

Abstract

This dissertation establishes a standardized instrument about perception of professional integrity in university teachers and is named as Professional Integrity Scale for University Teachers (PISUT). A mixed method design was used and three studies were carried out. Study I, a qualitative study ascertained opinions of 51 male and 53 female university teachers ($N = 104$) about professional integrity in university teachers. They ranged in age from 25-60 ($M = 35.9$, $SD = 1.85$) years and were asked to complete an open ended online (English) questionnaire comprising of 12 questions based on previous literature. Thematic analysis of answers resulted in different themes for the item pool of study II. In study II, PISUT was constructed and validated in 5 phases. In phase I, 95 items based on literature and themes from study I were established. Vetting the items resulted in removing 30 items that were repetitive, unclear or non-representative. In phase II, five experts evaluated relevance of remaining 63 items, and 6 additional items were discarded ($Aiken V < .70$); this was followed by a pilot study ($N = 30$) on the content and comprehensibility of 57 items, and no item from the scale was removed or modified. In phase III, the scale was administered online to 140 male and 170 female ($N = 310$) university teachers with an age range of 26-60 ($M = 37.80$, $SD = 9.20$) years from public and private universities in Islamabad, Lahore and Multan. An Exploratory Factor Analysis (EFA) using varimax rotation was carried out that resulted in two-factor structure solution with two subscales named as *effective teachers* (ET, 14 items) and *virtuous teachers* (VT, 12 items). In phase IV, PISUT with 26 items was administered to 140 male and 148 female ($N = 288$) university teachers with age range of 26-60 years, and a Confirmatory Factor Analysis (CFA) was employed. The analysis excluded 2

additional items for ET subscale, making PISUT a 24-item scale. The reliabilities of PISUT ($\alpha = .91$) and subscales ET ($\alpha = .90$) and VT ($\alpha = .93$) were high. In the last phase, convergent and discriminate validities were assessed using Moral Identity Questionnaire (MIQ; Black & Reynolds, 2016) and Measure of Workplace Deviance (MWD; Bennett & Robinson, 2000). Relationship with Job Satisfaction Survey (JSS; Spector, 1994) was also assessed. PISUT positively and significantly correlated with JSS ($r = .46^*$, $p < .05$) and MIQ ($r = .34^{**}$, $p < .01$), but negatively with MWD ($r = -.36^*$, $p < .05$). Female university teachers scored significantly higher on VT ($p < .05$) and MIQ ($p < .05$) than male teachers. Professors significantly scored higher than lecturers, assistant professors and associate professors on PISUT ($p < .05$), ET ($p < .01$), JSS ($p < .05$) and MIQ ($p < .05$). Moreover, teachers with less (11-20 years) experience has higher scores on PISUT, ET, VT and JSS compared to teachers with less (0-10 years) or far greater experience (21-30 years). Similar results were revealed for supervision and fringe benefits. Social sciences teachers had significantly higher scores on JSS ($p < .01$), pay ($p < .01$), communication ($p < .05$) and coworkers ($p < .05$) compared to pure sciences teachers; however pure sciences teachers significantly scored higher on operating conditions compared to social sciences teachers. Salary ($p < .001$) was also a significant positive predictor of PISUT; however no significant differences were found between teachers of private and public universities. In study III, relationship between Big Five personality traits (BFI; John et al, 1991) and PISUT was examined. Results indicated that extraversion ($r = .31^{**}$, $p < .01$), open to experience ($r = .19^*$, $p < .05$), and conscientiousness ($r = .24^{**}$, $p < .01$) had significant positive relationships with PISUT and its subscales; while neuroticism ($r = -.43^{**}$, $p < .01$), was negatively correlated with

PISUT and its subscales. Furthermore, teachers' perception of integrity differed on four traits of BFI except agreeableness. This dissertation presents PISUT, its development and psychometric properties. The research believes that this scale can be reliability used to assess perception of integrity in university teachers. To address lapses in integrity however small, universities should develop teacher wide programs that would exemplify values and behaviors associated with professional uprightness.

Key words: professional integrity, university teachers, effective teachers, virtuous teachers, moral identity, job satisfaction