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Unethical Behaviors: An Evaluation According to the Opinions of Teachers and Administrators

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ABSTRACT

It was aimed to determine the unethical behaviors of teachers and administrators from each other's perspectives in this research. The case study method, which is one of the qualitative research methods, was applied in the research. The research group of the study consisted of 20 educators, including 10 teachers and 10 administrators, working in public schools during the 2021-2022 academic year. The research data were collected through semi-structured interviews and analyzed using inductive content analysis by the researchers. According to the most important results of the research, unethical behaviors from the administrators' perspective were determined that teachers entered and left the classes whenever they wanted, ignored professional development, avoided applying different methods and techniques in the lessons, treated students unfairly, saw grades as a punishment tool, and became negative role models for the students. On the other hand, distributing resources to people who are in personal relation to them, making tailor-made lesson plans, acting according to the teachers' unions, being careless to the children of poor families, and being negative role models for the students were among the unethical behaviors of administrators from teachers' perspective. As a result of the research, suggestions were developed to change the unethical behaviors of teachers and administrators.

Keywords: Administrator, teacher, ethics, unethical behavior, school, student



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Introduction

The teaching profession is one of the professions that ensure the transmission of culture to future generations. It is considered sacred and can shape the future. Because a healthy social order can be achieved through education (Ministry of National Education [MoNE], 2017). Education has the responsibility of raising individuals who are needed by the society and who adapt to the society. The realization of this mission and the provision of a quality education depends on the administrators and teachers working in schools and their ethical behaviors (Bhardwaj, 2016).

The topic of ethics is among those that attract attention in the literature, and research (Bora, 2017; Hodgkinson, 1991; Marsh, 2013) has been conducted on this topic for many years. In cases where employees have difficulty in making decisions and find themselves in a dilemma, ethics helps them make decisions by guiding them (Marsh, 2013). Ethics helps employees fight unethical requests by acting as a shield when needed (Sherpa, 2018). This increases the power of employees to resist and fight unethical requests. At the same time, ethics describe what the organization expects from employees by being used as a set of rules. In case of non-compliance with these rules, it is used as a cudgel and makes it mandatory for employees to comply with the provisions contained in the ethical codes (Aydın, 2016).

Ethical and unethical behaviors have generally been viewed from a single perspective in research (Barrett, Casey, Visser, & Headley, 2012; Bottery, 1992; Campbell, 2000; Koç, 2010; Ordu, 2019). There is no research that speaks to a two-way perspective and ethical questioning. In this research, teachers and administrators are expected to question the behaviors they engage in while performing their duties from an ethical perspective. Because while individuals can easily evaluate the behaviors of others, they have difficulty in evaluating their own behaviors. In this sense, there is a gap in the literature on the ethical consideration of teachers' behaviors from the perspective of administrators and administrators' behaviors from the perspective of teachers. In this study, it was thought that looking at professional ethics from two different perspectives by taking the opinions of teachers and administrators would contribute to the field. The professional qualities of administrators and teachers and the behaviors they exhibit during their work play an important role in determining the quality of education. In this context, this study, which aims to determine the unethical behaviors of teachers from the perspective of administrators and the unethical behaviors of administrators from the perspective of teachers, sought the answers to the following sub-problems:

- (1) What are the unethical behaviors of administrators towards teachers?
- (2) What are the unethical behaviors of teachers towards the organization?
- (3) What are the unethical behaviors of administrators and teachers towards students?
- (4) What are the unethical behaviors of administrators and teachers towards society/state?

Literature Review

Ethics and morality are related terms and are often used as synonyms (Bartneck & Luetge, 2021). Ethics is a branch of philosophy that deals with interpersonal relationships, which are one of the prerequisites for a decent life (Kuçuradi, 2015). It is also a concept that includes the rules that determine the behaviors of individuals and is considered the cornerstone of the professions (Freitas, 1999). Morality includes a set of rules of behavior that people must follow and that are required by society, which may differ depending on the community in which the individual lives. While morality contains criteria that can change, ethics is more universal than morality. No matter how different individuals' life preferences are in a world where there are different values, beliefs, and perceptions, their ability to act according to certain principles in their behaviors towards others depends on ethical behavior (Walker & Lovat, 2017). Since resources in the public sector are limited, personal interests are put aside in the distribution

of these limited resources and thus the interests of society become prominent through ethics (Gamarra & Giroto, 2022).

According to Haynes (2002), the issue of ethics is one of the fundamental components of education, since educators are responsible for educating the generation that follows them. Teaching is one of the professions that should be treated professionally. For this professionalism to be realized, ethical principles are necessary (Bhardwaj, 2016). Educators who engage in unethical behaviors not only undermine the reputation of teachers in society but also diminish society's trust in teachers (Campbell, 2000). It is very important for teachers to consider any behavior towards students carefully, taking ethical principles into account since teaching is a profession that shapes the future (Freitas, 1999).

Professional ethics are standards, values and norms that will guide employees in their professional life and enable them to act professionally. In the globalizing world, teachers' abilities and pedagogical knowledge are not sufficient to fulfill their professions properly, and ethical principles are needed in this regard (Hodgkinson, 1991). Teachers are expected to value students and all stakeholders as human beings, to create a positive classroom environment, to develop students' creative thinking and reasoning skills, to help students to know themselves, to discover their talents, and to have the skills required by the teaching profession while performing their duties (MoNE, 2017). Because it is a necessity of the teaching profession to ensure students' development and discover their potential, these expected professional behaviors are among the ethical responsibilities of teachers (Sherpa, 2018).

The MoNE is responsible for education in Turkey, and the structure of the ministry takes the form of a centralized organization. According to this structure, the MoNE consists of three parts. These are central organization, provincial organization, and foreign organizations (MoNE, 2022). Compulsory education in Turkey is 12 years. Of these, four years are at the primary level, four years are at the secondary level, and the remaining four years are at the senior level, with these levels falling within the scope of free and compulsory education.

