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Living and Learning With Integrity: A Pushing and Pulling Ground for Teachers



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Abstract

Teacher integrity is crucial for maintaining their own sense of ethical identity, professionalism, developing institutional culture of learning and sustainable development of schools. However, there are several elements related to socio-cultural norms, values and practices that support or resist the effective adoption of integrity at schools and in day to day life. This study explores how teachers' professional integrity is shaped and practised at schools. Following the qualitative study design, I employed mostly literature review substantiated by in-depth interviews with six teachers from two schools in Kavre district. The findings reveal that school culture determines integrity of teachers. School environment, prescribed rights and duties of teachers and headteacher's leadership shape the integrity of teachers. The social settings and its ingredients are pushing and pulling grounds that teachers address duly for effective implementation of integrity at schools. Since integrity is a social phenomenon deeply rooted in socio-cultural practices, the state needs to come up with more sensitive and inclusive code of conduct for responsive behaviours and better results that are contextually developed through the continuous participation of the concerned stakeholders of the schools.

Keywords: *School Culture, Qualitative Study, Ownership, Accountability*

Getting Into Integrity

Integrity in education is a burning phenomenon worldwide due to state obligation on rights to education and increasing allocation of public funding (Transparency International [TI], 2012). As I reviewed the literature concerning integrity in schools, I realized that there are two schools of thought. The first school argues that the integrity is the opposite of corruption (Organization for

Economic Co-operation and Development [OECD], 2005; TI, 2012). The other advocates behavioural aspects with a set of moral principles like accountability, competency, ethical behaviour and corruption control system and mechanism (Integrity Action, 2015). This shows that integrity is a contextual social phenomenon linked with both individuals and institutions that represent the ingredients and characteristics of the society. In Nepal,

integrity has wider meaning in understanding and practices both at social and institutional levels. The Nepali word 'sadachar' has been etymologically constructed with two words 'saad' and 'aachar' which in combination mean to have good morale, behaviour or conduct both at personal and professional life. Thus, in the Nepalese society and culture, integrity consists of wider ethical and behavioural aspects which are not yet explicitly addressed by the legal instruments and Acts. With this study and my own experiences, integrity for me is an amalgamation of good thoughts, behaviours, processes and methods on one's own action and reactions with others.

When we talk about the integrity of teachers, they are taken as the exemplifiers of good conduct in society (Werner, 2002) and they play the vital role both in education sector and society as they are the sources of information and inspiration for students and the community. Thus, teachers are not only the sources of the pedagogical knowledge in the classrooms but also change agents in school community with some assigned roles and responsibilities (OECD, 2012).

Being the eyewitness of day-to-day life, policies and practices of integrity in the community school as a teacher for more than a decade, I am personally and professionally interested in and committed to explore the various ingredients that pull or push a teacher in promoting or resisting integrity in the education sector as most of the policies are not relevant and contextual to local needs, interests and social settings. For instance, Parajuli et al. (2012) conclude that there are more than 50 policies made for schools which are not available and understood by the stakeholders. This leaves many with a notion of poor implementation of policies as they are not practical, relevant and context appropriate.

Integrity in Education Sector in Nepal: Highly Demanded But Invisible

Integrity in education is directly linked with children's socialization and learning. Teachers' performance around schools and in classroom learning process affect the capacity and results of the education system as a whole from school to national level. The OECD (2012) report highlights that poor integrity in education system jeopardizes fair access to education to all and

delivery of satisfactory quality education. Regarding teachers, it claims that corrupt teachers hinder prosperity, cause long-term damage to societies and increase the cost of education at the expense of equity and quality. This shows that the integrity of a teacher directly influences the socialization and upbringing of children in society and school environment.

Integrity, especially of teachers is talked and demanded more in education. Benninga (2003) stated that teachers with the sense of obligation demonstrate their moral professionalism by coming to work regularly and on time. They are well informed about their student-matter, planning and conducting classes with care, regularly reviewing and updating instructional practices, cooperating with, or if necessary, confronting parents of underachieving students. They are also cooperating with colleagues and observing school policies so the whole institution works effectively, but firmly criticizing unsatisfactory school policies and proposing constructive improvement. However, Nepalese teachers are repeatedly blamed not to have fulfilled their obligations towards their time, task and targeted results on students' learning that raises a question mark on the professional integrity of

teachers. For me this is not blame but a reality as I have witnessed these activities. Furthermore, remaining as a community teacher, I have seen that in some places, all lessons of each subject are not taught and they give exam covering a fewer lessons only. Though there are several blames on teachers, this does not mean that all teachers are not working with integrity.

