

Opinions of Social Studies Teachers About Ethics in Educational Administration

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Abstract

It is thought that examining teachers' views on ethics will help determine the ethical behaviours they expect from administrators. In this context, it is assumed that social studies teachers who teach values education have more obligations in raising future generations within the framework of ethical values. The aim of this study is to examine the opinions of social studies teachers regarding the concept of ethics in educational administration and to determine the ethical behaviours they expect from educational administrators. The instruments employed for the aggregation of data are in the form of interview questions, comprising open-ended inquiries that have been developed by the authors and subsequently refined by academics who are authorities in the domain of educational management and supervision. The data was collected from interviews with 25 social studies teachers working in public schools in Manisa province in the 2022-2023 academic year. The average interview duration was calculated as 20 minutes. As a result of these interviews, it was determined that their ethical perceptions of administrators were at a high level, and they believed that promoting ethical practices in educational institutions would have positive outcomes for all stakeholders.

Keywords: ethics, social studies, educational administration, teacher opinions


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Introduction

Özalp (2010) asserts that the combination of efforts and resources is imperative for the achievement of personal objectives. The human condition is such that living in communities is a fundamental aspect of existence, and this necessitates the establishment of order, the creation of rules for this purpose, and the adherence to these rules. This dynamic has given rise to the evolution of management as an institution over time (Dalay, 2013). The concept of management is also influenced by societal values. These values, in turn, determine the objectives, goals, and standards of the organisation. Values such as diligence, responsibility, equality, trust, respect, self-confidence, honesty, love, and security also regulate organisational life (Şişman, 2002). Of these, ethical values are of particular significance. Public administration ethics, as posited by Eryılmaz (2008), underscores the necessity for public employees to adhere to these values. The efficiency of management in public administration cannot be ensured solely by legal regulations. Public administration ethics signifies that public officials perform their actions with reference to ethical values. While the external behaviour of public officials is determined and controlled by laws, their internal behaviour is managed and controlled by ethical principles (Cooper et al, 1998). The concept of ethics is considered in a hierarchical structure, comprising "individual ethics," "professional ethics," "organizational ethics," and "social ethics" (Shafritz & Russell, 2005).

During educational activities, the inadequacy of rules in resolving encountered problems has given rise to certain dilemmas (Jones, 2004). School administrators are instrumental in resolving these dilemmas. To this end, it is imperative that school administrators possess the capacity to discern between good and bad, or right and wrong, drawing upon their moral values, knowledge, and intuition (Denig & Quinn, 2001). It is imperative that these administrators have a profound internalisation of ethical principles (Aydın, 2001). The extent to which a manager is familiar with ethical values and principles is directly proportional to the success with which they can implement these principles in their daily decisions and management practices (Maesschalck, 2004). The level of ethical development is critical for a manager to adopt a fair, honest, and responsible management style (Maesschalck, 2004). When confronted with conflicting ethical principles, the manager must be able to articulate each principle, consider their justifications, determine priorities, and make decisions based on these priorities (Strike et al, 2005). Calabrese (1989) further delineates the ethical principles that educational administrators are obliged to consider:

- “Avoiding discriminatory behaviour,
- Recognising effective teaching as a duty,
- Building the school community,
- Balancing the rights of groups within the school community,
- Understanding that decisions demanded by the majority are not always the right ones,
- Knowing that moral courage is an important part of the administrator's role.”

In the 2005 publication, High presents a comprehensive list of principles that educational administrators should possess in the face of dilemmas. These principles include critical thinking,

encouraging others, tolerance and respect, effective communication, humility, truthfulness, honesty, self-criticism, trustworthiness, courage, doing what is most beneficial for students, flexibility, determination, open-mindedness, valuing different opinions, being an exemplary leader, sincerity, listening to others, taking responsibility, sensitivity to needs, respect for socio-cultural differences, providing a safe educational environment, having vision, valuing people, not harming others, compassion, and acting in accordance with the law.

In Türkiye, the Ministry of National Education has established the ethical principles to be implemented during the execution of education and training activities. This has been formalised through the circular "Professional Ethical Principles for Educators" dated 24.06.2015 and numbered 2015/21. These principles encompass the efficient and frugal utilisation of school budgets, non-discrimination, communication with parents, equality, impartiality, and merit for teachers, with the overarching objective being to ensure a conducive environment for education and training (MNE, 2015).

As a social system, the function of schools extends beyond the mere delivery of educational activities. They also function as cultural hubs, where diverse groups coexist and interactions between them are accentuated (Celkan, 2018). In this environment, the education administrator is recognised as a pivotal figure in cultivating a positive school climate (Toğa & Özmuşul, 2022). Social studies teachers, who play a pivotal role in shaping the ethical values of future generations by instructing "Values Education" courses within the schools in which they are employed, are considered to be one of the most effective channels for the dissemination of ethical values. This study was conducted to reveal the thoughts of social studies teachers on ethics and their views on the ethical practices of educational administrators. The central research question guiding this study is: "What are the views of social studies teachers on ethics in educational administration?" The sub-research questions of the study are:

1. What are the opinions of social studies teachers about the concept of ethics?
2. What are the opinions of social studies teachers about the 'Ethics Contract of Public Officials'?
3. What are the opinions of social studies teachers about the 'Ethical Principles for Education and Training Service Providers'?
4. What are the opinions of social studies teachers about the ethical behaviours of school administrators?
5. What are the opinions of social studies teachers about the ethical principles that school administrators should have?
6. What are the opinions of social studies teachers about the contributions of managing educational institutions with ethical principles to the institution?

