Unethical Behaviors of Teachers in Their Relationships with the School Stakeholders

İsa Yıldırım*, Canan Albez, Durdağı Akan

Educational Sciences, Atatürk University, Erzurum, Turkey

Corresponding author: İsa Yıldırım, E-mail: isa.yildirim@atauni.edu.tr

ARTICLE INFO

ABSTRACT

The aim of the study is to reveal the unethical behaviors of teachers in their relationships with other stakeholders in terms of their perceptions. The research was designed in phenomenology pattern and maximum diversity method was used as one of the non-probable purposeful sampling methods for the population of the study. A total of 30 participants including 3 District Director of National Education, 14 school administrators, 6 teachers, 4 parents and 3 students in the center of Erzurum province consisted the study group. A semi-structured interview form developed according to expert opinions was used in the face-to-face interviews conducted by the researchers. The obtained data were transferred to a computer and analyzed in NVIVO 12 program. Content analysis being one of the qualitative data analysis methods was used for the analysis of the data. Primarily, the codes were determined, and the themes and sub-themes were found by categorizing the codes. In accordance with the obtained data, it was concluded that the unethical behaviors of teachers are related to justice and equality, respect for themselves and others, personal and professional integrity and compliance with institutional culture. The results were compared with the results of similar studies and discussed.

Key words: Occupational Ethics, Teacher Behaviors, Ethical Principles

INTRODUCTION

The survival of organizations, which are an indispensable part of social life, depends on the accomplishment of their goals and the contributions of individuals who come together to accomplish these goals. In this context, ethical principles and values that will improve the quality of organizational life by regulating the behavior and relationships of the members of the organization briefly organizational life, are required more than ever when today's conjuncture is considered (Coşkun & Çelikten, 2020).

Ethics have been a public concern since Aristotle (Fisher, 2003). The reason why concepts such as ethics, ethical principles, professional ethics, ethical codes, business and professional ethics, unethical behavior have been frequently used recently is that human behavior is majorly related to ethical values. However, it is not possible to evaluate all human behaviors within the context of ethical values and it is also very difficult to address a human activity independent of ethical values. Ethical issues are discussed and examined intensely (Altınkurt & Yılmaz, 2011; Aydın, 2013).

While ethics is defined as "the activity of speaking on morality," according to Aydın (2013, p. 14), it is defined as "the science of morality", "the whole of behaviors parties must abide by or refrain from among various professions" as a noun, and as "moral, related to morality as an adjective, according to Turkish Language Association (2009). It is incorrect to use the word "ethics" which derived from the word "ethos" and means "character" in Greek, as a synonym for morality in Turkish. If the nature of ethical thought depends on a certain time, place and a group of people living in that place, this concept has always been there because people, conditions and times absolutely change (Infantino & Wilke, 2009).

People act as individuals with certain integrity with those around them (Kuçuradı, 2015). The study of ethical relationships requires examining people's relationships with each other or their actions that arise in these relationships. This presents the behavior exhibited by the individual and expected from others as the main issue of ethics (Obuz, 2009). Weinstein (2017, p. 1) states that ethics and morality are often associated with religion, the five basic ethical principles common to all beliefs are listed as "Do No Harm," "do better things," "respect others," "be fair," "be kind." The same author has stated that these values were defined differently in different parts of the world, but they were desirable characteristics between cultures and across all human groups.

Starratt (2005) has noted that there has been a significant increase in the deterioration of ethical behaviors in recent years both at home and in public life with better statistical records. According to Usta (2011), it is of great importance for public officials to think ethically and behave morally in the functioning of institutions and for all the things to go well. From this point of view, it can be said that the increase in the unethical behavior of the employees may cause institutional

deterioration. According to Infantino and Wilke (2009), the problems between individuals about truth-telling and honesty, disregard for established rules, misuse of time, funds and features, increase in plagiarism incidents, reduction in the provision of appropriate credit for the written or artistic work of others, inappropriate relationships between coworkers can be regarded as ethical issues of concern to maintain high standards at schools. The lack of adequate consideration of these concerns may cause the energy, labor and activities of individuals and institutions to be wasted and to be diverted from individual and institutional goals.

Pythagorean cup developed by the famous Greek philosopher Pythagoras can be shown as a good example of such case. The distinguishing feature of this cup, apparently no different from others, is the presence of a column in the middle and a channel inside it (Figure 1a). When the water-filled in the cup is below the height level of the column, it functions like other cups (Figure 1b). However, when the water passes this level (Figure 1c) the water filling the channel inside the column is poured out completely by the siphoning effect (Figure 1d) (Yılmaz & Misli, 2017).

The meaning of this cup developed by Pythagoras is interpreted in two different ways. Some authors have interpreted this situation as the case that while people with ambition may desire more, they can lose what they have, and others have interpreted it as the fact that enforcing the limits of justice can have negative consequences (Aşır, 2016). When adapted to education, regardless of their purpose all people concerned with the education will not only ignore the ethical principles on the way to this goal but will also create negative behaviors in students. It will be not only a wasted effort of a science teacher smoking in the face of the students to explain the harms of smoking in his class but also it may lead to the development of unexpected behaviors since it sets a negative example. Moreover, like a faculty member who expresses the importance of critical thinking and questioning in his or her class and tries to bring such skills to prospective teachers, regrets his students by overreacting when questioned by students. There is a sentence that educators frequently emphasize to parents: "Children do what you do, not what you say". From this point of view, it can be said that the ethical responsibility of an educator begins with the realization of this role. In other words, it can be stated that when educators do not pay attention to ethical principles, not only the liquid inside but also the presence of the Pythagoras cup will be suspected.

Teaching is one of the professions where human relations are experienced intensively, interaction with all stakeholders is inevitable and that focuses on ethics in terms of practices and methods used during these practices. The ethical value

Figure 1. The working mechanism of the Pythagorean cup (Source: Dilmen, 2012)

of their practice becomes more important when it comes to a profession that has an impact on the upbringing of all people in society. Sidekli and Aydın (2016) found that teacher behaviors were an effective factor in acquiring children's ethical behavior skills.

According to Erdem and Altunsaray (2016), it has become important whether educational institutions, which are a whole of multi-component variables, comply with educational ethics as much as achieve their goals. Despite this importance, there is no conspicuous, professionally recognized, applicable ethical code of education when compared to other human services such as medicine, psychology and law (Barrett, Headley, Stovall & Witte, 2006).

Teachers should have the ethical knowledge and skills required by their profession (Erdem & Şimşek, 2013). According to Campbell (2003), teachers' choices in developing courses, pedagogical decisions, and daily social exchanges with students, more formal approaches to discipline and classroom management, assessment methods, activities, and all other elements depending on their choices have the potential to deeply affect others morally and ethically. Therefore, there is a professional interest in teachers' moral and ethical education (Benninga, 2013). Teachers should make continuous and consistent choices in course planning, teaching practices and classroom management during workdays. Thoughtful decision-making should be a part of the daily experience of every educator (Infantino & Wilke, 2009). An ethical teacher is necessarily an ethical person since it is unlikely that someone who lies and cheats for his personal gain or is insensitive to the feelings of others may become a principled integrity person after becoming a teacher.

The moral and ethical principles that teachers undertake in the way they interact with their students and other people and in the handling of their professional responsibilities form the basis of one aspect of their moral institution (Campbell, 2003). Teachers undertake some obligations to comply with a set of principles that define professional behavior after entering the profession. These principles are reflected in the codes of ethics that serve the standards of professional conduct and practice procedures set out for the education profession and the public (St. Olaf College, 2019). According to Benninga (2013), discussion of professional ethical standards strengthens professional aspirations and serves to remind practitioners of their obligations. A professional ethical principle can help educators in the process of identifying and implementing the positive behaviors they have to demonstrate.

