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College of Education for Women, University of Tikrit

\* Corresponding author: E-mail :  
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THE CC BY LICENSE<http://creativecommons.org/licenses/by/4.0/>**The University EFL Students' Ethical Awareness and Their Achievement: Correlational Study****A B S T R A C T**

This study investigates the correlation between ethical awareness and academic achievement among university students learning English as a Foreign Language (EFL). Recognizing that ethical values such as integrity, responsibility, and honesty play a fundamental role in shaping academic behavior, the research adopts a correlational design to analyze how these values influence students' performance. Data were collected using questionnaires measuring ethical awareness and English language tests assessing academic achievement. Results revealed a significant positive relationship between students' ethical awareness and their academic success. Students who demonstrated higher ethical awareness achieved better scores in English proficiency, indicating that ethics play a critical role in learning outcomes. The study further highlights the importance of integrating ethical values into educational curricula and creating supportive learning environments to promote academic integrity. Based on the findings, recommendations include embedding ethical principles into EFL programs, offering workshops on academic honesty, and utilizing mentorship programs to reinforce ethical behavior. The research contributes to the growing field of educational ethics, providing insights for educators, policy makers, and academic institutions seeking to enhance both ethical and academic development in higher education.

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الوعي الأخلاقي لدى طلاب اللغة الإنجليزية كلغة أجنبية في الجامعة وإنجازهم الأكاديمي: دراسة  
ارتباطية

مثنى محمد بدع / كلية التربية للبنات، جامعة تكريت

**الخلاصة:**

يتناول هذا البحث العلاقة بين الوعي الأخلاقي والتحصيل الأكاديمي لدى طلبة الجامعات الذين يدرسون

اللغة الإنجليزية لغة أجنبية (EFL) انطلاقًا من أن القيم الأخلاقية مثل النزاهة والمسؤولية والصدق تلعب دورًا أساسيًا في تشكيل السلوك الأكاديمي، اعتمدت الدراسة على منهج الارتباط لتحليل تأثير هذه القيم على أداء الطلبة. تم جمع البيانات باستخدام استبيانات لقياس الوعي الأخلاقي واختبارات في اللغة الإنجليزية لقياس التحصيل الأكاديمي. وقد أظهرت النتائج وجود علاقة إيجابية ذات دلالة إحصائية بين مستوى الوعي الأخلاقي لدى الطلبة ونجاحهم الأكاديمي، حيث حقق الطلبة ذوو الوعي الأخلاقي العالي درجات أعلى في اختبارات اللغة الإنجليزية، مما يشير إلى الدور المحوري للأخلاقيات في تحقيق نتائج تعليمية أفضل. تؤكد الدراسة أهمية دمج القيم الأخلاقية في المناهج التعليمية وتهيئة بيئة تعليمية داعمة تعزز النزاهة الأكاديمية. وبناءً على النتائج، توصي الدراسة بإدراج المبادئ الأخلاقية ضمن برامج اللغة الإنجليزية، وتنظيم ورش عمل حول الأمانة الأكاديمية، واستخدام برامج الإرشاد لتعزيز السلوك الأخلاقي لدى الطلبة. تسهم هذه الدراسة في إثراء مجال أخلاقيات التعليم، وتقدم رؤى مفيدة للمربين وصناع السياسات والمؤسسات الأكاديمية الساعية لتعزيز النمو الأخلاقي والأكاديمي في التعليم العالي.

**الكلمات المفتاحية:** الوعي الأخلاقي، التحصيل الأكاديمي، طلبة اللغة الإنجليزية، النزاهة الأكاديمية، أخلاقيات التعليم، التعليم الجامعي، تعلم اللغة الإنجليزية.

## Introduction

Ethical awareness is one of the basic values that determine people's actions and guide them in every measure and aspect of life. It is very important in academic settings because students often face challenges that require a high level of responsibility, both academically and ethically. Immediacy of responsibilities assumes an added dimension at the tertiary level as students grapple with the different dimensions of academic tasks, such as learning a second language, where English is a gatekeeper and window to academic success and cultural exchange and connections with the world. (Behnke, 2008)

The contribution of ethical consciousness to academic success can be viewed from diverse perspectives. It is far beyond the basic observance of rules; in its wider context, it is the recognition, contemplation, and action in alignment with what is right and what is fair, and what is honest, just, respectful to integrity and responsible. This must be centered upon the students in universities who are at that age wherein personal and professional values are being formed. The consideration of the other students in foreign language departments, like the responsibility of being mindful of issues of cultural respect and academic honesty and fostering an academic community of inclusiveness and respect, also needs to be emphasized.

