A STUDY OF TEACHERS' KNOWLEDGE AND APPLICATION TOWARDS CIVIL SERVICE ETHICS AND DISCIPLINE FOR TEACHERS

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Abstract

Teachers with civil service status should know and apply civil service ethics and discipline for teachers in day-to-day dealings because they are the makers of history who prepare the future disciplined citizens of a country. This research study explored knowledge and application of teachers towards civil service ethics and discipline for teachers in Basic Education High Schools, Sagaing Township. Purposive sampling method was used to select 335 teachers from 10 Basic Education High Schools in Sagaing Township as sample of the study. Quantitative research method was used in this study. The questionnaire for knowledge and application towards civil service ethics and discipline for teachers developed by the researcher was used for data collection. The generated data was analyzed using Item Percent Correct (IPC), Descriptive statistics, One-way ANOVA and Tukey HSD test. The results of the study revealed that the levels of teachers' knowledge towards civil service ethics and discipline for teachers were found to be at satisfactory and above satisfactory. The teachers always applied civil service ethics and discipline for teachers (Mean= 4.60, SD= 0.43). There was statistically significant difference in knowledge of teachers according to schools. Similarly, significant difference was found in teachers' application according to schools. Based on the findings, it can be concluded that teachers apply civil service ethics and discipline for teachers according to their knowledge levels. Thus, teachers' attitude towards civil service ethics and discipline for teachers should be analyzed in further research.

Keywords: civil service, ethics, discipline

Introduction

Schools are vital places to shape the mental horizons of new generations, to convey both wide and deep knowledge, to foster values that produce healthy and stable societies, and to promote solidarity and avoid rivalry and hatred. Hence, teachers carry an enormous responsibility in their daily practice (Stromquist, 2018). Teachers are responsible to produce physically, mentally, morally, socially and psychologically well-developed citizens with critical thinking skills and produce citizens who respect and follow the law by practicing their civic and democratic duties and upholding standards of human rights and develop union spirit (National Education Law, 2014, 2015).

Because teachers will stand as gate-keepers to increasingly powerful forms of knowledge and to the powers of discrimination required to use them wisely and for the good of others, many foresee an increasing emphasis on ethics in the teacher's role (Totterdell, 2000). The ethics is the basis for democratic teaching and learning. Behaving ethically was at the heart of what it entails to be a professional (Mahere, 2014).

The teachers with civil service status must be guided by civil service ethics as a disciplinary role to monitor the conduct or practice of civil service teachers. Teaching is a profession that calls for a high degree of discipline and moral rectitude (Chirwa, 2014). A disciplined teacher helps learners develop their own beliefs and values for society (Ndung'u, 2017). For teachers to be able to exercise discipline, they should use a code of conduct, and school policy and regulations effectively and efficiently (Mtsweni, 2008).

In the Republic of the Union of Myanmar, based on teachers' status as civil servants, they should follow civil service ethics and discipline Thus, teachers' knowledge and application towards

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civil service ethics and discipline for teachers play an important role to keep a disciplined teaching force that is professional so that schools produce disciplined citizens for the country.

Purpose of the Study

The purpose of this study was to investigate teachers' knowledge and application towards civil service ethics and discipline for teachers at Basic Education High Schools in Sagaing Township. Specific objectives of this research were as follows:

1. to investigate the levels of teachers' knowledge towards civil service ethics and discipline for teachers,
2. to find out the variations of teachers' knowledge towards civil service ethics and discipline for teachers among schools,
3. to identify teachers' application towards civil service ethics and discipline for teachers, and
4. to explore the variations of teachers' application towards civil service ethics and discipline for teachers among schools.

Research Questions

This study was conducted with the following research questions.

1. What are the levels of teachers' knowledge towards civil service ethics and discipline for teachers?
2. Is there any variation of teachers' knowledge towards civil service ethics and discipline for teachers among schools?
3. How do teachers perceive their application towards civil service ethics and discipline for teachers?
4. Is there any variation of teachers' application towards civil service ethics and discipline for teachers among schools?

Definition of Key Terms

The following terms are used in the study.