Full-time and paid teachers work in the schools, teachers who have three years of professional experience and more than those who want to work as administrators apply for a written exam, and those whose score exceeds 60 out of 100 points can apply for an oral exam. Educators who successfully pass the written and oral examinations are eligible to become administrators if they obtain an education management certificate and can apply for schools with vacancies according to their scores and are appointed according to the ranking of their scores (MoNE Executive Selection and Appointment Regulation, 2021). Administrators are selected from among teachers and appointed for four-year terms. They are responsible for educational and supervisory activities in schools and general supervision of teachers.

Ethics-related courses are included in the curriculum of some of the teacher-training departments of universities in Turkey. In this context, some universities offer ethics as an elective course, while some universities do not have any courses related to ethics. There is no unity in practice in this regard at universities, and some of the teachers start their duties without receiving any training on ethics during their university education (Coşkun & Çelikten, 2020). On the other hand, the MoNE published the circular "Professional Ethical Principles for Those Who Provide Education and Training Services" in 2015 for teachers currently working in schools. This circular has been sent to all schools in an official letter. In the circular, it was emphasized that teachers should be informed about ethical principles, and it was stated that school administrators and supervisors were responsible for the implementation of ethical principles. However, since more than one million teachers work within the scope of formal education in the Ministry of National Education and the number of supervisors responsible for the supervision of educators is less than a thousand (MoNE, 2020), it was not possible to supervise more than one million educators with a limited number of supervisors, and this duty was largely left to school administrators. In Turkey, the adequacy of school administrators' supervision is a matter of debate, and supervision of administrators cannot be achieved due to the insufficient number of supervisors. In addition, while teachers can receive training on ethics within the scope of in-service training, some

scholars in universities cooperate with schools to train teachers on ethics and try to increase their awareness on this issue.

With the "Professional Ethical Principles for Those Who Provide Education and Training Services" circular published in 2015, the ethical principles mentioned in teacher-student relations include building a relationship based on affection and respect, being a role model for students, being tolerant to students, treating students decently and equally, observing their development, and emphasizing the avoidance of mistreatment of students. When the ethical principles of the education profession are examined, it is emphasized to provide a healthy and safe school environment for students, to act in accordance with working hours, not to receive gifts with material value, to stay away from personal benefit, to avoid giving private lessons, not to ask for donations and help, and to have the professional competence required by the teaching profession (MoNE, 2015). One of the ethical responsibilities of teachers is to provide students with a quality education. Teachers can ensure this by making sure that they have received a good education (Stewart, 2010). According to Aydın (2018), one of the most basic professional responsibilities of educators is to provide students with a better education through professional development. Since students do not have the opportunity to choose their teachers, it is important that every teacher has the qualifications to provide quality education. It is the duty and responsibility of the administrators to identify the teachers who do not have these qualifications and to ensure that they receive the necessary support.

Administrators are responsible for maintaining order in schools and ensuring that students receive a quality education in a safe environment (Begley & Johansson, 2008). According to Galloway (1985), administrators should be attentive to their employees and not try to control their movements by putting pressure on them. This is because it has been shown that when employees are provided with a democratic environment and given a voice, their commitment to their organization increases. In addition, Freitas (1999) stated that administrators should not compromise on honesty. He also emphasized that administrators should avoid using the power they derive from their position and authority to exercise dominion over employees. Begley and Johansson (2008), on the other hand, stated that when employees feel valued and a suitable working environment is provided, they will try harder to achieve the goals of the organization. There are studies that indicate that employees are more committed to their organizations when they feel that the work, they do in the organization is important and valuable and a democratic environment is provided (Doğan, 2020; Rhoades & Eisenberger, 2006). Research shows that in addition to supporting teachers, administrators also have a responsibility to act ethically and be an ethical leader (Carr, 2005; Castro, 2019; Freitas, 1999; Michelic, Lipicnik, & Tekavcic, 2010).

For certain standards to be established in organizations, it is necessary to establish professional ethical principles. Each profession needs profession-specific ethical principles (Walker & Donlevy, 2008). The ethical principles that educators should adhere to include the statements of justice, equality, professionalism, decency, responsibility, providing a safe environment for students, and the rule of law (Aydın, 2016). In addition, continuous development and commitment to the profession, trust, impartiality, respect, and effective use of resources are also among the ethical principles that educators should follow. Ethical principles help ensure that the power given by one's professional position is used properly (Bottery, 1992). When ethical principles are followed, it means that the employee's promise to perform his or her duties within professional boundaries and in a manner that serves the goals of the organization is kept (Smith, 1998). Ethics allow employees to use the legal power given by their position to achieve the goals of the organization (Begley & Johansson, 2008). Ethics is an important issue for teachers and administrators working in schools to perform their duties effectively.

Methods and Materials

Research Pattern

The purpose of this study is to determine the unethical behaviors of teachers from the perspective of administrators and the unethical behaviors of administrators from the perspective of teachers. The study was conducted using qualitative research method. In the research, a case study was conducted according to the pattern of qualitative research. Case studies, in which a limited group is studied, are used to examine the identified situation in depth (Cresswell, 2007; Merriam, 2013). Yin (2003) classified case studies according to their characteristics as descriptive, exploratory, and explanatory. Descriptive case studies are used to describe a phenomenon or situation in the context of life. A descriptive case study was used in this research. Yin (2003) classified the case study designs into four groups: single-case (holistic) design, single-case (embedded) design, multiple-case (holistic) design, and multiple-case (embedded) design. In this study, the single-case (embedded) design was used because there is more than one sub-unit in a single case.

