Importance of Ethics of Education Management

Juliawati bt Sakiman, Maizura Yasin

Faculty of Educational Studies, Universiti Putra Malaysia, Serdang, Malaysia
Corresponding Author Email: y_maizura@upm.edu.my

Abstract
This study underscores the pivotal role of ethics in education management for ensuring the delivery of quality education and holistic student development. In the Malaysian context, implementing ethical principles faces unique challenges, with policies often posing significant barriers. The provision of high-quality education is at the core of a nation's educational system, requiring strategic initiatives to meet the demands and complexity of the 21st century. The study delves into ethical dilemmas in school administration, emphasizing the importance of character, virtues and integrity. It explores instances of moral and ethical actions, highlighting associated difficulties and concluding with proactive approaches to foster a moral and supportive learning environment for the next generation of leaders. In conclusion, this study emphasizes the vital role of ethics in Malaysian education, addressing challenges in a changing landscape and advocating for aligned curricula with evolving job market demands. It explores ethical dilemmas, promoting fairness, integrity and accountability, while underscoring the significance of ethical principles in fostering excellent character, professionalism and ethical leadership. Overall, the study offers crucial insights for shaping the future of education in Malaysia and beyond, guiding the development of ethical leaders.
Keywords: Importance, Ethics, Education Management

Introduction
Ethics in education management is pivotal for quality education and student development (Nur et al., 2018). Moral managers, also known as ethical leaders (Treviño et al., 2003), foster fairness and morality, promoting ethical conduct in the workplace by establishing and communicating moral guidelines (Brown & Mitchell, 2010). However, in Malaysia, education policies pose challenges for integrating ethical values into institutions (Albani & Ibrahim, 2019), necessitating adaptations such as curriculum extensions to address ethical dimensions (Yakub, 2019). Overcoming challenges in Malaysian education policy demands strategic solutions, including curriculum expansion, to effectively apply ethical values in educational institutions.

Meanwhile, Finland's educational ethos prioritizes inclusivity, equity and social justice, evident in their commitment to free education, emphasis on a collective learning

environment and focus on preventing social exclusion in schools (Aho et al., 2006; Sahlberg, 2007). The core of a nation's educational system is providing high-quality, comprehensive education, essential for nurturing the new millennium generation. However, in the center of the evolving societal, economic, cultural and political landscape, the education system faces numerous challenges and ethical dilemmas requiring careful consideration and action (Tegeh et al., 2021). Despite the emphasis on preparing students for the future in curricular materials, research indicates a gap in students' perception of the connection between education and long-term objectives (McInerney, 2004). In essence, navigating the complexities of education in the 21st century involves addressing challenges, ethical dilemmas, and fostering a more tangible connection between education and long-term objectives.

The dynamics of our rapidly changing world give rise to a multitude of concerns within the educational sphere (Sarıoğlan, 2018). As economies develop and technological advancements reshape industries, educational institutions are compelled to adapt their methodologies and curricula to equip students with the necessary skills and knowledge for success in the modern era. This aligns with the studied-on Proceedings of the ISCAP Conference, 2023 which discuss the challenges faced by educational institutions in designing and adapting educational programs to supply the competencies in demand on the job market. Additionally, shifting cultural norms and values create a need for educational leaders to address issues of diversity, inclusion and equity within their management approaches. As economies become more interconnected and industries become increasingly reliant on automation, the nature of work is transforming rapidly. In order to ensure graduates are well-prepared for the dynamic workforce, a harmonious integration of educational curricula with the changing requirements of the job market becomes imperative (Müller et al., 2023). Furthermore, this strategic alignment between educational curricula and the evolving job market fosters a versatile skill set in graduates, equipping them to adapt proactively to emerging trends and challenges, thus enhancing their long-term career sustainability.

In educational institutions, ethical dilemmas are a pervasive aspect of daily life (Rogers and Nancy Faust Sizer, 2010). These dilemmas typically arise from decisions that necessitate value judgments regarding what is morally appropriate in a specific situation. As discussed by Debra Bateman in 2015, these decisions often lack a clear-cut resolution and are inherently problematic. Human behavior encompasses morality as a practical activity and ethics as a theoretical, methodical and logical examination of that behavior (Churchill, 1982). Values, interconnected with beliefs and attitudes (Rennie, 2007), significantly influence human behavior. According to the United Nations Educational, Scientific and Cultural Organization (1991), society, spirituality and culture collectively exert a profound impact on morals, values and ethics.

