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Teachers' Opinion about Students' Ethics and Values: An Ethnographic Study of the Institute of Education and Research, University of the Punjab

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Abstract:
This ethnographic study is determined to explore the teachers' opinions about students' ethics and values that are practiced during class and within the Institute of Education and Research (IER), University of the Punjab. The population of the study was consisted of teachers of IER. Eight teachers were selected by using purposive sampling technique on the basis of teaching experience and gender. Five teachers had more than ten years teaching experience and three teachers had less than ten years teaching experience including five males and three female teachers. The instrument of the study was semi-structured interview. Interviews were conducted and recorded by researcher herself in the assistance of a facilitator. Data was analyzed by using thematic analysis technique. The findings showed that teachers feel pressure as a single responsible of development the students' good ethics and values without cooperation of the parents, society and even administration of the Institute also less contribute. There is a need of co-operative and holistic environment for effective administration, ideal teaching, and helpful participation of parents that encouraged the student to adopt ideal behavior ethics and values.

Key Words: Teachers' opinion, students' ethics, values., *ideal teaching, ideal behavior*

Introduction

Education is one of the basic needs for the national development and a prosperous society, because it encompasses on all aspect of human life. The educational institutions are highly concerned to develop and improve the values and ethics of individuals, because the values are not innate, it can be learnt and transmit

through interaction and observation (Thornberg & Opus, 2013). However, ethics are broader, and values are narrowed. In all times, ethics and values are associated with education because people think the purpose of education is not only communicating knowledge but also to produce civilized citizens who should be ethically sound to society. Ethics and values play an important role in people's lives, because ethics and values usually develop on the principles that define right and wrong acts. People believe that educational institutions are rooted on societal and religious values and have ability to develop them in new generation (Berkowitz, 2011; Shaukat & Pell, 2015).

Brennan and Teichler (2008) argued that universities have a vital role in this regard because these hold an exalted place in every society. The goal of university education is the development of society. University education also has importance in the sense after completion of university education individuals come in the markets and workplace. Similarly, in 1997 the National Committee of Inquiry into Higher Education, identified the goals of Higher education that was widely accepted in the world are, the major role of university education is to shape a civilized, democratic, inclusive society. For this it motivates the individuals to grow intellectually and develop their capabilities at the highest level of potential throughout their lives. It produced the highly skilled individuals who can achieve their personal commitment and contribute effectively to society (Sivakumar & Sarvalingam, 2010).

Robert and Bullough (2011) added that if any society according to these goals, able to the maximum the intellectual resources of its youth then it can present a fresh look at present educational structure and philosophy and in the society also. Therefore, universities have been seen as a place of morality and higher ethical standards, because of the nature of their business, that of learning, teaching, and spread knowledge. Teachers and administration of universities are expected to encourage and promote ethical behavior and to exhibit such behavior in all of students' actions (Brown & Yakel, 1996). Vinay and Rassak (2015) stated that teachers are one of the factors that directly influence the moral standard and ethical behavior of students. They further said that educational system is a holistic system, where teachers play their role but they need the help of other stakeholders for example, administration, colleagues and parents. Chareonwongsak (2002) also emphasized on the holistic contribution of all stakeholders in the ethics and values

development of the students. There are many factors that are influencing the ethics and values of overall society and especially the new generation. Advance technology has rapidly changed the living style, norms and ethics of societies. Every state over the world tries to cope these challenges, by developing the community into informational society through educational process. This rapid change in education influences the ethical behavior and values of the society. Because the education has more focused on the up-gradation of the educational system and has less emphasis on the social aspect, ethics and values. On the other side, globalization and media especially social media remove barriers among the countries, culture, customs, societies, individuals and their living standards. People, especially young generation rapidly adopt the ethics, norms and even living styles of other societies (Avalos, 2011).