Method

The research design employed is that of a case study, which is considered to be one of the qualitative research methods. The objective of a case study is to explore, analyse, and interpret a situation, phenomenon, or person in its unique environment (Paker, 2015). In this particular instance, the focus is on the perspectives of social studies educators concerning ethical considerations in the context of educational administration.

Participatory group

The research was conducted in secondary schools in the city centre of Manisa during the 2022-2023 academic year. It was determined that a total of 95 social studies teachers were working in the city centre during this academic year. Of these, 25 social studies teachers working in ten schools selected by the simple random sampling method constituted the study group of the research. The teachers participated in the study voluntarily. The study revealed that 11 of the participants were female, while 14 were male. The seniority of the participants was as follows: one participant had 0-5 years of seniority, three had 6-10 years of seniority, ten had 11-15 years of seniority, and eleven had 16 or more years of seniority (see Table 1).

Table 1. Experience and gender status of social studies teachers

Gender of teachers	f	%	Experience of teachers	f	%
Female	14	56	0-5 years	1	4
			6-10 years	3	12
Male	11	44	11-15 years	10	40
			16+ years	11	44

Data collection tools

In the research study, interview questions developed by the researcher were utilised as the data collection instrument. The open-ended questions, which were incorporated into the semi-structured interview form, were prepared using existing literature on the subject. However, these questions were subsequently revised based on the opinions of two academics: one specialising in educational management and supervision, and the other having publications in the field of qualitative research methods. The open-ended nature of the questions was intended to facilitate the participants' articulation of their feelings, thoughts, and experiences in depth (Patton, 2014). Initially, twenty questions were determined to assess the ethical perceptions of social studies teachers; however, following the pilot study, the number of questions was reduced to six. The purpose of the interview was to enable participants to present their detailed opinions on the subject.

Participants were visited at their schools, and one-to-one interviews lasting approximately 20 minutes were conducted. Prior to commencing the interviews, the participants were provided with a comprehensive information sheet outlining the study's objectives, and their voluntary participation in the study was formally documented by their signature on a consent form. The interviewers posed open-ended questions, such as "What keywords come to mind regarding the concept of ethics?" and "What should be the ethical principles of a school administrator who is expected to be both a good manager and a good leader in the contemporary education system?" The participants then completed the forms together. Once completed, the forms were read back to the participants, and their approval was obtained once more.

Analysis of data, validity and reliability

The data were subjected to content analysis. In content analysis, the content of the participants' opinions is systematically separated and the data that are similar to each other and found to be related to each other are interpreted by bringing them together within the framework of certain themes (Merriam & Greiner, 2019).

The process of content analysis entails the meticulous scanning and examination of repetitive expressions within a given text. In this process, an inductive analysis was performed, whereby the codes and categories obtained from the data were revealed (Patton, 2014). The collected data were analysed in four stages: a) coding the data, b) finding codes, categories and themes, c) organising codes, categories and themes, d) defining and interpreting the findings (Miles & Huberman, 1994). The analysis yielded a total of 152 codes, which were derived from the data collected during the study. These codes were then organised into 13 distinct categories. As Streubert and Carpenter (2011) point out, the expert review is important in determining the presence of inadequate coding, incorrect categorisation, and themes that are incompatible with the content and problem situation of the research. For this reason, the opinions of two experts were sought during the coding stage.

It is important to note that the nature of qualitative research methods is not based on statistical or empirical calculations (Brink, 1991). Guba and Lincoln (1982) developed four different criteria to increase validity in qualitative research: credibility, reliability, confirmability, and transferability. In order to ensure credibility in the research, interview durations were kept long. This approach facilitated the establishment of in-depth communication, thereby contributing to the credibility of the research. While long-term interaction enriches the content and scope of the research, continuous observation adds depth to it (Lincoln and Guba, 1985; Patton, 2014). In this study, a verbatim transcript of the participant views is included in the findings section.

The interview forms were completed in conjunction with the participants, and their consent was obtained prior to the commencement of the interview. The interview forms were revised in accordance with the demands of the participants. It is acknowledged that the provision of consent on the part of the participants engenders a greater degree of comprehensibility with regard to their words or actions (Merriam, 2013). In order to ensure transferability, social studies teachers who are experts in their fields and who have accumulated significant professional experience were selected for the sample. The professional experiences of the teachers are presented in a table under the title of 'Participatory Group'. The quality of the data is contingent on the competence of the participants; sufficient data can be obtained from a relatively small number of participants (Morse, 2000; Patton, 2014).