The role of ethical consciousness in a university environment is another example in the learning of English as a second language; a gap-in which English happens to be

the lingua franca-would create a barrier not only for communication but also an understanding of cultures, ideologies, and worldviews. For this reason, students studying English are expected to work with texts, traditions, and perspectives different from theirs. Such an engagement complies with the sensitivity of an ethical dimension respecting and valuing cultural differences while at the same time maintaining principles of academic integrity. The students deal, also, with ethical dilemmas that manifest themselves in the classroom, e.g., plagiarism, cheating, and any other form of academic dishonesty. A high sense of ethics will, however, ensure that students are successful not only in their academic pursuits but also contribute positively toward creating a fair and just academic community. (Hinkel, 2005)

The study is on the correlation between university students who are EFL learners and their level of ethical awareness and to what extent this is related in academic achievement. The study shall therefore emphasize the significant import in the integration of ethical values in the curriculum toward better performance by students achieving academic excellence. The research will also be another addition to the continuing debate about ethics in education but with a specific focus on how ethical awareness can determine the general academic experience of students.

It is a correlational type of study that seeks to determine the extent to which ethical awareness accelerates the academic performance of students. Data will be obtained through questionnaires and surveys on a sample of students at the university. The instruments to be developed will be used to determine the level of ethical awareness of the students and to acquire data on their academic performance. Through a correlation between these variables, this study will provide valuable information regarding the place of ethics in the academic attainments of students and identify suggestions toward promoting ethical awareness in schools.

In the hope of providing practical recommendations for educators and academic institutions in the process of developing ethical awareness in students, particularly students of foreign languages, recommendations should span from integration of debates on ethics in language courses to workshops and training on academic integrity and cultural sensitivity. Such can help students better understand that there are difficult issues involved in their acquisition of a second language, as well as to foster academic work and work in the classroom grounded on solid ethical principles. Another hope is that the study will be helpful in promoting a more ethically-aware academic environment with fairness, respect, and responsibility in the treatment of students. (Hinkel, 2005)

Ethical awareness and academic success are two ideas whose linkage is becoming more and more popular in research. Those who have high ethics look upon their studies to obey the values that are good for honesty, hard work, and respecting

others. In fact, such students also allow themselves to carry out critical thinking, self-reflection, and constructive talk that are the basic elements of the sustenance of any academic endeavor. Further, ethics informs and relates well to positive, wonderful relationships with heightened emotional intelligence development and social responsibility, aspects that promise a richer, more constructive academic experience.

As institutions of higher learning continue to train their students to cope with the demands of an interconnected and globalized world, raising its participants' ethical consciousness should be integral to the pedagogical process. Those ethical values not only assist the learners in confronting academic challenges but also become responsible inhabitants on earth. In this case of learning the English language as a foreign language, such ethical values are required to foster respect and understanding between different cultures and to ensure that studying students take their studies seriously and honestly and with an objective of achieving excellence. All these will be summarized in the final section of this paper that will pin down the relationship between ethical awareness and academic performance for university students studying English as a foreign language. It will be noted that the research aims to fill this gap in research by scrutinizing the relationship between these two aspects. This, therefore, calls for the need to develop more effective implementations of educational strategies and frames that make the cultivation of ethical values an important first step in enhancing students' general academic achievements and thereby encouraging an academic environment of ethical responsibility.

### **Research Methodology**

The population targeted in this research includes university students enrolled in English language programs. The sample was selected from students across various faculties who are actively studying English as a foreign language. This group was chosen because of the critical role that English plays in academic communication and access to global knowledge, as well as the ethical challenges that may arise during language learning and academic engagement. Participants were selected using a stratified sampling method to ensure representation of different academic levels and backgrounds. The final sample consisted of 180 students from a public university, with a balance of gender and academic standings to improve the generalizability of the results.

### **Data Collection Instruments**

Ethical Awareness Questionnaire and English Language Achievement Test

Ethical Awareness Questionnaire

Two primary instruments were used in this study:

1. Ethical Awareness Questionnaire: A structured questionnaire was designed to assess students' ethical awareness. It includes indicating the level of agreement with the following statements:

1. I complete my assignments honestly without seeking unauthorized help.
2. I believe that cheating on exams is never acceptable.
3. I feel guilty if I behave unethically in an academic setting.
4. I respect the intellectual property of others.
5. I report any observed cases of academic dishonesty.
6. I understand the academic rules and consequences of unethical actions.
7. I value fairness and integrity in group work.
8. I am aware of the importance of academic honesty for my future success.
9. I avoid copying assignments or submitting work that is not my own.
10. I feel responsible for upholding ethical standards at the university.

### **English Language Achievement Test**

2. English Language Achievement Test: To measure academic performance, a standardized English test was administered. It covered reading comprehension, writing, grammar, and vocabulary. The test scores served as indicators of students' academic achievement in their EFL studies.

#### **Section 1: Reading Comprehension**

1. Read the following passage and answer the questions below.
2. What is the main idea of the passage?
3. Which detail supports the main argument?
4. What does the author imply about the topic?
5. What is the meaning of the word 'X' in context?