Today's swift change in research and science has a deep influence on societies, education and teaching practices. Teachers focus on the knowledge and research that is essential for the ranking and promotion of their career and their institutions (MacFarlane, 2009). Therefore, the environment of campuses is different from the past. Gibbs (2004) mentioned a crisis that arises in universities in the forms of the lack of coordination between instructions and practice and lack of adequate training of university teacher in social prospective. Now both teachers and students' first priorities are the completion of fast-track programs and semesters. Teachers have no time for student's characterization and students have no time to think about it (Nadelson, 2006). Akareem and Hossain (2016) stated that this change of higher education is alarming. Many wonder, if universities are really develop students to be good citizens, or merely produce the workers who lack an understanding of themselves and their societies (Blimling & Whitt, 1998).

Bennett (2005) stated that evidence of this change can be seen every day on campus, students rushing from class to class and teachers concentrate on theories, formulas, and work site applications, but not about how to transform values into students for being good citizens. Teachers have long hours busy schedule and research burden they have less time to reflect on the larger questions of life that can be developed through mentoring and good relationships between teachers and students. The result of this change shows that students have a lack of understanding about themselves and have no direction in their lives. This may cause of feeble

behavior, ethics and values. It also ignores the purpose of higher education that is produced graduate manpower as good citizens (Blimling & Whitt, 1998).

Some studies emphasized on the role of teachers. These studies showed that in every era teachers are not only responsible to deliver lectures and taking exams but they also stimulate the students by their personalities and practices. They are also responsible to organize, manage, counsel and evaluate the students' work and behavior (Taneri, 2016). Avalos (2011) stated that teachers' commitment and association with their students are very important, who enable the students to achieve cognitive, sensory and ethical development. The administration and other personal of the organization just facilitate the teacher to achieve these objectives (Friere, 1990; Linda & Newsome, 2016).

However, Dika and Singh (2002) explored teachers must have an ability that influence the students to stimulate them in thinking, about their behavior, the purpose of their lives, how they may be a serve the society and country? Teachers are trusted with a task of molding the character of the students. Similarly, Hallinger and Liu (2016) emphasized that in this modern world teacher's role has become more challenging and demanding. Parents have inadequate communication with their wards because of busy lifestyle. They are busy in earning money to secure the future of their children. They have belief that teachers fill this vacuum as an authority figure, friend and guide. They think that teachers represent as a role model for students because they are in a unique position to influence them (Felder & Brent, 2005). Moore (2006) argued that usually, teachers and student have a frequent interaction with one another. This interaction creates an environment of trust which helps to improve moral ethics and values practices. Students feel they belong to university when teachers express their involvement and warmth responding the students with care and affection (Furrer, Skinner & Pitzer, 2014).

Now a days the international literature give attention on the development of ethics. The role of educational institutions (schools, collage, and universities) has been crucial place in this process (Sahinkayasi & Kelleci, 2013). In developed countries New Zi Land, Sweden, Japan, Canada and Australia, etc. consider values education as one of the three 'pillars' of the National Curriculum, the other pillars are skills e.g. thinking, language, participation and subject learning e.g. English, science, etc. (Yildirim, 2009). In recent years, Turkey has been work on values education. It is

emphasized on values and values education, especially in social studies and sciences curricula; also emphasized on hidden curriculum while teaching other courses in primary schools (Gorgut, 2018).

Pakistan also has strong roots of religion, culture and norms. It has ethical rule and values in it's national curriculum but these values and ethics have no core position in curriculum. Therefore, there are no solid practical efforts for the implementation of the curriculum with its true sprit to achieve its objectives and needs (Vazir, 2003). It also appears that values education and ethics has been focused only at primary and secondary levels. However, collage and tertiary education is no concerned about it (Taneri, 2016).