To ensure reliability, a comprehensive literature review was conducted prior to the commencement of the study, and a peer review was undertaken by having a researcher analyse the process and results. The purpose of the latter is to eliminate criticisms of subjectivity in the analysis process (Guba & Lincoln, 1985; Silverman, 2013). Although participants were requested to provide detailed notes during the interviews, audio and video recordings were not possible due to the Manisa Provincial Directorate of National Education's refusal to grant permission. Participants were observed closely, and meticulous notes were taken. In order to ensure the reliability of qualitative studies, researchers focus on the accuracy of observation. "The maintenance of comprehensive records", "the provision of precise information", "the examination of the interview records by the participants", and "the integration of these statements into the study report" increase reliability (Büyükoztürk et al., 2018). The maintenance of detailed records is instrumental in fostering objectivity and ensuring the diversification of data. It is generally accepted that the validity of research can be increased by utilising theoretical data, researchers' experiences and interview

notes, in short, multiple data sources (Patton, 2014; Stake, 1995). The names of the participants were kept confidential, and participants were randomly assigned representative codes (T1, T2, T3, ..., T25).

Findings

Teachers' views on the concept of ethics

The participant teachers' views on the concept of "ethics" were classified under three categories. These categories are as follows: individual ethical values, social ethical values and professional ethical values. Within the category of individual ethical values, the majority of participants (19) employed the concept of "morality". This was followed by "honesty and integrity" (8) and "respect, love and decency" (5). In the category of social ethical values, "body of rules" (8) and "social values" (4) emerged as the most prevalent codes, while in the category of professional ethics, "being justice" (5) and "objectivity and impartiality" (4) were the most frequently cited codes. The frequency values of the categories in this theme, along with participant information, are presented in Table 2.

Table 2. Social studies teachers' views on the concept of ethics

Category	Codes (frequency)	%	Participant
Individual ethical values	Morality (19)	76	T2, T3, T5, T6, T8, T9, T11, T13, T14, T15, T16, T17, T18, T19, T20, T22, T23, T24, T25
	Honesty and integrity (8)	32	T1, T2, T4, T5, T6, T13, T16, T23
	Respect, love, decency (5)	20	T5, T6, T14, T18, T20
	Spirituality, servant's right (2)	8	T5, T17,
	Tolerance (2)	8	T17, T5
	Honor, self-esteem (1)	4	T24
	Characterful behaviour (1)	4	T25
Social ethical values	Body of rules (8)	32	T1, T2, T4, T5, T6, T13, T16, T23
	Social values (4)	16	T8, T9, T17, T19
	Equality (2)	8	T4, T10
	Appropriate behaviours (2)	8	T20, T25
	Respect for human rights (1)	4	T5
	Reciprocity (1)	4	T13
	Universality (1)	4	T11
	Human relations (1)	4	T6
	Accepted behaviours (1)	4	T1
Professional ethical values	Being justice (5)	20	T2, T4, T7, T10, T12
	Objectivity and impartiality (4)	16	T8, T9, T17, T19
	Layout (2)	8	T6, T14
	Responsibility (1)	4	T5
	Professional ethics (1)	4	T22
	Principle, criterion (1)	4	T1
	Accepted behaviours (1)	4	T22
	Scientific behaviour (1)	4	T23

In order to learn the general perceptions of the participants about the subject of "ethics", they were asked what the keywords that came to their mind regarding the subject of ethics were, and some of the answers received are shown below:

"Principle, rule, criterion" (T1),

"Honesty, morality, keeping your word, etc." (T3).

"Objectivity, impartiality, fairness" (T7).

"Justice, equality, equal opportunity" (T10).

"Ethics is moral philosophy, a sub-branch of philosophy, just like ontology, politics, epistemology. It is a misused concept in Turkish. It should be replaced by the French moral or morality. As Sartre's statement and Dostoevsky's statement, it is not possible to justify the concept of morality where there is no God. It is meaningful if God exists" (T15).

"First of all, it evokes the words morality, then truthfulness, respect and appropriate behaviour" (T20).

"Behaving scientifically, morally, in accordance with the rules" (T23).

Although concepts related to ethics are mostly mentioned, it is seen that the perception of ethics has been expanded by adding many different concepts.

Teachers' views on the public officials ethics agreement

Participant social studies teachers' views on the Public Ethics Charter constituted another theme. Most of the participants had an idea about this agreement. In the first subcategory, there were four teachers each who said, "I was notified, I have information" and "it is useful and necessary", while "impartiality", "compliance with the law", "equality of opportunity", "morality and virtue," "the content is appropriate" and "there are problems in implementation" were used by two teachers each. The answers "not seeking personal gain", "transparency", "voluntariness", "sincere behaviour", "lack of equality before the law", "not accepting gifts" and "rules that public officials should follow" were used by one teacher each. A total of (7) teachers stated that they did not have any information about the Convention by saying "I do not remember" and "I have no information".

Table 3. Social studies teachers' opinions on the ethics charter for public officials

Catagory	Codes (frequency)	%	Participant
Informed	Useful and necessary (4)	16	T7, T8, T17, T14
	I have information (4)	16	T6, T10, T14, T25
	Neutrality (2)	8	T20, T22
	Compliance with law (2)	8	T5, T21
	Equal opportunity (2)	8	T5, T21
	Morality and virtue (2)	8	T2, T15
	Content is appropriate (2)	8	T8, T9
	Problems in implementation (2)	8	T6, T9
	No personal interest (1)	4	T21

	Disclosure (1)	4	T21
	Volunteering (1)	4	T18
	Lack of equality before the law (1)	4	T15
	Not accepting gifts (1)	4	T5
	Rules that public officials must follow (1)	4	T23
Uninformed	Don't remember (5)	20	T4, T11, T12, T16, T24
	No information (2)	8	T13, T19

Teacher opinions on this theme are as follows:

"The ethics contract for public officials covers the rules and principles that all public personnel will follow while providing service. The ethics contract should be at the disposal of every civil servant, and they should comply with these principles and rules while providing service." (T1).

