



RESEARCH PAPER

Impact of Moral Foundations of Teachers' on their Professionalism

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DOI

[http://doi.org/10.47205/plhr.2021\(5-II\)1.59](http://doi.org/10.47205/plhr.2021(5-II)1.59)

PAPER INFO

ABSTRACT

Received:

October 29, 2021

Accepted:

December 28, 2021

Online:

December 31, 2021

Keywords:

Moral Foundations
Profession,
Teaching
Profession

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Professionalism requires teachers to be erudite and skillful. This study was intended to investigate teachers' non-professional behaviors in educational perspectives. Quality teaching is ensured when teachers are highly professional. The teachers' non-professional behaviors can harm educational objectives to great extent. The study used Moral Foundations Theory to predict teachers' non-professionalism in the performance of their duties. Through a survey, 1241 teachers were involved out of which 911 responded to predict teachers' professionalism through moral foundations. The scale on teachers' moral foundation was developed whereas the professionalism scale was adopted. The results revealed that teachers' moral foundations have a significant positive impact on their professionalism. Hence, the concerned authorities may prioritize teachers' moral foundations that may be required to focus properly on the development of professionalism in teachers.

Introduction

Quality teaching demands professional teachers now a day (Rizvi, 2007). The professionalism of teachers has been improving with time along with the emerging needs in education and it has been reported challenging not only for the government but also for the educators to put up according to the requisites (Tichenor & Tichenor, 2005). The professionalism of teachers has to meet professional education skills so that a teacher would possess a qualified professional approach in the classroom (Arshad & Zaman, 2020) and obtain the required results (Baggini, 2005). Teaching is also considered an important profession in the modern-day world and thus it demands a professional approach. Imlig & Ender (2018) comment that teachers are not able to practice the required experiences and activities that is essential to guide the progress of students towards clarifying their ideas if they are not clear about what to make clear. Our teacher is required to claim himself a professional with solutions to the problems of his field.

Teachers' professionalism is related to their roles and how good teachers are in fulfilling them as educators, including how well the teachers are prepared before they go for evaluation, how much the teachers deserve the credits which they eventually have to handle, and how long they are capable to execute the process that

lasts till the end (Dessler, 2008). Teachers' professionalism in the broader sense is those skills that what teachers practice, what teachers manage, what teachers represent, why they ought to remain professional in approach, how they strategize content, and finally how they can implement their knowledge and skills that are related with their profession (Imlig & Ender, 2018).

The teachers do not focus on improving professional skills (Rizvi, 2005). And thus these skills which are part and parcel of professionalism not reaching acceptable standards in schools even though immense importance is being given through training. The teacher trainers, authorities, and school heads are also complaining about the non-professional behaviors of teachers (Arshad et al., 2021, Arshad & Zaman, 2021). The teachers' non-professional behaviors may be due to the prevailing moral values in society. The Moral Foundations (MFs) may help in predicting the impact of teachers' MFs on their professional behaviors. According to Lewis & Baits (2011), one can use Moral Foundations Theory (MFT) to understand core personality traits. As every teacher tends to work in his way, the teachers' approach leads them to practice their professional skills in classroom learning.

Teachers who are teaching in schools are required to be professional in approach and skills. Quality teaching is the need of the hour that comes through professional work to be performed by teachers in the classrooms. Professionalism demands from teachers to be skillful enough to meet professional requisites. The professionalism of teachers has been an issue for the government as well as the government has been working to develop teachers professionally through launching different professional development programs and professional training of teachers. The head teachers, the trainers, government educational officers, and the policymakers are not convinced about teachers' professional approach to teaching.

Different studies have been conducted before to investigate the reasons of teachers' non-professionalism in teaching. This study is also intended to investigate the same but with different way and angle. The most of the studies that have been conducted previously were on teachers' performances with reference to national professional standards and teachers' attitudes. However, no such study has been found before that would estimate the strength of relationship with teachers' MF's and their professionalism. Haidt (2008) gave useful information in his book about MF's as these foundations prevail in cultures and affect one's character. These MF's prevail in societies and play important role in one's behaviors. These MF's help in developing moral values in human beings and are present across the cultures (Simpson, 2017). So, the researcher after studying MFT and its possible implications in education decided to work on it. As the main aim of the researcher was to find out the credible reasons of teachers' non-professionalism, so the researcher decided to investigate teachers' non-professionalism through their MF's.

