



**International Journal of Economics,
Environmental Development and Society
(IJEEDS)**

INSTITUTIONAL AND FACULTY DEVELOPMENT: PROFESSIONAL ETHICS FOR EFFECTIVE ADMINISTRATION AND MANAGEMENT OF PROGRAMS IN UNIVERSITIES

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ABSTRACT

This paper discussed professional ethics and effective administration educational management programs in universities in Nigeria focusing on the challenges and strategies. The paper describes professional ethics, administration and leadership as well as importance of professional ethnics to teachers to entrench acceptable standards in practice of education in Nigeria because the ultimate goal of professional ethics in education administration practice is to establish behavioral standards that will serve as guide to practicing educational administrators in their dealing with staff and students and to create a positive image to the government and members of the public. It concluded that professional ethics should be integrated into the operations of educational administration. It recommended that administrators should always keep to their prescribed code of conduct in the teaching profession. The paper also recommended among others that defaulters who are guilty of professional misconduct be sanctioned appropriately.

Keywords: Ethics, Ethical Practices, Morals Administration, Management, Educational Management, Programs. Universities.

Reference to the paper should be as follow:

Unobunjo, O. C. (2022). Institutional and faculty development: Professional ethics for effective administration and management of programs in universities. *International Journal of Economics, Environmental Development and Society, 3(3), 373-392.*

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INTRODUCTION

Education is the mechanism through which the society produces the knowledge and skills required for its survival and wherewithal. It enriches people's understanding of themselves and the world. It improves the quality of lives and leads to broad social benefits to individuals and society (Kazeem & Ige, 2010). Education is nationally conceptualized in Nigeria not basically as

the medium for the transmission of culture and competences but the main vehicle for fast-tracking development at individual, community and national levels (FRN, 2014).

No society can achieve high levels of sustainable development without good moral standard, behavior and ways of thinking. Ethics is concerned with the study of morals that deal with the distinction between right and wrong based on the tradition and culture of a people, religion, and profession and so on. It consists of instrumental terminal values concerned with enduring belief in a certain way of behaving and in the attainment of a certain end state. Every individual, country, or continent has ethical values based on their way of life. This is designed for the positive control of the people in line with their acceptable standards. Professional ethics is becoming the need of the hour. Many institutions are facing lack of professional ethics within their teaching staff, besides having ample of degrees, achievements, medals, extra qualifications and content knowledge. Since, teaching is not just about imparting the content and subject-matter, it is just beyond that. Teachers have wider roles in the educational course of action; they should give stress in bringing out the potentialities from the learners and nurture it accordingly. This article basically x-rays the professional ethical values necessary for administering programs in the university education.

Ethics has been about behavior and ways of thinking, especially in situations where our choice may affect the dignity and well-being of others. Because ethical behavior involves free choice, it cannot be captured in the rule. The standard of reference for what is ethical must exist “outside the human definition” and therefore cannot be open to human negotiation (Ogungbemi, 2015). Although Ayodele (2014) maintains that the terms morality and ethics are often used interchangeably, but they are not same and can be distinguished. Morality simply means the tradition of laws, rules and practices that exists in every society and that seeks to describe, persuade and demand certain forms of behavior while proscribing others. On the other hand, ethics is seen as the disciplined reflection on morality which constitutes the branch of philosophy which studies moral questions (Ayodele, 2014). Thus, Bossaert (2015) further stated that the, reflection on the correctness or the error of an act, a law or a rule in particular is an example of ethics. According to Bruce, (2014) ethics is a discipline dealing with the study of what is good and bad, good and evil, and duty and moral obligation. Therefore, ethical issues are the set of customary principles and practices that embody a kind of normative code (of behavior, values) to respect them differently. Better corporate governance and accountability have once again surfaced as demanding issues. Organizations continue to recognize the value of an ethical culture (Bruce, 2014; Steiner & Steiner, 2018).

However, Idogbe (2012) agreed that ethics of the administrative performance is among the basic foundations for running responsibilities efficiently and effectively, and an important issue for an administrator to carry out his/her duties. With the expansion of the educational institutions and augmentation of their responsibilities and burdens, it needs the management officials’ responsibilities and assignments, thus each establishment can embrace skilled ethical rules and politics different from the other. This is because every function has its unique own functional ethics to be observed by the workers. Moreover, the commitment of professional leaders to professional ethics motivates them to carry out their work according to rules, regulations, instructions and academic standards, in clear relationships between these leaders and faculty members (Idogbe, 2012).

Consequently, Demmke (2015) affirmed that this relationship will be established on a basis governed by an ethical, academic unit based on mutual respect and demonstrating more individual freedom, so that each one can enjoy a personal independence that motivates him

towards more production. Professional ethics is the main framework that controls individual work while remaining within the rules, regulations and guidelines. These are things that cannot be transcended, the overcoming of which represents a clear revocation of the demands of profession and ethics (Demmke, 2015). Therefore, it is clear that the ethics of the profession is the self-taught and controlling work of the individual, the point of evaluation of his work and the setting on the right path towards fulfilling the tasks required faithfully. Attention is increasingly focused on the ethics of administrative work, and there is a pressing need for a framework to be observed by managers in order to improve their behavior, to define their responsibilities and their commitment to their profession and their contribution to the development of the educational institution, and to promote it in order to meet the new challenges (Valock, 2013).