"It is important in terms of providing permanent and healthy communication between employees and other members of the society and making a contribution that unites rather than separates" (T3).

"The teacher should approach all students with equality and justice, it is not right to accept gifts from students and parents" (T5).

"It is appropriate in terms of content, but it raises doubts about whether it is applied in practice" (T9).

"I remember the oath, I don't remember the contract" (T11).

"I do not have detailed information about the content of the contract. But what I know in general terms is that the content of the contract should be enriched" (T13).

"The ethics contract for public officials is very necessary as public service is above all kinds of private interests, public officials should act transparently, honestly, in accordance with the rules of law, and in accordance with equal opportunity while serving the public" (T21).

"It is a contract that public employees sign when they start working. I think that as we move up the hierarchy from the bottom to the top, I think that the necessary importance is not shown in the implementation of these contract articles" (T25).

It has been observed that the "Public Servants Ethical Agreement", which shows the ethical rules that all civil servants undertake to comply with when starting their duties, is not known by some teachers, and although most teachers claim to know the agreement, they do not touch on the essence of the agreement by talking about it in general terms. A limited number of teachers made satisfactory explanations about the rules in the ethical contract.

Social studies teachers' views on ethical principles for education and training service providers

Social studies teachers' opinions about the "Ethical Principles for Those Providing Education and Training Services" attached to the circular of the Ministry of National Education No. 2015/21 formed two subcategories. The first subcategory consisted of those who stated that they had knowledge. Accordingly, the teachers participating in the study expressed that this agreement is necessary. Eight participants stated

that they had no knowledge about the related agreement.

Table 4. Ethical principles for education and training service providers

Category	Codes (frequency)	%	Participant
Informed	Required (4)	16	T1, T7, T8, T15
	Being a role model (4)	16	T2, T5, T17, T21
	Equal opportunity (3)	12	T3, T10, T21
	Important, should be adopted (3)	12	T5, T8, T20
	By document, by law (3)	12	T9, T15, T18
	Impartiality, fairness (3)	12	T10, T21, T22
	Being tolerant and inclusive (3)	12	T10, T21, T22
	Must be internalized (2)	8	T9, T18
	Honesty (1)	4	T11
	Cooperation (1)	4	T11
	Patriotism (1)	4	T11
	Must be the law (1)	4	T12
	Difficult to implement (1)	4	T1
	Content, not form (1)	4	T1
	Not applied to teachers (1)	4	T23
	Teachers are not productive (1)	4	T25
Uninformed	I'm just notified (5)	20	T4, T14, T24, T10, T16
	No information (3)	12	T13, T17, T19

Some of the teachers' views on this theme are as follows:

"The ethical principles determined by the Ministry are very appropriate, a well-thought framework. However, the practical dimension of this work is to be an example, to reflect these characteristics. It is extremely difficult to be a real example. This causes our community to "pretend". More attention should be paid to quality and content rather than quantity, shape and schema. The social media is disrupting this work" (T1).

"An educator should set an example not only inside the school but also outside the school. Unfortunately, inconsistencies arise when it is seen only as a job. Laws and regulations alone are not enough" (T5).

"There are problems not with the education service providers, but with the students. Those who receive education and training services do not comply with any of the ethical principles; they do not apply them" (T6).

"Administrators, teachers and parents should be aware of these principles. I was not aware of the existence of these principles. It was very good that I learned. I believe that it will be very useful in terms of solving behavioural problems and that education will be healthier" (T7).

"This is the first time I've heard about it. These are the behaviours I have actually practiced. I exhibit behaviours such as non-discrimination, acting justly, being tolerant and inclusive, and providing equal opportunities. I pay attention to approach students according to their psychological states" (T10).

"I believe that educational areas are the most sensitive medium for the implementation of ethical values within the scope of being both the mirror of the society and the places where its dough is kneaded" (T20).

"I was informed about it now as an official letter. I have knowledge about the concepts, and I apply them as much as I can. I have repeatedly witnessed that not all of them are applied in the conditions of the country. I found it utopian." (T24)

"Most of them do nothing to improve themselves beyond the education they received at university. They think that I should be given a task, I should work less. They behave at school according to their personal views and attitudes, not as they should. There is reluctance. In my opinion, due to reasons such as not being respected, lack of space, time, tools and equipment, lack of material satisfaction, students' idleness, and the fact that efforts are often wasted, there is no efficiency other than 'doing one's duty'. Teachers' area of authority is narrow and ineffective." (T25).

It has been understood that the ethical principles determined by the Ministry of National Education are not known to some teachers, and although some teachers stated that they are familiar with them, it is not possible to go into detail about the principles by mentioning them in general. Many teachers accept the rules they have to follow at school or the qualifications to be a good teacher as ethical principles and find it appropriate to express their problems with the school administration and their teacher colleagues under this heading.