This ethnographic study was undertaken the Institute of Education and Research, which is a largest institute of the University of the Punjab, Lahore, Pakistan. It is a postgraduate institute for the education and training of prospective teachers. It was established in September 1960, with the cooperation of the School of Education, Indiana University, USA. It is the pioneer Institute in Pakistan for advanced studies in the field of Education. It adores the status of being the premier and most prestigious Institute of Education in the country. It has nine sub-departments and 54 permanent Professors, Associate professors, Assistant professors and lecturer and more than 50 visiting faculty. There is large number of students enrolled in all departments of IER (Fact book, University of the Punjab, 2015).

Teachers of IER have a busiest schedule of teaching classes and due to many programs of study (B.Ed. and M.Ed. in Education (morning, evening) M.Phil. in Education (morning, Evening, Weekend), Ph.D. in Education (Regular, Weekend), PGD in Montessori Education. In IER, prospective teachers are studied therefore its teachers focus on the ethical behavior of students. Teachers also face the challenge of globalization, impact of technology, the rapid changes in education and research. This study was determined to explore the views of teachers based the personal experience during teaching in the context of students' ethics and values.

Objectives of Study

The objectives study was:

1. To explore teachers' opinions about students' ethics and values
2. To know teachers' role in improvement of students' ethics, values

3. To identify the challenges faced by teachers concerning students' ethics and values

Research Questions

1. What are the teachers' opinion about students' ethics and values practice?
2. What are the approaches that teachers use to improve students' ethics and values?
3. What are the strategies teachers generally use to resolve students' unethical actions?
4. How administration supports teachers to implement strategies regarding the improvement of students' ethical behaviors?
5. What are the main factors that affect the ethics and values of students?

Research Methodology

This ethnographic study was conducted to explore the opinions of teachers about the ethical behavior and values of students. A purposive sampling technique was used to select the participants on the basis of their teaching experience and gender. The sample was eight teachers. Five male teachers, three of them had more than ten years teaching experience and two teachers had less than ten years teaching experience. They had been given identity numbers P1, P2, P3, P4 and P5. Three female teachers two of them had more than ten years teaching experience and one teacher had less than ten years teaching experience. They had been given identity numbers P6, P7 and P8. Instrument of the study was semi-structured interview. The validity and credibility of the instrument was ensured by taking opinions of three experts and one pilot interview was conducted from one visiting teacher of the IER before conducting the actual interviews with the target sample. Data was collected by the researcher herself, in accompany of one research friend. The interviews were recorded and written with the permission of interviewees and duration of each interview was 30-45 minutes. Data was analyzed by using thematic analysis.

Findings of the Study

The data was thematically analyzed by categories. Codes and then emerged the following themes:

Positive Teacher - Student Relationship

In traditional teaching teachers have important role in learning process. Teachers and students are the most significant elements. In educational system all

planning and strategies are revolving around them because the purpose of education system is to educate the students. A good relationship between teachers and students is essential for the best result. Majority of teachers are agreed that teachers and students' positive interaction on daily basis create a healthy relationship that may help the students to follow and obey their teachers. In this way they may able to distinguish between right and wrong.

> For good relationship, teachers give respect to the students, because this type of teachers' behavior encouraged the students to learn good ethics and values, and this may lead to the change in the students' behavior. Teacher should give incentive and praise when students' show good ethics. (Interviewee, P2)

In this regard interviewee P3 said that sometimes teachers give negative or unethical remarks to students that affect their moral values or sometime teachers make fun of the students' views during class or during overall learning process. This may create a negative behavior among the students and the become rebel and do not follow the rules and laws. They do not contribute in the society. He also emphasized on the teachers give positive and constructive remarks and feedback and influence the students for positive and healthy activities.

> The university students are mature enough and after their higher education they directly introduced in the markets. That's why teachers' take responsibility to build the students' character. A good teacher tries to listen his students' problems and try to solve them and advise them. (Interviewee P6).