- **Civil Service**: Civil service are civil servants consisting of people working in government ministries, departments and agencies at Union, Region and State level, including doctors, nurses and teachers, but excepting armed forces and the police (Union Civil Service Board, 2017).
- **Ethics**: Ethics is defined as the principles of conduct that influence the actions of individuals, groups, or organizations (Banter, 2003).
- **Discipline**: Discipline is defined as a form of adherence to rules that have been established (Bahrodin, 2007, as cited in Fahrurrazi & Novriansyah, 2018).

Scope of the Study

This study is restricted to Basic Education High Schools, Sagaing Township. The participants in this study are all teachers from Basic Education High Schools, Sagaing Township. This study is designed to investigate teachers' knowledge and application towards civil service ethics and discipline for teacher.

Review of Related Literature

Ethics

Ethics in philosophy is the study of morality. The word "morality" comes from the Latin *moralis*, which means "customs" or "mores" (Thiroux, 1985) and the word *ethics* has its roots in the Greek word *ethos,* which translates to "customs," "conduct," or "character" (Northouse, 2016). The two words "morality" or "ethics" has to do with what is right or wrong or bad or good in a moral sense.

Ethics seeks to establish and prescribe norms, standards, or principles for evaluating the actual practices concerning what one ought to do, what consequences ought to be achieved, and what sort of persons one ought to become (Lawhead, 2011). The study of ethics is commonly grouped into three areas: descriptive ethics, normative ethics, and meta-ethics (Fischer & Ravizza, 1992).

Ethical Principles for Teachers

A Code of Ethical Principles for the Teaching Profession

The ethical principles deriving from epistemological authority and from professional purpose are fundamental to teaching (Tomlinson & Little, 2000). They are:

Teachers must:

1. respect the nature of knowledge; and the canon of knowledge;
2. respect professional knowledge, skills and experience;
3. show independence of mind and action;
4. discern and respect the interests of persons taught;
5. acknowledge social interdependence;
6. respect the families and social situation of those being taught;
7. exercise and accept responsibility for influence which may be long term;
8. recognize their own fallibility;
9. respect and work co-operatively with professional colleagues;
10. recognize and put to work the contribution of those taught and their associates in education; and
11. be willing to promote professional values, expertise and interest, by commenting publicly on education policy.

Applied Professional Ethics for Pedagogues

The following are some of the main or principal applications of pedagogic professional ethics (Dr. Khin Zaw, 2001).

1. Following the ethical principle of always acting in the best interests of his client, the teacher must regard an ethical obligation to treat information about the students and perhaps even about their home as strictly confidential.

2. The teacher must publicize his discovery one way or another so that the younger generation everywhere may benefit from instruction informed and improved by his fresh insight.

3. The third ethical case concerns the teacher who gives a pupil or pupils special tutoring. It is distinctly unethical to accept pay for this extra service.

4. The teacher must not issue notes and/ or programmed textual material for a price.

5. It will require considerable sacrifice of personal fame and fortune on the part of the teacher.

6. A teacher must not apply for a particular position till a vacancy occurs in that position.

7. An applicant for a teaching profession must not underbid for a vacancy.

8. It is unethical to break an existing contract unilaterally.

9. The teacher should not accept a position from a blood relation.

10. The pedagogic profession must discipline itself by keeping high at all times the standards of admission into its fellowship.

11. The teacher should be honest in writing testimonials for fellow teachers.

12. It is ethical to acknowledge the help.

13. It is the ethical duty of every teacher to report instances of unethical conduct to the committee in charge.

14. A teacher's strike is definitely unethical.

15. Myanmar teachers take the part of the noble Arsariya, concering himself with maximum sacrifice and minimal gain, with both material and spiritual well-being of his pupils, in this world and even for the other worlds after.

Basic Ethical Principles for Teaching

The basic ethical principles for teachers listed by Hill and Zinsmeister (2011) include the following:

1. Ethical teachers have disciplinary competence**.**

2. Ethical teachers teach effectively through effective pedagogy.

3. Ethical teachers provide balanced content and free inquiry.

4. Ethical teachers respect students.

5. Ethical teachers foster academic integrity.

6. Ethical teachers use objective and fair assessments.

7. Ethical teachers protect their students' confidentiality.

8. Ethical teachers have professionally appropriate relationships with their students.

Civil Service Ethics and Discipline

In the Republic of the Union of Myanmar, civil service duties, ethics and discipline were stipulated in the "Civil Service Code of Conduct" (2004) that was formulated during the State and Peace Development Council (SPDC) regime. The National League for Democracy (NLD) administration revised it in order to improve civil service ethics and discipline and published in 2017 (Union Civil Service Board, 2017).

