

## **Secondary teachers' opinions on unethical conduct of education administrators and teachers**

**Mubbshir Ali**

mubbshir95@gmail.com  
PhD scholar University of Okara

**Zuhaib Zafar**

Zuhaibleo31@gmail.com  
Visiting lecturer University of education

**Afrozial**

afroze@sbbusba.edu.pk  
Shaheed benazir Bhutto university, shaheedbenazirabad

**Sumayya Amra**

[sumayya@graduate.utm.my](mailto:sumayya@graduate.utm.my)  
Universiti Teknologi Malaysia, Johor Bahru

**Munazza Mahmood**

[mahmood.munazza@yahoo.com](mailto:mahmood.munazza@yahoo.com)  
National University of Science and Technology, Islamabad

### **Abstract**

Teachers are the back bone of society. Social and the educational changes are directly related to ethics of the teachers. If teachers of the nation are ethically strong and they implement the policies of the govt. effectively, they can contribute a lot in social and educational changes. This shows that the effectiveness of the teachers is directly affected by their ethics, attitudes and unethical behaviors. This research attempted to study the ethical and the un-ethical attitudes of the secondary school teachers and causes of the disliked and the un-ethical attitudes of teachers. A sample of secondary school teachers of selected schools (half male and half female schools) of district Okara, Pakistan was selected for study. The objectives set for the research were the investigation of ethical and the unethical attitudes of SST teachers, to make the comparison of ethical attitudes and the unethical attitudes of male and the female teachers and to suggest and put forward some measures for the betterment of attitudes of teachers. After making a literature review keenly, a questionnaire was developed fulfilling the requirements of the objectives to investigate the ethical and the un-ethical behaviors of the secondary school teachers. It was found that there was strong presence of ethical attitudes in SST teachers. Accumulative mean score 2.3452 revealed the moderate presence of un-ethical behaviors also in secondary school teachers of area.

### **Introduction**

The most important part in education and schooling activities is the teacher. An educator, in the most common expressions, is someone functioning in educational institute's whose responsibility is to enable the students by the utilization of effective instructive systems so that students reach cognitive, behavioural and sensory aims and gains within the range determined by that arrangement (Uluga, Ozdenb and Eryilmazc, 2011).

Ethics is the concept which deals with the right or wrong, what ought to be and what ought not to be, good or bad. When we are to answer the questions like what is right or wrong, what ought to be or not to be, how do I find what I ought to do it, how I have to find out, why should I have to do that. All these kinds of questions are answered by the philosophers. They explore the domain, nature and type of morality. They clarify the questions which arise from within it. They can only claim to be the moral experts but they do not have moral authority more than any other common person (Mahony, 2009).

According to the Govt. of Pakistan (2009) Policy and Planning Wing, Ministry of Education Islamabad, it has been admitted that our teachers occupy the pedagogical skills which only foster the rote learning and passive preparations for the tests. Our service conditions do not attract talented boys and girls towards the education department. Low social esteem is major hurdle in professional development of teachers (Sial et al., 2021). The knowledge of subject matter, growth and development of individuals, the sound knowledge of ethical values of

Islam, educational and instructional planning and the strategy development, proper assessment of students, good learning environment, effective communication, proper participation and collaboration, teaching of English as foreign language and the continuous professional development of teachers are the professional standards which have been articulated for the teachers.

According to the Aziz (2012) the main duties of the teachers in present era are the provision of the new scope to their thinking and uplift the standards of their qualifications. The ethical and quality teachers must have the following qualities: He is well trained academically in those subjects he teaches; he must be fully aware of the psychology of their students; he must have strong professional trainings regarding the methodologies being used by him and he must have a professional honour.

There is a general awareness and also a lot of discussion is made everywhere about the ethics of public school teachers. A study conducted to rank different un-ethical attitudes concluded that fund stealing from school, to blame others for their own mistakes, to claim the undeserved credit, to present the false reports to high ups and passing blames to the colleagues are most unethical attitudes from the teachers. An interesting thing evident from their response was that most of the teachers denied possessing these unethical characteristics. To provide the educational services is prime responsibility of school administrators and the teachers. The second responsibility of these people is the maintaining of public trust. Now it is a serious issue that the professional behaviours of the teachers are questioned and also the compromise is made about the public trust. The incidents of this type commonly occur in the govt. schools. The result of this ethical crisis is that the school administrations, school staff, general public and the citizens have become more conscious about the ethics of teachers. If teachers show good ethical behaviours it makes a lot of contribution to public confidence (Rizvi and Elliot, 2005).

