



School ethics: Personal Reflections on Moral Philosophy

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Abstract

The focus of this study is to explore school ethics phenomena in Taiwan. The journey begins with personal reflections on moral philosophy, including Idealism, Relativism, Egoism, Altruism, Justicism, Deontology, and Utilitarianism. The process of personal reflections on moral philosophy can arouse ethical beliefs, leading to the fulfillment of moral obligations and the improvement of schools. The issues of school ethics should be emphasized, since they can easily be neglected. The promotion of school ethics could inform school management and revive movements to improve schools. To achieve the goal of this study, a qualitative case study was adopted as the research method, and a private high school in Taipei, Taiwan, was chosen as the study field. Personal interviews were used for data collection. The interviewees (sixteen in total) were school administrators, teachers, and parents. Conclusions and implications are derived from the personal reflections on moral philosophy, the expansion of stakeholders' participation, the accumulation of moral assets, and the effects of ethical beliefs. Principles and modes in the practice of school ethics are brought up to enhance the ethical decision-making abilities of school stakeholders.

Key words: school ethics; personal reflections on moral philosophy; school management

Introduction

In the past two decades, the field of organizational ethics has generally been valued and advocated (Oosterhout, Wempe, & Willigenburg, 2004). However, the organizational ethics of schools, such as the values of trust, character, and equity, are gradually declining as less importance is placed on them. The ethical value of truths has been eroded by the prevalence of meritocracy in today's society (Ahmed & Machold, 2004), causing the prevalence of unjust social relationships (Baez, 2006). Under pressure from competitive markets, schools are more likely to be influenced by thoughts that are detached from ethics (Apple, 2006), resulting in lessened concerns about morality issues in education (Cameron & Caza, 2002; Sankar, 2003).

As the important educational institutions of nations, schools carry the responsibility for ethical duties in education, especially in the cultivation of student character (Starratt, 2006). Therefore, the intention of this study is to call more attention to issues concerning morality and ethics in school management so as to establish a rigid foundation for the practice of school education.

School ethics refers to school members fulfilling moral obligations more actively in the process of school education, while their ethical beliefs are motivated by personal reflections on issues concerning moral philosophy (Dubinsky, Natraajan, & Huang, 2004; Pojamn, 1995), which are crucial to the practice of school ethics. Also, the practice of school ethics could legitimize power and leadership, resulting in good organization and innovation (Trevino, Weaver, & Brown, 2000; Walker, Haiyan & Shuangye, 2007).

The objective of this study is to understand the phenomena of school ethics with an emphasis on personal reflections on moral philosophy. Discussions focus on moral appeals, ethical beliefs, and the effects and implications of ethical decision-making in school management.

Literature Review

The Meaning of School Ethics

Combining various definitions of schools (Bates, 2003; Blanke, 1992; Daft, 1989; Deing and Quinn, 2001; Sergiovanni, 1992; Trac, 2006) with the meanings of organizational ethics (Badiou, 2001; Christie, 2005; Dubinsky, Natraajan, & Huang, 2004; Freeman, Engels, & Altekruise, 2004; Grove, 1981; Heinze, 2005; Pojamn, 1995; Reed, 1999), school ethics can be defined as follows: In order to achieve the goals of education, the reflections on moral philosophy of school members in terms of organizational function and the market are emphasized to arouse ethical beliefs and values for improving the fulfillment of moral obligations.

School Ethics and Personal Moral Philosophy

Personal reflection on moral philosophy, an important approach to the practice of morality, is a major feature of school ethics (Audi, 1997). The categories of personal moral philosophy involve reflection of Utilitarianism, Deontology, Egoism, Idealism, Relativism, Justicism, and Theories of Moral Cognitive Development (Ahmed and Machold, 2004; Arnett & Hunt, 2002; Bass, Barnett, & Brown, 1998; Long, 2003; Shultz & Brender-Ilan, 2004). One's moral philosophy plays a leading role in cultivating one's personal character and habits (Kronman, 1998); furthermore, one's moral philosophy can foster harmonious social relationships, bringing about integration and a sense of morality in a community (Balazs, 2004; Hartman, 2001).

Ethical Beliefs in School Ethics

Ethical beliefs are believed to be motivated by personal reflection of moral philosophy, such as the values of prudence, justice, benevolence, utility, criticism, autonomy, reciprocity,

equality, truth, deliberation, honesty, respect, responsibility, care, benefit, consideration, democracy, interpretation, equity, efficacy, coordination, courage, and ideals (Bates, 2003; Bottery, 1993; Deing & Quinn, 2001; Fraser, 2000; Greefield, 2004; Hanssen, 2000; Starratt, 2006; Walker, Haiyan, & Shuangye, 2007; Woods, 2006).