The service personnel must follow the conduct mentioned below. They are:

1. Allegiance to the Union;

2. Abiding the provisions contained in the Constitution and the existing laws;

3. Performing the interest of the Union and its citizens with regard;

4. Maintaining and safeguarding of the state-owned properties and finance not to be lost and misappropriated;

5. Carrying out the assigned duties and responsibilities efficiently;

6. Abiding the rules, regulations, by-laws, orders, directives made by this law and specific workplace conditions, orders, and directives particularly stipulated by the respective services personnel organization;

7. Being free from party policies;

8. Attending the trainings stipulated by the Civil Services Board;

9. Avoiding from depravity and misconduct;

10. Avoiding from misappropriation of vested authority according to the duty;

11. Avoiding from bribery; and

12. Respect to the public.

The discipline regulations consist of working hours, performance of duties and proficiency, and personnel behaviour.

The service personnel shall refrain from doing the following disciplinary offences relating to working hours:

(a) Lateness for work without sufficient reasons;

(b) Early departure from work without sufficient reasons;

(c) Absence from work without permission of the responsible superior officer;

(d) Absence without leave in breach of leave discipline;

(e) Taking more days than admissible leave or failure to return to work at the end of the leave period without sufficient reasons; and

(f) Failure to join the transferred post at the end of the admissible joining time without sufficient reasons.

The service personnel shall refrain from doing the following offences relating to performance of duties and proficiency:

(a) Failure to fulfill duties or negligence in performing duties, and lack of proficiency for the appointed post or poor qualification or lack of qualification;

(b) Loss and damage of the State-owned money or property due to the negligence or failure to obey rules, regulations, orders and directives; and

(c) Failure to abide by the orders and directives issued in accord with law.

The service personnel shall refrain from doing the following disciplinary offences relating to behavioural discipline in the workplace:

(a) Submitting personal data which are important in consideration for appointment, promotion and scholarship by cheating or concealing or conducting dishonestly;

(b) Lacking honesty, cheating, attempting to cheat or abetting to cheat in the performance of official duties;

(c) Making false allegation against any other service personnel with intent to cause harm, anonymous communication by misappropriating the name of other person or concealing the right name;

(d) Instigating or initiating or abetting to cause the disruption of peace at workplace or of utility among service personnel;

(e) Gambling or consuming drinks or drugs intoxicant at workplace;

(f) Using narcotic drugs and psychotropic substances;

(g) Acting in discourteous manners in performing the duties;

(h) Quarrelling with or assaulting any other person or causing affray at workplace;

(i) Willful destruction of office equipment or causing loss and damage to it;

(j) Violation of the disciplines for the safety and security of the workplace willfully or negligently;

(k) Behaving without dignity and wearing disrespectable attire by a service personnel;

(l) Taking bribe, giving or accepting gratification;

(m) Soliciting or obtaining or agreeing to accept any benefits including pecuniary benefits for the task to be carried out or business which has been carried out in discharge of the service personnel's duties;

(n) Soliciting or obtaining or agreeing to accept any benefits including pecuniary benefits to persuade any other service personnel to carry out a case or to prevent him of discharging his duties;

(o) Soliciting or obtaining or agreeing to accept any benefits including pecuniary benefits to carry out a case in an unfair way by themselves or by any other service personnel;

(p) Soliciting or obtaining or agreeing to accept the above illegal benefits directly from the persons and from the persons related to the case or the individual;

(q) Misappropriation or attempt to misappropriate or abetting in the misappropriation of money or property related to the work;

(r) Violation of rules of conduct and disciplines laid down for the service personnel organization and the category of service personnel;

(s) Refusal to obey the legitimate instructions of the superior officer by the service personnel themselves or instigating, threatening and inducing other service personnel to do so;

(t) Failure to protect classified official documents or providing confidential information directly or indirectly to the irrelevant persons;

(u) Writing or distrusting books which is seditious for the State and the State Government; and

(v) Participating or instigating or abetting in any activity which has an adverse effect on national security and rule of law.