The code of ethics of the Education Profession specifies the wishes of all educators and provides standards for judging behavior. According to the National Education Association (NEA, 2019) the largest professional organization in the United States, the education profession consists of an educated workforce that meets the requirements of all students. Accordingly organization, which recognizes the importance of the educator who believes in the value and dignity of every human being, and the importance of pursuing the truth, commitment to excellence and nurturing democratic principles, the educator acknowledges the responsibility to comply with the highest ethical standards and the extent of responsibility
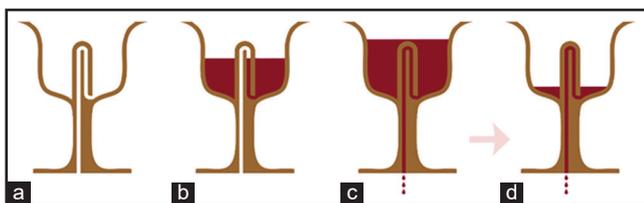
that exists in the teaching process (NEA, 2019). In this regard, School of Educators (SOE, 2019) gathers the ethical principles that teachers should obey under six titles which are respect for human dignity, respect for vulnerable people, respect for confidentiality and privacy, respect for justice, respect for students' safety, respect for existing ethical rules and professional standards. In addition to this, ethical principles for teachers were identified in 2015 in Turkey. It can be said that these ethical principles which have been determined have a great importance in ordering the teachers' relations with their stakeholders. However, it is difficult to say that these principles are sufficient for teachers to develop ethical relations with their stakeholders.

When the related literature is reviewed, it will be seen that teacher behaviors are not examined sufficiently although student behaviors are frequently examined in terms of their negative effects on the teaching process (Kearney, Plak, Hays, & Ivey, 1991; Levis & Riley, 2009, Page, 2013, 2014). There are many studies that draw attention to unethical behaviors in the relationship of teachers with school stakeholders. In a study by Yıldırım, Akan and Yalçın (2015), students stated that their teachers displayed negative behaviors including physical and psychological violence, communication barriers and injustice. Dilekmen (2011), based on the observations of teacher candidates, found that teachers exhibit a total of 661 undesirable behaviors in 6 categories in the classroom environment. Akan, Yıldırım and Yalçın (2013) found that teachers had some negative behaviors to school principals, while Sabancı and Yücel (2013) found that teachers displayed some negative behaviors to parents. In their study, Çetin and Demirkasımoğlu (2015) found that the news reflected to the press about teachers were mostly unethical behaviors and that these behaviors were generally harassment, psychological and physical violence against students. In this context, it was determined that there is a need to investigate the ethical awareness of teachers in the researches (Aybek & Karataş, 2016; Çetin & Demirkasimoğlu, 2015; Karataş, Caner, Kahyaoğlu, & Kahya, 2019). It is understood from the stated findings that teachers have some problems in their relations with all school stakeholders. However, sufficient informative studies have not been reached about the teachers' relations with all school stakeholders.

On the other hand, in many studies, it is emphasized that the teacher candidates should be given ethical education before the service. It is accepted that ethical education is necessary for ethical attitude, behavior and decisions. In education faculties, there is generally a reluctance or inconsistency in practices to put lessons on ethics (Coşkun & Çelikten, 2020; Yılmaz & Altınkurt, 2009). This study can be a guide for policy developers in enriching the content of ethical education programs and developing new ethical codes by revealing the need for ethical education programs in education faculties. In addition, it can enable all school stakeholders, especially teachers, to gain awareness on the subject. It can also make positive contributions to personal, social, educational and career development of students. Based on this point, this research was done to determine the unethical behaviors of teachers in their relations with their stakeholders. In the

literature review, there is no study investigating the unethical behaviors of teachers in their relations with all school stakeholders. This situation increases the originality of the research. The research is important in terms of determining the unethical behaviors of teachers, considering the views of all stakeholders, helping teachers to discover ethical behaviors while developing ethical relations, and providing data for the researches about teachers' ethical awareness.

Objectives and Research Questions

The aim of the study was to reveal the unethical behavior exhibited by teachers in their relationships according to the perceptions of all school stakeholders based on such requirement.

The answer to the research question, of "what is the unethical behavior of teachers in their relations with all school stakeholders?" has been sought regarding the stated purpose.

METHOD

Research Approach

This study, which adopted a qualitative research approach, was carried out in the phenomenology pattern. Phenomenological study describes the common meaning of the experiences that several people have had a phenomenon or concept. Its main purpose is to reduce the experiences of individuals about the phenomenon to a universal explanation (Creswell, 2016).

Population and Sample/Study Group/Participants

In the determination of the participants, the criteria were based on the selection of persons who could provide as much information as possible. In order to obtain the qualitative data, a total of 30 participants, 3 District National Education Directors (district national education directors are coded as "D" in the tables), 14 school administrators (school administrators are coded as "A" in the tables), 6 teachers (teachers are coded as "T" in the tables), 4 parents(parents are coded as "P" in the tables), and 3 students (students are coded as "S" in the tables) who were determined in Erzurum city center with maximum diversity technique. Table 1 contains the frequency values for the demographics of the research group.

When Table 1 is examined, it is seen that 9 of the participants are female and 21 are male; that 12 are primary school stakeholders, 9 are from secondary schools, and 6 are from high school; that 6 are teachers, 14 are school administrators, 3 are senior institution managers, 4 are parents, and 3 are students.

Data Collection Tools

Primarily, the consent was obtained by applying to the R & D unit of Erzurum Provincial Directorate of National Education in accordance with the MoNE procedure related to the research subject. Data were collected by interview

Table 1. Demographic characteristics of research group

Options		1	2	3	4	5	Total
Gender		Female	Male				–
	n	9	21				30
Type of school		Primary school	Middle school	High school			–
	n	12ss	9	6			27
Attendee		Teacher	School principal	Senior institution manager	Parent	Student	–
	n	6	14	3	4	3	30
Seniority of teachers and administrators		1-6 years	7-12 years	13-18 years	19-24 years	25 years or more	–
	n	1	2	7	7	6	23
Age range of parent		25-30	31-36	37-41	42-47	48 and above	
	n		1	1	2		4
Age range of student		10-15	16-21				
	n	1	2				3

technique structured in accordance with the phenomenology pattern. In the preparation of the semi-structured interview form, the opinions of 3 experts were taken and the interview form was finalized in the direction of suggestions. Within the scope of the research question, participants were asked 5 Interview Questions. The appropriate questions among the ones stated below have been asked to the administrators, teachers, parents and student groups.

What are the unethical behaviors of teachers in their relationships with the students?

What are the unethical behaviors of teachers in their relationships with the parents?

What are the unethical behaviors of teachers in their relationships with the administrators?

What are the unethical behaviors of the teachers in their relationships with their colleagues?

What are the unethical behaviors of the teachers that you encounter in social life?

Data Collection and Analysis

Face-to-face interviews of the researchers were recorded during the interview. The recorded interviews were transferred to the computer and then confirmed to the interviewees. Interviews with the District National Education and school principals were made in the office rooms in accordance with the appointment, with teachers and students in the appropriate places in the school.

In order to increase the quality of the research, Lincoln and Guba's (1986) criteria were used, which consisted of credibility, transferability, dependability and confirmability. In order to ensure the trustworthiness of the study, confirmation of the participants was obtained in two ways. In the first, the data collected were read to the participant and asked whether they were correct and if he/she had something to add. After analyzing and interpreting the data obtained from the participants, the results were delivered to some participants in order to obtain their opinions on the believability of the findings and comments, and positive feedbacks were

taken regarding the accuracy and believability of the results. It was provided for the researchers to control their prejudices and establish a friendly relationship based on trust by presenting in the study environments too, and sufficient time was allocated for interviews (20-50 minutes on average). Interviews were concluded when participants repeated same sentences. Individuals specializing in the research subject and qualitative studies were asked to review the study and the study was directed in line with the feedback received (Creswell, 2016; Yıldırım & Şimşek, 2006).

