

The Reasons For Unethical Behaviours In Educational Settings: What Should Be Done?

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Eğitim Ortamlarında Etik Dışı Davranışların Nedenleri: Ne Yapılmalı?³

Özet

Bu araştırma, müdür görüşlerine göre öğretmenlerin mesleğini icra ederken öğrencilere, meslektaşlarına, velilere ve okul yöneticilerine yönelik etik dışı davranışlarının nedenlerini ortaya çıkarmak amacıyla yapılmıştır. Araştırma nitel araştırma geleneği içerisinde durum çalışması deseni kullanılarak gerçekleştirilmiştir. Araştırma, 2021-2022 eğitim-öğretim yılında Düzce ilindeki lise okullarında gerçekleştirilmiş olup, araştırma sorularına cevap bulmak için on yedi okul müdürünün görüşlerine başvurulmuştur. Çalışma grubu amaçlı örnekleme yöntemlerinden ölçüt örnekleme ve kartopu örnekleme kullanılarak belirlenmiştir. Okul müdürü görüşlerinin analizinde nitel veri analiz tekniklerinden betimsel analiz ve içerik analizi yöntemleri kullanılmıştır. Bulgulara göre öğretmenlerin etik dışı davranışlarının nedenleri; Bunlar mesleki yetersizlikten kaynaklanan nedenler, sistem ve yönetimden kaynaklanan nedenler ve kişisel nedenler olmak üzere üç alt temada gruplandırılmıştır. Elde edilen bulgular çerçevesinde uygulayıcılara ve araştırmacılara önerilerde bulunulmuştur.

Anahtar Kelimeler: Etik, Öğretmenlik Meslek Etiği, Etik İhlallerin Nedenleri

Abstract

This research was conducted to reveal, according to the opinions of the principals, the reasons for the unethical behavior of teachers towards students, colleagues, parents and school administrators while performing their profession. The research was conducted using the case study design within the qualitative research tradition. The research was conducted in high school schools in Düzce province in the 2021-2022 academic year, and the opinions of seventeen school principals were consulted to find answers to the research questions. The study group was determined using criterion sampling and snowball sampling, which are purposeful sampling methods. Descriptive analysis and content analysis methods, which are qualitative data analysis techniques, were used to analyze the school principal's opinions. According to the findings, the reasons for teachers' unethical behavior are; They were grouped into three sub-themes: reasons arising from professional inadequacy, reasons arising from the system and management, and personal reasons. Recommendations were made to practitioners and researchers within the framework of the findings.

Keywords: Ethics, Teaching Professional Ethics, Reasons For Ethical Violations

Introduction

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Ethics is related to finding the best solution for complicated problems and evaluating the consequences of behaviors, whether they are good or bad. Ethics can also be defined as the terms a person employs during his behavior and his criteria for distinguishing between false and true (Atalay ve Saban, 2005). Ethics is a philosophical term that contains human behaviors like honesty, truth, keeping promises, royalty, justice, helping others, and doing your responsibilities. Ethical rules that make up the "right person" are part of society's search for order. Because of that ethic, he derives his power from human consciousness. By listening to his conscience, an individual evaluates his emotion, thought, behavior, attitude, and act as true or false, bad or good, negative or positive. People consider this balance while building relationships, and as a consequence of their acts, they create control and adapt themselves to them (Mocan, 2002).

In every society, the teaching profession has held high regard. Although respect for the teaching profession and respect for people can vary depending on a country's culture, it has always been regarded as a very sacred profession in comparison to other jobs that were solely for monetary gain (Şişman, 2001). Reasons why this profession has lost its reputation recently are wrong state policies, inefficient education in education faculties, having so much space for teaching majors, giving professional formation (a teaching certificate) to students who don't major in education faculties, and not enough teacher salaries. Durmuş, Kran, and Sucu (2019). Unethical behavior can have many reasons. According to Usta (2021), there is weak leadership, a lack of legislation, personal weakness, conflicts among people, degeneration, et cetera. These examples can be sources of unethical behavior. According to Gül (2006), the reasons for unethical behavior have two sides: social-cultural, economic, and psychological. While some situations, such as discrimination, unfair hiring, corruption, bribery, and subservience, are considered social-cultural and economic, others, such as intimidation, fright, selfishness, torture, violence, psychological pressure, sexual abuse, and dogmatism, are considered psychologies. According to Gönülaçar, psychological situations such as an individual's specific values and priorities, personality disorder, greed, hatred, and unqualified staff attitudes; poverty in society; low salaries; a problematic organized structure of the state; and increasing social economic problems are reasons for increasing unethical behavior. Individuals engage in unethical behavior for a variety of reasons, according to Tenbrunsel and Messick (2004), including personal interests and environmental demands. According to Golubeva and Kanins (2017), failing to associate ethical principles with the culture of the teaching profession results in a lack of an understandable and specific practical system, rendering the teaching profession's ethical behaviors unimportant and unpopular. Teachers who are unaware of the new ethical rules implemented by management, rather than the proper processing system that charges teachers for unethical behavior, are among the reasons why they engage in unethical behavior. The most fundamental causes of unethical behavior are a lack of ethical education, the corruption of personal value systems, uncontrollable greed, a cultural environment in which unethical behaviors are accepted, overcompensation and living with others, and a lack of an investigation system that investigates

unethical situations, greed for quick promotion, obsession with success, and the demands and unethical pressures of upper-level workers and people who use technology. Instead of meeting the demands of education and acting professionally, bureaucracies hire unqualified people as teachers, which deters reputation and erodes the qualification of the teaching profession in an era of teacher shortages, low wages, and escalating job labor (Tournier, Chimier, Childress, and Raudonyte, 2019).