Effective teachers certainly improve the attainment of the students but who are technically competent and who have very good pedagogical and the subject knowledge. Teachers are always responsible for converting the guidelines provided in contents in to practical knowledge. An effective teacher is one who continuously provides and struggles for the improvement in the learning of the students. These teachers also present themselves as role models and they develop positive relationships among the students. These things not only increase the output of the students but also describe the quality of the teachers. The quality of the teacher is a basic factor of student outcomes (Akram, Qamar and Imtiaz, 2016).

Clipa (2015) in the paper presented on the occasion of 6th international conference on education in 2014 stated that in this knowledge based society, teachers are the only source in increasing the efficiency and the system of training and education. The only way to achieve this target is by the improvement of the training and education of teachers and the trainers. For the social and economic development of the country, access to effective knowledge becomes very crucial because trainers and teachers play the role of key actors in this regard.

When in research it was tried to find existence of relationship among the qualification of the educators and teachers and the results of students but we failed to establish a significant relationship between them. Teachers have different qualification from under graduate level to post graduate level. We found that only a small number of studies have been made which focus on the comparison among the qualification of the teachers and their results. The qualification of the teachers has not been found significantly related to the attitudes of the teachers towards their profession. Some people have reported that a significant difference occurs with the difference of academic qualification (Zaidi, 2015).

Teachers are the supreme source of strength in all the societies of the world. In any educational system the greatest asset are always educators and teachers. Teachers have been mostly the source of the transmission of the skills, values and knowledge. They are always termed and acknowledged as the backbone and basis of any system of education. The teachers quality of teachers has always been considered and is always crucial and has always been accepted universally and worldwide as to be associated considerably with the quality and standard of education generally and with students' learning outcomes in particular. New professional standards for the teachers has been developed and are also being developed to attract, retain, recognize, and develop quality of teachers. so it is considered an immediate need of the hour that a proper understanding to be developed regarding the ethical, valuable and unethical behaviors. (Puhan et al, 2014).

It is considered that there are found many sources which can be effective for the interactions of the pupils and the teachers with a point of the view of any organization. The causes of un-ethical attitudes may be low salaries, including extreme workload or a general negative environment of school contribute a lot in minimizing the morale of the teachers. In addition to that, difficulties in relationships with the administration of the school could increase the stress level, which in future leads to the further problems (Sava, 2002).

### **Statement of the Problem**

In the existing scenario the behaviors and the attitudes of the public school teachers are questioned and discussed everywhere and all the time. The professional behaviors and the attitudes of government school teachers are always being questioned. The researchers have made contribution regarding the probes about the ethical and valuable behaviors as compare to the disliked and un-ethical behaviors. However it is being felt strictly that a proper research in this regard may be conducted to find out the ethical and the same time the

unethical behaviours of public school teachers. There is a felt need that a handy code of conducts and proper educational code be developed. This code of conduct may be used for the improvement in the attitudes of the teachers. Moreover it has also been tried to find the difference between the ethical and the un-ethical attitudes through this research.

### Significance of the Study

In previous times the favourite subject of the social psychology has always been the attitudes. Teachers hold a respectable state in older societies. The comparison of the teachers was made with the gods and goddesses. There was no written code of conduct for the teachers of that time. However they set their personal best examples with their own behaviors. The professional behaviors and the attitudes of government school teachers are always being questioned. The researchers have made contribution regarding the probes about the ethical and valuable behaviors as compare to the disliked and un-ethical behaviors. However it is being felt strictly that a proper research in this regard may be conducted to find out the ethical and the same time the unethical behaviors of public school teachers. It was considered that there is a felt need to investigate the obtainable moral and immoral attitude of teacher so as to a suitable policy of manner can be established to develop the individual and specialized standards of teachers. This study will help out in improving the attitudes of teachers and eliminating the un-ethical attitudes of teachers. Recommendations of the study will guide the policy makers to get benefit from the results of the study. The study will also guide the researchers of the future to set the objectives for further studies in the field related to the ethical and the un-ethical attitudes of the teachers.

### Objectives of the Study

- To investigate the ethical and un-ethical attitudes of teachers.
- To compare the ethical and un-ethical attitudes of male and female teachers
- To suggest some measures in order to enhance the ethical attitudes of teachers.

### Methodology

The descriptive method of research has been considered most suitable for this research project that is why this method of research has been considered appropriate. So this methodology has been conducted in this research. A survey is a method of collecting the data through which specific qualities and characteristics of a target population are collected and discussed. This survey method was utilized to know the attitudes of teachers. Survey technique is normally very useful and effective technique which is applied to gather the demographic information, their attitudes and the opinions. When a researcher wants to collect the diversified opinions about any specific topics from the selected sample, the questionnaire is a good tool for data collection. The questionnaire was constructed consisting of a mixed approach using both the quantitative and the qualitative approach. The main tool used was questionnaire to conduct this survey keeping in mind the following main principles described by (Johnson and Christensen, 2012).