The raw data of the research was stored in a computer environment for others to review. In order to prevent the individual bias, assumptions and orientations of the researchers from affecting the data collection tool, three expert opinions were taken in the preparation of the interview form and necessary corrections were made in the questions in line with the recommendations.

In order to increase the reliability of the study, data source and researcher triangulation method were used, and data were collected from different school stakeholders on the same subject. The consistency between the collected data presented data on the reliability of the study. Three researchers were involved in the collection, analysis and interpretation of the data. The data were first coded by a researcher and then the codes were presented to the opinion of two experts. According to the feedback received from experts, finalized codes were categorized by another researcher. In the created categories, two experts were presented to the opinion and necessary corrections were made on the feedback received. The two researchers then classified the codes independently of each other under these generated categories. The reliability of the thematization was calculated by dividing the number of matching codes by the total number of codes (Miles & Huberman, 1994). A concordance coefficient of 0.74 was reached between two researchers' independent classification. The codes under different categories are placed in the categories determined by the consensus formed by the participation of three researchers.

In order to increase the approvability of the study, interview notes were stored on computer and the findings, the

methods and procedures used in the study, the purpose of the study and the development stages of the measurement tools were explained in detail. In addition, one-to-one quotations from interviews were included in the findings in order to increase the approvability. In order to ensure the transferability of the results obtained from the research, the necessary information was given about the sample selection and sample group and the environment where the study was conducted.

The data obtained from the interviews were transferred to Word page in the computer environment. The data stored in the computer environment is transferred to NVİVO 12 program and coding process is started. The data encoded through the Program is analyzed by content analysis from qualitative data analysis.

RESULTS

The themes and categories for the findings related to the main theme of the unethical behavior of teachers are given in Figure 2.

When Figure 2 is examined, it is seen that the main theme of "unethical behaviors of teachers" consists of five themes; "Disregard for justice and equality", "Lack of respect for oneself and others", "Lack of professional integrity", "Lack of integrity of values", "Failure to comply with institutional values and norms" While there is no sub-category of the theme "Disregard for justice and equality", the theme of "lack of respect for oneself and others" is divided into two categories such as "disrespect for the personal boundaries of others" and "failure to protect your own personal boundaries"; the theme of "lack of professional integrity" into four categories in itself such as "divergence from professional principles", "divergence from pedagogical principles", "failure to fulfill its responsibility" and "not being a suitable model"; the theme of "lack of integrity of values" into two categories: "lack of honesty" and "derive personal benefits"; the theme of "non-compliance with institutional values and norms" into two categories: "lack of cooperation"

and "negative relations with colleagues". Below are the categories and codes for each theme.

Disregard for Justice and Equality

The theme of "Disregard for justice and equality" from the unethical behavior of teachers is not divided into any category. The codes and frequencies in the theme of "Disregard for justice and equality" from the unethical behavior of teachers are given in Table 2.

According to Table 2, it is understood that the theme of "Disregarding justice and equality" of the main theme of "unethical behaviors of teachers" has 25 different codes from 32 sources. The most frequently mentioned codes in this theme are listed as "to praise himself, scorn other teachers and students", "to show more interest to successful and self-confident students", "to discriminate between parents", "to prejudice against the student "respectively, while behaviors such as "to reflect the parent's anger on the student", "to push lesson into the background", "to behave anti-democratically", "to abandon hope from the student of the troubled parent" etc. are less expressed. Direct quotations from the interviews on the codes in this theme are stated below: *"The teacher is more interested in the one with high self-esteem, ignoring others, claiming that the level of the newly arrived student is low, they tell us why we accept the student, we should not accept him (A3), Successful, decent, moral students are at the forefront, no one wants to deal with students with behavior disorders and developmental disabilities (T3)."*

Deprivation of Values Integrity

The theme of lack of integrity of values includes two categories: "lack of honesty" and "derive personal benefits and selfishness". The codes for these two categories are given in Table 3.

According to Table 3, the theme of "deprivation of values integrity" which consists of two categories, in the category
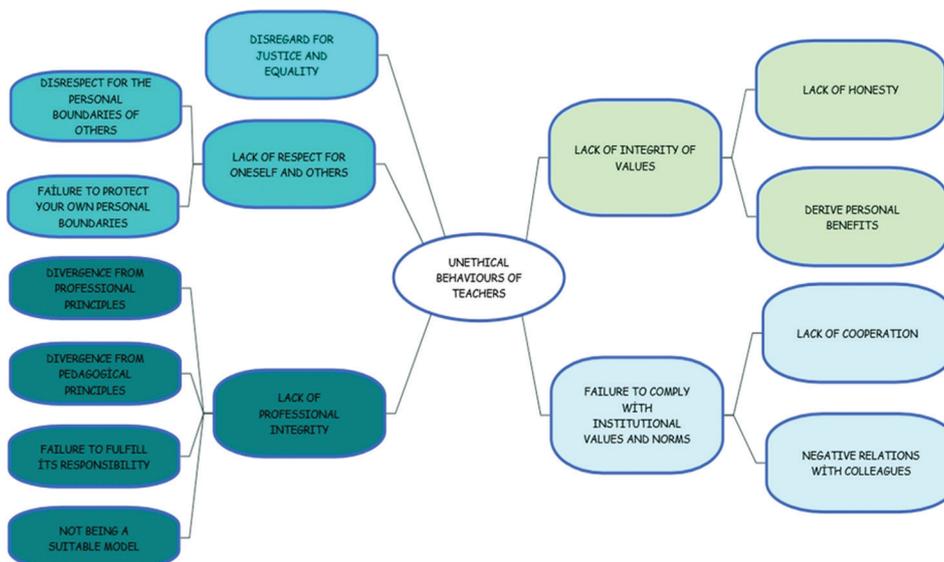
Figure 2. Themes and categories related to the main theme of teachers' unethical behaviors

Table 2. The theme of "Disregarding for justice and equality"

	Disregard for justice and equality	f
1	Praise yourself, scorn other teachers and students D1,D2,A3,A8,A9,A12,T2,S2	8
2	Show more interest to successful and self-confident students D1,A2,A3,T3,T4,P1,P2	7
3	Discriminate between parents D3,T3,T4,P1,A13	5
4	Be biased towards the student T1,T5,T6,S1, A11	5
5	Show no interest in problematic students D1,T3,A11,T4	4
6	Act unfairly and condone injustice D1,A9,S3	3
7	Ignore the development of the child of a low socio-economic and unrelated Parent D3,A3,A10	3
8	Arbitrary parent discrimination A3,T1	2
9	See success in himself to blame others for failure T3,A7	2
10	Lay claims to everything without making any effort T3,A7	2
11	Ignore individual differences of students T3,P4	2
12	Discriminate colleagues in information sharing T1	1
13	Injustice in exhibiting love D3	1
14	Reflect the parent's anger on the student A8	1
15	Gender discrimination in favor of female students S1	1
16	Talk too much and listen less T2	1
17	Threaten a student with giving bad marks A9	1
18	Push lesson into the background P4	1
19	Constantly bring up his colleague's mistake T4	1
20	Condone unfair treatment of students S3	1
21	Behave Anti-democratically S3	1
22	Abandon hope from the student of the troubled parent T2	1
23	Make a sweeping statement among students S2	1
24	Judge students whose conditions he/she does not know D1	1
25	Neglect students who require special education T4	1
	Total	32

D: District National Education Directors, A: School administrators, T: Teachers, P: Parents, S: Students

of "Providing personal interest" includes 16 different codes expressed in 31 sources, there are 6 different codes expressed in 8 sources in the category of "deprivation of honesty". While the most commonly stated codes in the theme of "deriving personal benefits and selfishness" are "just observing their own interests, being self-centered", "Squealing, to bandy about", "getting closer to management for personal interest," the codes such as "using students for personal and professional work", "sharing political views on social media, including student followers, have been started once. The direct excerpts from the interviews related to the codes in this theme are as follows:

"We provide answers as expected and desired by the principals. But we criticize them (T4), everyone is gossiping the teacher who has problems with his class. They say this to the administration and try to glorify themselves. They make fun of the man (T5). It is unethical for teachers to have administrators in the palm of their hands by getting closer to school administrations (T4). Teachers are trying to cover up their mistakes (T1)."