Any behavior that does not suit the teaching profession is handled under the heading of violations of teaching professional ethics. Failure to observe, detect, and reveal these behaviors and not making improvements on them makes the situation a vicious circle. Unethical behaviors related to the teaching profession have started to be seen widely in recent years. In parallel with the prevalence of unethical behaviors, an increase has been observed in studies on unethical behaviors of teachers observed in schools. Studies investigating unethical behaviors related to the teaching profession (Aksoy, 1999; Gözütok, 1999; Pelit and Güçlü, 2005, 2006; Yılmaz and Altınkurt, 2009), teachers' professional responsibility (Yeşilyurt and Kılıç, 2014), teachers' student years and their professional lives. The most common ethical violations they encounter (Ayberk & Karataş, 2016), are unethical behaviors of teachers and administrators reflected in the press (Demirkasimoğlu and Kuru-Çetin 2015), unethical behaviors seen in teachers according to administrators working in public schools, reflected in unions (Turgut, 2000), school administrators, and teachers unethical behaviors that affect the school climate (Korkmaz and Üstün, 2021), it is possible to come across studies, albeit limited in number, in the literature. It may be possible to analyze unethical behaviors and prevent unethical behaviors by revealing the reason or factors that push the teacher to this behavior. Although the fact of conscience is an important point in ethics, it is necessary to put forward more concrete examples when talking about unethical behaviors. In addition, the teacher's perception of regulations and the extent to which unethical behaviors apply the laws is an important issue that needs to be discussed. It is of great importance that the professional competence of teachers is necessary and important to embody ethical principles and make them one of the basic issues. In this respect, knowing the unethical behaviors of teachers towards students, colleagues, parents, and school administrators while performing their profession will take an indispensable place in education by assuming the role of a role model for the teacher who carries ethical values with him to the future.

Method

This study employs qualitative research, management, and techniques. The most basic feature of qualitative research is researching the view of the researcher and the research's event, case, norm, and value while also trying to explain it. (Ekiz, 2009). As a research design, it is carried out to determine the reasons for teachers' unethical behavior using school principles and one of the subunits of qualitative research, the case study pattern. According to Creswell (2007), this is a qualitative research approach in which the researcher examines one or more limited situations over time using data collection tools

(observations, interviews, audio-visuals, documents, and reports) from multiple sources and defines situations and situation-related themes. Since the research involves a predetermined group or criteria, the criterion sampling method was used to research the opinions of school principals with at least fifteen years of seniority in management about the unethical behavior of teachers. Another type of sampling used for forming research working groups is snowball sampling. In this approach, This approach is effective in identifying individuals or situations that can be a rich source of information for the researcher. It starts by asking these questions: "Who can have the most knowledge?" About this topic, whom would you advise to consult? Regarding this subject (Patton, 1987: 56; Yıldırım, 2006). In the last fifteen years, 17 school personnel have been identified who work in management in this manner. The meeting was attended by 17 principals. Eight master's degree-holding principals were among those in attendance. The attending principal who has the lowest professional seniority has worked twenty years; the principal who has the most professional seniority has worked forty-one years; and the principal who has the lowest managerial seniority has worked fifteen years.

Data Collection Process

From the point of view of the principals, thoughts and perceptions of the principals about the unethical behavior of the teachers were investigated by using the interview technique. Patton (2002) explains that the interview method is used for situations where direct observation cannot be made, as emotions, thoughts, intentions, and past behaviors cannot be observed, and how people perceive and organize the world cannot be observed but can be learned by asking questions to the participants. While preparing the meeting form, principles like writing easy-to-understand and non-complicated questions and not deterring the participants from participating are considered. During the meeting, alternative questions (probes) with a feedback feature were used to provide in-depth data collected during the interview process and to explain issues that could not be fully explained (Yıldırım ve Şimşek, 2008), the questions are listed below.

What are the reasons for the wrong attitudes and behaviors of teachers that you encounter in relations and communications with students, professions, colleagues, parents, and school management, and what can be done to prevent them?