Kayode (2011) adds that here arises the need for the presence of the ethics of the management profession which will define its path, illustrate and govern its behaviors. As a result, attention has focused on the ethical aspect of the profession and the development of a code of ethics for the management, practice and work management of education and training in this field. Each profession, regardless of the tasks assigned to it, has its ethical and professional foundations to be followed by the workers, and observed by the owners as well. Its ethical criteria are extracted from the nature of its activities and its objectives. Consequently, the ethics of the profession is a set of principles, rules and ethical criteria that must be respected by practitioners of the profession (Kayode, 2011).

Thus, Adesina (2010) opined that ethics is a system of values and laws that define what is right and what is good. It is fundamentally concerned with goodness and the duty of conduct. Then Segun (2010) correspondingly added that Aristotle considered ethics or conduct as virtue, which has two sides: the mental side and the moral side. Aristotle saw that the mental side could be known by learning, but the moral side could be known through usual actions. In addition, virtue and morality are, in his opinion, a number of essential characteristics, such as truthfulness, trust, chastity, justice and sincerity (Segun, 2010). Furthermore, Omuya (2011) opined that in Oxford Dictionary, the term 'ethics' refers to the principles of politeness and rules of conduct. However, ethics is defined as a number of abstract rules and principles to which humans are subjected in their behavior and which are the criteria for assessing their behavior. These rules and principles are drawn from a global philosophical image based either on the brain or religion, or on both.

Al-Soud and Battah (2013) concluded from this definition and other definitions that ethics are a number of abstract rules and principles. These rules and principles are based either upon a mental or religious foundation. The international literature on this topic indicates that the current trend in the management-related ethical values is based upon many axes such as: importance of citizenship, prevalence of freedom. The American Principals Association defined the ethical dimensions that are revealing in the educational administrative behavior, which were summarized by Idogbe (2012) as follows:

- Making the welfare and interests of students the main focus of its decisions and actions.
- To fulfill his professional and humanitarian responsibilities faithfully, sincerely and sincerely;
- Support and safeguard the civil and human rights of all workers;
- Respect the constitution, laws and rules applicable to the university;
- Apply the prescribed educational policies and note the laws, regulations and guidelines of their educational system;

- To follow proper and suitable means to develop and enhance educational laws and policies;
- To circumvent use of his/her position to get hold of personal gains or interest, whether in political, social or economic domains;
- To seek and tracking down academic degrees or vocational qualification from accredited institutions;
- Maintain the professional level and work to improve its efficiency through research and continuity of professional growth;
- Respect all valid contracts and agreements, and commit to everything that concerns them.

Ethical principles are equated with morals which were developed when human beings started to question the motive behind their actions and the result of ability to judge and find the difference between good and evil (Oke, 2009). Schools contain teachers who are workers that are controlled with codes of ethics, codes of conduct and ethics committees, policies and processes to resolve ethical dilemmas (Oke, 2009). In the schools, academic ethics are in practice. According to Kuna (2003) in Oke (2009, p. 10).

There are three major components of the academic ethics. These are commitment, criticism and responsibility. All are critical preconditions for the production and reproduction of knowledge. All are crucial for the passionate, methodical and painstaking pursuit of truth. And all are indispensable for developing the courage, fearlessness and dedication to accept and defend truth whatever it may be, no matter the consequences. Finally, all are indispensable for producing socially relevant knowledge by which I refer to knowledge in the service of the multitude of humanity, rather than in the service of individual interests.

Universities are generally considered a safe haven for young adults. Regardless of the instability of the policy or the exhaustion of prospects for the economy, investments in education are treated as sacrosanct. Recently, however, it has been discovered that education systems can be as corrupt as other parts of government and economy; and that the values of fairness and impartiality, once regarded as universal characteristics of academic systems, can be usurped by the interests of individuals, families, ethnic groups and specific institutions. This misconduct includes abuse of power for both personal and material gain. Higher education can be corrupted by: illegal acquisition of goods and services; Cheating in the performance of staff normal duties; Professional misconduct Nepotism sexual exploitation, classification bias, research plagiarism, etc.); cheat in paying taxes and using the property of the university.

It has been also observed that universities around the world continue to face very serious problems that have profound implications for the management of education, particularly in universities and in developing countries and Africa in particular. Adding to this, Okoli (2015) gave an overview of the many challenges faced by Nigerian creative universities to include struggle to address issues of admission, accommodation, education policies, student unionism, Financing and taxes. In order to position their nations on the threshold of modern civilization, many African governments have plunged reasonable portions of their budget into education. Indeed, the most serious challenges have proved to be open crises, given their timing, intensity and consequences. The value of any education system as a consumer of the government's budget lies in its ability to continuously serve its students and society better and remain relevant. To achieve this, a lot is required from university administrators in implementing professional ethics to foster effective program administration.

The purpose of this paper is to identify and elucidate professional ethics necessary for the administration of educational management programs in universities.

LITERATURE REVIEW

Ethical Frameworks

In the Western tradition, the discussion of ethics dates back to Plato (427-347 BC.) and Aristotle (384-322 B.C.). The root of the word ethics is the Greek word *ethos*, which translates to customs, conduct, or character (Northouse 2010). Values are more individualistic and personal, expressing individual choices or preferences (Strike et al., 2005). Moral principles, however, express a sense of duty and obligation to others and are shared by a group of people. Beliefs and values of what is not right and what is wrong therefore provide the basis of discussion and agreement within a group as to what is considered moral by that group. These agreements on moral principles then provide a foundation for an ethical framework, which provides a system of rules or principles that guide us in making decisions in a particular situation (Northouse, 2010). For individuals and societies, ethical frameworks are group norms that define what is considered good or bad, moral or immoral, and thus guide our individual and collective actions.