Civil Service Ethics and Discipline for Teachers

In this study, the teachers' knowledge and application towards civil service ethics and discipline for teachers were investigated with three dimensions based on civil service ethics and discipline of the Republic of the Union of Myanmar and ethical principles for teachers by Tomlinson and Little (2000), Dr. Khin Zaw (2001), and Hill and Zinsmeister (2011). These dimensions are (1) teachers' civil service ethics, (2) work discipline and (3) personal discipline.

(1) Teachers' civil service ethics: Teachers should observe civil service ethics: be loyal to the Union, abide the provisions contained in the Constitution and the existing laws, perform the interest of the Union and its citizens with regard, maintain and safeguard of the state-owned properties and finance not to be lost and misappropriated, carry out the assigned duties and responsibilities efficiently, abide the rules, regulations, by-laws, orders, directives made by this law and specific workplace conditions, orders, and directives particularly stipulated by the respective organization, be free from party policies, avoid from depravity and misconduct, avoid from misappropriation of vested authority according to the duty, avoid from bribery; and respect to the public.

(2) Work discipline: Teachers should be transparent and accessible evidence of their commitment to the community and the society they serve. They should be punctual. They should be subject mastery and learn new teaching methods to optimize students' learning. They should cooperate in educational research and engage in educational reforms. They should obey school rules and

regulations and maintain school and examination principles. They should create classroom environments conducive to students' learning.

(3) Personal discipline: Teachers should conduct ethically with students, parents, community and society as role models. They should work together with colleagues for students' interest. They should refrain from drinking alcohol and fights. They consider students' difference in learning. They should maintain confidentiality about school and students' information. They should cooperate with responsible people to enhance school success. They should treat students with justice and respect values of the society. They should inform parents about students' learning.

Methodology

Research Method

Quantitative research method was used in this study.

Population and Sample

The target population of this study was teachers from Basic Education High Schools in Sagaing Township. There are 13 Basic Education High Schools. Out of 13 Basic Education High Schools in Sagaing Township, 3 Basic Education High Schools were tested for pilot study. After extracting 3 high schools which had already been used for pilot study, 10 schools were used for the main study. 335 teachers from 10 selected schools participated in the study.

Research Instrument

Utilizing the reviewed literature, a set of questionnaire to collect the required data about teachers' knowledge and application towards civil service ethics and discipline for teachers was developed. It consists of four components. Firstly, 5 items for demographic data of participants such as gender, age, position, qualifications, and service are included. Secondly, 30 true/false items to investigate their knowledge concerning teachers' civil service ethics, work discipline and personal discipline. Thirdly, 30 five-point Likert type items (1=never, 2=seldom, 3=sometimes, 4=often, 5=always) assess teachers' application towards civil service ethics and discipline for teachers in three main categories: teachers' civil service ethics, work discipline, and personal discipline. The last component includes two open-ended questions to explore suggestions of teachers.

Data Collection

The questionnaire was confirmed for content validity through several iterations of item endorsement by the four experienced teachers from department of educational theory, Sagaing University of Education. After expert validation, the pilot study was conducted in 1st week of December, 2019. 84 teachers from 3 Basic Education High Schools in Sagaing Township participated in the pilot study. The reliability coefficient (Cronbach α) was 0.78 for the questionnaire. According to the result from the pilot study, the questionnaire was reviewed and modified. After taking permission from the responsible person, the modified questionnaires were distributed to selected 10 Basic Education High Schools in Sagaing Township in 3rd week of December, 2019 and they were collected again in the 4th week of December, 2019.

Analysis of the Data

The collected data of this study were systematically analyzed by using the Statistical Package for the Social Science software version 20. Knowledge of teachers towards civil service ethics and discipline for teachers was determined by using Item Percent Correct (IPC) value of each item included in the questionnaire and average score percent. To investigate the percentage,

means and standard deviations, descriptive statistics was used. One-way Analysis of Variance (ANOVA) test was used to investigate whether there were significant differences among selected schools. When the ANOVA was significant, Tukey post hoc analyses were followed in order to know which specific means are different from which other ones. Then, responses from open-ended questions were analyzed to complement findings on differences in teachers' perceptions on their knowledge and application towards civil service ethics and discipline for teachers.

Research Findings

Table 1 shows number and percentages of teachers showing levels of knowledge towards civil service ethics and discipline for teachers.