Analysis Of Data

Analyzing research data with an analytical style is used to interpret it. which is advised by Strauss and Corbin, who also used their descriptive and content-analyzing style (1990). It is aimed at improving security, reducing malicious bias, and comparing the data by digitizing Yıldırım ve Şimşek (2006) define validity in qualitative research as the accuracy of research results based on research data. In qualitative research, validity occurs when the researcher observes the researched phenomenon as unbiasedly as possible. Merriam (2013) defines qualitative research security as "can the same results be obtained if this experiment is repeated?" To increase the transferability of the research, the data obtained from the interview recordings was transferred to the text without any changes. According to Merriam, the

credibility of a study is related to its trustworthiness. If research is conducted and designed in an ethical manner as possible, it indicates that the researcher is trustworthy. Guba and Lincoln (1985) proposed the concept of consistency in qualitative research instead of the concept of reliability, which emphasizes repeatability in quantitative research. According to Yıldırım and Şimşek (2016), the goal of consistency analysis is to look at the research from the outside to determine whether the researcher behaves consistently throughout the research activities. A researcher should take precautions to not let his values or beliefs have an impact on his research. It is assumed that it is not possible to ensure objectivity in qualitative research and that there is no research without the influence of the researcher. For this reason, Guba and Lincoln (1985) proposed the concept of confirmability instead of the concept of objectivity. In this research, the results obtained were compared with the raw data and presented to the expert opinion, and an evaluation was made regarding the confirmability of the judgments and comments reached when going back to the raw data. All data collection tools, raw data, and coding made during the analysis phase are kept and presented when necessary.

Findings

Reasons for unethical behavior by teachers and ways to prevent it are discussed in this section of the research based on experiences with school principals.

Table 1. Reasons for unethical behaviors, sub-categories, and codes

Categories	Codes
Professional Incompetence	<i>Unable to adapt renovations (9)</i>
	<i>Unsuccessful at class management (6)</i>
	<i>Unable to be ready for classes (4)</i>
	<i>To take control of students with a mark (4)</i>
	<i>Unable to be a role model (3)</i>
	<i>Miscommunication (3)</i>
System and Administrative related reasons	<i>Recruiting teacher system and training style (5)</i>
	<i>Regarding the profession as a guarantee (4)</i>
	<i>Consider The Law No. 657as guarantee (4)</i>
	<i>Miscommunication (4)</i>
(4)	<i>Unable to be a role model teacher group among teachers</i>
Personal reasons	<i>A selfish personality can't stand self-criticism (5)</i>
	<i>Can't think oriented (4)</i>
	<i>Reflecting own personal issues on school and student (3)</i>
	<i>Physical problems (3)</i>

According to Table 1. and the answers of principals, unethical behaviors of teachers are examined under three categories: insufficient profession, system, and management-related reasons. According to the research findings, the reasons for inadequacy in the teaching profession are not being prepared in class, not being successful in class management, not controlling the students with his mark, not being a role model, profession perception, and not being able to train himself. for Under law No. 657, the

following system and administrative reasons are stated: an ineffective administration that cannot lead teachers, a lack of a healthy communication environment, the administration's unjust acts, a lack of a role model among groups, the education system, regard teaching as a guarantee, how teachers are trained, recruiting teacher systems, and trusting civil servants. *These are psychological problems, selfish personality, societal views, reflecting own personal issues on school and students, can't think solution-oriented, can't make empathy with the administration.*

Professional Incompetence

According to the principal, the unethical behaviors resulting from teachers' professional inadequacies. Teachers are unable to renovate, train, be ready in class, be successful at class management, be a role model, communicate in a friendly manner, and have a positive teaching perception. Principals think that teachers are unable to renovate and improve themselves:

The teacher didn't renovate himself. This is an ethical issue because, in modern times and environments, children cannot be prepared for their future by using outdated terms and rules. M9

If a teacher tells unrelated stories like football games, his own life, or his child's birthday, he is not a teacher. He became a teacher by chance and is only concerned with his salary. In the end, students suffered a negative impact. These teachers are not teachers; they simply attend school, which is pointless. M12

Teachers continue to judge students in old ways. When we first started teaching, one of the teachers said, "Don't mind students chewing gum." We asked, "How is that possible? Isn't that rude?" The teacher replied, "How can a student who is chewing gum interrupt you and interrupt your lecture?" We replied, "We're not sure." After that, we thought about it and agreed with that teacher. Sometimes we think in old ways. (M11)

School principals think that teachers are insufficient in class management:

When the teacher enters the classroom, he should have cute authority, and if he does not make himself accepted, the teacher may lose control of the class. M17

Not knowing what to do with people who are in front of you means that you have inadequacies in your teaching career. can not control current emotions. If you lose your guidance to a student, you lose your guidance faculty. If you lose your leadership ability, you give away control. M8

Principals think that teachers enter the lesson unprepared:

"What did we do and what did you learn yesterday?" he asks, but the student is unable to respond. The teacher cannot continue the lecture that she conducted yesterday. Because of that, students say they studied it at home. M13

Some teachers go to the lessons unprepared. Teachers should go to the lessons prepared. He should determine early what examples he will give. He needs to make them understand the subject as a whole. He should make the lesson more appealing to the students. He needs to convert a question into an answer. He must make the students think after presenting the subject. M2

Principals think that teachers try to control students with grades:

Some people give a mark of 49 and a performance point of 49.50. When I ask them, "Why did you do it?" He says, "Students should pay attention to me, and he didn't listen to me. M13

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I occasionally look at the class's average exam result, which is 30. When I ask teachers about it, they tell me that "students don't know and can't understand it." When I ask how much they taught, they simply say, "I taught them." The teacher should care for it. You taught the lesson, but can students understand it? M16