The choice of MFT was made to investigate teachers' non-professionalism though a different angle as teachers' non-professional behaviors may be due to their development of character as the members of the society. These MF's prevail in societies and act naturally to develop moral values in oneself. So, the poor presence of MF's in society and least practice of MF's by the members of society may cause developing corrupt societies and this factor may be one of the reasons of teachers' non-professionalism. This investigation would lead the stakeholders to think differently and would help in devising new ways to develop teachers more professional.

MFT is a relevant factor to this phenomenon that has not been explored in this way. It would give new direction to the policy makers and curriculum developers to look into the improvement of teachers' professionalism in a different yet effective way. The professionalism of teachers' to be measured through MF's may lead to find the solutions pertaining to pedagogical skills in teachers in future as how moral stimuli would be effective in measuring teachers' professionalism in true sense.

Literature Review

In the book 'The Righteous Mind', Haidt (2008) presents the definition of functional nature pertaining to morality that moral systems are interconnecting sets of values and practices along with institutions, and developed mechanisms of psychological nature which incorporate to repress or regulate mode of selfishness and constitute possible social life. This may assume that cultures across the world have dug out many ways to breed capacious potential pertaining to human mind in order to suppress one's selfishness and constitute cooperative communities in cultures.

One has to deny the fact that MF's do not contribute in developing morality in peoples across the world. Neither care nor fairness nor loyalty nor sanctity nor authority plays any role in the development of morality. Moreover, if these foundations play a key role in producing morality across the cultures then these are rightly called as moral foundations. According to Haidt, (2008), care is related to empathetic aspect of life, which is an ability to feel pain of others as one feels pain for one self. It carries the virtues of sheer kindness, absolute gentleness, and impartial nurturance.

Fairness is another Moral Foundation (MF) according to Haidt (2008) is related to equity accompanying equality which ultimately breeds undaunted justice in society. It generates virtuous ideas of justice, one's rights and one's autonomy. There are two underlying groups prevailing in MF's according to Lewis and Bates (2011) one is that of liberals and the other is that of the conservatives. Fairness is however endorsed by everybody but it is strongly endorsed by the conservatives. The liberals hence, endorse care strongly. Loyalty foundation is concerned with allegiance with anything *i.e.* person or institution or country (Haidt, 2008). This foundation generates the congenial ideas of self-sacrifice, staunch patriotism and affirms alliance with a person, institution or country. Respect for Authority foundation leads us to followership, acknowledging leadership and legitimate obedience (Haidt, 2008). It produces the very virtues of submissiveness, dutifulness and obedience.

Purity as MF in our context would mean following religious obligations. According to Haidt (2008) it underlies absolute virtuous notions of inner conflicting that guide to live pious, elevated, less carnal and noble way of living. In the Muslim societies, the effect of the Islamic religion on their tradition, literature, art and moral values is seen (Asikoglu, 2000). Moral in Islam is to behave in a way that Quran and Prophet Mohammad (SAWW) recommend and avoid behaving in a way that they forbid (Titrek et al., 2014). Therefore, if we closely observe the five foundations of MFT we would come to know that there are two groups of MF's *i.e.* the liberals and the conservatives. The first two domains care and fairness belong to the liberals and the rest of the three belong to the conservatives (Colin, 2010). In this way, it would be very interesting to investigate the variety in teachers' responses. Hence, every Moral Foundation (MF) has its own peculiarities and sustains its individuality in the

presence of others.

Without a doubt MFT and its allied model, SIM has strong effect on research pertaining to social psychology and it has boosted the interest of moral psychologists in studying morality and its foundations (Maxwell & Narvaez, 2013). Well, it would be too soon to disseminate whether MFT would have significant effect on moral development as well as on moral education. This issue requires prior attention and needs to be addressed first. At the matter of fact, the concept of implicit cognition has been acquainted to the researchers regarding research of moral development. It is been considered an integral part of cognitive conceptions since the time of its inception. The children tend to build schemas regarding the world i.e. bottom-up by their active interaction with different people and objects (Piaget, 1963). He laid the emphasis on one's capacity in intuitive knowledge since the time it was considered as a sign leading towards mature development. In any form, deliberation, which is verbalizable, built its layers on implicit rationality (Keil & Wilson, 2000; Turiel, 2006).