Concept of Ethics

Ethics is about behaviour and about ways of thinking, especially in situations where our choice can affect the dignity and wellbeing of others. Because ethical behaviour implies free choice, it cannot be captured in rule. The standard of reference for what is ethical has to exist “outside human definition” and therefore cannot be open to human negotiation. Although, the terms morality and ethics are often used interchangeably, however, they could be distinguished. By morality, we mean the tradition of laws, rules and practices that exists in every society and that seeks to describe, persuade and require certain forms of behaviour while proscribing others. On the other hand, by ethics we mean the disciplined reflection on morality that constitutes the branch of philosophy that studies moral questions.

Thus, reflection on the rightness or wrongness of a particular act, law or rule is an example of doing ethics. Ethics is a discipline dealing with the study of what is good and bad, right and wrong and with moral duty and obligation. Consequently, Ethical Issues are the set of customary principles and practices embodying some sort of a normative code to adhere to them differently. Ethics is crucial in that it sets rules and customs that require the particular profession to obey. Within the field of educational administration, ethical codes enable all administrators to make ethical decisions and act accordingly. Thus, subjective practices are minimized. In any profession, people doing their job within the scope of ethical codes and standards earn trust of others, prevent waste of time and resources, and contribute to the order of organization. Society expects from employees to act justly, responsibly and respectably. When employees behave ethically in their job, organizational interest is protected more than self-interest. Welfare of the society prospers and stability is enhanced (İsguden & Cabuk, 2006). An administrator who behaves ethically easily gains support of all employees because employees who work in such an environment believe that administrator would act ethically in any circumstance.

Today society expects much more from school administrators and this puts extra duties and responsibilities upon them. In fact, these duties are so excessive that one cannot easily stand.

The administrator is responsible not only for enhancing academic success but also creating an environment in which both students and employees can learn effectively (Coplan, 2001). Ethics must be taken more seriously in schools because teachers and administrators not only face ethical problems but they are also responsible for whether next generations will be educated and moral people (Haynes, 1998). The role of schools in raising people, far-reaching decisions made in schools and close relations with environment are important for us to realize the significance of ethics for school organizations. Therefore, ethics in this field has been a subject of considerable debate.

What is a Profession?

A profession is an occupation for which one has received specialized training and skills and to follow as a career (Odumosu, 1999). Examples includes: medicine, teaching, law, engineering, sports, administrators, etc. it also refers to a paid occupation, especially one that involves prolonged training and a formal qualification. In order words, a profession is an occupation, practice, or vocation requiring mastery of a complex set of knowledge and skills (www.businessdictionary.com.2017).

Who is a Professional?

A professional is someone who is teamed or skilled in a particular job or occupation in which he/she has specialized and which he/she intends to practice throughout his/her working career (Odumosu, 1999). A professional can thus be described as what individuals engaged in specific activity as their main paid occupation rather than as a pastime. In addition, a professional can be described as people formally certified by professional bodies of belonging to specific profession by virtue of having completed required courses of studies and practices. It is noteworthy that the competence of professional can usually be measured against an establish set of standards.

Concept of Professional Ethics

The word ethics is derived from the Greek “ethos” which means customary behavior, character and morals. It is also from a word ‘ethicus’ (Onajite. 2015). Kolo (2014) referred to ethics as accepted principles of right or wrong that govern the conduct of a person, the members of a profession or the actions of an organization. However, Hornby (2005) defined ethics as the study of how our decisions affect other people. Ethics are principles or beliefs about what is right or wrong. Therefore, it can be concluded that ethics refers to our idea of what is right or wrong and what behavior is good or bad.

Professional ethics is becoming the need of the hour. Many institutions are facing lack of professional ethics within their teachers, besides having sufficient degrees, achievements, medals, extra qualifications and content knowledge.

Since, teaching is not just about imparting the content and subject-matter, it is just beyond that. Teacher has a wider role in the educational course of action; they should give stress in bringing out the potentialities from the learners and nurture it accordingly. The teaching is regarded as a noble and righteous profession, since it contributes in nation building by creating good quality human resources, responsible citizens, socialized individuals and creative personalities. Hence, this profession requires a lot of commitment, dedication and sincerity

towards their institution and learners. So, if they do not have the knowledge of professional ethics, it will become a barrier in the development of institution, learners, society and nation as a whole. It will undeniably affect the overall performance of the students.

A professional code of ethics is a guiding principle aimed to assist professionals conduct work with commitment, dedication, sincerity, honesty and with integrity. A professional should follow the specific principles of their profession and do their duties as per the requirements of the profession. The professional ethics deals with the principles and values that the professional should implement to create a conducive atmosphere in the workplace. Professional knowledge and skills is a key element that every professional should acquire to do their services with determination and commitment. Every profession has its main aims and objectives. To fulfill those aims and objectives, the professional should follow the professional code of ethics. Professional ethics provides the assistance to the professionals in order to do their work meaningfully.