Data Collection Tool

The data were collected by the researchers through semi-structured interviews. In preparing for the interview, a literature review was conducted, and the interview questions were prepared based on the theoretical framework. With these questions, a preliminary implementation was conducted with four educators, who are two teachers and two administrators, and the necessary changes were made to the statements according to the opinions and suggestions received on the clarity and appropriateness of the questions. Then, the interview form was presented to the opinion of five experts in the field. In accordance with the opinions and suggestions of the experts, the necessary changes were made to the questions (the number of questions was reduced, and open-ended questions were added) and the final version of the interview form was prepared.

Data Collection

Because the data collection process coincided with the pandemic, data were collected from the participants by scheduling appointments via phone and zoom application. Data collection process lasted six months, beginning in October 2021 and ending in March 2022. While collecting data from the educators participating in the research, the data collection phase was carried out by providing them to fill in an e-mail consent form based on voluntary participation.

Data Analysis

The data obtained during the study were subjected to inductive content analysis. The interviews conducted with the help of semi-structured interview forms were deciphered and converted into written text, then the method of content analysis was applied. In this regard, the data were reviewed according to the purpose of the study, the participants' opinions were coded, and categories and themes were created (Yıldırım & Şimşek, 2011). In other words, the data were coded, the codings were grouped into categories, analyzed according to the purpose of the study, and interpreted descriptively (Patton, 2014). Administrators working in public schools were coded as A1-A10, and teachers were coded as T1-T10. Some participants had more than one opinion in the same category.

Reliability and Validity

To ensure the reliability of the research, semi-structured interview forms, which are data collection tools, were created separately for administrators and teachers, and the questions were prepared in this context. In addition, when the data collection instruments were prepared, a preliminary implementation was conducted, because of which some statements in the interview questions were changed.

Accordingly, expert opinions were used in the preparation of the semi-structured interview questions, and in-depth interviews were conducted with the participants (Patton, 2014). To ensure the reliability in research, participants were identified using the maximum diversity method and detailed information about the participants was provided (Merriam, 2013). In case studies, triangulation technique should be used to reduce the possibility of misinterpretation by analyzing more than one perception, in other words, to control the reliability of interpretations (Christensen & Johnson, 2008). To perform the triangulation technique, which is also expressed as crystallization by postmodern researchers (Merriam, 2013), the data were coded separately by the researchers and the rate of agreement between the codings was checked by using the formula of Miles and Huberman (2014), and consequently, this rate was determined to be 85%. All three researchers took part in the data analysis process and the data were analyzed independently from each other and the findings obtained at the last stage were compared. In this context, the results of the research were accepted as reliable since it was sufficient to have a consensus above 70% according to Miles and Huberman (1994).

To ensure validity, some of the participants' opinions were included as direct quotes. To ensure the internal and external validity of the study, the process of data analysis and how the results obtained were detailed (Cresswell, 2007). In addition, member control, which is a widely used method in qualitative research (Merriam, 2013), was carried out to ensure internal validity and reliability. By using this method, which is also referred to as participant verification, the findings were shared with the participants and feedback was requested from them. Thus, the possibility of misunderstanding and interpretation has been eliminated. Throughout the study, the process of data analysis was controlled by all researchers.

Study Group

An exact number was not determined for the number of participants to be interviewed in the research, and it was planned to interview approximately 10-15 administrators and 10-15 teachers. However, since it was concluded that a saturation point was reached during the data collection phase, in other words, similar statements were heard, interviews were held with 20 participants, including 10 administrators and 10 teachers. The interviews lasted for an average duration of 40 minutes, with 30 minutes shortest and 55 minutes longest. Interviews were recorded with the participants who gave permission during the interviews. In this context, the research group consists of 20 educators, 10 of whom are teachers and 10 of whom are administrators, working in public schools (pre-school, primary school, secondary school, and high school) in 5 provinces in different regions of Turkey during the 2021-2022 school year. The educators participating in the study were selected using the easily accessible sampling method and the maximum diversity method from the non-probability sampling methods.

40% of the administrators are women and 60% are men. 20% of the administrators work in pre-school, 30% in primary school, 30% in secondary school, and 20% in high school. 20% of administrators have professional seniority of 6-10 years, 40% have 11-15 years, 20% have 16-20 years, 20% have 21 years or more. 50% of administrators have a bachelor's degree, 40% have a master's degree, and 10% have a doctorate degree. 90% of administrators are graduates of the Faculty of Education and 10% of the Faculty of Arts and Sciences. 80% of administrators have ethical training, while 20% have no ethical training. 80% of teachers are female and 20% are male. 20% of teachers work in pre-school, 30% in primary school, 30% in secondary school, and 20% in high school. 20% of teachers have seniority of 6-10 years, 50% have 11-15 years, 30% have 16-20 years. 70% of teachers have a bachelor's degree, 20% have a master's degree, and 10% have a doctorate degree. 90% of teachers are graduates of the Faculty of Education and 10% of the Faculty of Arts and Sciences. While 20% of teachers have ethical training, 80% have no ethical training.

Ethical Considerations

In this study, all rules stated to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed. None of the actions stated under the title "Actions Against Scientific Research and Publication Ethics", which is the second part of the directive, have not been carried out. This study was approved by the Ordu University.

Ethical review board name: Ordu University Social and Human Sciences Research Ethics Committee

Date of ethics review decision: 28 April 2022.

Ethics assessment document issue number: 06/2022-82.

Findings

The findings of the study on teachers' unethical behaviors from the administrators' perspective are presented in Table 1:

Table 1. Ethical violations committed by teachers from the perspective of administrators

Categories	Statements /Opinions
Ethical violations against the organization	They come to class and leave whenever they want.
	They do not make the necessary preparations before class.
	They ignore professional development.
	They take arbitrary absences.
	They use class time inefficiently.
Ethical violations against students	They refrain from using a variety methods and techniques.
	They discriminate.
	They are disrespectful.
	They are unfair.
	They are intolerant.
Ethical violations against society	They are authoritarian/strict.
	They view grades as a means of punishment.
	They are negative role models.
	They accept expensive gifts.
	They ignore the children they need to win over.
	They are insufficient for students to learn their rights and responsibilities.