To ensure its citizens have access to quality education, Malaysia has implemented significant changes in its educational system over the years. The nation's rich cultural diversity and commitment to fostering inclusivity present ethical challenges for educational administration. As Malaysia continues to develop and modernize, addressing the ethical concerns faced by educational administrators, legislators, teachers and other stakeholders becomes crucial. In contrast, countries like Pakistan have formulated comprehensive education policies, such as those outlined by Haider et al. (2020), to advance the education sector, addressing various challenges and enhancing the quality of education. Romania's education system, on the other hand, employs an ethical code to guide administrators, legislators and teachers through various ethical considerations. Ethics committees actively monitor and address issues,

recognizing the importance of improving training and whistleblower protection, as highlighted by Puiu and Ogarca, (2015).

The ethical dimension of school administration in Malaysia presents a range of issues that demand careful consideration and investigation, as highlighted by Erdoğan and Sezgin (2020). These concerns encompass ensuring equal access to resources for all students, promoting fairness and justice in resource allocation, fostering an inclusive and equitable learning environment, safeguarding the integrity of education, upholding educators' ethical behavior, and scrutinizing the moral implications of educational policies and decision-making procedures (Erdoğan & Sezgin, 2020). Anderson (2000) defines character as moral perfection and firmness, with integrity being the unwavering commitment to a set of moral principles. Excellent character, consisting of virtues such as wisdom, honesty, compassion and self-control, is integral to the ethical fabric of school administration.

The sustained development of a nation's educational system hinges upon the ethical administration of education, as emphasized by Abadi et al. (2020). This administration ensures the infusion of fairness, integrity and accountability into the provision of educational services (Wijaya et al., 2018). The study delves into real instances of moral and ethical actions, underscoring the pivotal role of ethics in education. Additionally, it scrutinizes the primary issues and challenges associated with translating ethical practices into action in educational management. Noteworthy studies, including those by Puiu and Ogarca (2015), Kocabaş and Karaköse (2009), Ghanem (2018), Rich (1984), Cranston et al.. (2023), have explored these issues, shedding light on the hurdles faced in implementing ethical practices in educational management. The study further discusses the challenges and obstacles that arise during these endeavors. Consequently, this research significantly contributes to the discourse on the importance of ethics in educational management, offering insights into the causes and steps to overcome challenges and difficulties, ultimately nurturing a generation of ethical national leaders.

Importance of Ethics of Education

The importance of ethics in education is referring for a well-functioning and effective educational system. Ethics in education serves as a guiding framework that influences ithe behaviour, decision-making and overall functioning of educators, administrators, policymakers and other stakeholders involved. The goal of moral education is to help ipeople commit to their own personal duties and behaviours while also fostering empathy for others (Campbell, 2008). Understanding the importance of ethics in education is crucial to comprehending the issues and challenges that arise in the ethics of educational management. Here are some key reasons why ethics in education are important:

Fostering Trust and Community Support through Ethical Education Practices.

Education ethics is instrumental in ensuring the honest operation of educational institutions while garnering the support of students, parents and the broader community. Upholding honesty, transparency and reliability is crucial for building and sustaining trust, as noted by Hargreaves et al. (2007). When educational institutions adhere to moral standards, emphasizing justice, honesty and professionalism, they secure increased support, as argued by Smith (2023). This commitment has a positive impact on students, parents and the community.

Maintaining integrity and trust directly impacts the overall effectiveness and reputation of educational institutions. Puiu and Ogarca's (2015) study on managers in Romania's higher

education system underscores the widespread adoption of ethical codes, reinforcing the values of fairness, integrity and professionalism. Education ethics ensures that institutions are perceived as trustworthy and dependable, aligning with the responsibilities of school principals outlined by Kocabaş and Karaköse (2009). Upholding moral principles establishes a reputation for integrity, fostering trust among students, parents and the public, crucial for a positive learning environment (Karma Sheppa, 2018). In essence, the cultivation of trust through the unwavering commitment to moral principles not only enhances the integrity of educational institutions but also lays the foundation for a conducive and positive learning environment, ensuring enduring success and societal impact.