They are no more representatives of humanity's explicit highest potentials, which concern mainly with post-conventional thinking. Like Haidt, Dennis Krebs (2008) have joined neo-Darwinian theory of evolution into the theory of what is said moral development. Gibbs (2013) considers that post-conventional reasoning is extra-evolutionary, and rare. In explaining Kohlbergian and neo-Kohlbergian theory, it is to be kept in mind while interpreting post-conventional capacities one should not forget agile thinking that is needed for a specific particular situation (Koutstaal, 2012). It is the post-conventional skills that consist of forbearance and coo petition in Kohlbergian-type of moral education which have been emphasized and have been considered as fundamental needs to spend a sound life by living in an egalitarian society. The efforts to work against as others have identified a threat and moral intuitions replete with fear-based norms may be essential in order to promote tolerance and co-operation in societies of pluralistic nature (Musschenga, 2013).

A few experts consider that MFT's five foundations may not highlight evolved nature of humans, which has been represented effectively by the nomadic foragers who have presented the core foundations but those foundations should not be considered as fear-based foundations. Gibbs (2013) narrated in his work that MFT may be highlighting fear-based foundations which emerged recently and relatively in human history of evolution and which are considered to be the representatives of a specific sort of society. This finding may in itself is informative. These binding foundations are to be emerged from a specific kind of family culture, as Tomkins (1965) has proposed in recent time. The family life which is unresponsive may foster a fear-based version of evident worldviews which are in contrast with the empathic and also with openhearted worldviews that evolve from family life which is mutually-responsive (Greenspan & Shanker, 2004; 5 Kochanska, 2002). While integrating with neo-Darwinian evolutionary theory that pushes scholars to that level in which they tend to adopt a conservative universe of human potentials, which emphasizes selfishness and deception as an integral part of adult functioning. However, a substitute version of evolutionary theory is exclusively available that better explores expansive view that belongs to human capacities, having the evidence got from nomadic foraging cultures and which supports the narrative of cognitive developmentalism (Fry, 2013; Weiss & Buchanan, 2009). They further add that cooperation in itself is fundamental and essential to human nature.

Teachers' professionalism according to Desseler (2008) is related with their roles as educators and evaluators. The teachers are required to be categorized as

teachers before they get the credit as being teachers. They have to be competent enough in assessing students' performances. Their professional behaviors demonstrate them as skillful professional teachers. Professional behaviors are the behaviors which help improving quality in education sector (Carlgren, 1999; Phelps, 2003). Professionalism is to be considered as improving instructional behaviors and producing higher quality standards in the field of education (Hargreaves, 2000). Teacher professionalism is concerned with teachers' commitment in the performance of their work, collaboration with their colleagues, rendering respect and providing help to each other, job involvement and professional behaviors towards improving the very quality of instruction (Moran, Parish, & DiPaola, 2006). In addition, professionalism belongs to one's persistent commitment to get perfectionism in order to set an example and a model for others and owning responsibility to enhance the proposed quality of education (Agezo, 2009), and striving strenuously with the logic of researcher in order to develop him/herself in that specific particular area (Kincheloe, 2004). As the teacher professionalism indicators incorporate to improve the quality of education in general and work together to improve the learning of disciples as the very essence of any school in particular (Darling-Hammond, 1990; Hargreaves, 2000). Different approaches by different experts have been employed in different times in order to extract traits which are associated with teachers' professionalism.