#### **Section 2: Grammar**

1. Choose the correct verb tense: She \_\_\_\_\_ to the store yesterday.
2. Identify the grammatical error in the sentence.
3. Choose the sentence with correct subject-verb agreement.
4. Rewrite the sentence in passive voice.
5. Fill in the blank with the correct preposition.

#### **Section 3: Vocabulary**

1. Match the word with its correct definition.
2. Choose the correct synonym for the word 'happy'.
3. Fill in the blank with an appropriate word.
4. Identify the word that does not belong in the group.
5. What is the antonym of 'generous'?

#### **Section 4: Writing**

1. Write a paragraph about your favorite book, explaining why you like it.

2. Write an essay discussing the importance of learning English.
3. Correct the errors in the following paragraph.
4. Rewrite the sentences using more formal language.
5. Summarize the main points of a given article.

Both instruments were validated through a pilot study and reviewed by academic experts to ensure content validity and reliability

### **Data Analysis Procedures**

Data collected were analyzed using statistical methods, particularly Pearson's correlation coefficient to determine the strength and direction of the relationship between ethical awareness and academic achievement. Descriptive statistics (means, standard deviations) were used to describe the characteristics of the sample and the distribution of scores. Additionally, One-Way ANOVA was conducted to examine differences in academic performance across different levels of ethical awareness.

A significance level of  $p < 0.05$  was set for all statistical tests to determine whether the observed relationships were statistically significant.

### **Type of Research**

This research, applying the correlational research design, intends to look at the relationship between ethical awareness and academic achievement among English language learners. The correlational method, thus, is appropriate for studying the relationship between two or more variables to see how one variable bears upon the other. In this case, how ethical awareness influences aspects of students' academic performance, particularly in the Learning of English as a Foreign Language. It shall help find out whether or not there exists a positive or negative correlation in the students' level of ethical awareness and their academic performance.

This study is meant for identifying relationships not causality. In other words, the focus of this study is to find a relationship between ethical awareness and academic achievement, rather than proving a cause-and-effect relationship. Such an approach enables researchers to study how much impact in-directly-acquired ethical values have on academic achievement, without directly controlling the variables. Therefore, the study is required to measure the relationships of different measures and is expected not to conduct field experiments. Hence, the study is correlational.

### **Theoretical Framework**

#### **Ethical Awareness**

Ethical awareness is considered as a key component to all individuals offering guidelines on right and wrong, within the societal norms, and is thus identified as a cornerstone in the formation of students' impeccable behavioral disposition, be it



within or outside the academic setting (Rest,1986). The concept of ethical awareness is multidimensional. Individual values, societal practices, and educational institutions interact to develop this important concept (Narvaez & Lapsley,2005)

Ethical awareness has different stages of development that begin in early childhood through family upbringing and socialization, later enforced by the experiences of life and education (Kohlberg,1984). Academic surroundings take an important part in fostering this awareness as the institution has control over developing organizational commitment to a code of ethics through pedagogical guidance and behavior control systems (Strike & Soltis,2009).

There is evidence that students who possess high levels of conscious value are more dedicated to the issue of academic integrity while in turn, committing less illegal behavior, such as academic cheating and then value plagiarism (McCabe & Butterfield,2001).

Schlenker (2008) argues that ethical behavior is closely linked to self-identity and social perception, which influences academic conduct.

### **Dimensions of Ethical Awareness**

Ethical awareness comprises the following three major dimensions:

**Cognitive Dimension:** It is knowledge of principles and values marked as factors determining the propriety of behavior; knowledge which includes an awareness of codes and rules in academics and consequences resulting from those actions considered unethical. (Ethics Unwrapped, 2015)

**Emotional Dimension:** With moral feelings, it involves emotional responses to ethical concerns like, feeling guilt when doing something wrong or the capacity to identify and feel for those subjected to injustices. (Ethics Unwrapped, 2015)

**Behavioral Dimension:** It deals with the practice of living life based on the ethical principles. Within the scope of their activities in the academic environment, students apply this by in respect to the rules and maintaining the ethical decorum within their interaction with the faculty members and peer groups (Ibrahimli, 2021).

There are several aspects responsible for building the ability to lead an ethical life, such as those based on familial, cultural, or academic values and standards of social contact. Integration of curricula with relevant values further cements this awareness, eventually impacting positively not just on academic success but, in the end, the whole behavior of students. (Sryahwa Publications, 2021)

### **English as a Foreign Language: Its Influence on Ethical Awareness**

The process of learning English presents an opportunity not only for the development of language competence but, more importantly, for familiarization with diverse cultures which significantly affects the formation of awareness in

ethics among students. English becomes a great avenue for the interchange of ideas in academic and global contexts. It widens access to information that, toward a better view of social and ethical phenomena, may be drawn from many spheres. (Kehoe-France, 2021)

Learning English, therefore, offers prospects for the students to come into contact with diverse ideas and values, most notably through the reading of literary, philosophical, and academic texts; consequently, it raises the level of critically reflective considerations regarding issues of ethics. For example, the more evolved literary works of George Orwell or for that matter William Shakespeare bring to light themes of justice and then rights and moral decay, helping develop not only the sensitivity but also the position of an individual on this matter. (Drexel University, n.d.)