Table 1 shows that the most highlighted points in the administrators' statements are that teachers enter and leave classes at any time, ignore professional development, avoid using different methods and techniques, act unfairly, consider grades as a means of punishment, and are negative role models. The following statements can be cited as examples of teachers' opinions on this topic:

They aren't anxious to get to class on time. I've had the same problem since I started working in administration, and I can't find a solution. There are teachers who've made it a habit to be late for class (A3).

We'd teachers who wouldn't even know how to turn on the computer if it wasn't for the pandemic. But with distance learning coming up with the pandemic, teachers at least had to become familiar with the technology (A4).

Female teachers don't come to class prepared, they even make photocopies during the lesson, they want to finish as soon as possible and go home. When preparing their curriculum, some say they can't get up early and don't want the first lessons; others don't want the last lessons because they've to cook and don't want to go home late. Since it's difficult to please everyone, we do what we can and say no to some of them (A8).

I know of one teacher who got a referral to go out for breakfast with a friend, or another who got a doctor's note because she was too tired at the vigil the day before, although that's not generally the case. They're also very sloppy with their clothing. From the outside, you can't tell they're teachers (A8).

Unfortunately, there's a group of teachers who only teach on the basis of experience. Teachers believe that they can improve themselves by reading novels or popular pedagogical books, they teach in a traditional way and take the easy way out. To ensure teachers' professional development in this regard and motivate them, I state that I'll issue a certificate of achievement to teachers who've attended at least five in-service trainings, which I give to those who meet the criteria. This has increased teacher interest in in-service training. This doesn't create an environment that's detrimental to organizational equity (A9).

We don't have a problem with absenteeism because my fellow executives and I try to accommodate their schedules as much as possible and create days off. When it is like this, they can easily do their work on their days off and don't have to take time off (A9).

I attend classes from time to time under the pretext of making an announcement. In one of them, I was shocked to see a teacher eating a cookie her student had brought and calling the student's mother to ask for the recipe. And I can't forget another moment when I saw the teacher filing her nails in class (A8).

The classroom is a closed box. We don't know what they do in class or how they do it, we don't have time for course exams because we're busy with paperwork, so we think there's no problem because we don't get any complaints. We also don't give anyone a certificate of achievement because we don't want anyone to be offended if they don't receive one (A7). I've been an assistant principal for many years. But I've yet to meet a principal who's done a course audit. In my 20 years as a teacher, I've never been audited by supervisors, and if this continues, I may retire without even being audited at all (A6).

Considering the opinions of the administrators, they seem to be quite uncomfortable with the fact that the teachers are late for class, they see it as a problem, but do not find a solution. It is also stated that teachers do not have a good command of technology. It can be said that administrators cannot conduct course exams under the pretext of their intensity and therefore do not have enough idea about the nature of the courses. Studies show that ethical leaders strive to address problems objectively and come up with solutions (Castro, 2019; Deshpande, 1997), in this sense, administrators should act as ethical leaders. According to administrators, the following statements can be cited as examples of teachers' ethical violations towards their students:

Students are not treated fairly. It is common to exclude unsuccessful students and not allow them to speak. Successful students are promoted while unsuccessful students are marginalized, so the gap between students is widening and becoming a cliff (A10).

We have teachers who use the grade as a means of threat and punishment. I noticed that one student's grade point average at our school, although his written grades were good, went down with his oral grade, and I talked to his teacher and warned him (A3).

While we are walking through the hallways during class, we hear the shouting voices of teachers in some classrooms. They try to silence the class by telling the children to shut up, using swear words and mean expressions. If they knew enough about classroom management, they would not have to act this way, but instead of recognizing their shortcomings in this regard, they try to restore order by insulting and scaring the students (A1).

When administrators' opinions are considered, it can be said that the teachers expect respect from the students, but they behave disrespectfully towards students, they try to solve problems by intimidation and authoritarian behavior instead of solving them with calmness and tolerance. According to the administrators, this is due to the teachers' lack of classroom management skills. According to Sherpa (2018), a teacher whose classroom management skills are inadequate cannot provide qualified instruction. The following statements can be cited as examples of teachers' ethical violations against society according to administrators:

On the teacher's day there are very interesting gifts. Some teachers accept expensive gifts such as kitchen machines, coffee makers, wrist watches, ties, suits, necklaces and go home with an armful of gifts, while other teachers declare up front that they will not accept gifts and go home empty handed (A4).

We administrators always walk around in suits, but the teachers are very relaxed about it. Teachers who wear fabric trousers come to school wearing very strange clothes everyday besides when there are celebrations or ceremonies(A3).

The teachers should impress the students with their knowledge and manners as well as their dress and earn respect, but again the teachers are very sloppy. We can not really say anything, after all they are all adults (A8).

According to administrator opinions, it can be said that there are teachers who behave ethically when accepting gifts, as well as teachers who do not. Studies show that if the material value of the gift is high and the person giving the gift has a personal interest in the person receiving it, this gift can be perceived as a bribe (Graycar & Jansics, 2017) and it is emphasized that gifts prevent the teacher's impartiality (Aydin et al., 2021). In this sense, teachers should avoid gifts with high material value related to professional ethics.