The professional code of ethics for teachers is purposely designed to protect the rights of the students. It becomes crucial and important for the teachers to understand their work ethics and values before entering in teaching profession. As a teacher, they have a huge role to play in the entire teaching learning process. They should be active in the educational process and encourage and reinforce the students to be converted into active learners by using different strategies and techniques. It is also important for teachers to understand the individual differences, intellectual level, interest and aptitudes of the learners. They should also emphasize on proving freedom to all the students so that they can express their problems, feeling and emotions without any fear. Therefore, to put in nutshell, professional code of ethics plays a pivotal role in developing the personality and behavior of the teachers. It will facilitate and guide the teachers towards successful and meaningful teaching. If the teachers properly implement the code of ethics in the teaching profession, it unquestionably fosters the development of school, learners, society, community and nation as a whole.

Davidson and Rock (2014) observed that professional ethics cover one's conduct or behavior and practice when carrying out professional works. Such works may include consulting, researching, teaching and learning. Every profession has its code of ethics except it is not yet an organized profession. If every person decides to keep the ethics of wherever he/she works, then professional ethics are being observed. By establishing code of ethics people imbibe the culture of doing the things to prevent exploitation of the client and thus preserve the integrity of the profession. Buttressing the assertion above, Aluko (2009) outline the following five reasons why members of a profession follow ethical norms as they perform their duties.

- Personal value system;
- Religious beliefs;
- The law;
- Public opinion; and
- Fear of punishment.

Hence, the essence of exhibiting professional conduct is to uphold a good reputation for the profession concerned. In addition to the above, a professional is required to have ethic major attributes as follows:

- **Competence:** This will make the public have confidence in his/her operation as a professional.

- **Discipline:** The professional should be a man of discipline who also exhibits honesty, hard work, goodtime management and sense of responsibility.
- **Integrity:** the professional should command a high level of integrity as rooted in his conviction which serves to detect him or her from taking advantage or his or her organization, the customer, client or subordinate.

It is no gainsaying that professionals who possess those noble attributes are usually reputable professionals. According to Abdulkadir (2005) the major principle of professional conduct holds that: “members should exercise sensitive professional and moral judgments in all their activities while carrying out their responsibilities as professionals”

Importance of Professional Ethics for Teachers

The school is considered miniature of society. The school is that formal agency which provides education to students. It has a major role in bringing development in the society. The teaching and teacher are important key elements in the schools. Without both, the educational process cannot function properly. The teachers play a crucial and significant role in the educational process to impart education and bring about desirable changes in the behavior of the students.

As having massive responsibility upon his shoulder, the teacher should realize and understand his profession. To fulfill the aims and objectives of teaching is solely dependent upon his ability, teaching aptitude, content knowledge, pedagogy and most important is the professional ethics. Aristotle (1980) states that treating people fairly, basically implies treating equals equally and unequal unequally. The teachers should be unbiased while teaching and evaluating students. Buber (1970) suggests that teacher-student relationships ought to be characterized by a principle of reciprocity. Since, communication is a key element in the teaching learning process, teachers must emphasize on creating reverential relationship with students.

The absence of professional ethics in teachers will impact the development of students negatively. The teachers should be the role model, inspiration, motivator and leader for the students. It is a fact that the students follow the footsteps of their teachers directly or indirectly. The teacher should possess a good behavior and positive attitude towards their profession and students. The fundamental role of the teacher is to solve the problems, issues and barriers of students that come along in their developmental process. The teachers must have a clear cut vision to foster the potentialities of the students. Many of teachers in practical situations face the problem of adjustment in schools. There could be many factors and reasons associated with it like Interest, Aptitude, Values, Ethics and Discipline which eventually make them uncomfortable at the workplace or school. The first and foremost important quality that the teacher should possess is the professional ethics. If they fail to understand and implement it, then they might not be satisfied with their profession and it will hamper the performance of students. To make character education successful, we need well-trained teachers. Again, teachers are role models. Teachers play important role in learners’ character formation. Teachers provide learners with a basic but essential moral education. So, teachers should focus on providing the path and guidance to students to make them well behaved individuals, and inculcate good attitude within them (Benninga, 2003).

Therefore, the teacher must inculcate the fundamental professional ethics and values within them before entering into teaching profession. It pertinent to discuss some significant

professional code of ethics for teachers that will assist the teachers to educate the students efficiently and effectively:

- The teachers should always be aware of his/her roles and responsibilities. He should actively provide his service to institution and student with happiness and satisfaction. They should provide maximum opportunities to students to excel in diverse aspects of development. Active professionalism is required in teaching profession. They cannot remain inactive or passive in the educational process. That is their fundamental duty for which they are being employed with expectations to serve the school and students.
- The teachers should have definite vision, how they will fulfill the present needs, requirements and aspirations of the learners. For that they need to be precise about their actions in their educational process. They should strategize planning and implement it effectively. Proper professionalism should be showcased by the teacher in order to meet the demands and requirements of students.
- They also should adjust with the professional environment of the school. They have to set an example of professionalism in schools. They must cooperate with the management of institution and be friendly with colleagues. The school works in a system and the teacher should understand that every members of the system is equally important, have their own role to play. Hence, he/she should focus to work together and respect all the members of the school. This will automatically change the working environment of the school.
- Being a professional teacher, he/she should demonstrate respect for spiritual and cultural values, diversity, social justice, freedom, democracy and the environment. Teachers should uphold human dignity and promote equality and emotional and cognitive development.
- Teachers should show affection, care and love with students. Only then they can create a good reverential relationship with students. If the relationship between the teacher and student is not cordial, the teaching becomes futile. Therefore, teachers should communicate with care and affection, so that they can share their difficulties and problems and can give remedial solutions to those problems. Teachers must act wisely and endow with professional judgment and empathy in practice.
- It is important for teachers to be honest, reliable and dedicated towards school and students. Such actions are embodied in integrity. Therefore, teachers should emphasize on implement integrity through their professional commitments, responsibilities and actions. This will enhance the development of the institution and students as a whole.
- The teachers should emphasize on building cordial and reverential relationships with all the stakeholders of schools. Teachers should intent to win the trust of students, colleagues, parents, school management and the public at large. As a result, it will lead towards - fairness, openness and honesty.
- Teachers should respect the privacy of other members of the school and maintain confidentiality of information gained in the course of professional practice, unless a legal imperative requires disclosure or there is a legitimate concern for the wellbeing of an individual.
- Teachers should always stay away from conflict between their professional work and private interests because it could plausibly be crash unenthusiastically on students. It could demoralize the students and affects their perception towards school and teachers.

- The teachers should not be biased while imparting and evaluating the students' performance related with academic and extra-curricular activities. They must respect all the students and treat them uniformly irrespective of caste, creed, gender, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, region, community and socio-economic status. Following this equality will motivate and reinforce the students to perform well in their academics and curricular activities. It will boost the morale and confidence of students. Inferiority complex starts reducing, if the teachers follow the principles of equality in the educational process.

Ethical Principles in University Teaching

The Society for Teaching and Learning in Higher Education believes that implementation of an ethical code will advantageous to teachers in universities, hence the following were recommended:

Content Competence

A university teacher maintains a high level of subject matter knowledge and ensures that course content is current, accurate, representative, and appropriate to the position of the course within the student's program of studies. This principle means that a teacher is responsible for maintaining (or acquiring) subject matter competence not only in areas of personal interest but in all areas relevant to course goals or objectives. Appropriateness of course content implies that what is actually taught in the course is consistent with stated course objectives and prepares students adequately for subsequent courses for which the present course is a prerequisite. Representativeness of course content implies that for topics involving difference of opinion or interpretation, representative points of view are acknowledged and placed in perspective.

Achievement of content competence requires that the teacher take active steps to be up-to-date in content areas relevant to his or her courses; to be informed of the content of prerequisite courses and of courses for which the teacher's course is prerequisite; and to provide adequate representation of important topic areas and points of view.

Specific examples of failure to fulfill the principle of content competence occur when an instructor teaches subjects for which she or he has an insufficient knowledge base, when an instructor misinterprets research evidence to support a theory or social policy favored by the instructor, or when an instructor responsible for a prerequisite survey course teaches only those topics in which the instructor has a personal interest.

Pedagogical Competence

A pedagogically competent teacher communicates the objectives of the course to students, is aware of alternative instructional methods or strategies, and selects methods of instruction that, according to research evidence (including personal or self-reflective research), are effective in helping students to achieve the course objectives.

This principle implies that, in addition to knowing the subject matter, a teacher has adequate pedagogical knowledge and skills, including communication of objectives, selection of effective instructional methods, provision of practice and feedback opportunities, and accommodation of student diversity. If mastery of a certain skill (e.g. critical analysis, design of experiments) is part of the course objectives and will be considered in evaluation and grading of

students, the teacher provides students with adequate opportunity to practice and receive feedback on that skill during the course. If learning styles differ significantly for different students or groups of students, the teacher is aware of these differences and, if feasible, varies her or his style of teaching accordingly.

To maintain pedagogical competence, and instructor takes active steps to stay current regarding teaching strategies that will help students learn relevant knowledge and skills and will provide equal educational opportunity for diverse groups. This might involve reading general or discipline-specific educational literature, attending workshops and conferences, or experimentation with alternative methods or teaching a given course or a specific group of students. Specific examples of failure to fulfill the principle of pedagogical competence include using an instructional method or assessment method that is incongruent with the stated course objectives (e.g., using exams consisting solely of fact-memorization questions when the main objective of the course is to teach problem-solving skills); and failing to give students adequate opportunity to practice or learn skills that are included in the course objectives and will be tested on the final exam.

Dealing with Sensitive Topics

Topics that students are likely to find sensitive or discomfoting are dealt with in an open, honest, and positive way. Among other things, this principle means that the teacher acknowledges from the outset that a particular topic is sensitive, and explains why it is necessary to include it in the course syllabus. Also, the teacher identified his or her own perspective on the topic and compares it to alternative approaches or interpretations, thereby providing students with an understanding of the complexity of the issue and the difficulty of achieving a single objective” conclusion. Finally, in order to provide a safe and open environment for class discussion, the teacher invites all students to state their position on the issue, sets ground rules for discussion, is respectful of students even when it is necessary to disagree, and encourages students to be respectful of one another.

As one example of a sensitive topic, analysis of certain poems written by John Donne can cause distress among students who perceive racial slurs embedded in the professor’s interpretation, particularly if the latter is presented as the authoritative reading of the poem. As a result, some students may view the class as closed and exclusive rather than open and inclusive. A reasonable option is for the professor’s analysis of the poem to be followed by an open class discussion of other possible interpretations and the pros and cons of each.