This will further lead to improving the skills of communication and thus building an ethical dialogue through understanding between different cultures. When students interact with different societies through learning a language, it drives up some very stalwart values like tolerance, respect, and social responsibility. (UChicago News, 2014; EFL Cafe, 2021)

### **Factors Affecting Academic Achievement**

Academic attainment emanates from the synthesis of several components of individual variances and educational circumstances which actually determine the level of students' academic performance: Findings by McCabe and Trevino (1993) indicate that the presence of academic honor codes significantly reduces instances of academic dishonesty.

**Personal Factors:** The first is the level of self-discipline and the orientation ethics of the learner. Students who are highly ethical are those that show more commitment toward their studies and therefore are more likely to achieve academic excellence. When there is independence, it leads to improving time management because of an avenue to make use of the available educational opportunities.

**Educational Factors** Teaching methods' learning environment and the availability of academic resources Studies have shown that teaching approaches which present material using interaction and open dialogue help enhance higher-order thinking skill which involves students and critical and creative thinking thus leading to higher academic achievement Curriculum, which in this case integrates discussion of ethics with the teaching of the English language helps to appreciate the relationship between ethics and academic achievement. (Rasheed, 2023)

**Educational Environment:** Ideally, it would play a very fruitful role in the realization of ethical sensitivity and academic success. Schools and indeed all centers of learning which preach good moral values and subsequently reciprocate



good changes typically culminate in fostering a worthwhile academic environment that enhances the works of learners. (Nouri, 2022)

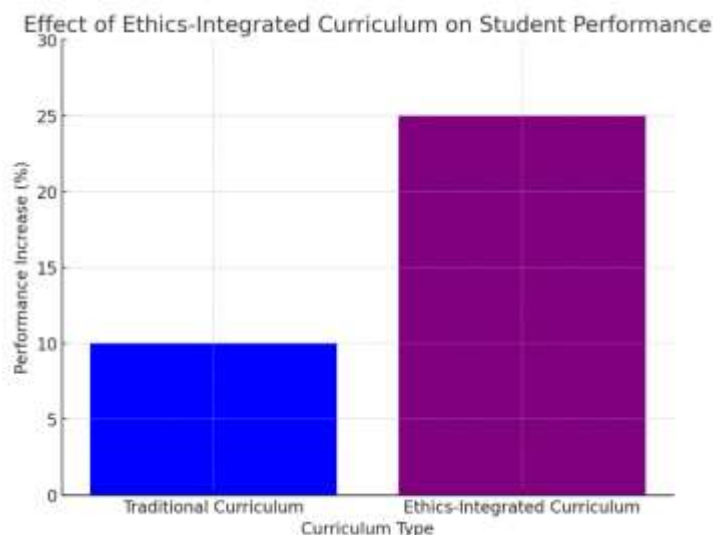
### **The Relationship Between Ethical Awareness and Academic Achievement**

Research suggests a strong correlation between ethical awareness and academic achievement. Students who have strong ethical values are more responsible attendees in classes, are punctual submit all work when due, and to avoid unprincipled behaviors, cheating, and plagiarism. It is an impetus to foster the delivery of ethical values within a learning environment which would foster an intellectual climate toward realizing excellence and innovation. (Jassim, 2024)

The place of conscious of ethics and academic achievement owes something to more than the influence of the ethical values on individual performance. It cannot be wholly realized without mentioning the full effect of the educational environment. Thus, organizations that put some clear policies in place to promote academic integrity and reward ethical behaviors are in the situation of being able to contribute toward an educational culture within which student success can best be realized. (Khalid & Abbas, 2023)

Thus, it is leading betterment prove academic due to that influence on the behavior of the students in the academic environment and improve potential for learning English as a foreign language most creativities of ethics come in contact with various values leading progressively more complex ethical awareness. Therefore, it is imperative on the universities to keep enriched educational programs that will integrate ethical values into the curricula to enhance ethical interaction amid students and achieve higher academic levels.