Effects of Personal Reflection on Moral Philosophy

Based on the results of related research, Idealism is regarded as a vital factor in ethical decision-making across various cultures; while Relativism works only under specific cultural contexts (Lee & Sirgy, 1999; Singh, Vitell, Al-Khatib & Clark, 2007). This indicates that opposite theories of moral philosophy applied in different cultures could produce similar effects on philosophical reflection on issues of morality and ethics.

Method

In this study, the operational definition of school ethics is as follows: School members, including administrators, teachers, and parents, reflect on personal moral philosophy regarding functional, market-oriented, and competitive aspects of the school, in order to arouse ethical beliefs for prescribing personal behaviors and encourage the individual performance of moral duties.

A qualitative case study method was adopted for a comprehensive understand of ethical phenomena in schools initiated by personal reflection on moral philosophy. A private comprehensive school known for the brilliant performance of its students and teachers was chosen as the research field. Interviews with school members, including administrators (the principal, directors, and section chiefs), teachers, and parents, was the major method of data collection. All interviewees had experience in school management and participated in the development of the school.

In-depth personal interviews were conducted for data collection in such a way as to allow respondents to feel free to fully express their feelings and thoughts. The duration of each interview was about one and a half hour to two hours. There was some spare time for interviewees to rethink and reflect on their experiences and responses to the interview questions. Guiding questions were as follows:

- What values and/or beliefs do you keep when you doing educational activities? Why you think the values/beliefs are important?
- How do you put your values/beliefs into practice? Can you give some examples?
- What influences do the values/beliefs have on your daily practices of education and on the school management?

These questions were adjusted based on interviewee responses during the interview process in order to gather more specific and richer data relating to the phenomena of school ethics.

Interviews were recorded with sound recording devices to ensure completeness of the data, and permission for sound recording was obtained from interviewees in advance. To protect the privacy of the participants, their anonymity was maintained throughout the data analysis and presentation. Audio data from interview recordings were transcribed after each interview, and the transcripts of the interviews were coded for data analysis.

Research Findings

The coding of interview transcripts was based on the categories of personal moral philosophy presented in the literature review. Analyses and discussions were organized according to the different positions of the interviewees. From the data analysis, we found that school members with different roles reflected different aspects of personal moral philosophies in their statements as shown in Table 1.

Table 1 Different aspects of moral philosophy reflected by statements of school members

Moral Philosophy \ Interviewees	School administrators	School teachers	Parents
Idealism	○	○	○
Relativism	○	○	
Egoism		○	
Altruism		○	○
Justicism		○	○
Deontology	○	○	
Utilitarianism	○	○	○
Moral cognitive development			○

The statements of school administrators tended to reflect beliefs from Idealism, Relativism, Deontology, and Utilitarianism. Those of teachers reflected almost all aspects of moral philosophy, including Idealism, Relativism, Egoism, Altruism, Justicism, Deontology, and Utilitarianism. Those of parents reflected Idealism, Altruism, Justicism, Utilitarianism, and the theory of moral cognitive development.

School administrators

The school administrators expressed beliefs tending toward Idealism and Relativism to pursue educational ideals and to improve the achievement of students. This was expressed by one administrator thus: *“The working attitudes, including ideals, ambition, and respect, would drive you to pursue the excellence of the school.”* (A1) Also, school administrators tended to accept the fact of a societal dilemma, as one administrator stated, *“I don’t think I’m only a follower in the school organization. Instead, I think I’m a leader, too. Expanding the responsibility range can foresee the hidden problems of specific events in order to adopt essential measures in advance, and make effective judgments. Under this circumstance, the situation would be improved.”* (A3) And thus the ethical beliefs of respect and involvement were aroused to strengthen their motivations for taking responsibility, generating the virtue of wisdom (Rooney & McKenna, 2008), consolidating rational decision-making, maintaining the excellence of the school management, and establishing a pleasant work climate in the school (Shultz & Brender-Ilan, 2004). In this way, the achievement of students in the school was promoted.