Credibility, essential for student recruitment and stakeholder support, hinges on ethical conduct in education. Developing trust and community support is facilitated by ethical behavior, as conflicts between professional and private interests can negatively impact students' perceptions of school and teachers (Karma Sheppa, 2018). Openness, truth and integrity in educational institutions instill trust among students, parents and the public, as evidenced by Ghanem's (2018) research on the significant impact of ethical leadership behaviors. This trust fosters stronger ties, leading to improved support, collaboration and engagement in the education process.

Ethical conduct plays a pivotal role in developing and maintaining trust among various stakeholders, including students, parents and the general public (Johnson, 2023). Ultimately, fostering a morally grounded educational environment not only propels the nation towards economic and social advancement but also serves as a crucial remedy for the prevailing decline in human values, countering deviant behavior patterns among both the youth and adults, as emphasized by Salleh et al. (1991).

Promoting Fairness and Equity
Fairness and equity take center stage in ethical management practices within the education field, with a focus on actively serving the school and students, ensuring every student has optimal chances for success across various developmental areas, as emphasized by Sherpa, K. (2018). This commitment extends to dismantling prejudices and discrimination, fostering an environment where everyone is treated with respect and dignity. Sherpa (2018) advocates for teachers to act with integrity and professionalism, treating all students equally while respecting their individual differences. The OECD report highlights Finland's achievement of high educational performance with low variance between schools, indicative of reduced inequality in educational outcomes (OECD, 2004, 2007). To maintain integrity and trust, school principals, as noted by Ghanem (2018), should adhere to ethical principles and values, act fairly and honestly, and cultivate a culture of respect and responsibility. The overarching goal of ethical administration in education is to provide a welcoming atmosphere where each student has an equal chance to achieve.

Ensuring equal access to high-quality education is a foundational principle of ethical management practices in education, guided by the ethic of justice, treating all members of the school community equitably and fairly, as advocated by Starratt (1991). Organizations can further promote fairness and equity by implementing anti-discrimination laws, affirmative action programs and diversity initiatives, ensuring equal opportunities and treatment for everyone (Smith, 2020). In higher education institutions, promoting fairness and equity and implementing a robust ethics management system, as suggested by Puiu and Ogarca (2015), becomes crucial. Educational institutions work towards developing an inclusive environment where all students can succeed academically and personally, placing a high priority on fairness

and equity. Encouraging open dialogue, collaboration and mutual understanding among students and staff from different backgrounds, as noted by Arar and Saiti (2022), involves reducing barriers that may hinder certain groups from attaining the same degree in education as others.

The moral imperative in education demands the elimination of bias and discrimination from educational settings, characterized by ethical leadership in education management, emphasizing values such as justice, equality, honesty, impartiality and respect (Ghanemi, 2018). Organizations should provide ethical decision-making and bias awareness training to enable members to recognize and address biases, ensuring fair and equitable decisions (Stead et al.). Addressing prejudices and misconceptions that may impact ways of being treated and opportunities accessible to students is integral to this effort. Teachers, as highlighted by Sherpa, (2018), should respect the privacy of others and keep information obtained during their professional practice confidential. Ethical management practices aim to ensure that every student is served equally and without bias by fostering a culture that promotes diversity and inclusion.

Treating everybody in the school environment with dignity and respect remains a key component of ethical management practices. In the scope of school administration, school principals, as highlighted by Kocabaş and Karaköse (2009), should embody transparency and communicate openly with staff, students and the community. This entails being honest, transparent, and accountable in interactions with others (Salleh et al., 1991). Encouraging a culture in which people are respected for their distinctive contributions and viewpoints is crucial. Being transparent about decisions, goals and challenges while encouraging feedback and discussion among team members (Hargreaves et al., 2007) fosters a pleasant, welcoming atmosphere that embraces diversity and values each student and staff member by respecting ethical standards of conduct.