As shown in Table 1, it could be interpreted that levels of teachers' knowledge level towards civil service ethics and discipline for teachers was not below satisfactory level. 4 (1%) of teachers were in satisfactory level and 331 (99%) of teachers were in above satisfactory level. Table 2 shows mean scores and standard deviations of teachers' knowledge towards civil service ethics and discipline for teachers among schools.

Table 1 Number and Percentages of Teachers Showing Levels of Knowledge towards Civil Service Ethics and Discipline for Teachers

Scoring Range	No. of Teachers (%)	Remark
<50%	-	Below Satisfactory Level (0-14 scores)
50% - 74%	4 (1%)	Satisfactory Level (15-22 scores)
≥ 75%	331 (99%)	Above Satisfactory Level (23-30 scores)

Scoring Range: <50% = Below Satisfactory   50%-74% = Satisfactory   ≥75% = Above Satisfactory

According to Table 2, it could be found that the rating of teachers from School 2 was the highest mean score and School 7 was the lowest mean score in "Teachers' Civil Service Ethics". It could be seen that School 4 teachers' knowledge about "Work Discipline" was the highest and School 9 teachers' knowledge in "Work Discipline" was the lowest according to the mean scores. In knowledge about "Personal Discipline", the mean score of teachers from School 3 was the highest and School 9 was the lowest. Overall, the mean score of knowledge about "Civil Service Ethics and Discipline for Teachers" was the highest in teachers from School 8 and was the lowest in teachers from School 9.

Table 2 Mean Scores and Standard Deviations of Teachers' Knowledge towards Civil Service Ethics and Discipline for Teachers among Schools

Variable / School	Teachers' Civil Service Ethics M (SD)	Work Discipline M (SD)	Personal Discipline M (SD)	Teachers' Overall Knowledge M (SD)
School 1 (n_1=58)	9.53 (.65)	9.22 (.94)	8.88 (1.01)	27.64 (1.90)
School 2 (n_2=35)	9.62 (.65)	9.37 (.73)	8.74 (.89)	27.74 (1.60)
School 3 (n_3=42)	9.38 (.70)	9.24 (.88)	9.33 (.72)	27.95 (1.58)
School 4 (n_4=23)	9.09 (.60)	9.57 (.59)	8.83 (.72)	27.48 (.99)
School 5 (n_5=21)	9.43 (.51)	9.33 (.80)	9.05 (1.02)	27.81 (1.89)
School 6 (n_6=47)	9.30 (.88)	9.49 (.83)	9.02 (.74)	27.81 (1.75)
School 7 (n_7=36)	9.03 (.77)	9.19 (.75)	8.94 (.92)	27.17 (1.78)
School 8 (n_8=31)	9.52 (.68)	9.52 (.72)	9.10 (.94)	28.13 (1.84)
School 9 (n_9=17)	9.59 (.51)	7.65 (1.06)	8.59 (1.18)	25.82 (2.01)
School 10 (n_{10}=25)	9.48 (.59)	8.96 (.93)	8.76 (.93)	27.20 (1.58)

Table 3 describes one-way ANOVA results showing teachers' knowledge concerning civil service ethics and discipline for teachers among schools.

According to the results in Table 3, there were significant differences in teachers' knowledge concerning "Teachers' Civil Service Ethics" (*df*=9, *F*=2.765, *p*<.01), "Work Discipline" (*df*=9, *F*=8.570, *p*<.001) and "Teachers' Overall Knowledge" (*df*=9, *F*=3.079, *p*<.01) in terms of schools.

Table 3 One-way ANOVA Results Showing Teachers' Knowledge towards Civil Service Ethics and Discipline for Teachers among Schools

Variable		Sum of Squares	*df*	Mean Square	*F*	*p*
Teachers' Civil Service Ethics	Between Groups	11.819	9	1.313	2.765	.004**
	Within Groups	154.378	325	.475		
	Total	166.197	334			
Work Discipline	Between Groups	53.675	9	5.964	8.570	.000***
	Within Groups	226.163	325	.696		
	Total	279.839	334			
Personal Discipline	Between Groups	12.550	9	1.394	1.725	n.s
	Within Groups	262.686	325	.808		
	Total	275.236	334			
Teachers' Overall Knowledge	Between Groups	82.297	9	9.144	3.079	.001**
	Within Groups	965.195	325	2.970		
	Total	1047.493	334			

Note: * p<.05, ** p<.01, *** p<.001, n.s = no significance

Post hoc Tukey HSD test was conducted to know multiple comparisons for teachers' knowledge in terms of schools and the result was presented in Table 4.