Another example of a sensitive topic occurs when a film depicting scenes of child abuse is shown, without forewarning, in a developmental psychology class. Assuming that such a film has a valid pedagogical role, student distress and discomfort can be minimized by warning students in advance of the content of the film, explaining why it is included in the curriculum, and providing opportunities for students to discuss their reactions to the film.

Student Development

The overriding responsibility of the teacher is to contribute to the intellectual development of the student, at least in the context of the teacher’s own area of expertise, and to avoid actions such as exploitation and discrimination that detract from student development. According to this principle, the teacher’s most basic responsibility is to design instruction that facilitates learning

and encourages autonomy and independent thinking in students, to treat students with respect and dignity, and to avoid actions that detract unjustifiably from student development. Failure to take responsibility for student development occurs when the teacher comes to class under-prepared, fails to design effective instruction, coerces students to adopt a particular value or point of view, or fails to discuss alternative theoretical. Less obvious examples of failure to take responsibility for student development can arise when teachers ignore the power differential between themselves and students and behave in ways that exploit or denigrate students. Such behaviors include sexual or racial discrimination; derogatory comments toward students; taking primary or sole authorship of a publication reporting research conceptualized, designed, and conducted by a student collaborator; failure to acknowledge academic or intellectual debts to students; and assigning research work to students that serves the ends of the teacher but is unrelated to the educational goals of the course.

In some cases, the teacher's responsibility to contribute to student development can come into conflict with responsibilities to other agencies, such as the university, the academic discipline, or society as a whole. This can happen, for example, when a marginal student requests a letter of reference in support of advanced education, or when a student with learning disabilities requests accommodations that require modification of normal grading standards or graduation requirements. There are no hard and fast rules that govern situations such as these. The teacher must weigh all conflicting responsibilities, possibly consult with other individuals, and come to a reasoned decision.

Dual Relationships with Students

To avoid conflict of interest, a teacher does not enter into dual-role relationships with students that are likely to detract from student development or lead to actual or perceived favoritism on the part of the teacher.

This principle means that it is the responsibility of the teacher to keep relationships with students focused on pedagogical goals and academic requirements. The most obvious example of a dual relationship that is likely to impair teacher objectivity and/or detract from student development is any form of sexual or close personal relationship with a current student. Other potentially problematic dual relationships include: accepting a teaching (or grading) role with respect to a member of one's immediate family, a close friend, or an individual who is also a client, patient, or business partner; excessive socializing with students outside of class, either individually or as a group; lending money to or borrowing money from students; giving gifts to or accepting gifts from students; and introducing a course requirement that students participate in a political movement advocated by the instructor. Even if the teacher believes that she or he is maintaining objectivity in situations such as these, the perception of favoritism on the part of other students is as educationally disastrous as actual favoritism or unfairness. If a teacher does become involved in a dual relationship with a student, despite efforts to the contrary, it is the responsibility of the teacher to notify his or her supervisor of the situation as soon as possible, so that alternative arrangements can be made for supervision or evaluation of the student. Although there are definite pedagogical benefits to establishing good rapport with students and interacting with students both inside and outside the classroom, there are also serious risks of exploitation, compromise of academic standards, and harm to student development. It is the responsibility of the teacher to prevent these risks from materializing into real or perceived conflicts of interest.

Confidentiality

Student grades, attendance records, and private communications are treated as confidential materials, and are released only with student consent, or for legitimate academic purposes, or if there are reasonable grounds for believing that releasing such information will be beneficial to the student or will prevent harm to others. This principle suggests that students are entitled to the same level of confidentiality in their relationships with teachers as would exist in a lawyer-client or doctor-patient relationship. Violation of confidentiality in the teacher-student relationship can cause students to distrust teachers and to show decreased academic motivation. Whatever rules or policies are followed with respect to confidentiality of student records, these should be disclosed in full to students at the beginning of the academic term.

In the absence of adequate grounds (student consent, legitimate purpose, or benefit to student) any of the following could be construed as a violation of confidentiality: providing student academic records to a potential employer, researcher, or private investigator; discussing a student's grades or academic problems with another faculty member; and using privately communicated student experiences as teaching or research materials. Similarly, leaving graded student papers or exams in a pile outside one's office makes it possible for any student to determine any other student's grade and thus fails to protect the confidentiality of individual student grades. This problem can be avoided by having students pick up their papers individually during office hours, or by returning papers with no identifying information or grade visible on the cover page.

Respect for Colleagues

A university teacher respects the dignity of her or his colleagues and works cooperatively with colleagues in the interest of fostering student development. This principle means that in interactions among colleagues with respect to teaching, the overriding concern is the development of students. Disagreements between colleagues relating to teaching are settled privately, if possible, with no harm to student development. If a teacher suspects that a colleague has shown incompetence or ethical violations in teaching, the teacher takes responsibility for investigating the matter thoroughly and consulting privately with the colleague before taking further action.

Valid Assessment of Students

Given the importance of assessment of student performance in university teaching and in students' lives and careers, instructors are responsible for taking adequate steps to ensure that assessment of students is valid, open, fair, and congruent with course objectives.