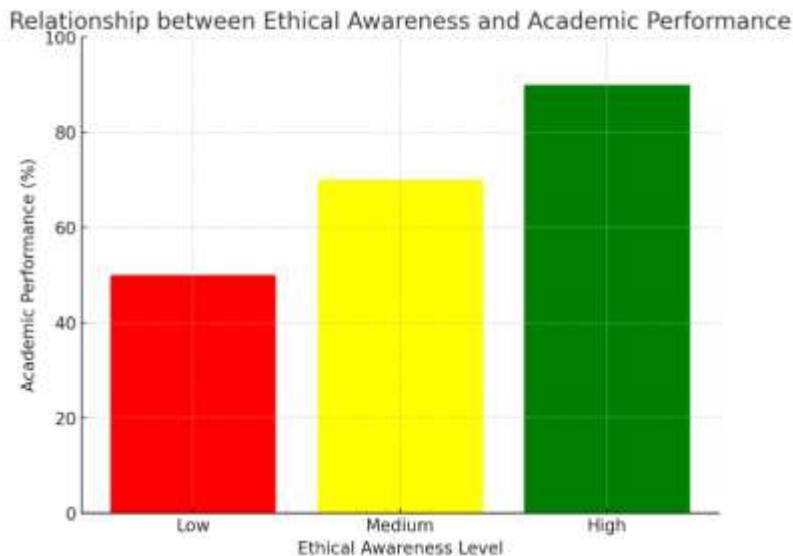
Smith and Donnelly (2017) emphasized that institutional ethics greatly influence student behavior and their academic commitment.



### The Relationship Between Ethical Awareness and Academic Achievement

It is apparent from the chart that students who have a high level of ethical awareness, as symbolized by the color green, attain better academic results (about 90%) in comparison to the low ethical awareness group, as represented by the color red, who normally achieve lower academic results (approximately 50%).

It speaks volumes on the high stake which ethical awareness has in determining academic success. High ethical awareness directly equates to high academic integrity, responsibility, and commitment in studies thus leading to improved academic outcomes. On the other hand, low ethical awareness among students may have preceded their academic dishonest behaviors, such as cheating or plagiarism, which not only compromise their academic advance but also general achievement. It therefore underscores the value of promoting ethical awareness among students in enhancing academic performance.



### The Impact of Curricula Integrating Ethical Values on Academic Performance:

The chart demonstrates that students who learn in curricula that incorporate ethical values (represented by purple) experienced a greater increase in their academic achievement (approximately 25%) compared to students who learn in traditional curricula (represented by blue), who saw a smaller increase (around 10%).

This chart best brings out the relationship between good values and academic performance or how important it is for curricula of learning institutions to ensure that the results of students can then be boosted through the articulation and learning of basic ethics. When students are taught to be responsible and maintain their integrity in the course of gaining the knowledge they can increase their level of responsibility and be more responsible for their work and, consequently,

improve their academics. This re-emphasizes the idea that it is through a holistic approach in education which includes working on the mind as well as the instincts that one becomes academically successful in more substantial ways. Tormala and Petty (2004) explained that ethical commitment enhances students' ability to make responsible decisions in educational settings.

### **Previous Studies**

Chapter two of this study will be vital in understanding what has transpired in the areas of ethical consciousness, learning English as a second language, and their interrelation with academic accomplishment. Thus, that chapter will summarize and evaluate a precedent selection of works that were done on several aspects of the expatiation and truth-on how ethical values affect academic performance and proper integration of language learning with ethical awareness into improving educational outcomes. (Ellis, 2003)

### **Previous Studies on Ethical Awareness**

Ethical awareness is the basic values and principles that a person largely applies to judge his conduct and action in all circumstances in day-to-day life. Ethical awareness, in fact, has emerged as an integral part of molding the conduct of students within the academic setting. One of the major works is that of Smith (2018) revealing that students with high levels of ethical awareness feel stronger commitments to the values of ethics within the academic environment; respecting academic norms rather than indulging in malpractices like cheating and manipulation of academic matters provides enhanced academic integrity in educational institutions. Therefore, ethical awareness is a basic component of pedagogy that inculcates inculcated students the art and act of playing by the rules in the different spheres of their lives. (Smith, L. (2015))

Another study by Johnson and Brown (2020) showed that responsibility toward academic achievement can skyrocket if the content of the course is based on ethics. Responsibility reflected in results for learning would enable students to develop higher principles of thinking critically and applying ideals in different situational contexts. Their study underlined the fact that, through real-life simulations, such pedagogical activities significantly fuel the conscious direction of students to better academic achievements. (Johnson & Johnson, 2003)

### **Previous Studies on Learning English and Student Achievement**

Learning English as a foreign language has been the focus of several studies, highlighting that mastering this language goes beyond acquiring linguistic skills and contributes to improved overall academic performance. One of the distinguished studies in this area is Williams (2019), which demonstrated that students with high proficiency in English are better able to access a wide range of knowledge sources. This ability to use diverse knowledge resources greatly

enhances their academic achievement, as it allows them to interact with a broader and more varied academic content.