School administrators also tended to hold beliefs consistent with Deontology and Utilitarianism,, which may explain why they tended to respect professionalism, listening carefully to others, and maintain the rights of students. As several administrators noted:

“We respect the professional course plan, and this could really serve the needs as well as benefit students’ learning.” (A2)

“As a leader, the principal needs to be kind, decent, and friendly. These traits of a leader will win the respect of the followers. Also, the principal communicates with teachers very often, and responds to the needs of parents or students in person.” (A7)

“I also have to listen attentively to others, and this goes back to magnanimity. When you are listening to others, you have to be tolerant. All in all, you must broaden your perspective to coordinate in harmony.” (A3)

These actions are favorable for winning respect, developing professions, and pursuing efficiency: *“The school administration should be effective in conducting school activities, and then the communication with teachers will be more effective.”* (A1)

From the above, the ethical beliefs of passion, friendliness, love, and generosity should be motivated; furthermore, the ethical beliefs of support, community, and care should be added to construct an environment of high quality, satisfy the needs of teachers, and increase the

effects on social coordination and problem solving.

School teachers

School teachers valued the accumulation of student experiences and love of education, a value consistent with Idealism. This value in turn aroused ethical beliefs of devotion and commitment to the long-term development of students and the self-actualization of teachers. As two teachers stated, *“Students lack life and living experiences...so I would pay more attention to this part, and I’m very willing to pay attention to students’ affairs to benefit the long-term development of students...Instead of profit-making, the starting point of educational ideas held by this school is love...and I will have opportunities for self-actualization.”* (T4 & T6)

In addition, accepting the coordination of contradictions and the advocacy of autonomy tended to reinforce beliefs from Relativism, initiating ethical beliefs of understanding and freedom to promote the coherence of the school communities. As noted by two participants, *“As a senior teacher, I play the role of communication and coordination...I will give them freedom and flexibility to bring their ideas of teaching into full play.”* (T3) *“I like the autonomy given by the school...the teachers in this school have a lot of freedom and flexibility.”* (T5)

The statements of the teachers also strongly reflected Deontology, since teachers emphasize the importance of values such as respecting interests, eliminating deceptive behaviors, encouraging modesty and humility, serving as a role model, and taking care of the needs of teachers. As two participants noted, *“The school members should not be too big for their own boots so that mutual respect among members can be achieved.”* (T4) *“The school marketing must not cheat others, so there’s no huge advertisement published by our school, as other schools would do. If we keep managing the school with a down-to-earth attitude, word-of-mouth marketing will spread among the neighborhood communities.”*(T1) The values from Deontology held by teachers could give rise to ethical beliefs of professionalism, practicality, honesty, respect, devotion, and trust, leading to effects on the involvement of in work, benefits of recruitment, the development of students, capacities for problem-solving, and the improvement of teaching.

Also, the statements of teachers tended to reflect Utilitarian beliefs; they paid much attention to taking care of students, goal achievement, the happiness of the parents, competitions of student performance, and the efficacy of time management. As several teachers noted:

“Being a teacher, you should take good care of every student to improve the achievement of education missions and to promote the atmosphere of collaboration in the school.” (T1)

“Members of the school need to work together to achieve the goals of the school, so the division of labor among school sections should break departmental boundaries as well as the hierarchy; instead, the work distribution should be task-oriented, and different sections in the school should be organized into a collective team to establish an interrelationship of mutual support. This would consolidate the internal cooperation inside the school, and the competitiveness of students would be improved and the achievements of the school would be promoted.” (T2)

“The staff members in the school need to expend great efforts on school management to satisfy parents’ demands. Therefore, I think I should keep on improving my professional skills, and parents are more likely to identify with your teaching as well as the school performance.” (T3)

“Highlighting the rates of students entering excellent universities in our school

means that if a school can develop distinguishing features, innovation will be promoted in the process of school management, and we won't face the problem of declining student enrollment.” (T6)

Their statements also reflected ethical beliefs of cooperation, ability, innovation, and effectiveness, promoting successful communication, the accountability for the competitive market, professional identification, the advantages of recruitment, and a sense of achievement.