Teachers as the Integrity Coach: A Long Way to Deliver

Teachers are in the central point of socializing children as the responsible citizen with high moral and good social conduct that promote integrity. Unless and until the education providers (especially teachers) practise their integrity in the process of education, one cannot expect any good result. I personally believe that the role of teachers is significant in providing quality education to the students and shape their future personality and professions. On the other hand, several reports conclude that quality of education cannot exceed the teachers' quality and commitment (VSO Nepal, 2005; World Bank, 2012). Likewise, with the low motivation and professional commitment, teachers training could not

reach to classroom on enhancing children's learning (Ministry of Education [MoE], 2009). Teachers' time, task and targets in school and children's learning are not well articulated and practised in schools as these are not counted in their performance and code of conduct are only morally bounded. So, in such a situation, there is a need to study the pulling and pushing grounds of teachers' integrity on their day-to-day work and socio-cultural context of the school.

Laws and regulations are made with external pressure (Dhakal, 2019) in line with international standards and norms but when it comes to implementation level, they come with controlling mechanism without ownership and clear understanding and it is ignored in practice (Parajuli et al., 2012). Thus, it is not easy to promote and practise the integrity in the profession and to have a life and livelihood with full of integrity when socio-cultural context is not favourable for this. There come many pushing and pulling grounds of integrity from the social context of school in its day-to-day operation.

Consequently, I have also witnessed a few teachers who are not teaching well in the classroom but helping students

cheat in exams. Some even provide scholarships, which allow one to benefit than the more deserving one. So, such behaviour of teachers for/against students in school not only shows manipulation of talented students (Shaw, 2005) but also teaches students to do such activities in their day to day life. So, the students who pay bribe as a gift to get better grade and recognition from the teachers, affect their moral values (Sevcenco, 2008) and later on weakens the democratic norms, values and system of the society as "*Jasto bhogai ustai sikai*".

Similarly, a study in Honduras also found that the people who are in power and connected with political parties use their public position and authority to do corruption (Fontana, 2008). Likewise, in Nepal, teachers were victimized by unfair performance appraisals and evaluations which lessen their motivation and also their promotion, and then this leads to worsening in the quality of education and mainly on classroom teaching (Government of Nepal, 2012) as the unfair appraisal push them back to perform their duty.

Integrity in Policy: Morale Conduct of Individuals and Institutions

Integrity in Nepal is deeply rooted from the religious and ethical ground. This has been recognized by policy makers and administrators. This has also been reflected in the code of conduct for different professions long time before the establishment of anti-corruption agency at central level. In the education sector, the seventh amendments of the Education Act and the following education regulation have outlined the code of conduct for teachers. This has been further strengthened in the recent amendment act i.e., eighth amendment in 2016. However, the code of conduct contains provisions dealing with moral and ethical standards including personal behaviour both in and out of the workplace. Such guidelines are typically underpinned by ethical principles that teachers are expected to follow, including respect for law and system of governance, respect for persons, integrity, diligence and efficient and economical behaviour (MoE, 2010). The codes provide a message to a teacher to perform assigned task with high integrity and morale. The SSDP has also prioritized to make teachers responsible for their time and task in classroom for children and their learning (MoE, 2016). But still, there are many aspects that push and pull teachers to perform their duties and responsibilities in school.