Principals think that teachers are unable to behave as role models:

First and foremost, teachers must not model negative behaviors. They shouldn't smoke. If they smoke or drink alcohol, students must not know it. He provides information on unrelated topics. When a teacher only tells specific moments from his personal life, the student may not see him as a teacher; for example, he may think, "Teacher did that and did that when he was my age," but when he tells something, the student thinks differently. A teacher should be a role model. For example, because there is no dress code for teachers, telling a student, "You must wear your uniform," will be ineffective if the teacher arrives at school wearing ripped jeans. M10

Even if the teacher union makes the dress code free for teachers, teachers should be role models for teachers. The states give us 1200–1300 Turkish Lira every year before the school year starts. People are welcomed with their clothes, and they leave with their words and their knowledge. Students will not take teachers seriously if they wear long bear shirts and lumberjack shirts to class. I even bought white, formal shirts for these kinds of teachers. M12

Principals think that teachers cannot communicate well with students:

When a teacher goes to the class, he won't have a problem, but when another teacher goes to the class, he says, "What kind of class is that?" "I can't lecture in here," and "They don't show respect." These communication deficiencies (as well as communication deficiencies with parents) cause students to rule the class and not provide feedback. For example, imagine a teacher assigning project homework to 100 students. 99 of the students, or all of them, accomplish their project homework, but when another teacher gives project homework, only 20 students accomplish their project homework. I believe it has something to do with communication deficiency. M14

The root of the problem is communication skills. When I talk about communication skills and being open to or close to communication, I don't mean answering questions at all hours of the night and being available at all times. I mean that it is critical to effectively direct and manage communication. M14

When evaluating unethical behaviors of teachers and school principles due to professional qualifications, it is seen that the reasons are as follows: do not come ready to class for an active and efficient lesson; cannot arrange a suitable environment and participation for learning; cannot do time management; do not think about the personality differences or features of students and just care for academic success; use marks as a threat; make a discipline system with psychological violence; do not care for basic information and quality of knowledge for making learning successful. can't evaluate the student as a whole and can't be a role model because he can't act ethically, has a low profession perception, sees his profession as worse than other professions, and can't improve and adapt to new conditions instead of doing his profession solely for the sake of his salary.

System and Administrative reasons

When examining Table 1, according to the views of principles, teachers show unethical behaviors due to system and management-related unethical behaviors, such as Adnin Stitton's failure to direct the teacher on cooperation. The education system regards the teaching profession as guaranteed, training style, respecting the teacher system, and trusting Law 657 in the absence of a model teacher group

among teachers. Some school personnel expressed their thoughts on the subject. School personnel's perspectives on the restructuring of the teacher system and training style:

There is an environment where teachers are raised. All teachers have different ways of raising children. Some teachers were born in the 1950s and grew up in the 1960s and 1970s, respectively. A teacher with an ethical issue in his classroom was born in the 1990s and has a distinct personality. Teachers who were born in the 1950s remember a child who couldn't sit without his father's command, let alone sleep in front of him. Now, children whose fathers can't make them wake up become teachers. M9

We don't have a chance to change people who have health disorders. I think the ministry takes precautions and does not assign everyone as teachers, as we mentioned above. People who have graduated from the science and literature faculties should not be given pedagogy training. They mustn't give pedagogy formation. Then they should make education faculties more appealing and raise their points as they once did. M15

Principals regard teaching is considered as a guaranteed job by teachers:

The ministry says, "You are free if you want to, you can watch," but there must be discipline and rules in place. If we let them be, formal will become informal, and everyone will behave however they want. M8

Not only have teachers changed, but so has the educational system. A teacher who says "that information is correct" can say tomorrow "the information isn't true." It also occurs informally. I think the reason is political. I think that in an uninterrupted eight-year education, it used to be 12 years. There is only one purpose for that secret purpose. I believe it is for economic reasons. Most likely, there is an economic purpose. If you don't teach them any craft or art, even prevent them from learning, and make them work for the salary you want after the age of 19, you will make them slave capital. M9

Principals regard the assurance of Law 657:

...If the teacher is late, he will be transferred to another school. As a teacher who knows he won't lose something significant, he acts relaxed and calm. To punish him, the law should be changed. (M1)

Some teachers say, "I have a defense with walls, thanks," "it is very protective," "as long as I don't commit significant crimes, nothing will happen to me," and unfortunately, it is true. They say, "Lecture me your lesson and leave immediately; nobody can do anything to me." Then they say, "He passed the exam, became a teacher, and was assigned his service." Then a teacher comes along who deserves to be a role model but has to work hard to earn his service and isn't allowed in the teacher's lounge. When you ask why they won't let him in, they say, "I passed the exam, got assigned, guaranteed my job, and had hardships. M16

Principals' concern about the administration's misbehaviors:

If they think that you are not acting impartially in terms of relations with each other, they will take a negative attitude towards the other party. If they say, "Why is his schedule like that and mine is like that?" or if they think we make tiny discrepancies among teachers, they can have a problem with the administration. M14

We can have problems related to miscommunication. Our main issues are miscommunication and a lack of communication. For example, I am unable to spend much time on my job campus. They say something about miscommunication, reproof, or something lacking, but I didn't know it. If we don't know it, it is our problem. We couldn't tell you that then. Lack of personality can create different perceptions. M9

When it comes to the reasons for teachers' unethical behavior about systems and management, school policy states the following: Administration does not provide education service; teachers are not informed. Concerning this issue, administrators communicate privately, they create conflicts, they do not care about feelings and thoughts, they cannot communicate effectively, they do not have experience as teachers who can show the faults and misadventures of inexperienced teachers, they do not have the resources to correct and train ineffective teachers, they see teaching as guarantee way to get a job instead of doing them with passion, and they do not have the protection of law 657.