Social studies teachers' views on whether school administrators have ethical principles

When the opinions of social studies teachers about the ethical behaviour and ethical principles of school administrators were examined, two categories were identified. These categories were determined as "Positive" and "Negative". Almost all of the teachers (21) stated that they saw positive ethical behaviour from administrators. Participating teachers explained these behaviours with the concepts of "ethical, fair, respectful behaviour, conscientious responsibility, humanity, sensitivity, comfortable and peaceful environment, tolerance". Although teachers stated that they generally perceived positive ethical behaviour, they avoided making any statements. Four teachers who stated that they had experienced negative ethical behaviour from administrators used the following expressions: "Incompetence, I witnessed unethical statements, I witnessed unethical behaviour and Depending on the situation."

Table 5. Ethical behaviour of managers

Category	Codes (frequency)	%	Participant
Positive	Ethics (2)	8	T2, T22
	Fair (1)	4	T2
	Respectful behaviour (1)	4	T2
	Conscientious responsibility (1)	4	T5
	Humanity (1)	4	T13
	Sensitivity (1)	4	T15
	Comfortable peaceful environment (1)	4	T18
	Tolerance (1)	4	T20
Negative	Incompetence (1)	4	T9
	I witnessed unethical statements (1)	4	T23
	I witnessed unethical behaviours (1)	4	T25
	Depending on the situation (1)	4	T24

Some of the teachers' opinions about this matter:

"They certainly demonstrate fair, ethical and respectful behaviour in their social lives." (T2),

"In addition to their legal duties, our administrators act with the feeling and thought of conscientious responsibility in relations with both staff and students." (T5).

"I think it varies depending on the subject and event. I believe that ethical behaviour should be a priority when it comes to merit." (T9).

"I am a witness that, in general, they are acting ethically along with their legal duties. "I think the tolerance shown to a mother whose child is sick is ethical." (T20).

"They act ethically depending on the situation" (T23).

"Although I have not witnessed many such situations in general, I have especially witnessed unethical discourses" (T24).

"It varies greatly depending on both person and time. Over time, I see and experience that very few of the administrators I have encountered behave ethically outside the institution. I think that they do not internalize ethical principles and sometimes do not behave as they should in the institution. "I think that as long as people are well-educated and grow up and study in a democratic environment, they behave in accordance with ethical principles" (T25).

Although it is generally stated that the administrative staff acts in line with ethical principles, there are also teachers who claim to have witnessed unethical behaviour. Teachers avoided providing detailed information about these behaviours.

Social studies teachers' views on the ethical principles of school administrators

In relation to this category, the participant teachers were asked to provide their opinions on what they considered to be the ethical principles that the administrator should adhere to. A substantial proportion of the responses comprised classical ethical principles, which were regarded as a subcategory. The majority of the participants (15) answered 'being equal, impartial, objective' and the concepts of 'fair administration' and 'being fair' were also preferred by 15 teachers. In the following list of answers, the terms 'transparency' and 'tolerance and understanding' were used on six occasions, while 'kind, measured, respectful' was used on four occasions. The terms 'honesty', 'positive communicator', and 'respectful to differences' were used on three occasions each, and 'role model', 'meritorious', 'observing the benefit of society', and 'decisive' were each used on two occasions. The codes consisting of answers that are encountered infrequently in the context of ethics were collated in a sub-category as new ideas. The following codes were utilised on three occasions each: 'providing a healthy working environment' and 'unifying and organising activities'. The code 'democratic behaviour' was employed on two occasions, while 'should know his/her staff', 'should follow and supervise his/her duties', 'positive discrimination for good employees', 'locomotive', 'visionary' and 'well educated' were each used on a single occasion.

Table 6. Opinions of social studies teachers about the ethical principles that should be present in school administrators.

Category	Codes (frequency)	%	Participant
Classical ethical principles	Being objective (15)	60	T1, T2, T6, T7, T9, T10, T11, T12, T15, T16, T17, T18, T19, T20, T21
	Fair governance (15)	60	T1, T2, T7, T8, T9, T11, T12, T14, T15, T16, T17, T20, T23, T24, T25
	Transparency (6)	24	T1, T8, T9, T11, T17, T18
	Tolerant (6)	24	T3, T5, T17, T18, T19, T25
	Respectful (4)	16	T13, T14, T19, T21
	Honesty (3)	12	T1, T11, T15
	Positive communicator (3)	12	T5, T7, T17
	Accepting differences (3)	12	T3, T5, T7
	Role model (2)	8	T2, T19
	Promoting the public interest (2)	8	T21, T22
	Meritorious (2)	8	T15, T25
	Should motivate (2)	8	T8, T25
	Keeping distance (2)	8	T7, T25
	Bold (2)	8	T1, T25
	Empath (1)	4	T10, T14
	Valuing labor (1)	4	T20
	Smiling (1)	4	T17
	Not being authoritarian (1)	4	T10
	Non-prejudice (1)	4	T10
	Reliable (1)	4	T8
	Must be accessible (1)	4	T 6
	Flexible (1)	4	T5
New ideas	Provide a good working environment (4)	16	T4, T11, T12, T23
	Unifier, event organizer (3)	12	T4, T7, T11
	Democratic behaviour (2)	8	T3, T18
	Get to know the staff (1)	4	T13
	Following the assignment (1)	4	T8
	Practicing positive discrimination (1)	4	T1
	Locomotive (1)	4	T24
	Visionary (1)	4	T24
	Well educated (1)	4	T25

Sample answers related to this theme are as follows:

"It should be fair, transparent, fairness should be at the forefront, honest and decisive, equal approach but fair management. It should ensure that everyone benefits from the same opportunities. However, employees who make serious sacrifices should be subjected to positive discrimination." (T1).