The aim of the research project was to study regarding the ethical as well as un-ethical, unwanted and disliked attitudes of SST teachers. Hence all the SST teachers of district Okara, Punjab were the population of this study. The Okara district consists of three tehsils. The names of these three tehsils are Depalpur, Renala Khurd and Okara. The total number of secondary school teachers in Okara is 759, so all the secondary school teachers were included in population. There are 189 secondary schools (112 male and 77 female) in district Okara. All these schools constituted strata. From these 189 strata of schools, 16 schools (8 male and 8 female schools) from each tehsil were selected by lottery method. Out of these 8 male and 8 female schools, 4 were rural and 4 urban. In this way total 48 schools from district Okara were selected. All the SST teachers of these 48 schools were our sample. The total number of secondary school teachers in these 48 schools was 377. The received valid questionnaires were 290 which almost match the required number of respondents according to the sampling size defined by (Gibbon and Morris, 1987).

A questionnaire for this survey was found very suitable research tool for the collection of information from the respondents. The data received through questionnaires was tabulated, interpreted and analysed keeping in mind the objectives. The SPSS software was also used for the proper analysis of data. Independent sampled T-test was applied to know the difference between the attitudes of male and female respondents. The independent sampled T-test formula used for the comparison.

[https://schoolportal.punjab.gov.pk/sed\\_census/new\\_emis\\_details.aspx?distId=393--Okara](https://schoolportal.punjab.gov.pk/sed_census/new_emis_details.aspx?distId=393--Okara)

Data retrieved on 31-10-2020

### Results and Discussion

This chapter consists of two sections. The 1<sup>st</sup> section consists of factor analysis of two main factors. The 2<sup>nd</sup> section consists of T-test applied for the comparison of responses of male and female teachers.

#### Factor Analysis

##### Factor 1.

Factor analysis of ethical attitudes by secondary school teachers

S. #	Statement	SDA & DA		UN		SA & A		M
		f	%	F	%	F	%	
1	I am fully aware of ethical and un-	33	11.4	17	5.9	240	82.8	3.91

(Statement No 1 )	ethical attitudes of Secondary School teachers.								
2 (Statement No 2 )	I am fully skilled in teaching methodologies.	18	6.2	19	6.6	253	87.3	4.07	
3 (Statement No 5 )	I am showing good results in terminal exams.	5	1.7	7	2.4	378	95.9	4.28	
4 (Statement No 8 )	I have full commitment relating to my duties.	10	3.4	13	4.5	267	92.1	4.237	
5 (Statement No 11 )	I respect and understand the values and background of the various cultures which is represented by students in class room.	11	3.8	18	6.2	261	90	4.03	
6 (Statement No 12)	I am fully endeavouring in delivering quality education to students.	8	2.7	0	0	282	97.2	4.38	
7 (Statement No 13 )	I have full competency on the subject matter of my relevant subject(s).	9	3.1	17	5.9	264	91.1	4.06	
8 (Statement No 14 )	I accept the responsibility to improve student's character.	10	3.5	8	2.8	272	93.8	4.24	
9 (Statement No 16 )	I fulfil the ethical and moral standards.	22	7.6	10	3.4	258	88.9	4.06	
10 (Statement No 18)	I deal with students and parents in considerate manner to solve student's problems.	14	4.8	8	2.8	268	92.4	4.1828	
11 (Statement No 20 )	I am regular and punctual.	9	3.1	5	1.7	276	95.2	4.2966	
12	Accumulative Mean					4.16			

This table illustrated that majority of secondary school teachers of Okara are of the view that they possess all the ethical attitudes. There is minimum number of teachers who claim to possess the un-ethical attitudes. This table shows that most of the teachers claim that they are competent enough, have professional skills, have commitment relating to their duties, follow the ethical rules and regulations and accept the responsibility of improving students' characters. Accumulative mean score 4.16 reveals high presence of ethical behaviours in secondary school teachers of area.