The objective of moral educational administration is to create a friendly environment where each student has an equal opportunity to succeed. Job satisfaction, linked to various work attitudes, including a greater willingness to support student learning and innovate in the classroom, becomes a cornerstone for educators (Banerjee et al., 2017; Palardy & Rumberger, 2008). This involves ensuring that all students are given access to the tools, opportunities and support required for their academic success. Encouraging students and staff to actively participate in school activities, clubs, and events that promote cross-cultural interactions and understanding (Arar & Saiti, 2022) becomes a focal point of ethical methods of management, aiming to build an equal environment where students' successes are not hampered by economic, social, or other disadvantages.

Fostering Professionalism

Ethics in education serves as the cornerstone for fostering professionalism among educators and administrators, providing them with a profound understanding of the intricacies of their moral agency (Campbell, 2008). It underscores the critical importance of upholding the highest standards of expertise, ethics and behavior in the realm of teaching. Teachers, guided by ethical knowledge, prioritize demonstrating respect for spiritual and cultural values, diversity, social justice, freedom, democracy and the environment (Sherpa, 2018). Furthermore, it instills in administrators the role of professional leaders who encourage employees to actively seek feedback, learn from mistakes and foster continuous professional growth (Hargreaves, A., Halász, G., & Pont, B., 2007). Accountability, ongoing professional

development and a commitment to lifelong learning become integral aspects of professionalism, elevating the overall standard of education.

The dedication to fostering professionalism in education is a commitment to quality. Teachers who adhere to ethical standards continuously enhance their lesson plans, curricula and assessment techniques, contributing to a culture of continuous improvement and learning (Hargreaves et al., 2007). Nurturing professionalism involves creating supportive environments during teaching practice, with guidance, mentorship and reflective spaces (Joorst 2021). Teachers, driven by a desire to provide the best education, consistently seek opportunities to enhance their professional abilities and knowledge. For instance, the Finnish education system fosters professionalism by granting teachers trust, autonomy, support, high status and competitive salaries (Aho et al., 2006). Acting with ethical professionalism places students at the center of the learning process, prioritizing their welfare, academic advancement, and personal development. Professional educators establish secure and welcoming learning atmospheres that value the diverse needs, histories, and abilities of every student.

The nurturing of ethical leadership in family institutions contributes to fostering professionalism, particularly through the empowerment of family institutions where fathers play a crucial role in educating their children (Nason & Hanapi, 2019). School principals, in alignment with professional ethics principles (Erdoğan, 2012), serve as exemplary figures for students, co-workers and the educational community. They model moral conduct, honesty and respect, fostering a supportive learning atmosphere that shapes students' ethical knowledge and practice in their personal lives. Moral decision-making is deeply intertwined with professionalism in education, as teachers guided by ethical standards consider the impact of their choices on students, co-workers and the community. They uphold values of justice, honesty and openness, ensuring that moral considerations guide their decisions and actions.

Nurturing Ethical Leadership

Ethical leadership, centered on fostering a culture of trust and ethical behavior within schools, encompasses core values like integrity, fairness and justice (Arar, 2017; Starratt, 2005). Its significance in education is underscored by the profound influence of educational experiences on future leaders. Effective leadership, as highlighted by Andersen (2002) and Fiedler (1967), plays a pivotal role in organizational success, directly impacting the behavior and performance of organizational members. Educational leaders, including principals, must model the behavior they expect from others, consistently demonstrating honesty and integrity in decision-making and actions (Cranston et al., 2023). This commitment to doing what is right and good, not expedient, is crucial for leaders in education (Sharpe, 1995). Principals, as emphasized by Kocabaş and Karaköse (2009), bear moral responsibility for upholding ethical standards, prioritizing student well-being, supporting due process, avoiding personal gain and fostering fairness and equity.

When educational institutions prioritize ethics in their management practices, the impact is far-reaching, contributing to the development of students' ethical ideals, critical thinking skills and a sense of societal responsibility. Ethical leadership, when practiced by school principals, fosters a fair and equitable educational environment for all stakeholders (Ghanemi, 2018). By instilling ethical leadership traits such as integrity, fairness and accountability, educational institutions shape individuals capable of making ethical judgments, motivating others, and contributing to societal betterment. School principals play a vital role in teaching the

importance of considering multiple perspectives, ethical values and social implications in decision-making (Arar & Saiti, 2022), offering professional development opportunities for teachers and staff to enhance their understanding of cultural diversity, social justice and ethical leadership. This can be achieved through workshops, training and ongoing support (Arar & Saiti, 2022). Ethical leaders must exemplify ethical conduct in actions and relationships, communicating values, making decisions and reinforcing behavior (Cansor et al., 2021). In summary, prioritizing ethics in educational management fosters students' ethical ideals, critical thinking and social responsibility, emphasizing the important role of ethical leadership in fostering an equitable learning environment.