Table 4 Tukey HSD Result Showing Multiple Comparison for Teachers' Knowledge towards Civil Service Ethics and Discipline for Teachers among Schools

Variable	(I)	(J)	Mean Difference (I-J)	*p*
Teachers' Civil Service Ethics	School 7	School 1	-.51	.021*
		School 2	-.60	.010*
Work Discipline	School 9	School 1	-1.58	.000***
		School 2	-1.72	.000***
		School 3	-1.59	.000***
		School 4	-1.92	.000***
		School 5	-1.69	.000***
		School 6	-1.84	.000***
		School 7	-1.55	.000***
		School 8	-1.87	.000***
		School 10	-1.31	.000***
Teachers' Overall Knowledge	School 9	School 1	-1.81	.006**
		School 2	-1.92	.007**
		School 3	-2.13	.001**
		School 5	-1.99	.017*
		School 6	-1.98	.002**
		School 8	-2.31	.001**

Note: *p<.05, **p<.01, ***p<.001

In Table 4, it could be said that School 7 was significantly different from School 1 and 2 in "Teachers' Civil Service Ethics". School 9 was also significantly different from School 1, 2, 3, 4, 5, 6, 7, 8, and 10 in "Work Discipline". In teachers' overall knowledge, School 9 was significantly different from School 1, 2, 3, 5, 6, and 8. In Table 5, the mean scores which show teachers' application concerning civil service ethics and discipline for teachers are described.

Table 5 Mean Scores Showing Teachers' Application towards Civil Service Ethics and Discipline for Teachers

No.	Variable	Mean	Remark
1	Teachers' Civil Service Ethics	4.66	Always
2	Work Discipline	4.49	Often
3	Personal Discipline	4.66	Always
	Overall Application	**4.60**	**Always**

Scoring Direction: 1.00-1.49= never 1.50-2.49= seldom 2.50-3.49= sometimes 3.50-4.49= often 4.50-5.00= always

Table 5 reveals that teachers always applied civil service ethics and discipline for teachers because the overall mean score was 4.60. The description of mean scores and standard deviations of teachers' application towards civil service ethics and discipline for teachers among schools is shown in Table 6.

Table 6   Mean Scores and Standard Deviations of Teachers' Application towards Civil Service Ethics and Discipline for Teachers among Schools

Variable / School	Teachers' Civil Service Ethics M (SD)	Work Discipline M (SD)	Personal Discipline M (SD)	Teachers' Overall Application M (SD)
School 1 (n_1=58)	4.58 (.54)	4.41 (.54)	4.52 (.55)	4.50 (.52)
School 2 (n_2=35)	4.38 (.68)	4.28 (.68)	4.40 (.68)	4.35 (.66)
School 3 (n_3=42)	4.68 (.41)	4.50 (.43)	4.71 (.40)	4.63 (.39)
School 4 (n_4=23)	4.73 (.36)	4.54 (.32)	4.66 (.39)	4.64 (.34)
School 5 (n_5=21)	4.74 (.35)	4.57 (.36)	4.71 (.34)	4.68 (.32)
School 6 (n_6=47)	4.81 (.26)	4.70 (.30)	4.84 (.29)	4.79 (.24)
School 7 (n_7=36)	4.77 (.35)	4.59 (.44)	4.74 (.41)	4.70 (.37)
School 8 (n_8=31)	4.71 (.35)	4.58 (.40)	4.73 (.42)	4.67 (.37)
School 9 (n_9=17)	4.46 (.30)	4.32 (.26)	4.47 (.26)	4.42 (.21)
School 10 (n_{10}=25)	4.70 (.38)	4.41 (.54)	4.73 (.48)	4.61 (.43)

According to Table 6, it could be seen that the teachers from School 6 rated the highest mean score and the teachers from School 2 rated the lowest mean score in their application about "Teachers' Civil Service Ethics", "Work Discipline", "Personal Discipline" and overall application about civil service ethics and discipline for teachers.

