Ethical sensitivity in an international comparison

Elina Kuusisto, PhD, Postdoctoral researcher, University of Helsinki, Finland

Ingrid Schutte, Doctoral student, Hanze University of Applied Sciences, the Netherlands

Khalil Gholami, PhD, Postdoctoral researcher, University of Kurdistan, Iran

Marca Wolfensberger, PhD, Professor, Hanze University of Applied Sciences, the Netherlands

Kirsi Tirri, PhD, Professor, University of Helsinki, Finland
Overview of the presentation

- Introduction
- Theory
- Data and methods
- Results
- Discussion
Why this research?

• ethical sensitivity aspect morality Rest, 1983

• high ability- & university education: attention for moral issues e.g. Roeper & Silverman, 2013

• morality cultural bound e.g. Narvaez, 2013; Brey, 2007

• cultural-bound elements ethical sensitivity?
Research question

• What is the culture-invariant and culture-dependent nature of ethical sensitivity within the educational contexts of the three countries?
Ethical sensitivity

Ethical Sensitivity Scale Questionnaire (ESSQ)
Tirri & Nokelainen, 2011; based on Narvaez, 2001)
## Data

<table>
<thead>
<tr>
<th></th>
<th>Netherlands n (%)</th>
<th>Finland n (%)</th>
<th>Iran n (%)</th>
<th>Total N (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GENDER</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>316 (50)</td>
<td>197 (23)</td>
<td>332 (60)</td>
<td>845 (41)</td>
</tr>
<tr>
<td>Female</td>
<td>315 (50)</td>
<td>667 (77)</td>
<td>224 (40)</td>
<td>1206 (59)</td>
</tr>
<tr>
<td><strong>STATUS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>633 (100)</td>
<td>342 (29)</td>
<td>0</td>
<td>975 (47%)</td>
</tr>
<tr>
<td>Teacher</td>
<td>0</td>
<td>522 (71)</td>
<td>556 (100)</td>
<td>1078 (53)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>633 (31)</td>
<td>864 (42)</td>
<td>556 (27)</td>
<td>2053 (100)</td>
</tr>
</tbody>
</table>
Results: Core of ethical sensitivity
(Gholami, Schutte, Kuusisto, Wolfsberger & Tirri, 2013)

- Caring by connecting to others CCO
- Taking the perspective of others TPO
- Reading ethical issues REI
- Identifying the consequences of actions and options ICAO.
# Results

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Netherlands M (Sd)</th>
<th>Finland M (Sd)</th>
<th>Iran M (Sd)</th>
<th>df</th>
<th>f</th>
<th>p</th>
<th>$\eta^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCO</td>
<td>3.83 (0.50)</td>
<td>4.18 (0.45)</td>
<td>4.37 (0.53)</td>
<td>2</td>
<td>188.65</td>
<td>.01</td>
<td>0.15</td>
</tr>
<tr>
<td>TPO</td>
<td>3.87 (0.52)</td>
<td>4.17 (0.50)</td>
<td>3.68 (0.61)</td>
<td>2</td>
<td>141.89</td>
<td>.01</td>
<td>0.12</td>
</tr>
<tr>
<td>REI</td>
<td>3.00 (0.63)</td>
<td>3.64 (0.55)</td>
<td>3.87 (0.51)</td>
<td>2</td>
<td>385.53</td>
<td>.01</td>
<td>0.27</td>
</tr>
<tr>
<td>ICAO</td>
<td>3.75 (0.48)</td>
<td>4.04 (0.46)</td>
<td>4.00 (0.57)</td>
<td>2</td>
<td>65.72</td>
<td>.01</td>
<td>0.06</td>
</tr>
</tbody>
</table>
Results

[Graph showing results for CCO, TPO, REI, and ICAO in Netherlands, Finland, and Iran]
Results

The Finnish Model

The Dutch Model

The Iran's Model
Limitations and discussion

- Different groups in 3 countries: students; both teachers and students; teachers.
- ‘Caring by connecting to others’ central dimension
- Ethical sensitivity and high ability
  Tirri & Nokelainen, 2011; Schutte, Wolvensberger & Tirri, 2013
Thank you for your attention!

More information:

Elina Kuusisto  elina.kuusisto@helsinki.fi
Ingrid Schutte  i.w.schutte@pl.hanze.nl