In addition, teachers concerned with taking care of the family, having chances to perform in their professions, and having stable salaries also exhibited some tendencies toward Egoism, initiating ethical beliefs of self-respect, confidence, and self-esteem to encourage teachers' involvement and devotion to teaching: As several teachers noted, *“I cherish this work very much, and I try my best to perform well in teaching...I anticipated that I could have a stage to show my own art to satisfy myself with unique experiences and strengthen my self-confidence...Teachers in this school are free from pressures concerning recruitment and financial problems...and are guaranteed a living.” (T3, T5, & T6)*

An emphasis on serving others reflected the beliefs of Altruism, motivating the ethical belief of responsibility to promote the spirit of collaboration at school. In the interviews, one teacher said that it was important to *“be responsible in team work...show your passion and bring your specialties into full play to serve others...encourage your willingness to communicate and avoid suspicion among colleagues or mistrust between administrators and teachers to enhance the unity of the whole school.” (T4)*

Particularly, fair distribution and consultation on the basis of equality, both valued by teachers, reflected the ideas of Justicism, giving rise to ethical beliefs of attentiveness and reciprocity to facilitate the involvement and innovation of the school administration. As one teacher noted, *“Students in this school can be treated fairly without discrimination against the factors of family or scores...so teachers are attentive to students' affairs...The organizational climate of this school is active and energetic, leading to a willingness to innovate among school members.” (T1)*

Parents

The statements of school parents tended toward Idealism, Altruism, Justicism, Utilitarianism, and the theory of moral cognitive development. Parents generally recognized teachers' hard work, caring about school affairs, fair distribution, the good climate at school, and the spirit of enterprise as important values in the practice of school ethics, initiating ethical beliefs of support, safety, inspiration, assistance, and innovation. As two parents pointed out, *“Though teachers are well-paid, they are under more stress and work harder than teachers in other schools. Teachers' devotion to teaching and class management should be encouraged by the school, and I'm willing to support the resources they need to achieve their educational ideas.” (P2)* *“Everyone needs to participate in and care about school affairs...it's a kind of social service. It's meaningful for responding to the anticipation of the society, so I would take the initiative and cooperate with other parents in the school to expand the school resources.” (P1)*

These ethical values help the school to gain abundant resources and support a happy learning environment, and they reduce the negative emotions of parents, such as anxiety and panic, further arousing positive motivation for transforming the school educational system (Hargreaves, 2001).

The results of the data analysis are summarized in Table 2. That table features various aspects and effects on personal reflections on moral philosophy in the process of practicing school ethics.

Table 2 Ethical beliefs and effects of personal reflections on moral philosophy in the practice of school ethics

Theories	Reflection points	Ethical beliefs	Practice effects
Idealism	1. administrators: (1) ideals and aspirations, (2) the best service, (3) adaptive development	1. administrators: (1) respect, (2) insistence, (3) involvement	1. administrators: (1) pursuing excellence, (2) working cheerfully, (3) improving students' performance
	2. teachers: (1) being proficient and experienced, (2) love in education	2. teachers: (1) devotion, (2) commitment	2. teachers: (1) long-term development, (2) self-actualization
	3. parents: (1) teachers are hard-working.	3. parents: (1) support	3. parents: (1) providing resources
Relativism	1. administrators: (1) accepting contradictions	1. administrators: (1) undertaking	1. administrators: (1) improving the condition
	2. teachers: (1) coordination of contradictions, (2) autonomy	2. teachers: (1) freedom, (2) understanding	2. teachers: (1) getting along with each other cheerfully, (2) coordination
Egoism	1. teachers: (1) needs for taking care of family, (2) chances for showing professions, (3) insurance of salary	1. teachers: (1) self-respect, (2) confidence, (3) self-esteem	1. teachers: (1) doing well in teaching, (2) displaying specialties, (3) concentrating and devoting in education
Altruism	1. teachers: (1) service	1. teachers: (1) responsibility	1. teachers: (1) unity
	2. parents: (1) caring about the school	2. parents: (1) inspiration	2. parents: (1) resource expansion
Justicism	1. teachers: (1) fairness in distributions , (2) fairness in procedures	1. teachers: (1) attentiveness, (2) reciprocity	1. teachers: (1) willing to innovate, (2) participating in administrative affairs
	2. parents: (1) fairness in distributions	2. parents: (1) safety	2. parents: (1) rights for learning
Deontology	1. administrators: (1) students' rights, (2) being respect, (3) respecting professions, (4) listening to others	1. administrators: (1) passion, (2) friendly, (3) love, (4) magnanimity	1. administrators: (1) environment with high quality, (2) contentment of demands, (3) problem-solving, (4) coordination and integration
	2. teachers: (1) respecting interests, (2) no cheating, (3) modesty and humbleness, (4) role modeling, (5) taking care of teachers	2. teachers: (1) professions, (2) practicality and honesty, (3) respect, (4) devotion, (5) trust	2. teachers: (1) involvement in work, (2) advantages of recruitment, (3) rights of learning, (4) problem-solving, (5) effects of teaching
Utilitarianism	1. administrators: (1) expectation of efficiency, (2) performance of specialty, (3) pursuit of efficiency	1. administrators: Support, community, sincerity	1. administrators: Interpersonal harmony, mutual support, effect of coordination
	2. teachers: (1) taking good care of students, (2) goal achievement, (3) satisfaction of parents, (4) highlight of students' performance,	2. teachers: (1) cooperation, (2) collaboration, (3) ability, (4) innovation, (5) effect	2. teachers: (1) effective communication, (2) power of competitiveness, (3) professional identification,