Personal Reasons

When Table 1 is examined, it is stated that according to the opinions of the principal, teachers exhibit unethical behaviors stemming from personal reasons such as psychological problems, selfish personality structure, the teacher's view of society, reflecting personal problems to the school to the students, not thinking solution-oriented, and the teacher's lack of empathy towards the administration. The opinions of some principals on this subject are given below. Principals' views on selfish personality structure - not being open to self-criticism:

Teachers have a selfish personality structure. We can say that the feeling of seeing one's interests as superior is acting selfishly rather than a professional professional. M6

I don't think it is economical. They just love money, they don't think that what I earn is my salary as a teacher. Instead, they say I will also drive a BMW and Mercedes, I will also earn so much money. People can resort to any means to satisfy their ego, but they forget that their main duty is teaching. Men who forget that their real profession is teaching are doing this anyway. M12

We can't find that feeling of being able to do something extra in everyone. As I said, if you ask anyone, they will give a different answer, but if you ask the person you see the problem, he says there is no such problem, he does not accept it. Acceptance requires solving, it requires struggle, accept that we will take a step to solve it. M9

Principals think that teachers are not solution-oriented:

Only identifying the problems seen in the school and conveying them to the administrators, but not offering solutions for these issues. M6

Anyone who can't work, can't work in science higher school either. I mean they don't have that soul, they don't have enough character, determination, and effort. They are inefficient, can't explain very well? Take him to science high school, he won't tell you, I came to the project school, I have to renew myself and contribute to the children here. it's completely his character structure. M14

Taking the student to the administration paved the way for the problem in further points. The child says my teacher cannot cope with me, he brings me to the administration, I do not know my teacher, and different problems may arise. The teacher should think about this. While I was teaching, I did not take any of my students to the administration in any way. M16

Principals think that teachers reflect personal problems to school and students:

They express their problems, misconceptions, misconceptions, and mistakes with these words and actions. M6

I think, for example, he was divorced from his family, maybe from his daughters, maybe from his mother, you know, the lack of attention made him angry towards girls, he was doing something, he didn't get along with girls, but he loved boys incredibly, you ask girls, they didn't like the teacher at all. If you ask the boys, they all loved him. There is anger in it, and that's it. M15

He is married in his own family, he may have problems, he has a child, he is disabled, it is quite difficult, the care is very difficult, whether this or that, it may inevitably break his psychology. M16

Principals focus on psychological problems:

The teacher thinks that everything the principal does is an aggressive attitude towards him. Sometimes, when the teacher is paranoid, he perceives every step as a planned move against himself, which negatively affects the relationship communication style. M1

I know that in many schools there are teachers who have real health problems, and psychological disorders and still teach in the educational environment. M7

No one passes the nerve test. psychological tests are not administered properly. Among the teachers, some are mentally ill, we have teachers who use drugs. We saw what they went through. M15

When the opinions of principals stemming from personal reasons regarding teachers' unethical behaviors are evaluated; they have psychological problems that arise in communication or emotion, and they act only by taking into account their wishes and needs without taking into account or caring for the other person, they reflect their problems in personal and social life to the school administration, to the students, that they are a part of the problem, not the solution, with the approach that goes like this, It is understood that they cannot internalize the situation or behavior they are in.

What Should Be Done to Prevent Unethical Behaviors?

Table 2. Prevention of Unethical Behaviors Theme and Codes

Category	Codes
PrePrevention of Unethical Behaviors	<i>Increasing Professional Competencies (7)</i>
	<i>Communication-Collaboration Development (6)</i>
	<i>Teacher Training and Arrangement of</i>
	<i>Dismissals (6)</i>
	<i>School Manager's Positive Attitude and</i>
	<i>Behavior Development (5)</i>
	<i>Valuing People (5)</i>
	<i>Making Legal Regulations Functional (3)</i>

When Table 2 is examined, in line with the information given by principals to prevent unethical behaviors, training activities to increase the professional competence of teachers, development of communication and cooperation skills with students, colleagues, parents, and the administration, making arrangements in teacher training and appointment, legal regulations regarding unethical behaviors. It has been found that studies should be carried out to prevent unethical behaviors in issues such as making it functional and developing positive attitudes and behaviors of the principal towards the teacher. The opinions of some principals on this subject are given below;

Everyone should strive to be the best in their field. When it is insufficient and detects them, their manager and supervisors, become a real torture for those people. What will they do, they will ask for appointments and leave, but wherever they go, they will not be able to save themselves from it. M7