Integrity in School: A Mostly Needed Phenomenon

School is a social institution where maintaining integrity is a must, as it will have direct influence on children. Integrity in education means having existence of moral values, rules and norms that aim to avoid corruption in school as it was announced in the world education forum (2000) that one of the major components on the effective use of educational resources is anti-corruption measures in order to ensure quality education to all. It is also true that when there is integrity within the educational sector, then it is obvious to achieve one of the main purposes of education i.e., to produce democratic citizen (UNESCO, 2014). School is a place where one learns to respect and follow rule of the law, human rights and to behave in a great manner through teachers. Dahal (2014) argues school education should inculcate children to 4Rs (Rights, Responsibilities, Rule of the game and Roles of the individual within the political, economic and socio-cultural system of the society) from traditional 3Rs (reading, writing and arithmetic). So, if there occurs dishonesty among the teachers themselves, how will the purpose of education be fulfilled in better socializing children? Hence, to

maintain integrity in society, educational institution is mostly required to address this phenomenon and hence this study studies what and how teachers are crammed to work with integrity.

Methodology

Following desk review of extant literature on teachers' professional integrity and adopting qualitative inquiry as a method, I collected data for this study from both review and participatory consultation with teachers. This study attempts to explore teachers' perspective on how they are pulled or pushed towards high or low integrity in their professional work. The site and participants were selected purposefully from two public schools of Kavre district, Bagmati Province, Nepal with high proximity and familiarity to get more inner information and reality of the field.

There were altogether six teachers (four male and 2 female) who had more than five years of teaching experience with whom I had in-depth interviews and observation. I fully adhered to the basic norms of a qualitative researcher and maintained 'responsible research practice' (Dhakal, 2016) in the conduction and reporting of the research.

Furthermore, I present the views and experiences of teachers from two different schools, who are at the crossroads of integrity as there are socio-cultural issues that push and pull teachers and their behaviour into professional integrity and classroom performance on students learning achievement.

Key Themes

Following "participant-engaged meaning-making" (Dhakal, 2021, p. 152), I derived five themes and analysed the data thematically as below.

Classroom Integrity: A Burning Challenge in Schools

The teachers with high integrity are considered good teachers because of the immediate or potential effect they might have on the students in/outside their classroom. If teachers adopt a professional orientation towards integrity, they will be inclined toward higher degree of professionalism which includes a stronger commitment to their student with the better cooperation with colleagues and being more engaged with the teaching task (Tschannen-Moran, 2009). This will further enhance school

towards its development with the proper use of one's expertise.

When the professionalism of teachers is talked about, the teaching and learning process come first. Teachers' foremost duty is to take the assigned classes on time with prepared lesson plan to meet the target and to complete the course thoroughly on time by following the proper teaching learning activities. Similarly, regular assessment of students, reporting on students' progress, being cooperative with other teachers at work and obedience to administrators are also needed in classroom and in education system (MoE, 2010). These are the norms within the school, and it is often believed that these norms are to be followed by the teachers being facilitators of learning.

However, teachers in some places are found and reported of leaving their classes and doing other personal works. Teachers are even blamed for entering the classroom and using the mobile phone in spite of teaching. Moreover, teachers are engaged in multiple professions, which are sometimes also reflected in the classroom – passing school time for other businesses. In our eastern culture, there is a saying '*Paisa bhanepachhi mahadev ko tin netra*'

meaning when it's about money, God also open his third eye', so there arises many questions on the loyalty and integrity of teachers as teachers use their school time in doing other personal works for monetary benefits.

In fact, promoting integrity in classroom level is a serious issue as it is directly connected with students and their upbringing. It influences the students as they will get quality inputs from quality teachers for better learning. When we observe the real situation of school, teachers are found confused about what is termed as the behaviour with integrity and what is not (Herlihy & Theodore, 1995).

I also strongly believe that in a school, the principle of maintaining integrity in professional relationships focuses on honesty in forming trustworthy and respectable relationships (Tschannen-Moran, 2009) between colleagues and students that contribute to the real development of school and its stakeholders. So, a teacher is expected to demonstrate consistently high standards of personal and professional conduct. After the class is assigned, teachers become solely responsible of the class. It is the teachers' duty to maintain positive discipline inside classroom for better

learning environment and for this, teacher herself/himself need to be in discipline first as honesty begins with oneself and extends to others (Centre for Academic Integrity [CAI], 1999).