	(5) efficiency of time management in project promotion		(4) advantageous recruitment, (5) sense of achievement
	3. parents: (1) The school climate is good.	3. parents: (1) assistance	3. parents: (1) gaining resources
Theory of moral cognitive development	1. parents: (1) spirits of enterprises	1. parents: (1) innovation	1. parents: (1) without panic

Analysis and Discussion

There are two ways to analyze the practice of school ethics: One is sequential analysis, and the other is simultaneous accumulation (Firick, Faircloth, & Little, 2012). According to sequential analysis, all the stakeholders in the school, including administrators, teachers, and parents, tended to reflect Idealism and Utilitarianism in their statements. These values in turn aroused ethical beliefs, including respect, insistence, involvement, devotion, commitment, support, community, sincerity, cooperation, ability, innovation, and effectiveness. For schools, there were effects on the pursuit of excellence, efficacy in coordination, competitive advantages, and the expansion of resources; for individuals, there were effects on the promotion of good morale and self-actualization. As a result, personal reflections on personal moral philosophy encouraged the practices of school ethics, which had a positive effect on student performance. Between the two philosophies, Idealism is regarded as the most important one, since it is directly related to student development.

In the analysis of simultaneous accumulation, the focus is on the meta-cognitive process of self-reflections on personal moral philosophy; therefore, reflections on Idealism and Deontology should receive primary emphasis. Personal reflections on Idealism and Deontology tend to result in cheerfulness in the process of working, a demand for satisfaction, involvement in the work, and self-actualization within the individual dimension. For schools, there tend to be effects such as the establishment of an environment of high quality, the promotion of the pursuit of excellence in school management, advancements in social coordination, integration of resources, motivation for innovation, and improvement of teaching. In this way, the rights of students will be preserved to facilitate the development of students as well as gain an advantage in student recruitment, so the ethical standards and codes will be rooted in the foundation of the school. In addition, the emphasis on personal reflections on Utilitarianism will stimulate the sense of achievement for the school members, and the reflections on the theory of moral cognitive development made by parents will increase the confidence of parents, further intensifying the virtual basis of the school. The reinforcement of personal reflections on Relativism, Egoism, Altruism, and Justicism will initiate positive effects on the achievement concerning aspects of individuals, institutions, and tasks, leading to a school culture of accumulated virtue and kind deeds and the improvement of the organizational commitment and self-efficacy of teachers in the school (Cheng, 2012).

No matter what method is applied to the data analysis, it is clear that intensifying personal reflections on moral philosophy is not only the key to the practice of school ethics but also the motivation for extending school improvement. Particularly, personal reflections on Idealism are the core motivator for school improvement, since reflections on Idealism could facilitate reflections on other moral philosophies. On the other hand, in terms of values, Deontology, as reflected by the school administrators, will trigger ethical beliefs of love to resist the temptation and intimidation of the competitive market (Farmer, 2002), to intensify the practice of professionalism (Apple, 2006), and to initiate the value of friendliness for generating inspirational leadership (Trevino, Weaver, & Brown, 2000). In addition, the reflections on Utilitarianism of school administrators will give rise to ethical beliefs in the community, stimulating the recovery of institutional health to encourage organizational

innovation (Koloroutis & Thorsstenson, 1999).

Above all, from the viewpoint of ethical practice effects, if school administrators intensify their reflections on Idealism, the effect will be excellent service. This outcome can be regarded as the product of respect, and it is likely to build connections among the school administrators, teachers, and parents to increase the confidence in education of the whole society (Magill & Prybil, 2004). For the role of school teachers, if their reflections on Idealism can be reinforced, the effect of self-actualization will be promoted to motivate ethical beliefs of commitment and further increase their passion for involvement in their work (Hartman, 1999). Also, if school teachers can enhance their reflections on Deontology, ethical beliefs of trust will be aroused (Dickson, Smith, Grojean, & Ehart, 2001), averting the sense of grievance against the job and improving morale (Apple, 2006).