These children are like this because there is no communication with the children completely, you cut off from the child, to say this child is your surrender. means I won't be interested in it anymore, it means I can't get enough of it anymore. Then get professional training and improve yourself. 'You will come in assessment and evaluation in other branches of educational sciences, what can be done for the development of emotional development and social intelligence, you will improve yourself. M8

Principals' opinion about communication – cooperation development:

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Teachers should have an understanding of being a servant leader. Communication skills should be developed. M14

Teachers do not know each other very well. teachers and students should participate in many activities run by the school. After such events, there may be people who say they didn't know you or they knew you like that. is getting closer, this sharing is preventing that conflict from advancing in a way. M16

Principals' opinions about teacher training and appointment:

Now, the first thing I care about is the teacher selection system. This system needs to change. Let's start from there first, that is, the people you will choose in the teaching profession, the selection principles, principles, criteria, and principles need to be renewed, updated, and changed, and some additions and deductions should be made. The teacher is not the one who knows, the teacher is the one who can give, he is the teacher as the teacher. M1

The ministry should take precautions regarding the recruitment of teachers, the pedagogical formation should not be given, and the education faculty entrance scores should be increased. M15

Principals' views on the development of positive attitudes:

There are emotions felt when entering an institution. if there is tension in that institution if you feel it while entering that institution. But in the same way, happiness also emits a nice fragrance. Peace of mind is also contagious. If there is happiness and peace in an institution, it spreads everywhere. many of our guests come and we try to send them all with a positive answer about what should be and how. To win people, it is necessary to stay on the positive side of the business. M6

I took a little more initiative with the teacher who worked at the points where I needed to come up with a solution and use initiative, but I did something justly about the distribution of the lessons and the shift. In situations such as being with permission, it happens that I do not allow someone I give to someone. M16

School principals' views on valuing humanity:

A teacher who values humanity. A person will feel valuable. We need to value not only he student but also the person, otherwise it is not right to look at people by looking at heir clothes, by looking at their education level, by looking at their social status, I don't know, with ties, well dressed, nice cars. Everyone is valuable, you have to look at it that way. M5

We should also approach our students with passion and not approach them as objects. they are all our future. they are people to whom we will leave everything we will leave all our legacy. We need to take into account individual differences and allocate the time we give to our successful students for all students. Everyone's field of success is different and we need to be aware of this. It is important to touch the hearts of the students and make them feel love and value. M13

Principals' opinion about the effectiveness of legal regulations:

There are legal regulations regarding the wrong attitudes and behaviors of teachers in the Law on Civil Servants No. 657. Of course, this should happen as well. These penalties should have a deterrent power. It is necessary to increase and use these penalties. M4

They should be put back into service, they should be employed as a civil servant, and they should be employed in other institutions and organizations, not in the education class. M7

Persons who do not benefit from education; If a teacher who is 12 years old, 15 years old, and 16 years old together with his student group for 8 hours a day and 40 hours a week shows such behaviors, I think he should withdraw from the education environment. M7

Considering the views of principals on preventing unethical behaviors of teachers; in order to develop their professional competencies, to continuously improve in their field, to stay up to date, to

fulfill the requirements of their profession in cognitive-emotional and social fields, to determine the needs of teachers for their professional development by the ministry, for cooperation and communication; To show the ability to work effectively and respectfully with communication skills such as being tolerant and unprejudiced towards colleagues, students, parents and administrators, being able to empathize, body language, addressing, adjusting the tone of voice, expressing oneself correctly, being open to criticism, when necessary to achieve a common goal to be willing to compromise and to take responsibility for joint work, to come together for a common purpose with its stakeholders, to train and appoint teachers; Increasing the entrance scores of the faculty of education for higher quality human resources, providing real experiences in undergraduate education, providing practical experiences rather than theoretical knowledge, drawing the general framework of the type of person who will do this profession in the selection of teachers, training fully equipped in the dimensions of professional knowledge, pedagogical formation and general culture, school management to develop a positive attitude and behavior towards the teacher; To provide the comfort of the teacher by providing the necessary physical environment of the school administration, to share information, to evaluate the teacher according to his performance in a fair and egalitarian approach, to increase his motivation, to strengthen his spiritual side, to value people; Respecting all its stakeholders, being attentive and loving, solving problems for the benefit of people by supporting in every sense, making legal regulations operative; It is understood that in addition to the basic guarantees provided by the laws, it is necessary to fulfill the conscientious responsibilities and the laws should be deterrent and enforceable.

Results and Discussion

In this study, the reasons for the unethical behaviors of teachers and how these behaviors can be prevented are examined. Professional inadequacy emerges as the main reason for unethical behaviors; accordingly, teachers;

- ✓ *does not update and improve themselves,*
- ✓ *unable to effectively manage the classroom,*
- ✓ *did not enter the lesson prepared,*
- ✓ *trying to control the student with grades,*
- ✓ *not being a role model and*
- ✓ *unable to communicate well,* was concluded.