This principle means that the teacher is aware of research (including personal or self-reflective research) on the advantages and disadvantages of alternative methods of assessment, and based on this knowledge, the teacher selects assessment techniques that are consistent with the objectives of the course and at the same time are as reliable and valid as possible. Furthermore, assessment procedures and grading standards are communicated clearly to students at the beginning of the course, and except in rare circumstances, there is no deviation from the announced procedures. Student exams, papers, and assignments are graded carefully and fairly through the use of a rational marking system that can be communicated to students. By means

appropriate for the size of the class, students are provided with prompt and accurate feedback on their performance at regular intervals throughout the course, plus an explanation as to how their work was graded, and constructive suggestions as to how to improve their standing in the course. In a similar vein, teachers are fair and objective in writing letters of reference for students.

One example of an ethically questionable assessment practice is to grade students on skills that were not part of the announced course objectives and/or were not allocated adequate practice opportunity during the course. If students are expected to demonstrate critical inquiry skills on the final exam, they should have been given the opportunity to develop critical inquiry skills during the course. Another violation of valid assessment occurs when faculty members teaching two different sections of the same course use drastically different assessment procedures or grading standards, such that the same level of student performance earns significantly different final grades in the two sections.

Respect for Institution

In the interests of student development, a university teacher is aware of and respects the educational goals, policies, and standards of the institution in which he or she teaches. This principle implies that a teacher shares a collective responsibility to work for the good of the university as a whole, to uphold the educational goals and standards of the university, and to abide by university policies and regulations pertaining to the education of students.

Specific examples of failure to uphold the principle of respect for institution include engaging in excessive work activity outside the university that conflicts with university teaching responsibilities; and being unaware of or ignoring valid university regulations on provision of course outlines, scheduling of exams, or academic misconduct.

Ethics and Ethical Leadership

The word, ethics, was once used for customs and practices differentiate one society or group from others. Its origin is a Greek word, Ethos. Later on, it began to mean mainly character and temper and people started to use the term, ethics, to describe decent behaviors. This raises two questions, namely to whom is something ethical or not and how can we determine the right and wrong? These questions make sense when we consider them deeply in terms of society (Stefkovic & Shapiro, 2003).

Starrat (2004) defined ethics as rules, beliefs, assumptions and values that determine the limits of a moral life. Ethics in schools requires teachers to act abiding by rules, beliefs and values. Price (1992) pointed out that ethics is a guiding process in which acts of people can be described as good or bad. Ethics deals not only with the result but also the process and indicates what should and should not be done. Ethics mainly aims to determine what is good or right to do (Gross, 1993; Schultz, 2005).

Touching upon the notion of ethics, it is necessary to mention leadership and ethical leadership. Maxwell (1998) argued that ethics is the power of influencing people. This power is gained in such ways as interaction with others, intimidation and exertion of force. However, influential leaders are actually the ones who know how to win the favor of employees before asking them to follow. Since everyone wishes to be appreciated, the impact of leader depends on forming good relations with others by making ethical decisions. Otherwise, applying rules gets harder and the leadership of school administrator comes into question.

Ethics examines the human practice in the view of present morality conditions in order to fix the concept of morality (Pieper, 1999). Ethics can be defined as codes of moral principles that form the principles of right or wrong, good or bad standards that guide a people's or a group's behaviors (Negahandy, 1987; Holt, 1987). Gupta and Sulaiman (1996) say that ethics is related to the question of "what should be done". Briefly, ethics is the theory of right and wrong behavior and morality is its practice.

Ethics in education has a special importance in the view of professional ethics. Education of a person is the total of moral, cultural, intellectual and technical knowledge that is gained by a person or group in this sector. Examining the educational organizations and practices puts forward the result that education has two contradicting functions which are to transfer the knowledge and ability and to contribute to economic and social development (Haynes, 2002).

The Relationship between Education and Ethics

The word education is produced from a Latin root and corresponds to "educare" and "educere" words. Educare is related to work and job normally, Educare approach in education aims to the pupil yet used to the present system and certification is an obligation. But in educere approach, the main aim of the education is not to grow up a specialist but to make the pupil gain personal autonomy, so, the both approaches must be used in education (Billington, 1997). The main aim of the education is to respond the expectations of the educated shaping the person in the way wanted, it has no ethical meaning without taking care of the basic values originated from the educated being conditions. Education should be understood as a moral activity directed towards to develop the people in all ways (Bilhan, 1991). So, people can only be able to realize himself by the education concept that puts him in the center. That's why it has a more ethical meaning to center the educated than the educator.

Education explains the social transformation process by producing ability and product in planned and programmed situations and with its communication. This process has two important issues. The first one is the process of directing the people's behaviors and education aims the certain behaviors to be taught to the people. In other words, according to the educators of individual education approach, education is defined as the job to make the people gain new and wanted behaviors (Ertürk, 1984). According to this approach every activity that makes changes in the people's behaviors is called as education.

From this view if we evaluate the ethics education relationship. We have to judge the approach of necessity of making people gain the wanted behaviors which is the first aim of the education process. Because such a definition is not enough for the definition of ethics because it evaluates the personal education and professional ethics equally. Also there is not only one morality in the society. So everybody tends to teach his morality mentality. This variety makes the social life productive and supports the originality. Otherwise we will not be able to mention the culture and civilization produced by the people. The important thing is to discover and develop this variety and this can be realized by education. The common and universal issue for mankind is not the same education for all people but the necessity of education. The common ideal at the humankind is to grow up the child with humanly specialties and teach him ethical values, make him gain an ethic personality toward his personal choices shortly to make him a human. But the changing issue is the ideal human type and the issues that a child should learn by education (Bilhan, 1991).