Conclusions and Implications

From the data analysis above, we found that personal reflection on moral philosophy in the process of practicing school ethics can truly give rise to positive effects on the school (Cameron & Caza, 2002). Several ways of practicing school ethics can be generalized from the study results.

First of all, in the process of school ethics practices, personal reflection on Idealism and Utilitarianism may increase the involvement of school administrators, teachers, and parents, and ethical beliefs may be aroused simultaneously, including values of respect, insistence, involvement, devotion, commitment, support, community, sincerity, cooperation, ability, innovation, benefit, and assistance. These ethical values could be adopted in the context of school management, which would motivate individuals to become involved, improve the school, and achieve education tasks to make schools virtuous organizations. In addition, personal reflection on Deontology, Justicism, Relativism, and Altruism will prompt two kinds of stakeholders to join in the practice of the virtuous organizational management. Lastly, in this study, only teachers and parents tended to pay attention to the reflections on Egoism and the theory of moral cognitive development. Since intensifying the willingness of members to participate in school affairs is the most important issue in school management, the order of priority for various moral philosophies should be based on the amounts of involvement of the stakeholders in the process of school management. Among all the moral philosophies, personal reflections on Idealism and Utilitarianism are the most important, as they increase the participation of different stakeholders and therefore have the strongest power for improving the development of the school. Personal reflections on Deontology, Justicism, Relativism, and Altruism are secondary; the least important are personal reflections on Egoism and the theory of moral cognitive development, which increase only the participation of teachers and parents and have little influence on organizational development.

Next, under the context of school ethics, personal reflections on moral philosophy are highlighted and the accumulation of moral assets is valued. Personal reflections on Idealism and Deontology will motivate ethical beliefs such as respect, insistence, involvement, devotion, commitment, support, passion, friendliness, love, generosity, professionalism, practicality, honesty, and trust. These ethical values, which tend to encourage the individual to become involved and motivated, promote the improvement of schools and the quality of students' learning to set a moral foundation for the establishment of a virtuous organization and the promotion of institutional improvement. With teachers' reflections on Utilitarianism, a sense of achievement will be aroused; with parents' reflections on the theory of moral cognitive development, a sense of relief will be triggered as well. The ethical beliefs held by teachers and parents could provide support for the management of virtuous organizations. Moreover, personal reflections on Relativism, Egoism, Altruism, and Justicism can improve the school management through the accumulation of virtues, expanding the power for organizational development.

Furthermore, personal reflections on Idealism are emphasized in school ethics to initiate ethical beliefs such as respect, insistence, involvement, devotion, commitment, and support. These ethical values can be regarded as the core motivations for the management of virtuous organizations.

Particularly, the reflections on Deontology of the school administrators will increase the openness of the competitive market and the abilities of professionals, and the aspects of function and market in the school market will be emphasized simultaneously. The prerequisite condition for the effect of excellent service is the ethical value of respect, which the school administrators, teachers and parents can hold together. Also, the ethical value of friendliness can improve the leadership in the school administration. In addition, reflections on Utilitarianism made by school administrators tend to arouse the ethical beliefs of the community to promote the health of the institution.

As for the reflections on Idealism of the teachers, the effect of self-actualization will be initiated because the ethical belief of commitment is aroused and followed. The reflections on Deontology of the teachers will give rise to the ethical belief of trust, leading to humanistic interactions for motivating the morale of teachers. Accordingly, the reflections on ethical deontology and Utilitarianism of school administrators and the reflections on ethical idealism of teachers will establish a virtuous foundation for the practice of school education and promote the improvement of the school. Therefore, school administrators need to apply the ethic of love to improve school management, the ethic of respect to integrate the various opinions of different stakeholders, the ethic of friendliness to intensify the power of school leadership, and the ethic of community to promote school innovation. For school teachers, it is necessary to apply the ethics of trust and commitment to raise morale, which can be regarded as an alternative way to practice school ethics.

To sum up, the achievement of education goals could be motivated by the ethical values of love, respect, friendliness, and community held by school administrators, and by the trust and belief of the teachers in the school. Moreover, these ethical values can reinforce the integration of social relations and initiate innovation to increase the power of making progress for the sustainable development of the school.

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