Table 7 describes one-way ANOVA results showing teachers' application concerning civil service ethics and discipline for teachers according to schools. According to the results in Table 7, there were significant differences in teachers' application concerning "Teachers' Civil Service Ethics" (df=9, F=3.467, p<.001), "Work Discipline" (df=9, F=2.912, p<.01), "Personal Discipline" (df=9, F=3.352, p<.01) and "Teachers' overall application" (df=9, F=3.500, p<.001) in terms of schools.

Table 7 One-way ANOVA Results Showing Teachers' Application towards Civil Service Ethics and Discipline for Teachers among Schools

Variable		Sum of Squares	*df*	Mean Square	*F*	*p*
Teachers' Civil Service Ethics	Between Groups	5.751	9	.639	3.467	.000***
	Within Groups	59.898	325	.184		
	Total	65.650	334			
Work Discipline	Between Groups	5.514	9	.613	2.912	.002**
	Within Groups	68.386	325	.210		
	Total	73.900	334			
Personal Discipline	Between Groups	6.184	9	.687	3.352	.001**
	Within Groups	66.625	325	.205		
	Total	72.808	334			
Teachers' Overall Application	Between Groups	5.571	9	.619	3.500	.000***
	Within Groups	57.476	325	.177		
	Total	63.046	334			

Note: * $p<.05$, ** $p<.01$, *** $p<.001$, n.s = no significance

Post hoc Tukey HSD test was conducted to know multiple comparisons for teachers' application concerning civil service ethics and discipline for teachers in terms of schools and the result was described in Table 8.

Table 8 Tukey HSD Result Showing Multiple Comparison for Teachers' Application towards Civil Service Ethics and Discipline for Teachers among Schools

Variable	(I)	(J)	Mean Difference (I-J)	*p*
Teachers' Civil Service Ethics	School 2	School 6	-.43	.000***
		School 7	-.39	.005**
Work Discipline	School 6	School 1	.30	.033*
		School 2	.42	.002**
Personal Discipline	School 6	School 1	.32	.015*
		School 2	.44	.001**
Teachers' Overall Application	School 6	School 1	.28	.024*
		School 2	.43	.000***
	School 7	School 2	.35	.020*

Note: *$p<.05$, **$p<.01$, ***$p<.001$

From the depiction of Tukey HSD results, it could be indicated that School 2 was significantly different from School 6 and 7 in "Teachers' Civil Service Ethics". School 6 was also significantly different from School 1, and 2 in both "Work Discipline" and "Personal Discipline". In teachers' overall application, School 6 was significantly different from School 1, and 2. Similarly, significant difference was also found in overall application concerning civil service ethics and discipline for teachers between School 7 and School 2 as shown in Table 8.

Responses to the Open-ended Questions

The researcher asked two open-ended questions at the end of the questionnaire. In open-ended responses, 235 teachers (70.15%) answered open-ended questions but 100 (29.85%) did not answer them.

The first question asked teachers to express what ethics and discipline should be observed. 235 (70.15%) teachers answered that

- Teachers should observe civil service ethics and discipline enacted by the State.
- Teachers should follow instructions issued by Ministry of Education.
- Teachers should observe school rules and regulations and directions stated by the principal.
- Teachers should conduct responsibilities according to rules and regulations.
- Teachers should keep professional identity.

The second question asked teachers to suggest what principal should do to enhance teachers' observance of civil service ethics and discipline for teachers. 235 (70.15%) teachers answered that

- Leading by example is the most effective way to ensure that teachers are aware of civil service ethics and discipline.
- The principal as head is accountable for providing disciplinary control over the behaviour of teachers.
- The principal should have the ability to use a particular disciplinary strategy at the appropriate time and condition.
- The principal should explain civil service ethics and discipline for teachers at monthly regular meetings and assembly.
- The chart of school rules and regulations should be displayed.
- The principal should organize disciplinary committee in school and solve teachers' misconduct.

Conclusion, Discussion, and Recommendations

Conclusion and Discussion

Based on the research questions, the findings of this study can be summarized as follows.