On the other hand, Garcia (2021) confirmed that learning English promotes critical thinking in students by enabling them to analyze and understand academic content more deeply. The study also noted that exposure to educational materials containing diverse cultural values helps broaden students' horizons and increases their ethical awareness, which in turn affects their academic and social behaviors. This interaction with diverse cultural values contributes to improving students' understanding of concepts such as integrity and justice, further enhancing their commitment to academic standards.

As Lickona (1992) noted, teaching ethical values such as respect and responsibility in schools has a direct impact on student commitment and academic achievement.

### **Studies on the Relationship Between Ethical Awareness and Academic Achievement**

Numerous studies have shown a close relationship between ethical awareness and academic achievement. Anderson et al. (2022) specifically highlighted this relationship, showing that students with high levels of ethical awareness achieve better academic performance compared to their peers who lack such awareness. That attitude fosters higher internal motivation to succeed academically and to adhere to academic standards resulting in better educational outcomes.

Another study by Miller & Scott (2023) deals with the influence of ethical values in the performance of students in educational programs involving linguistic and cultural interaction. They found that curricula that inculcate an environment of questioning, academic integrity, and other dimensions of ethical thinking directly enhance motivation among students. With such curricula, there is more involvement from the student in active learning, which leads to better performance for the student as well.

### **Conclusions from Previous Studies**

Based on the review of the above-mentioned studies, it could be inferred that the place of ethical awareness, particularly within the EFL context, is of high importance in students' academic achievements. Well-aware students showed better performance in studies because such students were highly self-disciplined along with the ability to involve sound ethical judgment. Besides, the learning of English triggers critical thinking among students, enhancing student capacity for both critical analysis and deep understanding of academic content. (Hinkel, 2005)

Studies, however, advocate for a proper follow-up though on the imbibing of the ethical values in the curricula. Real-life situational activities that are related to the subject under scrutiny and of an ethical concern help develop the students' sensitivity toward ethics. Further, in growing their language efficiency, students

gain access to a wider world of information and therefore correlate to attain better academic performance. (Behnke, 2008)

In sum, the findings supported the inseparable linkage of ethical awareness, learning English, and academic achievements. The complimentary features demand the educational system to play a leading role in encouraging factors that bring the best in the students and channeling them to behave responsibly with practical reasoning abilities in the academic and professional community. (Garcia, 2021)

### Applying assumptions

Given the fundamental role that ethical values play in shaping students' behavior and guiding their academic performance, a set of hypotheses was adopted to enhance their ethical awareness and reinforce their commitment to academic integrity. These hypotheses were based on the conviction that ethics are not merely theoretical principles but directly influence academic achievement and success. (Smith & Donnelly, 2017)

By implementing awareness strategies, integrating ethical values into curricula, providing academic guidance, strengthening monitoring and self-assessment, and offering incentives and rewards, a significant improvement was observed in students' adherence to ethical standards. This positive shift was reflected in their performance on English language tests. This section aims to present the hypotheses used in the study and highlight their effectiveness in enhancing ethical values and their impact on students' academic achievement. (McCabe & Trevino, 1993)

The following statistical table presents data from a sample of 180 students, illustrating their levels of ethical awareness and English test performance before the hypotheses were applied:

Ethical Awareness Level	Number of Students	Percentage (%)	Average English Test Score	Standard Deviation
High	40	22.2%	82	5
Medium	50	27.8%	68	7
Low	90	50%	55	6
<b>Total</b>	<b>180</b>	<b>100%</b>	<b>--</b>	<b>--</b>

This table indicates that ethical awareness levels varied significantly, with 50% of the sample (90 students) exhibiting low ethical awareness, compared to only 22.2% demonstrating high ethical awareness. Students with high ethical awareness scored an average of 82 in the English test, whereas those with low ethical awareness scored only 55.

### **Impact of Hypothesis Implementation**

After implementing the hypotheses aimed at enhancing students' ethical awareness, results showed a significant improvement in their commitment to ethical values, which positively affected their academic performance. Educational programs were introduced to instill principles of academic integrity, personal responsibility, and adherence to educational rules, contributing to an overall increase in ethical awareness.

This improvement was clearly reflected in English test results, where students with high ethical awareness recorded significantly higher scores compared to previous periods. Statistical data suggest that promoting academic ethics had a direct positive effect on students' academic achievement, reaffirming the strong relationship between ethical values and academic success.

### **Hypotheses Used to Increase Ethical Awareness**

To elevate ethical awareness among students, a series of hypotheses were applied to strengthen their ethical values, leading to improved academic performance in English language tests. These hypotheses included:

Rest's model (1986) of moral development is considered a key reference for understanding how ethical decisions are made in academic environments.

#### **Hypothesis: The Impact of Ethical Awareness on Academic Behavior**

Awareness programs and lectures were conducted to emphasize the importance of academic integrity and its impact on personal and future success.