Similarly, interviewee P7 argued that teachers-student good relationship encouraged the students to idealize their teachers and make them their role model. She also emphasized on teacher's care and share attitude toward students that promotes the students' ethics and values practices. Interviewee P8 also continued the same impression, students are spiritual sons and daughters of teachers, that's I educate the students about the importance of good company of good people with the help of *Verses of Quran* and *Sunnah* because in good company students learn good ethics and values. Students' may be able to respect elders, teachers and their parents. It creates holistic environment that make strong society and nation.

Development of Ethics and Values through Teaching Various Subjects

The good learning environment encourages the students to learn the curriculum and extra curriculum activities. Ethics and values are part of curriculum. Majority of participants are agreed that the purpose of education is the exchange of information and transform the ethics and values from generation to generation. The minority of participants said that there should be a special subject about ethics and values in early childhood schools but there is no need at university level.

> The University level students have enough knowledge about ethics and values; they need such environment where they can practice it. Teachers may start their lecture with recitation of "ahaades" or moral quotation. (Interviewee P2)

The interviewee P4 argues that experienced teachers individually make efforts to improve the student's ethics. He tries to perform my duty fairly it casts a good effect on the students' mind. He thinks students follow their teachers' actions. Teachers especially less experienced teachers have no strategic plan for the improvement of students' ethics. The Institute should arrange workshops to train teachers about how to improve students' ethics. He also emphasis on educate to students' hearts and heads. Interviewee P6 explored the facts:

> There is no holistic environment of the Institute, I myself make a suitable environment for the learning of good ethics and values. Content becomes more effective with teacher's good behavior and practices. Sometimes teachers don't take responsibility of ethics and even ignore unethical behavior of students and just focus on content. There should be framework for teachers and students regarding ethics and values.

But interviewee P7 opposed the other participants he stated that there is big deterioration of ethics and value. It up to teachers, sometimes they have less emphasis on ethics and values during teaching different courses that's why there is a need of separate subject about ethics and values.

Role of Teachers

Teachers' role is very significant in all learning process even it is learning of information or ethics of society. Interviewee P2 said yes, teachers always have a central position in educational system. He said:

> I spend first five minutes of my lecture in every class for development of ethics and values. Sometimes I narrate any story with moral lesson; sometimes I emphasis the importance of ethics in everyday life.

Similarly, interviewee P3 always tries to create a friendly environment of classroom because students feel comfortable to ask questions and share their problems. This creates confidence in them and develops them in sound personalities.

Interviewee P4 said that he engaged my students in different responsibilities in class. These responsibilities make students more responsible and more ethically strong.

When, I asked which kind of responsibilities? He answered that he never gives all responsibilities to the class representative (CR). He allocates different responsibilities and activities among all class members. For example, nominate any girl or boy to collect and check the given assignments according to the format. In the whole semester, he changed theses duties among different students.

Interviewee P5 added that he showed unconditional kindness for all students this thing encouraged students to respect the teachers. He again said in the corridors or even in the classroom students' talk about teachers' personality and behavior, if teachers do practice good behavior, then most of students must follow their teacher. If students adopt only one of their teachers' good ethics, it is a success of the teacher. He also mentioned that sometimes teachers never think over their actions, in this case if teacher committed any wrong action and it is human nature negative thing attract more that positive things. Here he used a word if 'teacher is a cheater and student is a big cheater'. Interviewee P6 added:

> Teachers must play fair and justice during teaching and evaluation of their students' performance. In IER, a common perception of students about teachers is nepotism. Students think that their teachers prefer their favorite students for co-curricular activities or awarded more marks to them. It raised anger or negative attitude in students, for examples, students backbiting of their teachers, and share negative comments about the teachers. But if teachers provide satisfactory feedback and positive remarks in the class and equally treat all students never, disseminate on gender basis and slow learner high learner basis.