A comprehensive report which is disseminated by OECD (2016) in which professionalism of teachers is masterly discussed with respect to autonomy of teacher, collaboration with the other fellows and finally required professional knowledge. Autonomy refers to take part actively in decision-making processes and provide consolidation to the teaching profession. This dimension leads to represent teachers' right to post competent comment on the prevailing curriculum, selection of teaching materials, setting objectives of the targeted course, vouchsafing practices which are disciplinary in nature at school and finally assessing the performances of the students. The extents of collaboration lead to the professional development of colleagues and especially to the tyros who desperately need it and who would improve mainly through making observations of each other's work. Professional knowledge is related with taking part in trainings before the time one starts teaching which then leads to continuing professional development and putting up active and nimble participation in fieldworks. In another approach, Hammond (1990) lays stress on the features of teacher professionalism which consist of teachers' making of decisions in their profession, responding to the requirements of students devotedly, possessing certain required proficiencies, establishing quality standards professionally and practices based truly on a moral principle. In this way, learning of students can be elevated to higher levels. According to Evans (2011), a teacher should have the efficiency that consists of dimensions *i.e.* attitudinal, behavioral and intellectual. Attitudinal dimension is related with the perceptions of teacher and his particular views of his profession. Behavioral dimension is to influence those elements which are related teachers' competencies and students' learning. Intellectual dimension on the other hand features the utilization of instructional methods, and genuine original ideas.

Material and Methods

Research Design

The study that based on positivism philosophy employed quantitative survey design. The accessible population contained 648 secondary level schools that

comprised of 12408 teachers teaching in the Gujranwala division in the province Punjab, Pakistan. Two-stage random sampling was employed in selecting sample of the study. At the first stage, 129 schools i.e. 20% were selected randomly. Then, at the second stage, 10 teachers from every selected school were randomly selected. Hence, the sample consisted of 129 schools and 1290 teachers. The study used two scales, one for measuring moral foundations of teachers and the other for measuring professionalism of teachers. The scale of teachers' moral foundations was developed, whereas, scales on teachers' professionalism was adopted. Validation of the developed scale was estimated by using EFA in SPSS and CFA in Smart PLS 3, whereas, the validation of the adopted scale was estimated through CFA in Smart PLS 3. Cronbach alpha values of the five sub-scales of teachers' moral foundations i.e. care, fairness, loyalty, respect for authority and purity was counted 0.89, 0.86, 0.84, 0.83 and 0.81 respectively. The overall Cronbach alpha value was counted 0.81.

Results and Discussion

PLS bootstrap method was applied to 5000 sub-samples in order to vouchsafe the significance values pertaining to estimate pathway values along with F square values, and then R square values.

Table1
Moral Foundations Components Impact on Professionalism Factors

Factors'	TQPS(β)	f ²	PC (β)	f ²	HHKS (β)	f ²	PD(β)	f ²
Care	0.392*	0.132	0.362*	0.129	0.474*	0.233	0.350	0.099
Fairness	0.122	0.018	-0.012	0.000	0.059	0.005	0.087	0.008
Loyalty	0.172*	0.039	0.170*	0.044	0.043	0.003	0.059	0.004
Respect for Authority	0.095	0.012	0.074	0.008	0.151*	0.036	0.151*	0.028
Purity	-0.042	0.003	0.044	0.004	0.175*	0.065	0.104*	0.018
R ²	0.490		.552		.575		.456	

Teachers' Quality & Professional Sensitivity (TQPS), Professional Commitment (PC), Having Higher Knowledge and Skills (HHKS), Professional Discipline (PD)

The table contains output results of structural model pathway analysis based on the five components of MF's organized vertically and four factors of professionalism horizontally organized in the topmost row. Empirically obtained results show that the "care" domain of school teachers has significantly positive impact on "teachers' quality and professional sensitivity" ($\beta=0.392$, $p<.05$, $f^2=0.132$) and "professional commitment" ($\beta=0.362$, $p<.05$, $f^2=0.129$). However, significant positive impact of school teachers' "care" is found on "having higher knowledge and skills" ($\beta=0.474$, $p>.05$, $f^2=0.233$) and "professional discipline" ($\beta=0.350$, $p>.05$, $f^2=0.099$) of the teachers. And, the effect sizes of teachers' quality and professional sensitivity, professional commitment and professional discipline were small whereas effect size on "having higher knowledge and skills" found medium.