School Culture: Shaping Teacher's Integrity

Teachers are the sources of both the positive and negative sides of integrity and they are termed as the learners and facilitators at the same time. So, when the teachers were asked about fulfilling their duties, then the reply of one of the teachers from school A was: "*Being a government teacher, it is obvious that one compares himself/herself with other government officials and when they hear or experience their way of working, it makes them to work in the same way.*" They followed the principle of seeing is believing where peers and seniors and their behaviours are instrumental for newcomers. This showed that the colleagues pull back the way of working and fulfilling their professional task. The teacher further said, "*When the same government official like DEO do not come to office on time, then why should we follow what they instruct being in time in school?*" He was expressing this when he had gone to District Education Office (DEO) for some official work, he

could not meet the concerned officer till 11 AM (they are supposed to be there at 10AM). And he argued that when such an official instructs teachers to be on time in school and class and also to put on school uniform when they themselves ignore that, then why should other government officials follow?

This showed that the supervisors or other authorized persons like HT/DEO personnel must follow the rules to make others follow it. When there is difference in preaching and practising among the key officials, it would demotivate others to initiate and continue anti-current behaviours and tasks. Regarding this, a teacher from school B also had a similar experience on the effect of culture in maintaining teachers' integrity. He not only pointed fingers at the district education personnel but also blamed the headteacher (HT) that when the school has different rules to different teachers then teachers become unprovoked and as a result, they start to show laziness in their duties.

Sushma Miss on the other hand from school A said,

I had entered in this particular school after working in private schools for 5 years. I came with a strong

enthusiasm and commitments. But as days passed, I found myself being dull than in previous school. I am not blaming other teachers, but I think that the activities that were running and the way teachers were working drive me towards that... no sooner, I found myself being lazy even to stay for full time in class.

The above statement showed that the teacher has felt the impact of the school culture and environment of school and its surrounding. But, in contrary to the above statement, one of the teachers of school B has different experience. He said,

I used to work in a remote community school where there were few numbers of students comparing with number of teachers. I did not have to take more classes but as I moved to this particular school, I found strict rules and regulation of the school which every teacher must follow. It was difficult for me to cope up for few days but now it is set as a habit. HT was so laborious and concerned with students and their learning, other teachers obviously follow it. Now, I am enjoying my work here. I still remember one teacher saying that to work in this school is as difficult as to

chew a metal. But I think I had done my job properly and even I fail to follow rules of school, I am informed by the teachers and HT as well.

No matter from where you come and how you used to work, the system and rules that are set by the school as a cultural, determines how you continue your task within the given time. In the above statement, HT's leadership and commitment were visible and instrumental for making other teachers work with high integrity. And when there is fear of pointing finger for not doing tasks properly and also appreciation for right doers, then that push teachers to follow others and give the best.

In the span of interviewing, one of the participants from school A who was in temporary position for 25 years blamed government for not securing capable temporary teachers. He further said that he has been giving his best from the last 25 years but till now government ignored the temporary teachers and he also blamed that when the government made any notice, they never take name of teachers. This showed that teachers do not feel they are respected by the government even though all community schoolteachers are getting salary from

the same national treasury since 1971, but still teachers are not given same respects as to other government official. So, the question arises: why to work efficiently when others who are getting all facilities and respect do not do. He continued his feelings and said, "*For an example, just see a government official get extra money from its customers but a schoolteacher cannot. Teachers need to serve students and their parents whereas government officials served people. There is no provision for continuing government official jobs as temporary for more than 6 months whereas teachers are lifetime temporary. I am also the evidence of being temporary for last 20 years in community schools always feeling unsafe and unsecured in term of my job and livelihood*".

The above case showed that the school culture/climate affects teachers' integrity and their performance. The environment and system of the government that has been developed in the school determines how the teachers accomplish their job. The trust to work with integrity declines when there arises the feeling of inequality among the same level of officials.

Prescribed Rights and Duties: Fostering Teacher's Integrity

Teachers are the co-leaders of the school as the HT can distribute duties as well as rights among the teachers, e.g. making school calendars, weekly routine, etc. (MoE, 2016). I think the first and foremost thing that pulls teachers to work with integrity is the job satisfaction. When a teacher is committed towards her/his job, then the job is performed with high interest and integrity.

