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## RESEARCH ARTICLE

### ETHICS IN EDUCATION: MEETING TWO UNIVERSITY CASES.

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#### Abstract

This article introduces the meaning of ethics and goes deeper into ethics in education. Further, presented two cases that are taking place in universities, and the researcher started to explain each of them, discuss and elaborate to see if they are ethical or unethical behavior.

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#### Introduction:-

What is ethics? Ethics known also "Moral Philosophy" is a branch of philosophy that involves systematizing, defending and recommending concepts of right and wrong behavior. Ethics consist of three major parts: Meta ethics, normative ethics and applied ethics. Meta ethics is about the theoretical meaning and reference of moral propositions, as how their values may be determined. Normative ethics is about the practical means of determining a moral course of action. Applied ethics is about how to achieve moral outcomes in specific situations.

According to the philosophical enterprise, ethics is about rational enquiry for the purpose of acquiring knowledge that can be used in making decisions about present and future actions, it is the search for the truth. In addition, the educational leaders' understanding of what it means to be a human being and his /her understanding of how human beings should treat one another Rebore (2001) ultimately affect all ethical considerations.

These days, ethics is in every work and everything that a person do, it is a subject that capture the interest of the majority of the people, especially in the public sector where the people are the taxpayers and care for their money not to be used in unethical ways. Tsalikis and Seaton (2007) noted that ethical standards and evaluations differ from one culture to another depending on the cultural beliefs and behavior.

Further, Cordoba (2006) presented Foucault's exploration of ethics that offers the elements for analysis for forms of being ethical of behaving ethically:

1. The determination of ethical substance: the way in which individuals have to constitute parts of themselves as the prime material of their moral conduct. These aspects of thought and behavior constitute subjects of critical reflection.
2. The mode of subjection: the way in which individuals establish relations to rules and recognize themselves as obliged to put them in practice. These can be seen in explicit adherences to principles, norms, codes, in the acceptance and subordination to them.
3. The ethical work: this involves different forms of doing work on oneself and relations to others to comply with rules. Individuals might have different ways of working on themselves.
4. The telos: is a type of ethical subjects that people aspire to be.

First, start by talking about the ethics of education in general. Where according to Rebore (2001), ethics issues in education is the concern of administrators who want to become more familiar with the field of ethics. Also, teachers who have the instructional responsibility of teaching their courses ethically and staff members who have an interest in how ethics relates to education. These three groups should fulfill their responsibilities in the school or university.

Moreover, Rebore (2001) presented several ethical considerations in his book, such as:

1. It is the responsibility of each educational leader and the education community taken together continually to search for what is ethically good in providing services for students and in supporting the activities of the school or university.
2. Educational leaders can sustain an ethical direction in their professional lives only through continual striving to find meaning in their daily activities.
3. The educational leader must strive to do what is right in relation to the welfare of others regardless of the consequences.
4. In making decisions, educational leaders should attempt to bring the most happiness to the greatest number of people without violating the rights of individuals.
5. The effective implementation of the social covenant requires a trusting relationship among all members of the school or university community: parents, students, teachers, staff members and administrators.
6. Educational leaders must be ever vigilant in eliminating gender or religious biased in education practices as employment practices and working conditions in schools and universities.

Further, Alberto and Troutman (1995) started by saying that a decision or action is ethical if it is right. Where, "right" is doing things following a set of guidelines or instructions (noting that the rules or guidelines differ from a place to another). For teachers, they must be always aware to do the right things and behave ethically depending on the culture where they are teaching to protect the students' rights (example there are places that ethically it is forbidden to hit children in school, while in other places teachers can hit the students). In addition, they must understand how and why to use the rules and guidelines, because misunderstanding the behavioral procedures resulted in increasing pressure and leads to many problems.

Brookfield (2006), says that the person who chose to be a teacher in for the interest of helping students learn, and that will be his/her first priority, and the skillful teacher will do whatever it takes to help students learn, although sometimes people get out of the way and start breaking the rules and obligations.

Moreover, Strike and Soltis (2004) present to us in their book the commitment that the teacher has toward his/her students and toward his/her profession. Starting with some of the obligations to the students, the instructor:

1. Shall unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall not be bias based on race, color, sex, marital status, and so on.

Second, some of the obligations to the profession, the instructor:

1. Shall not make false statement or disclosure related to competency and qualifications.
2. Shall misrepresent his/her professional qualifications.
3. Shall not assist entry into the profession or make false statement concerning the qualifications of a person.
4. Shall not make disclosure or false or malicious statement about a colleague, as to not assist a non-educator in the unauthorized practice of teaching, and so on.