Fairness of the school leaders highlights overall significant positive impact on the four factors of professionalism. Fairness of school teachers' shows significant positive impact on professional sensitivity ($\beta=0.122$, $p<.05$, $f^2=0.018$), professional commitment ($\beta= -0.012$, $p<.05$, $f^2=0.000$), having higher knowledge and skills ($\beta=0.059$, $p<.05$, $f^2=0.005$) and professional discipline ($\beta=0.087$, $p<.05$, $f^2=0.008$) of teachers. However, their effect sizes were found small. Moreover MF fairness has negative impact on professionalism of teachers' domain professional commitment and its effect size is also not considerable according to Cohen (1988).

Loyalty also shows significant positive impact on the four factors of professionalism. Loyalty of school teachers' shows significant positive impact on professional sensitivity ($\beta=0.172$, $p<.05$, $f^2=0.039$), commitment ($\beta=0.170$, $p<.05$, $f^2=0.044$), having higher knowledge and skills ($\beta=0.043$, $p<.05$, $f^2=0.003$) and professional discipline ($\beta=0.059$, $p<.05$, $f^2=0.004$) of their subordinate teachers. However, their effect sizes were found small.

Respect for authority also shows significant positive impact on the four factors of professionalism. Respect for authority of school teachers' shows significant positive impact on professional sensitivity ($\beta=0.095$, $p<.05$, $f^2=0.012$), professional commitment ($\beta=0.074$, $p<.05$, $f^2=0.008$), having higher knowledge and skills ($\beta=0.151$, $p<.05$, $f^2=0.036$) and professional discipline ($\beta=0.151$, $p<.05$, $f^2=0.028$) of their subordinate teachers. However, their effect sizes were found small.

Purity also shows overall significant positive impact on the four factors of professionalism. Purity of school teachers' shows negative impact on professional sensitivity ($\beta= -0.042$, $p<.05$, $f^2=0.003$), and shows positive impact on professional commitment ($\beta=0.044$, $p<.05$, $f^2=0.004$), having higher knowledge and skills ($\beta=0.175$, $p<.05$, $f^2=0.065$) and professional discipline ($\beta=0.104$, $p<.05$, $f^2=0.018$) of their subordinate teachers. However, their effect sizes were found small.

R² values represent large effect size values that highlights the impact of the factors of MF's was found positive with good effect size. R² values signify that overall MF's made contribution 49% in the factor "teachers' quality and professional sensitivity, 55.2% contribution in the factor "professional commitment", 57.5% contribution in the factor "having higher knowledge and skills" and 45.6% contribution in the factor "professional commitment".

Discussion

The impact analysis of moral foundations has been estimated on teachers' professionalism. The moral foundations of teachers have positive impact on professionalism of teachers. It can be inferred from the data analysis that moral foundations play an important role in the personalities of teachers. Positive development of MF's may mean the positive development in professionalism of teachers. Moral foundations may contribute effectively in developing teachers professionally (Maxwell & Narvaez, 2013). Musschenga (2013) advocates the use of MFT in education with professional implications. Maxwell and Narvaez, (2013) stress on the employment of moral foundations for education as according to them moral foundations should be implemented in education. According to Simpson (2017), moral foundations prevail in the society and play an important role in the development of character. In the light of the results and the details described in table 1, it may be stated that moral foundations have positive impact on professionalism of teachers. Hence moral foundations influence teachers' professionalism. The results of data analysis have been analyzed in Smart PLS-3.

Conclusion

The study revealed the results that "moral foundations" of teachers have positive impact on teachers' professionalism. The five components of teachers' moral foundations i.e. care, fairness, loyalty, respect for authority and purity predicted positive impact on teachers' professionalism i.e. teachers' quality and professional sensitivity, professional competence, having higher knowledge and skills and

professional competence. The authorities may work on assessing “moral foundations” of teachers of all the levels and then take necessary actions to strengthen moral foundations of teachers to promote professionalism. The teachers’ moral foundations are needed to be focused properly for their development in professionalism. If the due measures were not taken in this regard then the teachers may not develop professionally. And also according to the requisites of the society teachers when enriched with moral values produced through “moral foundations” may inculcate such values in students especially the kind of moral values society prefer to be produced and inculcated in students.

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