Ethical violations related to administrators are noticed by teachers, and ethical violations by teachers are noticed by administrators, which affects administrators' view of teachers and teachers' view of the organization. As mentioned in the Johari Window, people cannot see the problems they have, and an outsider can see things they are not aware of better (Özdemir, 2018). Administrators' views of unethical behavior in educational organizations are noteworthy, as are teachers' views of the same issues in relation to administrators. In this sense, the unethical behaviors of administrators from the perspective of teachers can be seen in Table 2:

Table 2. Ethical violations committed by administrators against teachers

Categories	Statements/Opinions
Ethical violations related to honesty	Words and deeds are not consistent.
	Facts are reflected differently.
	Personal interests are the primary motivation for many actions.
Ethical violations in the conduct of justice	Resources are distributed to those who are close to them.
	Workload is distributed to specific individuals.
	Employees are treated with varying degrees of detachment.
Ethical violations regarding respectful behavior	Lesson plans are personalized.
	They break the rules themselves.
Ethical violations regarding acting impartially	They ignore people.
	They act in the interests of unions.
	They discriminate based on gender.
Ethical violations regarding paying for labor	They discriminate based on branch.
	They are ineffective at rewards.
Ethical violations regarding privacy	Rewards are given to those who do not deserve them.
	Personal information is shared.
	The general attitude is careless.

As shown in Table 2, among the ethical violations committed by administrators against teachers, the following are the most prominent: resources are distributed by administrators to people close to them, lesson plans are personalized, and they act in the interests of unions. The following statements can be cited as examples of teachers' opinions on this category:

The curriculum of some of my colleagues, unlike mine, was exactly what they wanted. The lesson programs of teachers close to the administration are smoother and they get what they want (T3).

A teacher who works hard is not exactly appreciated, on the contrary, those who only seem to work and are close to the administration are rewarded even if they do not deserve it (T4).

They do not comply with their working hours, they come to school when they want and use the excuse of "meeting" to leave when they want, the administrator should come to school before the teachers and leave last (T8).

The administrator's relationship with the members of his own union is very different, they drink tea with them in their rooms, talk, and most of them are already in the same union, so they discriminate against minorities (T9).

Although I represented my school with success in our district and made a name for the school with projects, I did not get the certificate of success. I get sad and my motivation decreases when I see people who do not have projects and do not work get certificates just because they are close to the administrator (T5).

Administrators do not want to give anyone a certificate of achievement because they are afraid of teachers' reactions. They never do such things because if they give someone a certificate, those who do not get it will be offended (T9).

Most administrators make distinctions, they do not act fairly, but what can we really do as teachers, we can file complaints but nothing ever comes of it, and as a result I would just get tired. That's why we also turn a blind eye to injustice (T10).

Looking at the opinions of teachers, we find that there is a distinction between teachers, and administrators make this distinction mainly in terms of treating those who are in the same union with privileges and creating personalized curricula. Table 3 shows the ethical violations of administrators toward students:

Table 3. Ethical violations committed by administrators against students

Categories	Statements /Opinions
Ethical violations in Ethical behavior	Students have no say when it comes to matters related to school.
	Students are ruled by punishment and fear.
Ethical violations in the conduct of justice	Children of teachers are given privileges.
	Children of related parents are treated differently.
	Donors can choose the teacher they want.
	Children from poor families are treated neglectfully.
Ethical violations in providing a qualified educational environment	The physical conditions of classes differ from each other.
	Children from educated and wealthy families gather in selected classes.
	In education, more attention is paid to image than to content.
	Instructional leadership is not performed.
Ethical violations in treating their rights with respect	They are negative role models.
	Students are insulted.
	Students are abused.

As can be seen from Table 3, among the ethical violations committed by the administrators towards the students, the most highlighted ones are that the children from poor families are treated negligently, the physical conditions of the classes differ from each other, the attention is focused more on the image than on the content, and they are negative role models in education. The following statements can be cited as examples of teachers' opinions on this category:

Last year the school was whitewashed and painted. The color of the paint could be determined by asking the students, but that wasn't done, instead the school was painted the color the principal wanted (T8).

We'd a student who was often late for school because her house was far away. She'd to take the bus there and back because she couldn't afford the service. Administrators gave penalties even though they knew the student was only late to school when the bus was late, but they ignored it when the same thing happened to a child of a known parent (T8).

Sometimes I don't even understand why they yell at the kids. They get angry at the simplest things. Insults, name-calling, even hitting happen from time to time. Especially children or refugee children or those whose parents are uninvolved are treated badly. I don't think they can do that in central schools (T3).

They're very distant towards the students. They spend their energy on improving the physical facilities of the school and doing the paperwork. We don't see the administrators in the hallways, among the students, patting their heads and showing them affection. They say they're either in their rooms or in meetings. They don't care about the efficiency of the teachers or the in-service training they need. Even now, the courses aren't controlled. There's also the problem of elderly administrators who leave their work to the assistant principals and don't stop by the school and don't even know anything about the work (T8). We, the pre-school teachers, are asked to prepare many boards for the parents to see. Although it's clear that a pre-school child cannot cut, paint or glue so uniformly that the teachers perform these activities, our administrators ignore the problem and present the boards, bragging to the parents that the activities are performed by the students (T7). Although smoking is prohibited for students, administrators can smoke where students can see it and then get angry and berate the smoking students who smoke. Administrators should be role models for students (T8).

When the views of the teachers are examined, it is seen that the students are discriminated according to their economic status, and poor students are treated very carelessly. It can be said that not much time is spent with students, they are not treated democratically, their opinions are not asked, students are sometimes exposed to undesirable behaviors such as insults and violence, and administrators violate the Convention on the Rights of Children. It is observed that administrators place more emphasis on image than on the quality of education and they do not have realistic expectations of teachers. According to Hoy and Miskel (2015), the concept of accountability plays an effective role in preventing unethical behavior in schools. The ethical violations of administrators against the state are shown in Table 4:

Table 4. The Ethical violations committed by administrators against the state/society

Categories	Statements / Opinions
Ethical violations in obtaining material resources	Collection of fees from students.
	Receiving registration money.
	Using school gardens as parking lots.
Ethical violations in using resources efficiently	Unnecessary and incorrect photocopies are being made.
	Resources are spent on the external appearance of the school.
	School equipments is used recklessly.
Ethical violations in compliance with the law	Instead of repairing and using old equipment, new ones are purchased.
	They give informal leave to the teachers they choose.
Ethical violations in using duties and authorities	There's bullying.
	There is nepotism in the recruitment of staff at the school.
	Personal expenses such as food money are covered by the PTA.
	They favor certain students in enrollment.