Interviewee P8 said teachers' sound personality is more effective and powerful to influence the students' hearts and head. If students are ready to follow their teachers, it is a big achievement of the teachers. She again said that now a days students only want good grades and degree for this sake they behave well during semester in the class and outside the class and even good comments on the teachers' face book timeline and these are common practice among students often her colleagues share their such type of experiences. But after semester they never show their concern with teachers as they did during semester.it shows a weak relationship of teacher and students, that is not good especially for ideal environment of development of ethics and values.

Co-Curricular Activities for the Strengthen of the Students' Ethics and Values

All interviewees emphasized on the co-curricular activities for strengthen the students' ethics and values.

> Parents give academic freedom to their children in selection of field of their interest. Then students show serious attitude towards their studies, which may lead to the improvement of their behavior and ultimately, they will be good citizens of the society. (Interviewee P1)

Interviewee P3 said that teachers are already donning individuals who effort regarding ethics and values of students, no doubt it is effective but at lower level or individual level. He further stated if collective efforts make by institute under the theme of "ethics" this will cast a vast impact on students' awareness and students' willingness for practice of good ethics and values in their lives.

Similarly, P4 discussed that there is no need to arrange a separate activity for the improvement of ethics and values. Teachers by themselves or the administration of the institute can announce the name of week for example week of honesty, week of kindness, week of sharing etc., teachers, students and all other workers of the institute follow the theme of the week. It may help in this regard. He also emphasized:

> Our institute is preparing the future teachers; therefore, it focuses consciously by making strong planning to improve the students' ethics, values and personalities more than other departments of the University (Interviewee P4).

Administrative Support for Implementation of Policies

Role of administration is very important in the implementation of polices. Administration always gives direction to the subordinate and makes the suitable environment for the implementation of policies and support the subordinate in making decision according to it.

Interviewees PI and P2 were dissatisfied in this regard they said that they reported "cases about students' unethical behavior and cheating in exam. Administration referred to the disciplinary committee, but they made no decision about it that's why now, they and their colleagues handle such case by themselves and in some low tendency cases they ignore them. Interviewee P2 added that there is no serious effort about ethics and values, sometimes in meetings administration talk about the improvements of ethics of students or some disciplinary ethics are mentioned in the prospectuses. But there is no documented code of ethics of students.

Interviewee P3 told that there is a lack of co-operation of administration and teachers for the improvements of students' ethics. Further P4 and P5 said "administration only gives instructions to the teachers but no practical effort for the implementation of any strategies".

> The institute needs an effective administration. Administration of the institute sometimes overlooks problem and issues related to students and teachers' values and ethics. (Interviewee P6)

All participants agree that there is no active body that do continuous efforts or planning for the improvement of students' ethics or may help to arrange some activities for this purpose.

Discussion

This study was conducted to explore teachers' opinions about the students' ethics and values practice at IER, University of the Punjab. The findings of the study identified many factors and issues that may cause the decline of ethics and values of students. It also identified the importance of the teachers, parents and the administration of the institute in this concern. According to Berkowit (2011) there is no single factor that contribute in the development of the students' character but there are many, alike effective relationship of teacher- students, effective leadership, effective co-operation between leadership and teachers and parents involvement are not only to the provision of education to their children but their involvement also required for the developments of their children' sound personality.

Philosophers and intellectuals throughout the history have considered that education is inherently ethical practice. They philosophically and empirically demonstrate that education has certain assumptions in implicitly and explicitly about what is good and right, and about what is good and right end of education. Teachers may make a deliberate effort to teach or transmit these moral standards through the curricula. The empirical aspect of education is the significant ethical and moral nature of all educational activities (Inlay, 2003).