"It is necessary to behave ethically both at school and outside, in social life, and to behave in accordance with the norms of morality (decency, decency, equality, justice) in society." (T2).

"They should ensure the participation of stakeholders at all stages of education and training activities, give a chance to different ideas and thoughts, pay attention to democratic principles when making decisions, and be an administrator, not a manager." (T3).

"Unity and solidarity should be ensured by organizing cultural, artistic and sportive activities. Respect differences and show it concretely. They should be fair and objective. They should have communication skills and be able to set the right distance." (T7).

"The school administrator should be fair and impartial towards all colleagues in the school and provide a good environment for his/her employees." (T12).

"Fair management, valuing labor and self-sacrifice, managing the dynamics of groups impartially and without discrimination. Distribution of tasks without discrimination of political views, race, sect, union." (T20).

"They should be just, fair, have a vision, and drag the school like a locomotive." (T24).

"They should be fair, well-intentioned, come to the position on merit, work in education for a certain period of time and then move to the administrative staff, be on the teacher's side and keep an invisible distance between the teacher and the teacher, do not take the events and personal comments about the events out of the administration, adopt the school as their home, motivate, defend the truth and the truth, have positive intentions, be patient, understanding, brave, and improve the quality of service" (T25).

When teachers were asked about the types of ethical behaviour that school administrators should have, it was observed that they were very willing to answer. Social studies teachers listed the behaviours they expected from the ideal school and ideal school administrators.

Contributions of ethical practices to the institution according to the opinions of social studies teachers

The social studies teachers participating in the study were asked about the contributions that the implementation of ethical principles would provide to their institutions. Following the analysis of the teachers' opinions, the coding process was undertaken, resulting in the identification of two distinct categories. The initial category encompasses contributions pertaining to the organisation. Upon evaluation of the codes in this sub-category, it was observed that a substantial proportion of them (12) yielded the response 'increases the success of the institution'. The phrases 'positive school climate occurs' and 'prestige of the institution increases' were used five times each. The concept of 'communication is strengthened' and the expressions 'education becomes more regular', was selected by two teachers.

Following the evaluation process, a further category was identified, which was termed 'people-related contributions'. Within this sub-category, the terms 'increases motivation, ensures business success' and 'increases the happiness of employees' were selected by eight teachers each. In addition, six teachers selected 'sense of belonging is strengthened', five teachers selected 'solidarity increases', and four teachers selected 'qualified and respectable people are raised'.

Table 7. Contributions of ethical practices to the institution according to the opinions of social studies teachers

Category	Codes (frequency)	%	Participant
Contributions related to the organization	Increases the success of the organization (12)	48	T1, T3, T4, T6, T7, T10, T11, T12, T16, T17, T20, T25
	Positive school climate occurs (5)	20	T7, T10, T11, T14, T20
	The prestige of the organization increases (5)	20	T1, T3, T4, T6, T7
	Communication becomes stronger (2)	8	T6, T7
	Education becomes more regular (2)	8	T23, T24
	Quality increases (1)	4	T25
Contributions related to people	Provides motivation and job success (8)	32	T8, T9, T11, T13, T14, T16, T20, T21
	Employees' happiness increases (8)	32	T3, T10, T13, T15, T17, T18, T23, T25
	Employees' sense of belonging is strengthened (6)	24	T8, T11, T12, T16, T17, T18
	Solidarity increases (5)	20	T7, T9, T16, T17, T18
	Qualified people are trained (4)	16	T1, T2, T19, T25
	Society gains ethical values (2)	8	T2, T19
	Students' respect for teachers increases (2)	8	T4, T22
	Education administrators are flexible (1)	4	T5

Some of the teachers' views on this theme are as follows:

"It increases the prestige and reputation of institutions in the face of society. If respectability is taken seriously, the efficiency of the institution increases. Competent, properly functioning institutions raise highly qualified and respected people. These people, in turn, raise the country." (T1).

"Ethical rules are important in terms of raising moral, decent and responsible individuals in the social field. It ensures that the society is ethical." (T2).

"I think that it will ensure the present and future success of the institution, provide a free and peaceful environment for the employees of the institution and this will increase the popularity of the school." (T3).

"The institution gains prestige. Its value increases in the eyes of parents and society. The success of the school increases. It increases students' respect for their teachers." (T4).

"It strengthens the bond between employees, increases trust, creates a positive school climate, provides unity and solidarity. It increases success." (T7).

"A sincere environment is created. Therefore, teachers will be happier and more productive while doing their job. Positive school climate is created, success increases." (T10).

"It may contribute to teachers, students and employees to develop a sense of belonging to the school, to strengthen the environment of unity and solidarity in the school, to make everyone feel happy and to increase student achievement." (T17).