Research question one investigated the levels of teachers' knowledge towards civil service ethics and discipline for teachers. The analysis of the data in the study showed that knowledge levels of teachers from selected Basic Education High Schools in Sagaing Township towards civil service ethics and discipline for teachers were not below satisfactory level. 4 (1%) of teachers were in satisfactory level and 331 (99%) of teachers were in above satisfactory level. It can be concluded that most of the teachers had above satisfactory level of knowledge about their civil service ethics and discipline. The result of Chirwa's (2014) study is in consonance with the above findings where he found that out of the 67 respondents, the majority (98.1%) were knowledgeable of the Teachers' Code of Conduct. However, in terms of level of knowledge, 53.7% were much knowledgeable of the Teachers' Code of Conduct. On the same, 20.9% were very much knowledgeable of the code of conduct while 23.9% had minimal knowledge of the Teachers' Code of Conduct. A smaller percentage (1.5%) of the respondents had no knowledge of the Teachers' Code of Conduct.

Research question two examined whether there were significant differences in knowledge towards civil service ethics and discipline for teachers among schools. It could be found that there were significant differences in teachers' knowledge concerning "Teachers' Civil Service Ethics", "Work Discipline" and "Teachers' Overall Knowledge" in terms of schools. Based on Tukey HSD multiple comparison analysis, School 7 was significantly different from School 1 and 2 in "Teachers' Civil Service Ethics". School 9 was also significantly different from School 1, 2, 3, 4, 5, 6, 7, 8, and 10 in "Work Discipline". In teachers' overall knowledge, School 9 was significantly different from School 1, 2, 3, 5, 6, and 8. In comparison with mean scores among the schools, school 8 had the highest mean score. Therefore, it can be concluded that teachers from school

8 had the highest knowledge than the other schools. Reinhartz and Beach (2004, as cited in Chirwa, 2014) argued that knowing the code does not ensure ethical practice.

Research question three evaluated teachers' perceptions on their application towards civil service ethics and discipline for teachers. According to teachers' responses, the mean scores regarding "Work Discipline", "Personal Discipline", and "Teachers' Civil Service Ethics" were 4.49, 4.66 and 4.66 respectively. Therefore, it could be concluded that teachers always applied "Teachers' Civil Service Ethics" and "Personal Discipline" and often applied "Work Discipline". The results of this study are similar to the findings of Ayeni's (2018) study. In his study, the level of teachers' compliance with professional ethics was high as reflected in the following percentage points: punctuality (68.9%), good communication skill (63.3%), positive human relations (61.1%), effective time management (66.6%), adequate knowledge of subject matter (67.8%), and good dressing habit (81.2%).

Research question four investigated whether there is any variation of teachers' application towards civil service ethics and discipline for teachers among schools. In analyzing variations of teachers' application according to schools, there were significant differences in teachers' application concerning "Teachers' Civil Service Ethics", "Work Discipline", "Personal Discipline" and "teachers' overall application" in terms of schools. Based on the result of Tukey HSD analysis, it could be interpreted that School 2 was significantly different from School 6 and 7 in "Teachers' Civil Service Ethics". School 6 was also significantly different from School 1, and 2 in both "Work Discipline" and "Personal Discipline". In teachers' overall application, School 6 was significantly different from School 1, and 2. Similarly, significant difference was also found in overall application concerning civil service ethics and discipline for teachers between School 7 and School 2. The result of teachers' responses supports Campbell's (2003) description that the ethical teacher is conscious of students' best interests and holds this maxim as a professional first principle, even in all its complexity, while remaining vigilant against its use to serve other ends of a private or ideological nature.

Recommendations for Further Research

The focus of the study is on what teachers know and how they apply concerning dimensions of civil service ethics and discipline for teachers. This study covered only Basic Education High Schools in Sagaing Township. There is a need to conduct a similar study in other townships to determine if there are similarities with the major findings from this study. As this study covers knowledge and application of teachers, further research should analyze teachers' attitude towards civil service ethics and discipline for teachers.

The teachers in Basic Education High Schools are the products of education colleges and Universities of Education. For this reason, further study should be conducted to teacher educators who are the trainers of teachers. Thus, further research can be analyzed to explore knowledge and application of teacher educators in education colleges and Universities of Education towards civil service ethics and discipline for teachers.

Further research should be conducted to investigate motivating factors affecting application of teachers towards civil service ethics and discipline for teachers. In addition, the role of principal on enhancing teachers' knowledge and application concerning civil service ethics and discipline for teachers should be investigated. This study utilized quantitative research method. Thus, interviews and observations should be conducted to validate the findings of quantitative study in further studies.

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