Furthermore, the work of Kodgo (2001), Aronson (2001) and Trevino et al. (2003) underscores the profound impact of leaders on organizational behavior and performance. Ethical leaders, by exemplifying ethical behavior and prioritizing ethical decision-making, create an environment that promotes ethical conduct, influencing the behavior of students, educators and other stakeholders. These leaders serve as role models, establishing a positive ethical climate in the organization (Cansor et al., 2021). School principals, in particular, must establish an ethical organizational environment through clear guidelines, training and open communication about ethical issues (Cansor et al., 2021). Upholding these values, ethical leaders create a positive work environment fostering job satisfaction and enhancing the well-being of employees (Cansor et al., 2021). Engaging in continuous self-reflection and self-improvement is also crucial to ensure that leadership practices align with the principles of social justice (Carrington & Kimber, 2020; Cranston et al., 2006; Furman, 2003; Greenfield, 2004). This commitment to ongoing self-reflection and improvement not only strengthens the ethical foundation of leadership but also reinforces the alignment of leadership practices with the evolving principles of social justice, ensuring that educational institutions remain responsive to the dynamic needs of diverse communities and ever-changing societal contexts.

Fostering a Secure and Ethical Educational Environment
Ethical leaders prioritize the well-being, trust and fairness of students, cultivating a secure environment through positive relationships, justice and community building (Arar & Saiti, 2022). Ensuring the welfare and security of students is a paramount concern in educational administration, requiring the establishment of a secure and encouraging learning environment that addresses students' social and emotional needs while protecting them from harm and abuse. Ethical leaders further emphasize inclusive practices, diversity and social justice through effective communication and empathy, recognizing the impact of prejudice and discrimination on students' well-being and academic achievement (Rivas-Drake et al., 2014; Mendes et al., 2008). In conclusion, ethical leaders prioritize student well-being, trust and fairness, create a safe and inclusive learning environment that addresses social and emotional needs, foster academic achievement and personal growth.

The moral principles of education underscore the importance of attending to students' emotional health, encompassing fair treatment, academic freedom, responsibility for content expertise and classical virtues such as truth, honesty and respect (Hardy, 2010). Educational institutions prioritize creating an atmosphere where students feel mentally supported, respected and appreciated. This involves developing healthy relationships, offering counseling and advocating for mental health programs. Strengthening family institutions is highlighted as crucial in supporting students' general well-being and academic achievement by addressing their emotional needs (Izham & Said, 2021). The moral principles of education

emphasize the emotional health of students, requiring an atmosphere of support, respect and appreciation, with a focus on fostering healthy relationships and mental well-being.

Recognizing the need for psychological assistance, education ethics emphasizes providing support to students facing ethical and moral dilemmas, addressing tensions related to cultural roles, societal expectations, teacher expertise and diverse learner needs (Bateman, 2015). Implementation of ethics management instruments and procedures, along with the promotion of ethical leadership by school administrators, contributes to creating a secure educational environment. This environment emphasizes justice, equality, honesty and respect, fostering students' resilience to emotional and psychological challenges through preventative measures such as psychological counseling, peer support programs and mental wellness initiatives.

Ethical educational practices actively prevent and address bullying and prejudice in educational environments, irrespective of students' origins, identities, or talents. Schools play a vital role in providing a climate where students are regarded with respect and dignity. Establishing a secure environment in early childhood education involves integrating religious and moral values, creating a religious classroom and maximizing teacher roles in fostering these values (Farisia, 2020). Educational institutions, both at the school and university levels, actively promote a safe and inclusive environment through anti-bullying rules, inclusive values, staff and student training and the establishment of ethical codes and committees (Puiu & Ogarca, 2015). To prepare students for the future, incorporating future education into the curriculum is emphasized, teaching students future tools and concepts, fostering critical thinking and empowering them to face future uncertainties with confidence (Bateman, D., 2015). This approach not only equips students with the necessary skills and knowledge to navigate the complexities of the future but also instills in them a sense of adaptability, resilience and proactive engagement with emerging challenges.