"Assuming that it is implemented, I believe that ethical principles will create a stronger educational environment if they are combined with laws, statutes and regulations." (T24).

"It brings order, justice, respect, responsibility, increase in success, efficiency, a happy environment, willing teachers, students and parents, quality, civilisation." (T25).

It was accepted by all participating teachers that implementing ethical rules in schools would make significant contributions to schools, school employees and students growing up in schools. The most frequently stated issues were that it would increase the success of the institution and the happiness of the employees.

Discussion, Conclusion and Recommendations

Discussion

The aim of this study is to examine the views of social studies teachers on the concept of "ethics in educational administration" and to determine the ethical behaviours they expect from educational administrators. Accordingly, the results obtained in line with the sub-problems of the research are as follows:

Most social studies teachers (19 teachers) equated the concept of ethics with the concept of morality. Yatkın (2014) states that ethics is a constantly discussed topic in public administration and that ensuring honest and moral behaviour in public administration is only possible by protecting ethical values. Eight teachers view ethics as truth and honesty, while another eight see it as a set of rules. Arslan-Hendekçi (2017) states that the concepts of ethics and morality can be used interchangeably, but there are fundamental differences between them. Nine teachers described the concept of ethics as being fair, objective, and impartial. Aksoy (1999), Gözütok (1999), Obuz (2009), and Yılmaz and Altinkurt (2009) have stated that the most common unethical behaviour is discrimination. Similarly, Polat and Kazak (2014) found in their study that unethical behaviours such as favouritism by administrators in schools undermine teachers' sense of justice and trust in administrators. Teachers associated the concept of ethics with "social values," "respect, love, kindness," "equality," "order," "human relations," "professional ethics," "appropriate behaviour," "tolerance," "spirituality, the rights of others," "reciprocity," "universality," "accepted behaviours," "responsibility," "human rights," "keeping one's word," "principle, criterion," "honour, self-respect," "scientific behaviour," and "character." The research also showed that many teachers used concepts unrelated to ethics. Bülbül (2019) similarly found that English teachers did not have a clear understanding of the concept of ethics. The lack of detailed knowledge about the concept of ethics may have led teachers to use a broad range of keywords when explaining it.

When examining social studies teachers' views on the Public Ethics Agreement, a significant number of teachers (18) stated that they were aware of the agreement. They described their views on the agreement with phrases such as "useful and necessary," "informed, aware," "impartiality," "compliance with the law," "equal opportunity," "morality and virtue," "appropriate content," "problems in implementation," "no personal interest," "transparency," "voluntariness," "no equality before the law," "not accepting gifts," and "rules that public officials should follow." It was understood that social studies teachers were knowledgeable about the Public Ethics Agreement from their use of the terms in the

agreement. However, other teachers, although claiming to be aware of the Public Ethics Agreement, used very general expressions, indicating a lack of detailed knowledge about the agreement.

When analyzing the knowledge and views of social studies teachers regarding the "Ethical Principles for Those Providing Education and Training Services," attached to the Ministry of National Education's 2015/21 circular, 8 participants used expressions such as "I am now aware," "I heard it for the first time," and "I have no information." On the other hand, a significant portion of the teachers (18) stated that they were aware of the circular. They described the circular with phrases such as "necessary," "being a role model," "equal opportunity," "important, should be adopted," "cannot be enforced," "impartiality, justice," "tolerance and inclusiveness," "should be adopted and internalized," "honesty," "cooperation," "difficult to implement," "content, not form," "not applied to teachers," "teachers are not efficient," "should be a law," and "patriotism."

According to Erden (2014), professional ethics prevent members of a profession from engaging in unethical behaviours. Professional ethical rules are determined separately for each profession and are generally established in accordance with moral principles. It was concluded that the participants' knowledge levels about the Ethical Principles for Those Providing Education and Training Services, published by the Ministry of National Education, were insufficient. Similarly, Bülbül (2019) found in his study "Professional Ethical Awareness Levels of English Teachers" that most English teachers did not know or remember the ethical principles published by the Ministry of National Education. English teachers did not have a healthy understanding of the concept of ethics. The concept of ethics was attempted to be explained with related concepts such as morality, justice, and truth. Most of the general expressions used are not connected to the ethical principles stated in the relevant circular of the Ministry of National Education. Therefore, it was concluded that the relevant circular is not sufficiently known by the teachers.

Almost all social studies teachers stated that school administrators exhibited adequate ethical behaviour. These statements were complemented with concepts such as "ethics," "justice," "respectful behaviour," "conscientious responsibility," "humanity," "sensitivity," "comfortable, peaceful environment," and "tolerance." In Mertler's (2015) study, participating teachers also indicated that their administrators exhibited ethical behaviours. Similarly, in Akın et al.'s (2023) study titled "Examination of the Ethical Leadership Behaviours of School Administrators According to the Perceptions of School Psychological Counsellors", the behavioural ethical characteristics of school administrators were high, while their communicative ethical characteristics were low.