Educational Administrators and Ethics

Educational administration and school administration as its subtitle is liable for realizing the government's education policies and the general and specific aims determined by the authorized units through these policies. The educational administrators should behave suitable not only to the laws and politics but professional ethics rules also as we consider that the administrative ethics rules are centered on universal values.

Ethical rules make the administrators keep away from arguable actions and decisions and beware of attractive but incorrect approaches. Both personally, and especially through their professional organization, the Association of School Business Officials International (ASBO), have a history of concern for ethical issues. The organization prescribes a ten-point code of ethics for school administrators. This code begins with the well-being of students as fundamental to all actions and decision making. It stresses principles, such as honesty and integrity, and actions, such as maintaining standards, honoring contracts, obeying laws, and adhering to rules, regulations, and policies. Underlying this code is the belief that the school administrator must exemplify professional conduct. This expectation applies to contacts in the school, the community, and the profession (Hartman & Stefkovich, 200).

Code of Ethics for Educational Administrators

- Makes the well-being of students the fundamental value in all decision making and actions;
- Fulfills professional responsibilities with honesty and integrity;
- Supports the principle of due process and protects the civil and human rights of all individuals;
- Obeys local, state, and national laws and does not knowingly join or support organizations that advocate, directly or indirectly, the overthrow of the government;
- Implements the governing board of education's policies and administrative rules and regulations;
- Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals;
- Avoids using position for personal gain through political, social, religious, economic, or other influence;
- Accepts academic degrees or professional certification only from duly accredited institutions;
- Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development; and
- Honors all contracts until fulfillment or release (Hartman & Stefkovich, 2005).

Management and Ethics

If we make allusion about the systems that are built consciously, there lies the wish to cover the people's necessities indirectly. In this system there is a need for administrative units to make short and long termed plans to realize some special aims, to distribute and place the sources accordingly to realize these plans, to construct the needed tools and relationships, to make the person and or structural tools work, to coordinate the organizational issues and make the

organization adapt to its environment, to determine the organization efficiency level and making decisions about the organizational activities and productions (Sucu, 2007).

Management is described as the total work and activities done by the others in order to realize an aim (Cemalcılar et al., 1979). If we evaluate the management concept totally, it is the activities of realizing the organization's aims and using its sources efficiently by planning, organizing, directing, coordinating and reporting functions. This definition can be used in all life. The managers should have a professional, ethical values system in order to make the school management successful. Otherwise it is not possible to see the difference between that should be and behave according to this (Bursalioğlu, 1994). In the next decades, the changes in education will be greater than the appearance of schools more than 300 years ago with the publishing of books. The economy that knowledge becomes the real capital and the main source of making wealth directs new and hard demands from schools in the view of educational performance and responsibility (Drucker, 1998). To do this, there is a need at innovation in the technology and also an ethical organizational environment. Ethical rules should be determined to direct all the behaviors and applications in the organization with the contribution and agreement of all members through the universal ethical values. The legal arrangement that will form the educational organization and the working way of the school specially must be determined according to these ethical rules also. But these ethical rules should bring a broader view point from the limited and stable legal structure. Ethical behavior should be formed by not only some ethical laws but with the personality of the people formed by universal ethical values.

According to Public Administration Research (1991), bribery is widespread in educational organizations. Manager lack of knowledge, political and ideological preferences become important in the appointment of managers and promotion in organizational positions. So the need for ethics is too high in our educational organizations.

CONCLUSION

The main goal of the educational activities is to acknowledge the individuals and besides to formalize the wanted abilities and goal behaviors. In this context, every educational organization should determine various ethical goals and realize them in real life and try to make the individuals perfect in all ways. Educational administrators and teachers have great responsibility in doing these. Administrators should be sufficient in education administration and also in behavioral sciences in order to activate the students inside and outside the school administration which is a specific application of education administrator.

The decisions and behaviors of the education administrator should be integrated with democratic social values and be directed by universal ethical values. Ethical values conclude the respect to all individuals, tolerance to different cultures and ideas, acceptance of equality of individuals and fair distribution of sources.

Sometimes there are situations that the chaff cannot be separated from the wheat, there are doubts about how to make decisions and there is a need for to make choices between the value judgments and these situations. Administrator should make a choice between honesty and loyalty, individual or social benefits, justice or fairness. Under these circumstances, universal ethical values will guide the administrator in the effective management of university programs.

Recommendations

Based on the conclusion of this paper the following recommendations are suggested:

- The government should provide enabling environment for effective administration of educational management programs to thrive in universities.
- University administrators should make the well-being of staff and students the fundamental value in all decision making and actions
- Teachers should respect the privacy of other members of the school and maintain confidentiality of information gained in the course of professional practice, unless a legal imperative requires disclosure or there is a legitimate concern for the wellbeing of an individual.
- Educational administrators should support the principle of due process and protects the civil and human rights of all individuals
- University administrators should sanction defaulters who are guilty of professional misconduct be appropriately in line with stipulated laws, rules and regulations.

Future Research Direction

This article is limited to professional ethics for effective administration in universities; the view of readers might be that the author's opinion in the articles review is sufficient. Therefore, sequent scholars are encouraged to use the template of this article for further studies. Also further investigation should be empirically carried out to find out the impacts of professional ethics on effective administration in primary, secondary and tertiary institutions.

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