In the dimension of not being able to update and educate themselves well, teachers are secretly escaping from what their job and responsibilities require, and they close themselves to all kinds of innovation and change with the attitude of "I have enough work already". While doing this, he claims that his work is too much. Despite receiving all the necessary theoretical training for the teaching profession, they cannot apply it in the classroom environment. Similarly, Akbaşlı (2010) concluded in his research that teachers have sufficient in terms of knowledge in terms of content knowledge, general culture, and pedagogical formation knowledge in the profession, but they have deficiencies in practice.

In the dimension of not being successful in classroom management, although teachers have academic and pedagogical competence, unethical behaviors occur as a result of inadequacy of classroom management. This situation can be interpreted as not using time well, and students being weak in reaching their learning goals. Classroom management shows that having a certain order in the classroom ensures that activities are processed more efficiently, time is used more effectively, and learning takes place more (Burden, 2003). In this research, teachers; It shows that he could not organize a learning and teaching environment and make students active participants, could not provide communication and interaction, could not keep the attention of the students, did not establish a bond of love with them, and at the same time, he also lacked in being a role model. Similarly, in the study conducted by Sezer (2018), it is revealed that teachers who exhibit negative attitudes and behaviors in classroom management cause students to feel sadness, resentment, crushedness, regret, lack of self-confidence, lack, of hatred as well as learning difficulties and communication problems. The teacher's statement "I am telling, they do not understand or listen" is almost an admission of the fact that the teacher cannot create the prerequisites for students' learning, cannot provide teaching services suitable for their readiness levels, and do not spare time for them as much as they need.

In the dimension of not coming to class prepared, it is stated that the teacher begins the lesson without any preliminary preparation. It is stated that since there is no lesson preparation, they cannot participate in in-class activities or activities that will fill the 40-minute lesson period, they do not pay attention to the lesson entrance hours, but they do not delay the time to return home. It contributes to the teacher's coming to the lesson prepared and practicing in line with the plan, preventing confusion, conducting the lesson regularly, and giving feedback to the students. This behavior of the teacher will ultimately ensure that the teaching activities are carried out fluently, that the lesson is effective, and that the student learns (Ünal and Drive 2018). The finding that the teachers see the school as a second address can be expressed as that the teachers do not pay attention to their work and do not respect their work.

In the dimension of controlling the student with grades, in line with the opinions of the principals, it was concluded that the teachers evaluated the grading situation from four different perspectives as the reason for exhibiting unethical behaviors. First, teachers are stigmatizing students who get low grades by evaluating only the grades they get from the exams in measuring the success or failure of the student. The second is to try to provide discipline by using grades as a deterrent, instead of investigating the causes of these behaviors and producing solutions in dealing with undesirable student behaviors. The other one does not consider the student's low or high in-class performance, and does not evaluate the student holistically according to the grade he received from the written exam, but avoids it by creating the course grade. Finally, if the students have a low grade point average by ignoring individual differences, not providing prerequisite learning, and not using the necessary methods and techniques in the lecture, they easily assume the logic of "I'm telling you, the student doesn't understand". In the study conducted by Yanpar (1992), teachers stated that they lacked knowledge in

various fields. At the beginning of this lack of knowledge is how to evaluate these results and how to make a judgment after student success is measured.

In the dimension of not being a role model, teachers ignore their negative behaviors and want students not to do the same. When teachers do not fulfill their role as role models for students, it creates a negative attitude and behavior change for them. Especially when they see the inconsistency in the behaviors of the teachers, they damage the sense of trust, which is the premise of all values. According to the research conducted by Köse and Demir (2014), it has been determined that teachers who are seen as role models for students attract attention positively with their attitudes and behaviors, while teachers who are not seen as role models are those who draw attention negatively with their attitudes and behaviors. In addition to the teacher's teaching duty, the unconscious approach of the teacher at the point of being a role model for the student, his inconsistent behaviors, have a destructive effect on the students who learn through imitation and whose personality has not yet been established.

In the dimension of not being able to communicate well, principals expressed the lack of communication skills as the main point in the unethical behavior of teachers. One of the leading features of teachers' professional competencies is their communication skills. Effective communication skills can have the feature of facilitating human relations and relationships in all kinds of professions. Especially those who work in occupational fields that require being together with people more need to master their communication skills more (Korkut, 2005). The teaching profession is a very rare profession that is people-oriented, whose material is human and does not ignore the lack of communication for a moment. There is no doubt that the effect of the teacher's communication skills is great in the classroom where the expectations of a teacher are met, the classroom climate is created, and the other teacher is not listened to and ignored, even though the teachers who have the same undergraduate education attend different courses in the same classes. Establishing casual relations with students in Gözütok's (2000) research, the teacher's low behavior towards the student in Memişoğlu's (2005) research, and the inappropriate intimacy with the student in Arslan & Namlı's (2017).

