At these levels, the opportunity of writing articles is also given at almost each course which is good for research ethics. Wilks (2011) found that unethical behaviors lowered with the level of education. Mahmoudian, Tabei, Nabeiei, Moadab, Mardani, Houshmand, Sarvestani, and Ghasemi (2013) in their study found that there is a significant relationship between managers' educational levels and professional ethics; this means that when managers' education level goes higher, their job ethics level does too. Giacalone et al. (1988) found that, in terms of business ethics, education played a significant role as more educated respondents were more ethical. Moreover, higher educated respondents were found to be less willing to compromise on their ethical standards. They argued that, in certain situations, less educated respondents might view an unethical situation as more acceptable and more profitable.

For further research, studies should be conducted in disciplines of natural sciences as well, as in every field, university teachers must keep in view that their pedagogical practices, research work, and administrative responsibilities are based on values and ethics rooted in high standards of professional morals, which lead to a healthy and positive teaching-learning process. All three areas (teaching, research, and administration) might be given particular attention in research studies e.g. studies only

on professional ethics in teaching, professional ethics in research and professional ethics in administration. Studies should also be conducted among teachers at school and college level. In the present study, the self-report nature of the instruments might have predisposed teachers to respond in a way that is socially more desirable. It is suggested that, for future research, teachers' professional ethics might be appraised by their students and their peers/administrators. Another approach might be to examine teachers' professional ethics at the group level i.e. studying professional ethics of teachers in a department as a group as perceived by teachers and/or students of that department.

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