While countering on how teachers are motivated to work with integrity, most of the participants responded that the school environment and distributed duties play the vital role and then the teachers' self-efficacy is crucial. Students are at the centre point of the education system, and when the teachers do not fulfil their duties and responsibilities, and then the direct effect is seen on students' presence in school and their academic performance. When teachers acknowledge this thing and internalize their responsibilities, they can perform well and maintain integrity. For this, Ramesh from school B said, "*I feel that if my students' performance degrades, then I am responsible for that.*

Many students in higher grades are enrolled here just because of trust in us so I must do my duty with full integrity.” For this, he recalled his entrance to the new school. He further said,

When I was appointed in a community school from private school background, I was asked what changes I would bring to that school with the experience of teaching in a private school. Then, I said that I will try my best to make all the students succeed in grade 10 (total number of students were 21). And for that I also asked to have support of the HT as well as of other few teachers. I felt that I was not only challenged but also was given responsibility of students for the better result of the students. I felt like some major responsibilities of a school were put on my shoulders with the trust and hope. So, I coordinated with the HT and other three new teachers who got selected with me. We then planned differently to run the class and were serious in taking classes. Not even a single class went without a teacher, those who were free, were made to go and cover the class. And as a result, all the students except one got good results. From that time, the school is following the same system and is

having good results. And I must say that before that the school never had got first division or distinction in the SLC but now few students hold such grades.

The cases presented by the participants showed that teachers become responsible and are pushed to work with integrity when they are trusted and are given shared leadership. Similarly, Seman sir from school A said, *“The relation of school and teacher is like the relation of husband and wife at home. It means shared responsibility brings feeling of belongingness.”* When there is feeling of belongingness, responsibility and love towards work/relation then the family runs smoothly though it is continued by some regular arguments/fights. And same is with the institution. This showed that there is a need of respect to teachers and some shared responsibilities to be borne by both parties.

Socio-cultural Practices: Echoing Teacher's Integrity

Teachers are repeatedly blamed for not teaching in class and doing their stuff inside the classroom like making cotton or sewing sweaters. I have heard these types of blames for about a decade and also have observed such activities. Many

such blames are made for not correcting homework, leaving class earlier, neglecting students' misconduct and using personal judgement on students grading, etc. Along with these blames, according to the participants; nowadays teachers are blamed for using mobile phone inside the classroom for personal agenda. Teachers give away some class work to the students and they themselves engage in mobile but they do not use mobile for learning purpose. To overcome this blame, school B has banned the use of mobile phone in the classroom but at the same time. However, as mobile can be used as one of the developed technologies to use as a teaching material, it is not easy for the school to proscribe it. When it is not monitored by HT, then other teachers also start using it for fun. I think there is a habit of asking 'Why should I not when others are doing so'; even if it is unethical and wrong practice. These activities are repeated by teachers as the learning from other colleagues' or also like continuing it from former teachers. The socio-cultural aspects of school permit it, so it is obvious that teachers continue it. Here, the upbringing and ones' own value fails, when there are such socio-cultural values.

Countering this, a male teacher from school A raised questions on HT leadership and said that though the teachers' roles, responsibilities and rights are mentioned in the education act, lack of HT leadership affects teacher's time and task (known as duty). He further said, "*There is not such hard and fast mechanism of reward and punishment to the teachers and the teachers who worked hard do not get rewards/motivation*". Teachers are not monitored and evaluated by the HT on their performance. They are instructed to be in the class but do not check either they fulfil their time, task and target. Sushma said, "*There is no difference between hard worker and lazy teacher, so, that discourage teachers to work with integrity. I suggest having the rule of hire and fire system at local level.*" And in addition to this Rita said that teacher's job should not be made permanent but should be contracted for 5 or less years. It meant that when teachers get permanent in their job, they become negligent as the job is secured.

There is a legal provision that once a teacher becomes permanent than it is hard to fire them. This provision made them feel secure and as a result they do not hesitate to follow the wrong practices

which are socially established over the span of time.