Deprivation of Respect for Themselves and Others

The theme of "Deprivation of respect for themselves and others" includes two categories: "disrespecting the personal limits of others" and" failure to protect your personal limits". The codes related to these two categories are given in Table 4.

In Table 4, there are 6 different codes in 23 sources in the category of "disrespect to the personal boundaries of others" in the theme of "lack of respect for themselves and others" which consists of two categories, while there are 8 different codes in 23 sources in the category "not protecting their personal boundaries". While the codes most commonly expressed in the category of "Disrespect to the Personal Boundaries of Others" are "To disrespect a parent ", "sharing the student's private information", "not protecting the student and the parent's personal boundaries", the codes such as "not respecting the paid teacher ", "making physical contact with the student that can be misinterpreted", "enforcing the personal limit of the co-worker".are expressed only once. While the most commonly stated codes in the category of "Protecting personal limits" are "inappropriate shares on social media", "lack of self-control", "Extreme intimacy with parents, the codes such as "Low self-esteem", "Not being

Table 3. Categories related to the theme of deprivation of set of values

	Deprivation of values integrity	f
	To derive personal benefits and Selfishness	
1	Only to look out for himself, being self-centered A7,A8,S1,A10,A13,T6,S3	7
2	To get closer to management for personal benefit D1,A2,A5,T4,A5,A10	6
3	To squeal, to bandy about A5,T1,T5	3
4	To misdirect colleagues for his personal success T2,A13	2
5	To wait for privilege to be granted to him D1,T6	2
6	To make the student feel worthless to glorify himself A9	1
7	To tutor his own student T1	1
8	To take advantage of successful students for their personal ambitions T4	1
9	To take advantage of the student for personal and professional work T4	1
10	To try to gain strength from a colleague's failure T5	1
11	To do politics at school T5	1
12	To share his political views on social media, including student followers T5	1
13	To accept gifts from students T1	1
14	To expect expensive gifts on teachers' day T1	1
15	To take a stance according to the manager's political view A2	1
16	To communicate with the manager where he can get results depending on the situation A5	1
	Total	31
	Deprivation of honesty	
1	To gossip about the performance of his colleague D1, T5	2
2	To talk differently from behind to colleagues /managers and to their face A2, T4	2
3	To behave without honesty T2	1
4	Married teachers trying to establish intimacy with internship students T5	1
5	To gossip about a colleague T5	1
6	Not to accept his own mistakes S1	1
	Total	8

Table 4. Codes related to the categories under the theme of "Deprivation of respect for themselves and others"

	Deprivation of respect for themselves and others	
	Disrespect to the personal boundaries of others	f
1	To Disrespect a parent D2,D3,A3,A4,A5,A6,A7,A10,A11,A12,A13T2,T6,P4	14
2	To share the student's private information D2,A2,P1,A9	4
3	To share information with other students about other teachers A7,T6	2
4	To push the personal limit of a colleague A13	1
5	To make physical contact with students which may be misinterpreted A11	1
6	Not to respect the paid teacher A8	1
	Total	23
	Not to protect his/her own boundaries	
1	To have Inappropriate posts on social media D2,A8,A9,A12,T4,T5,T6	7
2	Failure to protect personal limits against students and parents A6,A13,P4,T4	4
3	Lack of self-control A7,A11,A13	3
4	Extreme intimacy with parents T1,T2,T4	3
5	Express his/her privacy to the student A6,P4	2
6	Low self-esteem D1,T5	2
7	Not to be cautious especially in relations with the opposite sex D3	1
8	To allow the student to make physical contact with the teacher T4	1
	Total	23

cautious especially in relationships with the opposite sex", "To allow the student to make physical contact with the teacher" have been mentioned once. Direct excerpts from interviews on codes in this theme are: *The parents should not be considered. Parent says that "my teacher, I came to discuss my child's situation, this teacher did not pay attention to me"(A3). He doesn't come on his watch in time, the teachers disregard the administration. In some cases, the teacher acts as the same with the student, there are teachers with poor self-control (A13).*

Non-compliance with Corporate Values and Norms

The theme of "non-compliance with institutional values and norms" is divided into two sub-categories as "lack of cooperation" and "negative relations with colleagues". The codes related to these categories are given in Table 5.

In Table 5, while there are 15 different codes expressed in 47 sources under the "Lack of Cooperation" category in the theme of "non-compliance with corporate values and norms", which consists of two categories, there are 15 different codes expressed in 25 sources under" negative relations with colleagues" category. While the most commonly expressed codes in the category "lack of cooperation" are "expressing the student's negativity in parent interviews", "lack of communication skills", "entering into competition with colleagues" the codes such as "Contacting the parent via WhatsApp instead of face-to-face communication", "not knowing the colleagues he/she served at the same school", "avoiding co-operation with colleagues at the same school"

Table 5. Codes related to categories in the theme of non-compliance with institutional values and norms

Non-compliance with corporate values and norms	
Deprivation of Cooperation	**f**
1 To express primarily the negativity of the student in the parent meet A2,A4,A5,A6,A8,A11,A13,T3	8
2 Lack of communication skills A1,A4,A6,A10,A11,T6,D1	7
3 To compete with colleagues A1,A4,A10,A14,T2,T3	6
4 Insufficient and incomplete parental information A1,A12,D2,T2,P3	5
5 Grouping A3,A9,T2,T5	4
6 Prejudice and insecurity against managers A7,A10,A11,A13	4
7 Fewer social activities with colleague participation A9,A10,T4	3
8 Not to believe that they can contribute to each other's development A11,A12	2
9 Negative communication with parents A1,A6	2
10 Colleagues despise each other A2	1
11 Obstinate with each other in different thoughts A6	1
12 Avoid generosity T5	1
13 To communicate via WhatsApp rather than face-to-face contact with the parent T4	1
14 Not to recognize his colleagues at the same school A9	1
15 Avoid co-operation with colleagues at the same school T5	1
Total	47
Negative relations with colleagues	
1 Not to greet colleagues inside the school A3,A13,T4,T5	4
2 Overfamiliarity with colleagues A2,A10, T2	3
3 Intolerance towards colleagues D2,T2,A6	3
4 To talk accusingly with groundless information D1,A2	2
5 To follow whether colleagues are doing their job or not D2,T5	2
6 To call disrespectfully management to account A3, A6	2
7 To ignore the differences of colleagues A11	1
8 To exclude colleague A11	1
9 To treat disrespectfully to their managers under union protection D2	1
10 Extreme intimacy with managers T2	1
11 To personalize the negativities experienced with the managers T2	1
12 To call the manager by his/her first name A2	1
13 To enter the manager's office with hand in the pocket (Considered as discourteousness in Turkey) A2	1
14 To call a colleague only by his name A2	1
15 To cross personal boundaries in peer relationships D3	1
Total	25

are expressed only once." While the most commonly expressed codes in the category of "negative relations with colleagues" are "Not greeting with colleagues in the school ", "Extremely intimacy with colleagues", "Intolerance to colleagues", the codes such as "Personalizing the negativities experienced with managers ", "To call manager only by his name" (recognized impolite in Turkey), "Crossing personal boundaries in peer relationships" are expressed only once. Direct excerpts from interviews on codes in this theme are: *Grouping occurs, three to five people are sitting together. They don't greet each other, no relationship, nothing like that is unacceptable, and we are on the same ship. We must have a common vision and mission. When the group is formed, the synergy disappears at school (A3). The ladies in our school see teachers as a potential danger. We (Men and women) sit separately (T5). When the negative aspects of the students will be told in the parent interview, the good aspects should be told before the negative ones. He should use the Hamburger method; he should talk balanced (A2).*

Lack of Professional Integrity

The theme of "Lack of professional integrity" consists of four categories: "Divergence from professional principle", "Failure to fulfil its responsibility", "Divergence from pedagogical principles", "not being a proper model". The codes in these categories are presented in Table 6.