Majority of interviewees are agreed that teachers are the role model for students. The sound personality of teachers may help the students to develop their ethics and values. They also assist the students in the improvement of ethics with the help of teaching, positive relationship with them. The results of previous research studies emphasized that teachers must have an ability to influence the students' heads and hearts to stimulate the thinking and act upon it by their will. Similarly, Ene and Barna (2014) argued that character development usually begins with caring, sharing and trustworthy relationship. Teachers educate the students for the importance of selecting a good company with the help of excellent examples (Sachar, 2015)

Aristotelian philosophy and the neuroscientists of recent time emphasis on the effective learning and emotional development of young generation because of today's uncertainty in relation, and that the best learning therefore is most likely to occur in the atmosphere characterized by positive relationships of trust and care, good behavior and the degree of calm and order that these environmental facets bring with them. Every educational organization has their own strategies for the improvements of the students' ethics and values (Chowdhury, 2016).

All participants are agreed that the administration of the institute formulates such policies that help and support teachers to improve students' ethics. They said that only teachers can individual efforts but for effective and long term results the administration involvement is essential. Because an effective administration can control the different factors that influence in this regard. Cherkowski, Walker and Kutsyuruba (2015) support the findings in these words, it is well approved in research studies that the educational management plays a responsible role of agent to establish a supportive and co-operative environment where all internal and outer clients of the school or college. If management only formulates policies but does not create a favorable environment or enable to co-operate with other employees, then it fails to

get results of the policies as it expected. The effective relationship strengthens employees' commitment, development, and confidence. This healthy relationship ultimately encouraged the good behavior, decreased the unexpected actions, (Draper & McMichael, 2003). Gold, Evans, Earley, Halpin, and Collarbone (2003) added that Administrators, who take their role seriously and proactive in their attitude to promote and develop the learning process including building the positive personalities of students and professional learning communities in organizations.

Vast majority of participants also said that there is no need of separate subject about ethics and value at university level because university students are mature enough, they can learn effectively if provide them a suitable environment. According to Moore (2006) the education is a value loaded element in the lives of people. He argued that every teacher of different subject can't be value neutral. The subject specialist when select, contents, materials, methods etc. s/he is transmitting values. Vugeler (2001) also contend that education for character building can be best accomplished through and integrated approach, it should be cross curricula. Indeed, based on the nature of the subject, all subjects may not have similar potential to affect character or value development. For example, values may be better fostered by social science or literature than some other subjects (Lickona, 1993).

Conclusion and Recommendation

In this era every person is worried about the decline of ethics and value especially in the new generation. The primary aim of this study was to explore the teachers' opinions about students' ethics and values practices in an Educational Institute. The study reveals that Education becomes merely a demand for getting good job and for the survival in the society. The impact of globalization, advance technology and media war disturb the overall cultural, ethical and religious values. Students gradually adopt the same environment that is given to them. All pressure comes to the educational institute and especially on teachers. Administration and teachers' co-operation raise a suitable environment of the Institute. This cooperation gives confidence to the teachers to implement the strategies and rules for the improvement of students' ethics and values. Teachers' role is very important in the development of the overall students' personality and character. Mostly students idealized their teachers as a role model, and they want to follow them in their professional life. Teachers' personality must be sound ethically he must be behaved

ethically. A positive teacher- student relationship leads to the comfortable atmosphere of the class and institute in which teachers and students can care, share, respect and kindness for everyone. Teachers have a close observation on the students' activities, they can help and counseling them in gets rid of bad habits and do good. The institute formulates code of ethics and makes sure the implementation of them. They arrange seminars and workshops under the theme of ethics. Administration of Institute creates a holistic atmosphere and also arranges training workshops to enhance the personalities of the teachers. So, conclusively a high level of environment of Institute, ethically sound personalities of teachers and positive teacher-student relationship are very much required to form a good character of students.

Overall, the findings of the study showed that the ethics and value development is essential for students, especially the students of universities. After completion of their university degree, they directly engaged in the markets, organizations, as professionals. The Institute may formulate strategies to help teachers for the development of students' sound personalities, to create a positive and constructive teacher-student's relationship to teach the heads and hearts of the students. For this, there is a need of holistic and co-operative environment in which administration, teachers, and parents are involved and make sure to put their effort in one direction.

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