Teachers as Change Agent: Sky-scraping Hopes for School and Community

HTs are the key figures for establishing trust, or ensuring trust within a school, which is essential for the development and sustainability of the community (Hord, 2004; Wahlstrom & Louis, 2008). But I believe that, only a HT cannot make it happen, teachers also have the shared responsibilities. Teachers are not only connected with the school and students but are also equally connected with the community. Though it is perceived that there should be positive and collaborative relation between school and community, one of the teachers from school A expressed his view with aggression that, teachers are not respected by the community and school itself, they are taken only as the labourer. This certainly pulls back teachers from fulfilling their duties. Even he expressed his frustration saying, *"Parents think that we are getting job because they send their children to study, otherwise we are for nothing."* I sensed that there is a huge difference between teachers and the parents, which is pessimistic part for school development.

There should be a good relation between school and community; and teachers should feel as the member of community, as when they feel it as their own, they will give their 100% to their job. For this, the report by CAI also presents that an academic community of integrity fosters a climate of mutual trust, encourages the free exchange of ideas, and enables all to reach their highest potential (CAI, 1999). So in terms of school and teachers, the good relation between community and teachers push teachers to work with integrity and they become more aware of their duties and responsibilities when the community is concerned about the school and play a role of a watch dog.

The participants further revealed that there are political activities by both community and school, which affect school's regular business. It is not bad to have leaders in community but when the influence negatively affects school activities along with teachers then it leads to negativism. If a leader is to lead, then it is necessary for the leader to have a clear understanding of the existing culture (Glickman, 2003) and should work accordingly. Additionally, teachers are found to be involved in political parties though they are strictly restricted to get involved both in laws and policies.

For such blames, Seman said, *“a teacher is transferred or given political torture from one party, then teachers are compelled to join another party to get protected.”* This shows that when there is no political interference in the education system, then it will also take the teachers out from getting involved in politics. The sense of insecurity in one’s job makes the so called change agent go after the political parties and let the classes go empty.

Discussion of Findings

The teachers who fulfilled their tasks properly are often called good teachers and for such teachers duties and responsibilities are prime concerns which are fulfilled without a failure. Despite the code of conducts defined in the education policies, there arise several questions on its implementation and teachers' integrity. The findings showed that there is a poor communication and collaboration between community and school by which teachers become ignorant on their duties as well as lack of third eyes and feeling of belongingness. For this I believe a joint and participatory system to develop and monitoring implementation of the code of conduct by teachers, parents and students makes better working environment for higher

integrity (Hord, 2004). In this context Ryan and Deci (2000) claim that human are by birth want to engage themselves or exercise their capacities within the social groups (p. 229). So, when teachers are interconnected with the community people or when they have the feeling of belonging in the locality they are in, they become determined to show their high capacity and commitment which further helps to strengthen their quality of work with full integrity. I strongly believe that the more people internalize and incorporate socially endorsed values and norms, the more self-determined their dealings and the more likely it is the reason of the present condition is internal. However, when it lacks, it mostly affects the children and their learning and then it further disables agenda to get access to resources both at national and international level (Government of Nepal, 2012).

Furthermore, I found that, teachers whose job is to produce active citizens, found to be more worried about their own facilities than their job. There is a high practice about give and take. Teachers are of different types having different facilities (esp. temporary and permanent). They found to be seeking equal facilities and respect as most of them said that they hesitate to work as

they are not given high respects and incentives as equal to other government officials. Teachers felt that they are demoralized and are not respected as they have to search their categories within other government officials' category. And such feeling of low respect pulls the teachers back from doing their task. Thus, good behaviour and respect towards the post and high integrity are more likely to occur with 'high quality' when the conditions are present for teachers' behaviour to be self-determined, which can only happen if teachers are able to satisfy their basic psychological needs of autonomy, competence and relatedness. And when the government can make them feel their work worthy.

In contrast, teachers often are encouraged and found to be highly committed to their profession when they are given responsibility of their task. When teachers are committed to their profession, they spare no pain to fulfil the organizational commitment of the school. Self-determined activities can be termed as such behaviour that teachers perform naturally and impulsively when they feel free to follow their delicate interests' (Ryan & Deci, 2000) and also when they are trusted by the head of the school. But when we talk about the

permanent community teachers whose job is secured and because of that most of them take responsibilities as extra burden and seize teaching only is their job to be performed and ignore other responsibilities that come before them. While few such teachers point their fingers to HT blaming for not letting them perform any innovative work. This showed that when they feel free to follow their own values and norms with the support of HT, they performed their duty well. Hence, to develop the interpersonal trust within schools, both individuals in the relationship need to have their actions guided by a stable normative frame.