Fostering Social Cohesion through Ethical Leadership in Education

Education stands as a cornerstone of society, providing the foundation for shared values, understanding and respect among individuals from diverse backgrounds. Ethical management of education, as emphasized by Arar and Saiti (2022), plays a pivotal role in cultivating social cohesion by prioritizing values like fairness, justice and respect. School leaders, in particular, are urged to champion ethical behavior, fostering a positive school culture that encourages empathy, tolerance and diversity.

An integral aspect of ethical leadership is treating individuals with dignity, compassion and humanity, as highlighted by Cansor et al. (2021). Ethical leaders, according to Brown et al. (2005), serve as normative examples through their actions, influencing followers' behavior. Teachers, as key influencers, play a crucial role in instilling principles of respect, empathy and open dialogue within the classroom, contributing to a culture that values diversity and promotes social cohesiveness.

Addressing social justice concerns and advocating for equality are fundamental components of ethics in education. School administrators can actively raise awareness of social justice issues through workshops and campaigns, fostering a community that recognizes and addresses systematic injustices. Education itself serves as a tool to confront and eliminate social inequities, promoting a more united and equitable society. Schools can contribute significantly by embracing diversity and inclusion through inclusive policies, diverse recruitment practices and safe spaces, as recommended by Sen (2009). Ethical educational practices facilitate collaboration and partnerships within and beyond the educational

community, engaging diverse stakeholders in decision-making processes. Inclusivity ensures fairness and fosters social cohesiveness, as supported by Bateman (2015) and Arar and Saiti (2022). Ethical educational practices promote collaboration, inclusivity and fairness, fostering social cohesiveness and engaging diverse stakeholders in decision-making processes.

In conclusion, ethical leadership in education serves as a catalyst for fostering social cohesion. The principles of fairness, justice and respect, when ingrained in educational practices, contribute to a harmonious and inclusive society. Schools, as educational hubs, play a pivotal role in shaping a future generation that values diversity, practices empathy and actively contributes to the betterment of society.

Conclusion

This study delves into the crucial role of ethics in education management, focusing on the Malaysian context. It emphasizes the importance of ethical principles for quality education and holistic student development, facing unique challenges in implementation due to policy barriers. The research explores ethical dilemmas in school administration, highlighting the role of character, virtues and integrity.

Throughout the study, challenges in ethical practices within educational management are identified, considering societal, economic, cultural and political changes. It recognizes the need to prepare students for the 21st century, addressing the gap between perceived education importance and long-term student objectives. Global dynamics impacting education, such as aligning programs with job market demands, cultural shifts and diversity promotion, are discussed. The study emphasizes the transformative impact of automation on work, necessitating alignment between curricula and job market needs.

Ethical dilemmas in school administration are acknowledged as a regular aspect of educational life, rooted in value judgments. The study explores human behavior, morality and ethics, emphasizing the influence of values connected to beliefs and attitudes. Unique cultural diversity in Malaysia requires careful examination of ethical challenges faced by education stakeholders.

The ethical aspect of school administration in Malaysia is thoroughly examined, covering issues like equal resource access, fairness in allocation and moral implications of policies. Virtues constituting excellent character, including wisdom, honesty, compassion and self-control, are discussed. The study asserts that a country's educational growth depends on ethical administration, providing instances of moral and ethical actions while acknowledging challenges in implementation.

The study details the importance of ethics in education, describing it as a guiding framework for educators, administrators and policymakers. It emphasizes maintaining integrity, trust, fairness, equity, professionalism, ethical leadership and prioritizing students' safety. The concluding section highlights societal benefits, enhancing social cohesion through shared values, comprehension and respect among diverse individuals. The study advocates for dignity, compassion, diversity, empathy and tolerance.

In summary, this research offers a nuanced understanding of ethics in Malaysian education management, addressing challenges, promoting virtues and emphasizing ethical leadership's significance. It provides insights for stakeholders shaping the future of education, incorporating diverse perspectives, relevant studies and practical recommendations for academic firmness. Ultimately, it establishes a foundation for a moral and supportive learning environment for future leaders in Malaysia and beyond.

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