In Table 6, it is seen that there are 30 different codes expressed in 42 sources in the theme of "lack of Professional Integrity", which consists of four categories, under the category of "divergence from professional principles"; 17 different codes expressed in 30 sources under the category of "failure to fulfill its responsibility"; 23 different codes expressed in 57 sources under the category of "divergence from pedagogical principles"; 9 different codes expressed in 36 sources under the category of "not being a suitable model".

While the codes most commonly expressed under the category of "divergence from professional principles" are "Highlighting the material dimension of the profession", "not caring about professional development", "not being able to empathize with Parent", "Prioritizing the material return of the profession rather than student success", The codes such as "having an emotional relationship with the student", "Teacher to play with phone in class are expressed only once.

While the most commonly stated codes in the category of "Failure to fulfill the responsibility" are "negligence of his guard duty", "not knowing the student enough to inform the parent", "being reluctant to perform the given tasks, the codes such as "Not to attend class on time", "At the end of the day the teacher rushed out of school", "not to follow the given works" are stated only once.

While the codes most commonly expressed under the category of "divergence from pedagogical principles" are "to apply psychological violence to the student", "To keep student at a distance", "to apply physical violence to the student", the code such as "To value the student according to his/her success", "Swearing at the student", "To keep student expectations low" are stated once.

While the most commonly expressed codes in the category of "not being an appropriate model are listed as "Not paying attention to the appearance", "Slang and abusive speaking", Not paying attention to their behavior, the codes such as "Not paying attention to social media shares", "immorality", "Not to think of the consequences of behavior" are expressed only once. Direct excerpts from interviews on codes in this theme are: *Teacher mentions about his profession - showing his empty pocket, which means considering at the profession from a monetary point of view (A7). Some of them do not improve themselves; they don't read books. In fact, the parents are more advanced than the teacher in some subjects (A13), I hear words used such "as are you stupid?" "How many times I tell this to you?"*

DISCUSSION

In this study carried out to reveal the unethical behaviors of the teachers according to the perceptions of the stakeholders, it was concluded that the perceived unethical behaviors of the teachers were mostly related to justice and equality, respect for oneself and others, personal and professional integrity and adaptation to corporate culture. According to a study conducted by Kurtulan (2007), it was concluded that teachers did not adequately comprehend the importance and priority of Professional Ethics in professional practice. As a result of factor analysis conducted by Barrett, Casey, Visser, Headley (2012) considering the prioritization of 41 unethical teacher behaviors, unethical behaviors of teachers were divided into four factors as personal loss, indifference, public and private limits, and class inflation. In this work, personal loss has similarities with the theme of divergence from pedagogical principles in terms of their content; the theme of indifference with the failure to fulfil responsibility; public and private boundaries with the themes of the disrespect to personal boundaries, and non-compliance with institutional values and norms. On the other hand, there is no similar theme to class inflation, which includes items for raising student grades due to environmental pressures.

According to the findings obtained, it has been understood that some of the teachers behaved in an unfair and unequal manner to the other stakeholders at school by ignoring such principles. In a study conducted by Altınkurt and Yılmaz (2011), it was found that the most common unethical behavior of teachers was 'not caring enough for students with low success levels. In a study by Uğurlu (2008) in which teachers ' levels of exhibiting ethical behavior were investigated, it was found that the behavior exhibited at the lowest level was "our teachers treat us fairly". In this study, students evaluated teachers more positive for the social and educational aspects of the teaching profession and more negative for their relationship with themselves. In another study by Yıldırım, Akan and Yalçın (2016), which investigated unwanted teacher behavior, it was found that teachers can exhibit behaviors such as being privileged to love successful students, acting only with successful students and discriminating classes in the dimension of acting injustice. In a study by Duran (2014), the ethical dimension in which teachers had the lowest scoring average was found to be democracy

Table 6. Codes related to categories in the theme of "lack of professional integrity"

	Divergence from professional principle	f
1	To highlight the material dimension of the profession A6,A7,A8,A9	4
2	To disregard professional development A7,A13,A14	3
3	To be unable to empathize with parents A1,A5,T4	3
4	To ignore environmental culture D1,T5	2
5	Inconsistency in his/her behaviors P3,A13	2
6	To behave improper to civil servants A6,T5	2
7	Not to do his job fondly A8,A12	2
8	To reflect his/her negative psychological state to the class A13,T4	2
9	Not to internalize his profession D1	1
10	Not to adopt his/her job D1	1
11	To come to class without preparation A13	1
12	Not to control his anger A6	1
13	To Prioritize the financial return of the profession rather than student achievement A11	1
14	To experience an emotional relationship with the student T4	1
15	To deal with the phone in class S3	1
16	To do additional work except teaching D1	1
17	To teach those who do not have the basic qualifications required by the profession A14	1
18	Advisory teacher to enter idle classes T6	1
19	Advisory teacher to be responsible for watching T6	1
20	Course handling with lecture method only S3	1
21	Limited Their social lives and interests T3	1
22	To show non-performing works as if they were applied A5	1
23	To make friends with inappropriate people A12	1
24	Teachers who work for a long time as the class master to give childish reactions A1	1
25	Lack of rules and plan to shape parents' behavior A1	1
26	To talk about the extra job done outside T3	1
27	His additional work to be ineligibility for teaching status A3	1
28	Not to establish empathy with the manager A7	1
29	To teach to those who are slight D1	1
30	To pass the limit on showing his/her emotions D3	1
	Total	42
	Failure to discharge his/her responsibility	
1	Negligence of his guard duty D2,P2,A10,A13	4
2	Not to know students enough to inform their parents A1,A8,A13,T5	4
3	To be reluctant to perform the assigned tasks A7,A11,A14	3
4	Failure to follow student development P2,S2,T5	3
5	Not to allocate time for Lesson planning and preparation A14,T5	2
6	Late entry to class D1,A13	2
7	To skip the classes for various excuses P4,A10	2
8	Failure to meet the requirements of the legislation T5	1
9	Not to care about how their behavior affects other students P2	1
10	Failure to enter the exam results in time T5	1
11	To have responsibility to the parent A8	1
12	Not to interfere with the problematic behavior he witnessed A3	1
13	Not to attend at parents' meeting P4	1
14	Not to attend class on time T5	1
15	To leave the school hurriedly at the end of the day A14	1

Table 6. (*Continued*)