#### Factor 2: Analysis of un-ethical attitudes by secondary school teachers

Table

S. #	Statement	SDA & DA		UN		SA & A		M
		F	%	F	%	F	%	
1 (Statement No 3)	SSTs normally give corporal punishment to students.	167	57.6	56	19.3	67	23.1	2.4897
2 (Statement No 4 )	SSTs normally criticize the students in presence of other students.	158	54.5	56	19.3	76	26.3	2.5759
3 (Statement No 6 )	SSTs normally use cell phone for personal messaging and calls and waste time during class timings.	191	65.8	45	15.5	53	18.3	2.2759
4 (Statement No 7 )	SSTs normally practice tutoring the students in school and charge fee.	173	59.6	45	15.5	53	18.3	2.40
5 (Statement No 9 )	SSTs normally do smoking in school during school timings.	203	70	37	12.8	50	17.2	2.10
6 (Statement No 10)	SSTs normally allow the students for cheating in Terminal exams so that they can show good results.	238	82.1	20	6.9	32	11	1.8517

7 (Statement No 15)	SSTs normally do not use proper methodologies of teaching during their teaching.	144	49.7	43	14.8	103	35.5	2.7897
8 (Statement No 17)	SSTs normally make use of abusive words /language to students who are unruly and very casual towards their studies.	182	62.7	53	18.3	55	18.9	2.3690
9 (Statement No 19)	SSTs normally teach the students without proper preparation.	201	69.3	40	14.5	49	16.9	2.2552
10	Accumulative Mean		2.3452					

This table illustrates that there is presence of un-ethical behaviors among SST teachers. These main unethical behaviors present in secondary school teachers do not use proper methodologies of teaching. Other un-ethical behaviors which are commonly present in SST teachers are the criticism on the students in the presence of other students, teaching the students without proper preparation, tutoring the students in school and charging of fee and use of cell phone in class timings. Accumulative mean score 2.3452 reveals moderate presence of un-ethical behaviours in secondary school teachers of area.

### T-test results

#### Comparing ethical and un-ethical attitudes of female and the male public school secondary school teachers

Table

Variable	Gender of the Respondent	N	Mean	Std deviation	t-calculated	Df	P value	Decision
Ethical Attitudes	Male	159	4.1801	.42927	.864	287.969	.388	Not significant
	Female	131	4.1395	.35716				
Un-ethical Attitudes	Male	159	2.4333	.71815	2.425	286.653	.015	Significant
	Female	131	2.2383	.63322				

Difference in un-ethical attitudes is significant.

This table demonstrates that independent sample t-test was run out gender wise to compare the ethical and un-ethical attitudes of secondary school teachers. The results of above table show that there is no difference between attitudes of male and female regarding ethical attitudes. So far as difference in un-ethical attitudes of the male and female teachers are concerned, the result was significant at  $p < 0.05$ , which means the male teachers show more un-ethical attitudes than female teachers. These results support the findings by (Perry *et al*, 2005).

### Conclusions

- 1) Table 1 while making the factor analysis of ethical attitudes of SSTs show that majority of secondary school teachers of Okara are of the view that they possess all the ethical attitudes. There are a minimum number of teachers who claim to possess the un-ethical attitudes.
- 2) Table 2 show that there is presence of un-ethical behaviors among SST teachers. The use of improper methodologies of teaching is the main unethical attitudes present in secondary school teachers. Other un-ethical behaviors which are commonly present in SST teachers are the criticism on the students in the presence of other students, teaching the students without proper preparation, tutoring the students in school and charging of fee and use of cell phone in class timings. All these findings have already been discussed by (Dundar *et al*, 2015).

- 3) There is no difference between attitudes of male and female regarding ethical attitudes. So far as difference in un-ethical attitudes of the male and female teachers are concerned, the result was significant and p-value is less than 0.05 significant level, which means the male teachers show more un-ethical attitudes than female teachers. These results match with the findings by (Perry *et al*, 2005). These results support the findings of Anwar (2011) to know the gender differences in work place deviant behaviors and concluded that deviance and negative attitudes found in the teachers are far more in male teachers than that of female teachers.

### Recommendations

Researchers should do further studies on the correlations of variables of this research in order to develop and test it for other populations, and on how teachers can improve their teaching methodologies and how to minimize those factors which cause the un-ethical attitudes among teachers. The above given findings bring to light the issues which are very significant and important for the teachers. The below given recommendations can be the starting point for the reformations for the teachers.

After getting the findings of the research, the research proposes the several suggestions and recommendations for the related parties and stakeholders as follows

- The teachers should be trained in their respective subjects so that they use proper methodologies of teaching.
- Teachers should be properly trained regarding their professional requirements.
- There should be proper check and balance system for the teachers for effective utilization of their timings in school hours.
- There should be complete ban on the utilization of cell phone during the class timings.
- Teachers should be made aware of knowledge of student's psychology.
- Professional skills of the teachers should be made up to dated.
- The matter of the cheating in examination under the supervision and allowance of the teachers just to avoid the punishment from the authorities should be taken seriously and steps by the government should be taken for the conduct of free and fair examination system.

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