Accordingly, it can be said that there are communication problems between teachers and school administrators. Deniz and Saylık (2018) concluded that the most important problem between school administrators and teachers is the inability to communicate. Four participants in this research stated that sufficient ethical behaviour was not exhibited, using phrases such as "lack of merit," "witnessed unethical statements," "witnessed unethical behaviours," and "depends on the situation." According to Akbaş (2019), when administrators in schools take into account the psychology of the employees and approach them with tolerance, teachers develop positive feelings towards the administrators. Otherwise, it was found that teachers do not work hard enough for the institution's success.

Similarly, participant T20 stated, "In general, I witness that they act in accordance with ethical rules along with their legal duties. I think the tolerance shown to a mother whose child is sick is ethical."

Likewise, Karaköse and Oğuz (2007) and Küçükkaraduman (2006) found in their studies that participating teachers believed school administrators exhibited ethical behaviours. It was also observed that some teachers refrained from providing detailed information despite stating that they were subjected to unethical behaviours.

In this category, some ethical characteristics that are not frequently encountered in the literature are also mentioned: "providing a healthy working environment", "organizing unifying activities", "democratic behaviour", "getting to know the staff", "following the task", "locomotive", "visionary", "well-educated", "supervisory" and "positive discrimination for good employees". Although not directly related to the issue of ethics, it is thought that all these characteristics that we can count as the qualities that the participating teachers want to see in school administrators will be an important guide for administrators.

The majority of social studies teachers (12 teachers) are related to the contributions of managing schools with ethical principles to the institution; While the expressions "the success of the institution increases", "a positive school climate is created", "the dignity, reputation and reliability of the institution increases", "the efficiency of the institution increases", "education becomes more organized", the expressions "the environment becomes stronger", "quality, civilization" and "communication becomes stronger" came to the fore. The expressions "environment is strengthened", "quality, civilization" and "communication is strengthened" came to the fore. Similarly, according to Kurt (2007), establishing relationships between people, building trust and gaining respect is possible through communication. In order to improve education and training environments and create peaceful environments in schools, school administrators must have communication skills. McEvan (2018) states that in order to be an effective school administrator, the school administrator's communication skills must be at a high level. Despite this, school administrators may not give necessary importance to effective communication skills during the education process (Gümüşeli, 2014). A significant portion of the teachers (8 teachers) are concerned with the contributions of managing schools with ethical principles to individuals; While using the expressions "increases motivation and ensures business success", apart from this; They used expressions such as "increases the happiness of employees", "strengthens the sense of belonging of the staff", "increases unity, solidarity and solidarity", "qualified and respected people are trained", "ethical values are brought to the society", "students' respect for teachers increases". Teachers were positive about the idea of managing schools with ethical principles and stated that this would generally result in staff happiness and the success of the institution. According to Aydin (2003); An "ethical endeavour" lies in the nature of the concepts of education and school. An institution that teaches kindness to young individuals who will form the society of the future is expected to function within the framework of ethical values.

Conclusion and recommendations

The importance of ethical values for a sustainable social life is increasing day by day. Our schools, where we create the society of the future, are important centres where ethical values are transferred to the future. For this reason, it is recommended that all teachers who are role models for future generations receive in-service training on ethical values. The main factor in managing schools within the framework of ethical principles falls on school principals and administrators. School principals, who are expected to embody a dual role as administrators and leaders, are held to a stringent ethical standard. In fact, even the issue of

who will be the school principal requires ethical responsibility. School administration should be considered as a separate profession apart from teaching, and school administrator training programs should be implemented through ethical leadership courses.

The establishment of a national code book on professional ethics is recommended, with international standards on ethical rules to be given due consideration. It is imperative that ethical rules be determined which school administrators, teachers, students and even parents must adhere to. In the event of non-compliance with these ethical principles, appropriate sanctions should be imposed.

The Ethical Principles for Education and Training Service Providers, added to the Ministry of Education Circular No. 2015/21, should be hung in visible places in schools and stakeholders should be informed. Projects can be developed in which schools will gain points as they implement ethical values and lose points for unethical practices. Schools that receive high scores as a result of the application can be given awards at certain periods.

It can be expanded to include other branch teachers in order to ensure wider participation in the research. When conducting research on managers' adherence to ethical principles, it may be useful to take precautions to minimize participants' reservations. Method changes can be implemented to enable teachers to convey their real thoughts. These methods include using quantitative research methods, using appropriate data collection tools, and online interviews. Research can be done with more researchers and more participants. A study involving private schools can be conducted to increase diversity.

Limitations

The present study is confined to Social Studies teachers employed in public schools that are affiliated with the Manisa Provincial Directorate of National Education. In order to conduct in-depth interviews with the participants, the number of teachers interviewed was limited to 25. The scope of the research can be expanded by conducting additional studies with private schools and teachers of other disciplines. The application of quantitative methodologies holds the potential to enhance the scope and depth of the research, thereby facilitating the participation of a more substantial number of teachers from diverse geographical locations.

Declarations

Ethical statement: Before collecting the research data within the scope of the research, permission dated 24/02/2023 and numbered 2023/02-18 was obtained from MCBU, Social and Human Sciences Ethics Committee. And the permission dated 12/04/2023 and numbered 74311148 was obtained from the relevant Provincial Directorate of National Education.

Conflict of interest: The authors have no conflicts of interest.

Data availability: Data are openly available in a public repository that publishes datasets with DOIs.

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