	Failure to discharge his/her responsibility	
16	Failure to follow the assigned works A5	1
17	To ignore studies and activities A9	1
	Total	30
	Divergence from pedagogical principles	
1	To apply psychological violence to students (insulting, offending, insulting) D3,A4,T2,T3,P 1,A6,A8,S2,A10,A11,A13,T4,T5,T6	14
2	To keep the student at a distance D3,A3,S1,S2,P3	5
3	To apply physical violence to students D2, T3,A6,T4	4
4	To be impatient T2,A6,A10	3
5	Not to be able to empathize with the student S1,A11,A12	3
6	Indifference to the student and his problems D2,D3,T2	3
7	Not fully understand the reasons for students' behavior D1,S1,A12	3
8	To shout at the student, taking a hard line with him/her D2,T3	2
9	To obtain the belief that this student would not be better A11,T5	2
10	Excessive behavior at both ends in disciplinary practices and communication T3,T6	2
11	Not to call students by their name A2,A4	2
12	To consider only academic achievement as an achievement A2,T3	2
13	To treat a student as being more mature than he is A6	1
14	To ignore the student S2	1
15	Not to encourage students A3	1
16	Not to devote time to studentsS2	1
17	To value the student according to his/her success T6	1
18	To give too much homework D1	1
19	To swear at the student A12	1
20	To force the student on something that he can't do A11	1
21	Send homework to parents instead of students T4	1
22	To keep student expectations low P3	1
23	To disguise from the student and make him feel that A14	2
Total		57
	Not to be a suitable model	
1	To ignore the appearance A1,D1,D3,A3,A5,T2,T5,T6	8
2	Not to be a role model in and out of school A5,T2,A6,S2,A11,A12,A13,T6	8
3	To speak slang and profanity D3,A2,A3,P4,T5,T6	6
5	Not to pay attention to his behavior A1,D1,D3,T4,T5	5
6	To smoke next to the student D2,A2,A7,A12,T6	5
7	To spend time in the same entertainment places with the student D2,T4	2
8	Not to pay attention to his/her social media posts D2	1
9	Not to think about the outcome of his behavior A12	1
Total		36

D: District National Education Directors, A: School administrators, T: Teachers, P: Parents, S: Students

and equality. According to another study conducted by Köse and Demir (2014), they stated that the students did not consider their teachers as a model and that the teachers did not behave equally and fairly towards the students. Aydın (2011) stated that some teachers were more interested in successful students than unsuccessful students, they had more time to devote to these students, they had a tendency to treat more closely and concerned to the children of parents with higher socioeconomic levels and professions that would contribute to teachers. In the study, it was reached to results in parallel with the studies mentioned above.

Many policies and practices related to school administration and supervision such as teachers to gain power and value, trying not to lose his power, the perception of power contrary to democracy in society; in the framework of this perception, children who are not aware of their rights and

who cannot protect their rights should not be taken seriously by the teacher and ignored; not every child is perceived as an individual who deserves at least as much respect as an adult; personalizing events by moving away from rational thought in professional relationships; satisfying the feelings needed by moving away from reality, can be factors in exposing the conduct of teachers against Justice and equality towards their colleagues and students.

However, the educator should respect human rights while performing his/her duties and be able to treat the students and their parents fairly and equally without regard to race, language, color, political opinion and family status. By ensuring that students take fair advantage of educational opportunities, they should show interest equally in their students. In addition, they should not speak against their colleagues in the presence of students and in different environments, and avoid negative words and behaviors (MoNE, 2015). According to Council on Professional Conduct in Education (CPC, 2018) in Hong Kong education, the educator should be fair to all students in terms of providing learning opportunities, do his/her best to maintain a teaching that is appropriate to each student's individual characteristics and learning ability, be always fair and considerate in his/her relations with his/her students. He/she should not discriminate against students based on any type of disability, nor use his/her professional relationships with students for his/her personal benefit. Teachers should avoid discriminatory attitudes and behaviors in their relationships with students (Erdem & Altunsaray, 2016).

It has been found that some of the teachers acted too sensitive in terms of protecting their personal interests and did not pay attention to the interests regarding the purpose and the community of the school. These behaviors evoke selfishness since the individual puts himself/herself in the center. Açıkalın and Özkan (2015) stated that unethical actions generally taken in the name of self-interest and organizational interest would not change the fact that they are unethical even if the organizational interest is taken into consideration, and that these behaviors would cause the formation of interest groups around the administration. In a study carried out by Erdemli and Demir (2018), it is stated that although the vast majority of teachers refuse to receive expensive gifts from their students on the grounds that it would create expectations for the student and the parent, a few may agree to receive gifts.

It has been noted that some of the teachers were able to present behaviors against the principles of honesty as gossiping, two-facedness and intolerance within the scope of their relationship with other stakeholders. All this suggests that some teachers are personally distant from the integrity of values. According to a study conducted by Barrett et al. (2012), making a humiliating comment on a teacher about a colleague is a common and serious teacher behavior. A teacher who exhibits ethical behavior is honest and sincere in his/her relationships. Otherwise, it can be said that teachers can prepare their own ends because of the disappearance of the trust environment. (Aydın, 2011).

It has been understood that some of the teachers refrained from cooperation, were not willing to establish positive relationships with their colleagues and not in compliance with the institutional norms and values. Pelit and Güçer (2006) stated that teachers made unethical behaviors such as blaming their colleagues for their own mistakes, not paying attention to confidentiality about their colleagues and giving negative explanations, trying to establish superiority in their relations with their colleagues and claiming the success of their colleagues. According to the Hong Kong Council on Professional Behavior in Education (CPC, 2018), the success of education depends on the cooperation between all education professionals. The teacher should cooperate with colleagues in the interests of the students. Teachers should support their colleagues and encourage them to develop their potential. They should not undermine the confidence, respect that students have for their colleagues.

Teamwork is of great importance in organizations such as schools, which require joint efforts to achieve the goals. Teachers working in the same school to enter intense competition with each other, not to know each other, scorn prevents the formation of team spirit. This will weaken the school culture and negatively impact all organizational behaviors related to teachers; reduce the effectiveness of the school by preventing it from achieving its objectives.

It has been found that some of the teachers did not preserve their personal limits and tried to erode others personal limits. Moreover their respect for themselves and others was poor. According to a study conducted by Çetin and Demirkasımoğlu (2015), sexual harassment of students, psychological and physical violence, unethical behavior in relationships with colleagues are the news subjects of teachers frequently encountered in the press. Teachers should respect the personality and special situations of students in educational environments (Erdem & Altunsaray, 2016).

It has been found that some of the teachers have acted far away from the professional and pedagogical principles; they have not fulfilled their responsibilities and act not in compliance with the professional principles by using inappropriate models for the students. According to Aydın (2011), professional commitment and continuous improvement are one of the ethical principles of the teaching profession. In line with this principle, teachers are expected to be open to innovations related to their professions and make the best use of the educational opportunities provided to improve their professional performance. A study conducted by Barrett et al. (2006) found that teachers exhibited behavior "deliberately allowing a student to violate a school rule in their classroom" at a frequency of 35%. According to a study by Barrett et al. (2012), allowing students to violate school rules, wasting time in class with irrelevant activities, fail to keep an accurate record of student performance, entering the class unprepared are considered as moderately encountered important unethical teacher behaviors. According to CPC (2018), it is an ethical obligation for teachers to fulfil their contractual commitments with the employer, provide the best service within their capabilities, and be consistent in the implementation of institutional policies and instructions. Çetin and Demirkasımoğlu (2015) stated that teachers mostly came to the press with news about their unethical behaviors involving physical and psychological

violence. Whatever the reason, it is unethical to deprive the love and respect that must be shown to man because he is human (Açıkalın & Özkan, 2015).Teachers should be aware of the obligation to respect students as the educational services offered at the school are aimed at the full development of human personality and strengthening respect for Human Rights (Gluchmanova, 2015). According to Gözütok (1999), behavior such as "smoking where the student can see", "going to the coffeehouse", "establishing too familiar relations with students" are sometimes encountered, while behavior such as "abusive speech" and "lying" are rarely encountered. According to Lumpkin (2008), teachers' modelling by consistently reinforcing what is right and good helps students internalize moral virtues such as trust, honesty, justice, respect, and responsibility. For example, when teachers admit their mistakes and want to correct them, it shows that they accept the consequences of their behavior. Moral values modelled in this way enable students to learn that teachers not only talk about moral virtues but also reflect them on their daily lives. Köse and Demir (2014) stated that students frequently emphasize their personalities rather than their teachers' knowledge and the majority of students consider teachers as role models in many respects and almost all students who do not consider teachers as role models criticize their attitude and behavior.