Which leads us to the saying that: A good teacher must have a real commitment to his/her student; He/she must strive to help each student realize his/her potential as a worthy, effective member of society. Many discussions done regarding ethical considerations; however, of primary importance is the matter of "fairness" in the treatment of students. Personal interactions (good or bad) with students interfere with or modify the treatment of each student. Using tests as learning experiences and not as punishment. Carrying Grading of tests by question, not by student; and where possible, grading should be done without knowledge of the student's name. Teachers have an obligation to oppose student dishonesty, as manifested in cheating and plagiarism where the teachers should follow up the projects and not letting this issue pass away. Further, establishing a plan of action before the first class begins. In all dealings with the student, the teacher should respect each student's right to privacy. The teacher has an ethical obligation to optimize conditions to allow all students to learn to the best of their abilities.

Now, looking on the ethics in education, two cases listed below are happening in schools or universities. The discussions of these two cases will show the behavior in teaching if they are ethical or unethical, where the instructors in any university might be doing one of the following:

1. The instructor does not come to the class and sign that he/she was teaching the session. Alternatively, the session time is 50 minutes or one hour and thirty minutes but the instructors always teach half the time maximum, and to be paid for the whole session.
2. In the internship course, the instructor is supposed to go and observe the students, but he/she does not and gives them random grades.

Now after listing the problems, the researcher started to explain each of them, discuss and elaborate to see if they are ethical or not.

Starting with the first case, the instructor does not come to the class and sign that he/she was teaching the session. Alternatively, the session time is 50 minutes or one hour and thirty minutes but the instructors always teach half the time maximum, and to be paid for the whole session.

In the university, each class has different students especially in the American system, where each class has different students with different instructors. In addition, the administrations in the universities do not follow every instructor to every class and every session he teaches. For that, not all teachers follow the rules that they are to teach a defined number of sessions for each class. However, those teachers take advantage of the system in the university and miss some classes and sign that they taught the session. There are different ways that a teacher can miss classes, some of them are:

1. The teacher calls a student from the class (where the administration will not know) and says that he will not be able to give them the session; the students tell each other and do not come to the class.
2. The students talk between each other and decide not to come to class, this way the teacher come and do not find the students and sign that he taught the lesson.
3. The teacher does not come to class, the students wait and leave because the instructor didn't show up to class based on the rules of each university, but the teacher come later and sign that he was in the class and that he gave the session.

Moreover, as noted above, there are some instructors that give maximum half the time of the required session, for example if the session is one hour and a half, the teacher walk in and teach for about 30 minutes and dismiss the class. This way the students are happy because they are leaving the class earlier and the teacher will be paid for the whole session.

Is this case ethical or not? As noted above, the teacher should follow the guidelines and the rules of the institution he is working for, and in this case, the teacher is not following the rules saying that the session is this amount of time or the instructor should teach this amount of session in the semester. Instead, the teacher is acting unethically by dismissing the class earlier several times and paid for the whole session, or not giving the class at all and signing that he taught it. Leading to an issue that The students are entitled to have a full explanation to grasp the concept, and giving part of the session will make them lose a lot.

Getting to the second case where in the internship course, the instructor is supposed to go and observe the students, but he/she does not and gives them random grades.

Another problem is about is in the internship course, where students are taking this course and doing their internship, the instructor should go one or many times to the place where they are doing the internship and observe, as the students are asked to present a report on what they did. However, in reality, there are instructors that they do not observe nor get reports from their students about their internship and give them random grades, and the professor report to the administration that he observed the students. This case is again a violation of rules and guidelines that the teacher should follow and it is an unethical behavior. Noting that these students did not get the whole material as it should be and did not receive the appropriate internship experience, which may lead after graduation to several working mistakes in a way or another with any person, even the instructor or a kid of him and consequences could occur.

The two cases, based to Strike and Soltis (2004), the educator did misrepresent his/her profession obligations. Moreover, according to Brookfield (2006), the instructors in the cases are not doing what is necessary to help students to learn, but on the contrary, they are harming the education of those students. Therefore, these cases are considered as unethical behavior.

In conclusion, everything done in humans' daily life has ethics and a person should abide by. These ethics differ from a culture to another. As educators are dealing with humans on an interval of time, abiding by ethics is critical as it can affect students' life. This study tackled two negative case studies, however, there are unlimited number of positive as negative examples, not only what educators do in their place of work and with their students on a daily basis, but also ethics should be abide within the administrative staff, students and so on. Who is responsible to check when these kinds of actions occur, and what could be the solutions?

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