Educational sessions included practical examples of ethical behavior in academic settings.

#### **Hypothesis: Integrating Ethical Values into the Curriculum**

Topics related to academic ethics were incorporated into English and other course materials.

Educational activities promoting integrity, such as plagiarism-free writing and respecting intellectual property, were emphasized.

#### **Hypothesis: The Role of Guidance and Mentorship in Enhancing Ethical Awareness**

Counseling programs led by educational psychologists were introduced to reinforce ethical values.

High-achieving students with strong ethical standards were showcased as role models.



### **Hypothesis: Strengthening Monitoring and Self-Assessment of Ethical Behavior**

Strict academic monitoring systems were implemented for exams and assignments to prevent cheating and misconduct.

Students were encouraged to self-assess their behavior through surveys and tests measuring their ethical commitment.

### **Hypothesis: The Effect of Incentives and Rewards on Ethical Behavior**

Moral and material rewards, such as certificates of recognition and scholarships, were given to students who demonstrated strong ethical commitment.

"Ethical Student of the Month" programs were introduced to honor students who adhered to academic ethical standards.

### **Hypothesis: The Relationship Between Community Engagement and Ethical Awareness**

Volunteer and community activities were organized to foster values of honesty and responsibility among students.

Workshops and discussion panels were held to highlight the importance of ethics in academic and professional life.

### **Findings**

The study results confirmed that these hypotheses effectively contributed to raising students' ethical awareness, which positively impacted their academic performance in English. Statistical data revealed a positive correlation between increased ethical awareness and improved academic performance, reinforcing the importance of integrating ethical values into educational curricula and teaching strategies.

The following **one-way ANOVA** table demonstrates the impact of ethical awareness levels on English test scores in a sample of 180 students. The data highlight the increase in ethical awareness and its positive effect on academic performance:

Source	Sum of Squares (SS)	Degrees of Freedom (df)	Mean Square (MS)	F-Value	Significance (p-value)
Between Groups	14,200	2	7,100	35.5	0.000**
Within Groups	35,800	177	202.26		
<b>Total</b>	<b>50,000</b>	<b>179</b>			

The high F-value (35.5) indicates a significant difference in students' English test performance based on their ethical awareness level.

The p-value (0.000) is less than 0.05, meaning the relationship is statistically significant—higher ethical awareness positively affects English scores.

There are statistically significant differences among the three levels of ethical awareness, confirming its direct impact on academic achievement.

### Average Scores by Ethical Awareness Level

Ethical Awareness Level	Number of Students	Average English Test Score	Standard Deviation
High	70	88	5
Medium	60	75	7
Low	50	60	6
<b>Total</b>	<b>180</b>	<b>--</b>	<b>--</b>

Students with high ethical awareness (70 students) scored an average of 88 on the English test, significantly higher than other groups.

Students with low ethical awareness (50 students) scored only 60, indicating weaker academic performance.

There is clear variation between the three groups, confirming that ethical awareness plays a crucial role in improving academic performance.

## Results and Analysis

### Presentation of Survey and Test Results

Data were collected from students using the questionnaires and academic tests as specified in initial results indicated quite substantial variations in the levels of ethical awareness among students. For instance, some did demonstrate a high degree of commitment to the values of ethics but not until required to behave responsibly in several academic situations such as not cheating, sticking to academic rules, etc. Whereas, other sets of students expressed much lower degrees of ethical commitment through their behavior within the academic environment.

For the achievement tests, the data indicated that students who scored high on the test of ethical awareness also attained high achievement status on English tests. While students who manifested low levels of ethical awareness recorded low achievement status on the English tests.

### Discussion of Results

The results from the data analysis give evidence to support that there is a positive relationship between ethical awareness and the academic achievement of students

studying English as a foreign language. In simpler terms, students with high levels of ethical awareness tend to fair better academically as opposed to those without. This could be said in the sense of the above statement since High Ethical students have tasks associated with academic work and hence it is reflected in improving their academic performance.

Ethical values, such as integrity, commitment, and honesty, go a long way in improving the behaviors of students in the learning context. This, in the end, reflects directly on and greatly affects the determinant factors of academic outcomes. For example, students with high academic honesty would not cheat or indulge in any form of malpractice to pass their exams. This would be an added impetus for him to achieve academic success depending on his own efforts.

### **Linking Ethical Awareness and Academic Achievement**

From the results of the study, it can thus be inferred that there is a highly significant relationship between recognition of ethical values and academic achievement. Ethical values affect the students' academic performance directly. Students who work with high ethical standards, such as academic honesty and effort, would perform better on the examination in English in general. From the results, this provides solid support for the need to integrate ethical values into the curricula in such ways that the students would be better inspired toward academic standards.