CONCLUSION AND IMPLICATIONS

It was understood that some teachers in educational settings, underestimated students and other teachers, showed more interest in students who had the profile they wanted to see and tried to achieve professional satisfaction and success with less labor for the purposes such as meeting the requirement of appreciation, egotism, thus, other students exhibited behaviors that could cause them to break out of class due to the interest and love they could not see from the teacher.

On the other hand, it is understood that some teachers respond to students, parents and colleagues based on discrimination according to their position within their power perception and value systems, exhibit behavior patterns shaped by their prejudices, ignore the rights of those people with whom they have intense relationships, and turn to undemocratic practices by making generalizations that deny that each individual is different.

In the theme of self-interest and selfishness, some teachers may exhibit unethical behavior that is the product of more Machiavellian thinking, such as an effort to protect only their own interests without looking out for the school community; accepting gifts and the expectation of expensive gifts; use inappropriate methods to succeed; gaining confidence by getting close to management, using the failure of colleagues, making the student feel worthless; informing the negative words and behaviors of their colleagues, sharing their political views with the school community, directing their relationships according to their interests. According to Güney and Mandacı (2009), there is a strong negative relationship between Machiavellianism and ethical perception.

According to the results of the study, it was seen that some teachers displayed some unethical behavior contrary to the principle of honesty such as making negative speeches behind colleagues, not admitting that they may make mistakes, trying to establish inappropriate relationships with colleagues, and hypocrisy.

Failures to make an effort to cooperate with colleagues and parents, and negative relationships with colleagues are unethical behaviors that do not conform to institutional values and norms. It was understood that some of the teachers had insufficient communication skills, did not pay attention to parent interviews and displayed inappropriate approaches, avoided cooperation, did not pay enough attention to co-worker solidarity and interaction, and did not treat co-workers with understanding and tolerance.

Another important result is that some teachers do not pay attention to the confidentiality of private information about the people they are in contact with and do not respect their rights as an individual and as a member of the school community. The most commonly expressed unethical behavior in the relationships of teachers with stakeholders comes to the fore as being disrespectful to the parent. In addition to this, unethical behaviors in which the confidentiality of the private information of students and colleagues are neglected are also observed.

It was understood that some teachers failed to protect their personal limits by acting uncontrolled especially in their relationship with the opposite sex, sharing their private knowledge with students in school and social media, establishing excessive sincerity with students and parents.

In educational environments, several unethical behaviors are exhibited by teachers who are far from professional integrity. In this context, it was concluded that professional and pedagogical principles were violated, responsibilities were not fulfilled and behaviors that were not suitable for teaching roles in and outside the school were exhibited in educational institutions.

In the dimension of divergence from professional principles, it was understood that the material dimension of the teaching profession was brought to the forefront, some teachers did not have any concern in terms of professional development, their emotion management and empathy skills were weak, they were engaged in other jobs other than teaching, they did not adopt the profession of teaching and neglected their duties, they exhibited some behaviors not appropriate to public service.

It was understood that some of the tasks and responsibilities required by the teaching profession were not fulfilled in the desired quality and quantity in terms of responsibility. It was concluded that some teachers were not aware of the importance of performing their profession and duties and they were unwilling to perform the role of teaching by ignoring the work in the school.

In Educational environment, teacher behaviors that insult and offend students are about to become more intense and behaviors such as keeping the student at a distance, applying physical violence, indifference to the student and their problems are the most commonly expressed unethical teacher behaviors come to the fore. In this dimension, conditional attention and love, apathy, impatient behaviors far

from understanding the student, some negative behaviors that are discouraging and weaken students' self-confidence, creating a negative sense of self, injuring them physically and psychologically, and damaging human dignity draw attention. Violence usually occurs when there is power asymmetry.

It was seen that exhibiting non-exemplary behaviors in and out of school, not paying attention to their appearance, canting and dirty talking and smoking were the most unethical behaviors of teachers incompatible with the expressed professional integrity.

In line with the results, it may be suggested to put vocational ethics courses in candidate teacher training programs, to have activities with existing teachers where they can be aware of unethical teacher behaviors and the consequences of these behaviors. Based on the incidence of unethical behaviors expressed in this study and their relationship to seniority, studies that will reveal the impact of school culture identify the reasons for exhibiting unethical behaviors and contribute to taking necessary measures to reduce them can be carried out.

REFERENCES

Açıkalın, A. & Özkan, M. (2015). *Bir Öğrenim Çevresi Olarak Okulu Yönetmek*, Ankara: Pegem Akademi

Akan, D., Yıldırım, I., & Yalçın, S. (2013). Mobbing behaviors that applied upward from below to principals. *International Online Journal of Educational Sciences*, *5*(3), 646-659.

Altınkurt, Y., & Yılmaz, K. (2011). Öğretmen adaylarının öğretmenlerin mesleki etik dışı davranışlar ile ilgili görüşleri. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, 1, 113–128.

Aşır, S. (2016). Pisagor'un Adalet Kupası. *Bütün Dünya*, *1*(5), 144-144.

Aybek, B. & Karatas, C. (2016). Öğretmen adaylarının etik ve mesleki etik hakkındaki görüşlerinin incelenmesi. *Journal of Research in Education andTeaching*, *5*(12), 96-108.

Aydın, İ. (2013). *Eğitim ve Öğretimde Etik*. Ankara: Pegem Akademi

Aydın, İ. (2011). *Öğretmenlik Meslek Etiği*. 19.08.2011 tarihinde http://inayetaydin.blogspot. com/2011/09/ogretmenlik-meslek-etigi.html adresinden erişilmiştir.

Barrett, D. E., Casey, J. E., Visser, R. D., & Headley, K. N. (2012). How do teachers make judgments about ethical and unethical behaviors? Toward the development of a code of conduct for teachers. *Teaching and Teacher Education*, *28*(6), 890-898.

Barrett D. E., Headley K. N., Stovall B., & Witte J. (2006). Teachers' Perceptions of the Frequency and Seriousness of Violations of Ethical Standards, *The Journal of Psychology*, *140*(5), 421-433, DOI: 10.3200/JRLP.140.5.421-433

Benninga, J. S. (2013). Resolving ethical issues at school. *Issues in TeacherEducation, 22*(1), 77-88.

Campbell, E. (2003). *The ethical teacher*. Philadelphia: Open University Press.

Coşkun, B & Çelikten, M. (2020). A Review on Professional Ethics in Teaching, *International Journal of Society Researches*, *15*(21), 1-25.

Council on Professional Conduct in Education (CPC). (2018). http://cpc.edb.org.hk/en/code_02.htm#02 adresinden 27.07.2018 tarihinde ulaşılmıştır.

Creswell, J. W. (2016). *Nitel araştırma yöntemleri: Beş yaklaşıma göre nitel araştırma ve araştırma deseni*. (Çev. M.Bütün, S.B. Demir). Ankara: Siyasal Kitabevi.

Çetin, S. K. & Demirkasımoğlu, N. (2015). Öğretmen ve Yöneticilerin Etik ve Etik Dışı Davranışlarının Basına Yansımaları. *Muğla Sıtkı Kocaman Üniversitesi Sosyal Bilimler Dergisi, 34.*

Dilekmen, M. (2011). Student teachers' observations of unfavorable teacher behavior sex hibited in classrooms. *Psychological reports, 108*(1), 45-53.

Dilmen N., (2012). *Pisagor'un Adalet Kupası*. 31.03.19 tarihinde http://www.wikiwand.com/tr/Pisagor%27un_Adalet_Kupas%C4%B1 adresinden erişilmiştir.

Duran, K. (2014). *Okul öncesi öğretmenlerinin mesleki etik davranışları algılama düzeylerinin ve etik ikilemleri çözümlemelerinin incelenmesi*. (Yayımlanmamış yüksek lisans tezi). Hacettepe Üniversitesi/Eğitim Bilimleri Enstitüsü, Ankara.