As shown in Table 4, among the ethical violations committed by administrators against the state, the most highlighted ones are the collection of fees from students, the receipts of registration fees, and the expenditures of funds for the school's external appearance. The following statements can be cited as examples of teachers' opinions on this category:

Some teachers are tolerated when they have a job without a report or permission. When we have a job for an hour or two, we can get it done and come back. They don't bother us for this. This is actually being used to our advantage. However, this is not allowed when it is the work of a teacher with whom the administration has a disagreement (T10).

They see providing a qualified educational environment as improving physical conditions. For this reason, they are constantly dealing with works such as the construction of heaters and the paint of the school. They do not care enough about teachers' classroom management, efficiency and success (T9).

Resources aren't used efficiently. For example, the assistant principal keeps an electric stove burning in his room from morning to night. They're also very sloppy in handling paper. They can press the wrong button and make hundreds of wrong copies. Faucets that leak water aren't repaired. They should avoid waste first. The school yard is used as a parking lot, and that's how money is made. Although these courtyards are there for students during school hours. Sometimes they go to eat with the teachers, and the cost of the meal is covered by the budget of school parent association. Everyone should pay for the food they eat (T8).

It can be noted that teachers think that resources are wasted, that they are uncomfortable with this situation, that it is necessary to prevent the waste as a priority, and that they do not see any effort regarding the nature of education. In addition, it is noted that some administrators try to obtain resources in an illegal way, such as using the school yard as a parking lot, and teachers are uncomfortable with this situation. According to Pijanowski (2017) and Monk (1997), money is unethically obtained and transferred to the budget in some schools. Teachers also talk about fees and the issue of selected classrooms, emphasizing and expressing their discomfort in this regard. The following statements can be cited as examples of teachers' opinions on this issue:

The children of those who donate the desired amount for the school and the children of the teachers are gathered in a classroom, a special selected class is set up for them. The facilities that the children have in these classes or the physical conditions of the classes are very different from the other classes, they are privileged (T2).

New computers and projection devices came to our school. These were put in the classrooms of the teachers, with whom the administrator got along well and was satisfied with the collection of dues. We continue to use the old ones (T10).

Even though we have said that collecting fees is not legal, there is some pressure about it. Teachers who collect a lot of school fees have better facilities than other classes (T2).

In some schools, selected classes are held with the children of the parents who receive money during registration under the name of donation. Although this demand is also expressed by our parents, we definitely take a clear stance and do not allow it, we tell the insistent parents to enroll their children in another school (T7).

Teachers note that administrators receive the money for enrollment, that fees are collected, that certain students are grouped together in a class, and that the physical, social, and economic conditions of these classes are privileged. It is possible to say that the administrators create classes of different qualities even in the same school and the teachers are uncomfortable with this, this situation is against the principle of equal opportunity in education and negatively affects the motivation of the teachers. According to Anderson (2007), education is seen as an opportunity for poor students, and when equal opportunities are provided, these disadvantaged children strive to achieve success. Providing this opportunity is one of the most basic responsibilities of the government. It can be said that the administrators of the schools, which created selective classes based on these, took away the students' right to equal opportunities and acted against the law.

Discussion

Ethics is among the topics that have attracted attention in recent years, it is part of professional life as well as everyday life, and the number of research on ethics conducted in schools is increasing (Aydın et al. 2021; Feng, 2011). Among the findings on teachers' unethical behaviors towards the organization obtained in the study, it was found that teachers entered and left the classroom at any time, ignored professional development, and avoided using various methods and techniques in the classroom.

Regarding the unethical behaviors of teachers towards students, it was revealed that they treated students unfairly and saw grades as a punishment tool. In the study, it was stated that teachers were seen as negative role models in society for their unethical behaviors towards society. This result means that some of the teachers are not even aware of the professional ethical principles and do not improve their behaviors.

Considering the unethical behavior of administrators towards teachers in the research, it was found that resources were distributed to those who were close to them, lesson plans were individualized, and teachers were treated according to their unions. Considering the unethical behaviors of administrators towards students, it was reached that children from poor families were treated negligently and that physical conditions of classes differed from each other. The findings on the unethical behavior of administrator towards the state/society were that they were a negative role model for students, they placed more emphasis on image than on the content of education, they collected fees from parents, and they spent resources on the external appearance of the school. A summary of unethical behaviors is shown in Figure 1:

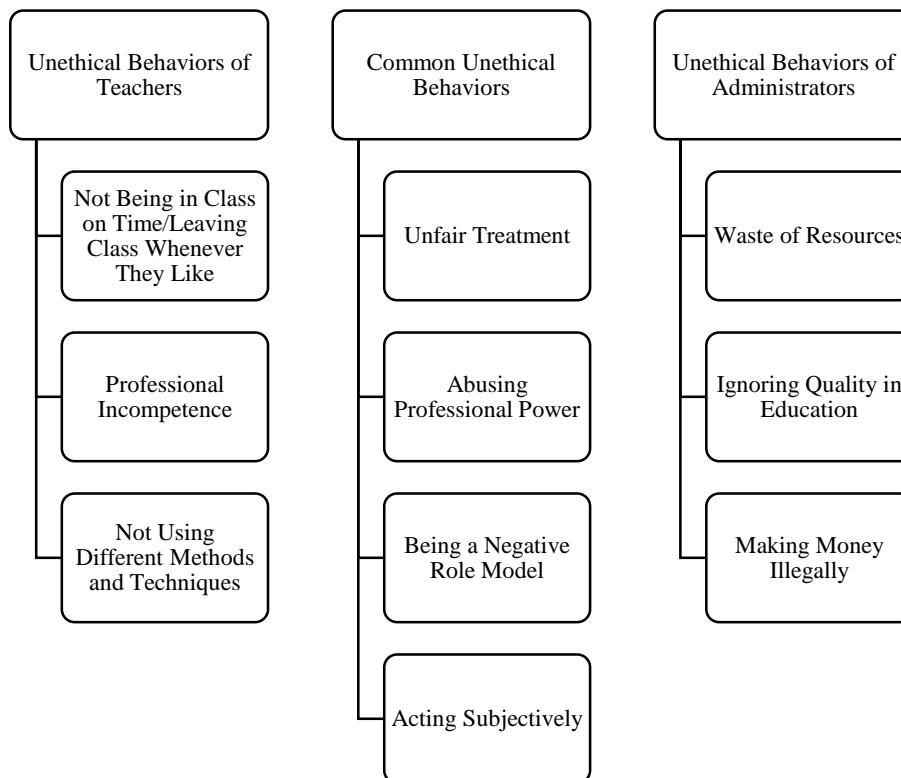


Figure 1. Unethical behaviors of administrators and teachers

As you can see from Figure 1, there are unethical behaviors that both teachers and administrators engage in while performing their duties. Some of the unethical behaviors are common behaviors. Among these behaviors, it is possible to state that teachers treat students unfairly and administrators treat both teachers and students unfairly. It can be stated that teachers abuse their professional power in grading and administrators abuse their professional, i.e., legal power towards teachers, that there are negative role models for students in both groups of educators, and that they act subjectively in their behaviors related to their duties. While teachers affirm that administrators behave unfairly towards students, administrators also express that teachers behave unfairly towards students, the parties criticize each other in this regard, but in both cases, students become victims.

Research reveals that unethical behaviors decrease when a positive ethical climate is created in organizations (Cullen, Victor, & Bronson, 1993; Das & Grover, 2022). The studies present that being late to class is seen as a problem by administrators (Aslanargun & Bozkurt, 2012), but teachers also

criticize administrators for coming and going to school at any time and using meetings as an excuse to be absent from school. It is the teachers' responsibility to show up to school on time, and it is the administrators' responsibility to show up to their duty on time, and the teachers want to see the administrators in school. In this sense, it can be said that administrators are not paying attention to the issue for which they are criticizing teachers for. Studies suggest that undesirable teacher behaviors, such as being late to class and not fulfilling the requirements of their duties, have negative effects on students (Banfield, Richmond, & McCroskey, 2006) and create distrust (Thweatt & McCroskey, 1998).

Administrators declare that teachers neglect children from poor families, do not care about unsuccessful students, ignore them, and continue their lessons with successful students, and this is reflected in the exams as well. Studies demonstrate that there is a significant relationship between socioeconomic status and school success (Hauser, 1994). Unsuccessful students tend to be children from families with low socioeconomic status, and their economic status also affects children's nutrition, home environment, access to technology, their parents' occupations, and family income (McKinney, 2014). These families are unable to help their children in their lessons and are unable to send them to courses and are unable to support their children's success in school (Mowat, 2018). Therefore, the role of teachers in school is becoming more and more important. In this sense, it can be asserted that school administrators should monitor academic achievement in classes and take action to close the gap in classes where there is an academic gap between students.

Teachers indicate that administrators place more emphasis on image than on the content of instruction, while administrators note that teachers avoid using various methods and techniques in the classroom and ignore professional development. Research demonstrates that teachers' professional inadequacies are perceived as a problem by administrators (Aslanargun & Bozkurt, 2012). However, the course supervision is not considered necessary by administrators, so the teaching environment is presented as a closed box. On the other hand, some administrators try to supervise by entering the classrooms at unexpected times under the pretext of announcements, not realizing that supervision is a planned and systematic action. It can be said that the situation is clearer to see when administrators conduct supervisions on a regular basis rather than forming opinions based on examples they face randomly. However, research displays that administrators do not trust themselves in supervision (Çınkır, 2010; Hall, 2017; Kurebwa, Wadesango, & Wadesango, 2015). It is possible that this situation is due to their lack of knowledge about education management and supervision.

Administrators claim that teachers do not care enough about their job and give more importance to housework, but teachers claim that resources in schools are distributed to those close to administrators, lesson plans are personalized, there are selective classes, those who collect fees and union members are treated with privileges, they are ineffective in terms of rewards, in other words, administrators treat teachers unfairly so they become alienated from the profession as a result. There are studies disclosing that one of the problems of school administrators is that teachers put their profession in the background and put their personal work in the foreground (Aslanargun & Bozkurt, 2012). However, it can also be said that this situation reflects the administrators' inability to provide organizational justice. The negligent treatment of children from poor families and the different physical conditions in classrooms are indicators of the lack of equity towards students. Studies indicate that administrators try hardest to be ethically fair (Feng, 2011), but they generally fail to establish organizational justice (Hoy & Tarter, 2004). It can be claimed that administrators who pay more attention to the issue of equity and set certain criteria, rather than making the reward system ineffective, and declare that those who meet these criteria will receive a certificate of achievement, so they have a policy based on transparency in this regard, increase teachers' motivation by rewarding those who deserve it.