In the research, it is thought-provoking that, according to the opinions of the principals, the unethical behaviors of the teachers towards all their stakeholders were expressed in the lower ranks due to the lack of communication skills, which are considered the basic skills in professional competence, although unethical behaviors such as the inability to maintain the communication balance, the inability to communicate correctly, and the lack of communication are among the first secrets. This situation shows that the opinions of principals are directly proportional to their expectations. Teachers do not communicate with their colleagues, students, and parents, or do not catch the right communication, but complain about the curriculum, complain about being assigned, group and organize against the administration, etc. It does not occur to him to see situations that will cause him headaches, whose behavior will be to his detriment, as a reason for "miscommunication". It can be interpreted as not

showing the lack of communication as a reason for the fear of their communication gaps and everyone evaluating their workload in line with their interests.

In the process of what **should be done to prevent unethical behaviors, principals;**

- ✓ *increasing their professional qualifications,*
- ✓ *development of communication-cooperation skills,*
- ✓ *improvement of the teacher training system and*
- ✓ *making legal regulations operative, is proposed.*

To increase their professional qualifications, The responsibility of each teacher to be successful in his/her branch is not to be supervised by another authority, but to feel responsible in line with one's conscience. It can be said that the teacher's way of managing the crisis is to accept the negative behaviors of the students as they are and to give up with the feeling of escapism, saying that he is smart but does not work, there is nothing to be done for him, there is nothing to be done for him, his parents are not interested, we will take care of it. Teachers should reconsider their professional development competencies at the point of what can be done for the student, rather than the situation assessments legitimized by these discourses. Better education depends on the quality of the education given by the teachers, and the quality of education depends on the good education of the teacher (Seferoğlu, 2001). The selection of teacher candidates and their pre-service training are also closely related to the quality of teachers (Şimşek, 2005). For this reason, it is necessary to ensure that the teacher is well-trained before the service and also benefits from the opportunities to improve himself or herself in the service. For professional development, it is necessary to take action by considering the benefit of the student, investing in himself, being aware of the importance of this situation, and participating in the professional development of teachers, not voluntarily, but obligatory. In this way, the professional development of the teacher, which is not static, but constantly renews itself and adapts it to the current, will create the perception of the profession. It should not be overlooked that he not only participates in the training but also how much he internalizes these training activities and puts his pedagogical formation into practice.

In the dimension of communication - cooperation development, In line with the opinions of principals, it was concluded that teachers should spend enough time with them to maintain a balanced and healthy communication with all their stakeholders. For teachers to maintain a communication balance, it is essential that they both manage the communication process recognize and listen to the other party, and have the skills to empathize with their stakeholders. Empathy is one of the basic human characteristics that contribute to social cohesion. A person's communication with himself is a part of his communication with his environment (Dökmen, 1988). The responsibilities undertaken by the teacher depend not only on their competencies but also on their cooperation with their stakeholders. For this reason, it is necessary to act together with parents, school administration, and colleagues by considering the benefit of the student in line with common goals. Principals should be aware of the importance of

guiding teachers in terms of constructive communication, rather than guiding them in the form of advice in terms of cooperation and communication.

In the dimension of teacher training and regulation in appointment, The criteria observed in the vocational education of the teacher who will raise the next generation should be more practical than theoretical. It can be said that the fact that teacher candidates' teaching can be measured by exams based mainly on academic knowledge will not be sufficient to train teachers who are ready for the profession. The more assessment and evaluation studies carried out for practice, the more important it will play in preventing unethical behaviors. According to the opinions of principals, opening quotas in education faculties to meet the needs of teachers to train qualified teachers and employing them shortly after graduation will pave the way for training teachers who are ready for the profession. The criteria observed during the recruitment process of teacher candidates should not only be evaluated within the scope of KPSS, but also within the scope of the enthusiasm of the person who will perform the teaching profession, psychological state, human values, and academic reference. At the same time, the lack of teaching experience that the educator who trains the person who will train the student can convey will mean that the candidate teacher is thrown into the profession without foreseeing what the individuals trained in this field may encounter in practice. However, the education understanding, ideals, and expectations of the prospective teacher should be evaluated without ignoring the expectations from the profession he/she will perform. It can be said that the transition criteria of individuals who train all occupational groups to education faculties should be more distinguishing instead of making it easier to get them in line with the commercial interests of universities. If it is accepted that the criteria expected from the teaching profession by society are reliable, knowledgeable, respected, and guiding, these criteria should be observed in the training, assessment and evaluation of the teachers.

In the dimension of making the legal regulations operative, although he knows that there are written laws in return for the unethical behavior of the teacher and that they are applied when necessary, he will not avoid unethical behaviors because he knows that the result of the behavior will not harm the continuity of his profession, regardless of the degree of the behavior. If he witnesses the events that set a precedent around him, law enforcement will be effective in shaping his behavior. To achieve this, the unconditional application of sanctions, the use of initiative in legal regulations, and should not vary according to the person and situation. The effectiveness of the enforcement, which is the result of the laws, is related to how much they are needed. Sanctions will continue to be ineffective as long as solutions are sought for individual interviews instead of legally solving unethical behavior by the school administrator. The fact that the teacher has learned the behavior patterns that he should follow to avoid being punished in line with the law can be considered as another factor that neutralizes the laws. For this reason, the teacher's assurance that "*nothing will happen to me, there is no punishment anyway, I have acquaintances*" will cause the laws to lose the functionality and will pave the way for him to exhibit unethical behaviors.

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