Similarly, Somech and Bogler (2002) conducted research on teachers in school and argued that teachers having less commitment to organizations are the withdrawal teachers. The presence of such few teachers destroys the culture and working environment to other teachers as well. Hence, it can be concluded that participation in exertion, feedback from and to teachers and empowering them lead to high level of integrity.

Most of all the respondents agreed that one of the pulling aspects of teachers towards working with integrity is the

lack of reward and punishment system in education. Teachers compare themselves with others and when they find others not performing their duties and in spite of getting punishment, when they find them enjoying the benefits, then it discourages them to perform their prescribed duties (Glickman, 2003). People start acting with a moral or normative frame, when other people/individual around them act avoiding self-interested frame.

Not only the rewards and punishment but also the monitoring from the authorized personnel is an important part that pulls and pushes teachers for doing their duties. When there is monitoring and supervision of one's job, then they become aware about it and when there is not such monitoring system, teachers stop to do their work properly as the teachers think that either they work or not, there is no change. While I was having discussion with one of the teachers in school B, another teacher came to the staff room before bell rings and when the HT saw that, he asked her to go back to class and engage students till the bell rings. When the right doing is awarded and respected before all, not only that particular teacher but other fellows also got motivated by that.

Teachers, when given the responsibility of their respective class and sector, perform their duties in a meaningful way. Furthermore, the term responsibilities seem to be an integral part to push teachers to perform their job with honesty. Teachers are the leaders and when they are made to feel it, they start to develop the feelings of belongingness. Fenstermacher (2001) had an opinion that “if teachers were to contribute to the moral and intellectual development of their students, the teachers themselves had to possess and exhibit the moral and intellectual traits they sought for their students” (p. 632). This might be a reason why teachers/educators often emphasize on integrity for a prospective teacher. “A good prospective teacher’s preparation must begin with the moral development” (Weber, 1998, p. 87), primarily because these prospective teachers “will themselves need to be moral, caring, and socially skilled so that they can demonstrate important skills and understandings in words and deeds” (Watson, 1998, p. 65).

Conclusion

There is no doubt that teacher occupies crucial positions in the system of school education. The teachers, doubtlessly, are

considered a vital source of inspiration for the learners and even for the society as a whole. The teachers professional and social life, activities and practices are taken as a role model among the students. And the students follow what and how their teachers perform which, in the long run become habits and then set as a culture. Hence, I think these behaviours and activities are taken as the form of integrity. It is, therefore, much essential to consider which practices and behaviour a teacher should follow to ensure quality education in school. In this sense the professional codes of conduct for teachers in school not only is necessary to be well-defined and well-versed but also be monitored effectively so that no crossroad could takes its root to mystify the education system as a whole.

Teachers should posse collective autonomy, transparency and responsibility, that have to be deliberately arranged and structured around their profession. When one work together as a team, it helps in building trust and shows integrity. Similarly, teacher as being a member of community, community's role in drawing or pushing them to work with integrity is vital.

In one hand, school culture and its environment effect and teach teachers on how to deal with their daily activities in their profession. Head teachers on the other hand are also source of integrity or corruption for teachers as he is pedagogical and managerial leaders for them. Teachers also follow and wish to be HT as they are source of inspiration and power and they do see mandates, functions and recognition of HT among students and public as well. Hence, the culture and HT leadership socialise teachers n students to a new norms, values and beliefs.

Finally, developing and retaining quality teachers with integrity is a growing concern in Nepal education sector. To develop positive and truthful teachers, government policies and code of conduct should focus on the social construct in order to develop 'matters of the heart' that initially draw individuals into being teacher with integrity. Similarly, different education stakeholders should prioritise humanizing and supporting 'good teachers,' who are able to use both their "head and heart with full passion and teach meaningfully with full integrity within an increasingly outcomes focused school context (Shoffner, 2009, p. 788).

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The author declares that no potential conflict of interest exists.

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