Teachers emphasize that they are uncomfortable with the registration fee, the collection of fees and the existence of selected classes, and these selected classes are confirmed by some administrators. As this problem is an example of the violation of opportunities and equality in education, the National Education Basic Law No. 1739 is violated. Studies have shown that schools are left alone financially, that a lot of work is expected with a small budget (Aslanargun & Bozkurt, 2012; Çınkır, 2010), that school administrators look for unofficial resources such as donations and registration fees due to the insufficient funds allocated to the school, and that they receive most of the funds from these (Kayıkcı

& Akan, 2014; Korkmaz, 2005) and they explain that this search for resources discredits administrators in the eyes of parents (Toker Gökçe & Uslu, 2018). It can be said that the state should provide schools with sufficient resources to meet their needs, considering the socioeconomic environment in which the school is located and the number of students. When these conditions are met, administrators seeking unofficial resources should be identified and penalized.

Personalized lesson plans are criticized by teachers. It appears that administrators are making discrimination about this issue, especially in the treatment of those who are in the same union and are privileged in the creation of lesson plans. This unfair behavior by administrators has a negative impact on teachers and leads to undesirable consequences such as alienation from the profession and lack of motivation for work. There are studies that state that fairness in schools affects teachers' organizational commitment (Castro, 2019; Laing, Smith, & Todd, 2019). In the study conducted by Yalçın (2017), it was stated that administrators have unethical behaviors such as being biased and making decisions on their own, and these behaviors have a negative effect on teachers' motivation. In Öztürk's (2022) research, it was revealed that administrators behaved unfairly and exhibited nepotistic behaviors towards some teachers and that these unethical behaviors, were usually shown against teachers who were in the same union, which negatively affected the motivation of teachers and reduced their performance. Current research findings support these research findings. Ethical leaders differ from other leaders in that they behave fairly towards their employees, consider long-term consequences when making decisions, and are reliable and respectful role models (Michelic et al., 2010). While it is unethical behavior to not come to school for breakfast, to be absent even when there is nothing urgent at stake, and to abuse students' right to education, it is also unethical to prepare unsuitable lesson plans for teachers even though they have the opportunity. In this sense, it can be said that both teachers and administrators should be mindful of their own behavior when criticizing ethics, and that administrators should be able to lead ethically.

There are studies emphasizing that teachers do not come to class on time and prepared, do not pay attention to their behaviors towards students, do not provide professional development (Aslanargun & Bozkurt, 2012; Koç, 2010; Kurtulan, 2007), they are insufficient in complying with ethical principles, and unethical behaviors are carried out in organizations (Barrett et al. 2012; Galloway, 1985; Tezcan & Güvenç, 2020). In this sense, some of the results of this study are like other studies in the literature. However, there is no other study in the literature on comparing and discussing the unethical behaviors of administrators and teachers together. In this context, this study contributes to the literature in terms of obtaining different findings from other studies.

Studies have acknowledged that there is a relationship between ethical and unethical behaviors in organizations and both performance and organizational commitment (Begley & Johansson, 2008; Çetinkaya, 2017; Kepenek, 2008) and organizational commitment and job satisfaction (Aydın Akçakaya, 2021; Katıtaş, Karadaş, & Coşkun, 2022; Solmaz, 2019; Sönmez, 2019; Turan, 2019; Uranbey, 2018; Walker & Lovat, 2017). At the same time, there are studies claiming that the perception of organizational justice has a mediating role on the effect of ethical leadership behavior on organizational identification (Mıhçı, 2019) and that ethical leadership is an effective tool in the management of organizations (Michelic et al., 2010). In this sense, it is necessary to pay attention to the issue of ethics for the employees to be connected to their organizations, to make more effort to contribute, in other words, to show organizational citizenship behavior. It is possible to say that this research is important in filling the gap in the literature within the scope of raising awareness about the unethical behaviors of administrators and teachers in schools and taking the necessary precautions in case these are not realized, ensuring that administrators have knowledge about ethical leadership and increasing organizational effectiveness.

Conclusion

This study highlighted the unethical behaviors of teachers from the administrators' perspective and the unethical behaviors of administrators from the teachers' perspective. It was found in the research that some administrators and teachers are careful to fulfill their professional responsibilities and act

ethically, but some of them sometimes act against professional ethical principles, against each other, against students, against the organization, and against the state/society during their work.

Both administrators and teachers are people who take their positions in the service of the state. They are responsible for complying with Civil Servants Law No. 657 (CSL) and the ethical agreement, thus serving the state and society. Every employee who works in a public organization serves in the organization for a certain period. When his or her term ends, these individuals are replaced by other employees, thus sustainability is insured. In this sense, administrators and teachers who work in organizations should be aware of the responsibility of these tasks, be aware of holding this position only temporarily, avoid acting personally, put the interests of the organization in the foreground, comply with ethical principles and act in accordance with laws and regulations. It is obvious that it is necessary to establish control mechanisms so that organizations can achieve their goals, complete the shortcomings, and correct the deficiencies. In addition to this, it can be expressed that these issues should be considered in addition to proficiency in the interviews conducted in the selection of both teachers and administrators.

In short, in schools where students from different age groups participate, teachers and administrators are the people that students observe best as role models. Therefore, teachers and administrators need to pay attention to their behaviors. These unethical behaviors of teachers and administrators have a negative effect on students and the quality of education, so there should be more awareness to change it. It is necessary to conduct a supervision and identify and sanction those who perpetuate unethical behaviors, and that administrators and teachers who can be role models for students and can provide ethical leadership should work in schools.

Limitations

The research used the views of 20 educators, 10 of whom were administrators and 10 of whom were teachers. This situation can be considered as a limitation of case studies. Since there is no concern of generalization in case studies, the findings of this study cannot be generalized to Turkey. Despite this limitation, the research contributes to the literature by providing a different perspective on unethical behavior.

Disclosure Statement

No potential conflict of interest was reported by the authors.

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