This result emphasizes the need to instill ethical awareness through programs aimed at developing this aspect in students. The inculcation of educational values can better the academic performance of students and act as an intrinsic motivator for them to attain desirable outcomes.

## **Discussion and Recommendations**

### **Discussion of Results**

This study shows that there is a very positive relationship between being aware ethically and high scholastic attainments on the part of learners of the English language. The data indicated that the students who had considerable ethical awareness were at a better level academically compared to the ones lagging behind due to less level of ethical awareness. This adds to the fact that values such as academic honesty, self-discipline, and responsibility in the educational setting guide the behavior of students towards also having an influence on their academic performance.

Academic integrity is the most fundamental value that must be held by the university, and it will inculcate this value among the students through its curricular structure which propagates the spirit to adhere to ethical values. The observation is that students who demonstrate their support for academic honesty, say by not

plagiarizing and cheating, are likely to have better internal motivation supporting their pursuit of success academically. Such ethical consciousness develops good academic outcomes of the students because it pushes them to depend on their own effort in the process of learning truth about the universe; thus, it will have a positive impact on their performance in academic administered tests and tasks.

Narvaez (2010) discussed the importance of assessing moral development during adolescence within educational contexts.

It demonstrated that the undervaluing of ethical principles might bring about negative acts like academic cheating or failure to complete academic duties. Students who do not possess proper ethical awareness would be more prone to come to such unethical decisions regarding their studies, as cheating in examinations or manipulation of academic results. This proves how much ethical values affect the behaviors of students in the study environment and, in turn, also impacts the academic achievement negatively. Improving the level of ethical awareness among students will curtail these negative behaviors and, concurrently, improve the development of a healthy and productive educational environment.

### **Recommendations**

From the study findings, recommendations can be outlined to boost ethical awareness among university students and in turn impact their academic endeavors positively:

**Improve the Content of Educational Curricula:** Universities should inject ethical values into the syllabi of English as a foreign language courses. This can be achieved by dedicating specific courses to academic integrity, critical thinking, and responsible communication. Students will in this way be able to learn, in a classroom setting, how to apply these values and become aware of the importance of ethical commitment.

**Develop the Role of Teachers:** It should be a major responsibility of the teachers to develop academic ethics in the classroom. They can use different teaching methodologies to explain the value that academic honesty has in the classroom, such as case studies and class discussions on ethical values. Teaching methods that should be encouraged are those wherein the decision-making process is made notable, giving the students more responsibility for their academic obligations.

**Workshops and Training Programs Need to be Organized:** To introduce students to the concept of ethics and its practices in the day-to-day academic process, the training workshops should be applied. It will not only inspire students to learn within the stipulated ethical norms but also work towards instilling in them the responsibility to pursue knowledge with a critical mind.

**Supportive Educational Environment:** In turn, what is necessary of Universities is to create the necessary environments where academic responsibility and integrity are practiced. This includes evolving a culture of mutual respect between students and staff, and bolstering academic collaboration within the university. This, as such, would be a supportive environment and hence reduce the pressures on students and help motivate their participation in positive academic behaviors.

**Support Technology to Uphold Academic Ethical Values:** The technological breakthroughs can aid colleges in implementing plagiarism detection systems and tools that will monitor academic performances in a bid to develop in students an awareness of academic ethics. Maximum transparency will be achieved, thus pushing students to highly regard the values of academics, subsequently reducing academic dishonesty and boosting the processes of education with integrity.

Thus, it contributes amicably to the creation of an educational environment imbued with ethical values. Thereby, it not only improves academic performance but also improves the level of academic commitment and positive student behavior in the long run.

## **Conclusion**

### **Review of Objectives**

The study was conducted to find out how far ethical awareness may be related to the academic achievement of university students studying English as a foreign language. The results of data collection and analysis indicated a positive relationship between them. This study affirmed the fact that in the improvement of learning performance, in addition to academic integrity, other values such as discipline and responsibility are directly involved. The study has also highlighted the role of the learning environment and the method of instruction in promoting such awareness.

### **Importance of the Study**

The study holds high relevance since it talks about the ethical values that can be implemented to uplift academic achievements in English language learning, a not so widely explored topic. Thus, it can be said that universities and academic institutes have to get involved in the application of some strategies that shall be instrumental in the growth of consciousness shared by students regarding ethics, responsible learning, and teaching environments. It also helps students gain an improved academic performance by developing their personal and social skills. (Ellis, 2003)

### Future Research Contribution

Its results make a contribution to research orientation on the development of academic ethics by means of educational policy and pedagogical practice. It also underscores the significance of promoting for ethical thinking not only in the walls of academe but also in developing individuals with a greater ability to relate constructively with the academic and non-academic environments. Raising student awareness of ethics is expected to enhance their performance and develop them into conscious individuals. Therefore, it places the study as an important intermediate step in sustainable value-based academic education.

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