Erdem, A. R.&Şimşek, S. (2013). Öğretmenlik meslek etiğinin irdelenmesi. *Adıyaman Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 15*, 185-203.

Erdem, A. R.,&Altunsaray, M. (2016). Eğitimde Niteliği Belirleyen Önemli Bir Etken: Eğitim Etiği. *Akademik Sosyal Araştırmalar Dergisi*, *23*, 21-30.

Erdemli, Ö. & Demir, T. G. (2018). Öğretmenlik Meslek Etiği Açısından Hediye Alma: Örnek Olay Ekseninde Değerlendirme. *Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi*, *15*(1), 611-637.

Fisher, R. (2003). Philosophy for children: how philosophical enquiry can foster values education in schools. In *Education for values* (pp. 55-71). Routledge.

Gluchmanova, M. (2015). The importance of ethics in theteaching profession. *Procedia-Social and Behavioral Sciences*, 176, 509-513.

Gözütok, F. D. (1999). Öğretmenlerin etik davranışları. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, *32*(1), 83-99.

Güney, S.,& Mandacı, G. (2009). Makyavelizm ve etik algısı ilişkileri: bankacılık sektöründe bir araştırma. *Hacettepe Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, *27*(2), 83-104.

Infantino, R. & Wilke, R. (2009). Tough choices for teachers: Ethical challenges in today's schools and classrooms. R&L Education.

Karataş, S., Caner, M., Kahyaoğlu, R. B., & Kâhya, S. (2019). Öğretmen adaylarının gözünden etik öğretmen ve öğretmenlik meslek etiği dersi. *Journal of Qualitative Research in Education*, *7*(1), 29-49. doi:10.14689/issn.2148-2624.1.7c1s.2m

Kearney, P., Plax, T. G., Hayes, E. R., & Ivey M. J. (1991). College teacher misbehaviours: What students don't like about what teachers say and do. *Communication Quarterly, 39*(4), 325-340. http://dx.doi.org/10.1080/01463379109369808

Koçyiğit, M.,& Karadağ, E. (2017). Öğretmenlik Mesleği Etik İlkeler Envanteri'nin Geliştirilmesi. *İş Ahlâkı Dergisi, 10*(2), 246-273.

Köse, M. & Demir, E. (2014). Öğretmenlerin rol modelliği hakkında öğrenci görüşleri. *International Journal of Socialand Economic Sciences (IJSES), 4*(1), 08-18.

Kuçuradı, İ. (2015). *Etik* (6.Baskı). Ankara: Türkiye Felsefe Kurumu

Kurtulan, I. (2007). *Özel Eğitim Öğretmenlerinin Mesleki Etik Değerler Açısından Kendilerini Değerlendirmeleri.* (Yayınlanmamış yüksek lisans tezi). Marmara Üniversitesi Eğitim Bilimleri Enstitüsü, İstanbul.

Lewis, R., & Riley, P. (2009). Teacher misbehaviour, In L. J. Saha, & A. G. Dworkin (Eds.), *International Handbook of Research on Teachers and Teaching, Springer International Handbooks of Education*, 21, 417-431. http://dx.doi.org/10.1007/978-0-387-73317-3_27

Lincoln, Y. S., & Guba, E. G. (1986). But is it rigorous? Trustworthiness and authenticity in naturalistic evaluation. *New directions for program evaluation, 30*, 73-84.

Lumpkin, A. (2008). Teachers as role models teaching character and moral virtues. *Journal of Physical Education, Recreation&Dance, 79*(2), 45-50.

Miles, M. B., & Huberman, M. A. (1994). *Qualitative Data Analysis: An Expanded Source book* (2nd ed.). Thousand Oaks, CA.: Sage.

Milli Eğitim Bakanlığı (MEB). (2015). *Eğitimciler için Mesleki Etik İlkeler.* http://ikgm.meb.gov.tr/meb_iys_dosyalar/2016_06/02032141_mesleki_etik_ilkeler.pdf adresinden, 09.07.2018 tarihinde erişilmiştir.

NEA, (2019). *Code of Ethics*. 24.02.19 tarihinde http://www.nea.org/home/30442.htm adresinden erişilmiştir.

Obuz, P. (2009). *Beden eğitimi ve spor öğretmenliği bölümü öğrencilerinin öğretmenlik mesleğiyle ilgili etik olmayan davranışlara ilişkin görüşleri* (Yayınlanmamış yüksek lisans tezi), Çukurova Üniversitesi, Sağlık Bilimleri Enstitüsü, Adana.

Page, D. (2014). Managing serious teacher misbehaviour. School Leadership and Management, *34*(3), 269-283. http://dx.doi.org/10.1080/13632434.2013.849682

Page, D. (2013). Teacher misbehaviour: An analysis of disciplinary orders by the general teaching council for England. British Educational Research Journal, *39*(3), 545-564. http://dx.doi.org/10.1080/01411926.2012.674103

Pelit, E. & Güçer, E. (2005). Ticaret ve turizm meslek dersi öğretmen adaylarının öğretmenlik mesleğiyle ilgili etik

olmayan davranışlara ilişkin algılamaları. *Siyasette ve Yönetimde Etik Sempozyumu*, 18-19.

Sabancı, A., & Yücel, E. (2013). İlköğretim okullarında öğretmen veli ilişkilerinde veliye yönelik psikolojik yıldırma davranışları. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, 28*(2), 348-363.

Sidekli, S. & Aydın, Y. (2016). Ethical climate in elementary education: Positıve/negative examples, *Journal of Education Theory and Practical Research, 2*(3), 16-26.

SOE (2019). *Ethical Principles for Teachers*. 24.02.19 tarihinde http://schoolofeducators.com/2012/06/ethical-principles-for-teachers/00:54'te erişilmiştir.

St. Olaf College. (2019). *The Minnesota Code of Ethics for Teachers*. 24.02.19 tarihinde https://wp.stolaf.edu/education/model-code-of-ethics-for-educators/adresinden erişilmiştir.

Starratt, R. J. (2005). *Building an ethical school: A practical responseto the moral crisis in schools*. Routledge.

TDK.(2019)TürkDilKurumuSözlükleri.20.02.2019tarihinde http://www.tdk.gov.tr/index.php?option=com_gts&arama=gts&guid=TDK.GTS.5c60063c16a145.25212984 adresinden erişilmiştir.

Toprakcı, E., Bozpolat, A. G. E., & Buldur, A. G. S. (2010). Öğretmen davranışlarının kamu meslek etiği ilkelerine uygunluğu. *E-Uluslararası Eğitim Araştırmaları Dergisi, 1*(2), 35-50.

Uğurlu, C. T. (2008). Lise son sınıf öğrencilerinin öğretmenlerinin etik davranışlarına ilişkin algıları. Kastamonu Eğitim Dergisi, *16*(2), 367-378.

Usta, A. (2011). Kuramdan uygulamaya kamu yönetiminde etik ve ahlak. *Kahramanmaraş Sütçü İmam Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi, 1*(2), 39-50.

Weinstein, B. (2017). *Ethics in the Classroom: What You Need to Know.* 24.02.19 tarihinde https://www.education.com/download-pdf/article/32418/adresinden erişilmiştir.

Yıldırım, A. & Şimşek, H. (2006). Sosyal bilimlerde nitel araştırma yöntemleri (Qualitative research methods in socials ciences) Ankara: Seckin Yayınları.

Yıldırım, İ., Akan, D., & Yalçın, S. (2016). Teacher Behavior Unwanted According to Student's Perceptions. *International Education Studies, 9*(11), 1.

Yılmaz, K. & Altınkurt, Y. (2009). Öğretmen adaylarının mesleki etik dışı davranışlar ile ilgili görüşleri. *İş Ahlakı Dergisi, 2*(2), 71-88.

Yılmaz, O. & Misli, Ç. (2017). Pisagor'un Adalet Kupası. *Fizik Dünyası Dergisi,1*(3)1-8