Research Paper

Academic Honesty and University Teaching: A Triangulation Study on University Teachers

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ABSTRACT

A study was undertaken to identify honest teachers possessing trust, fairness, responsibility & value academically, and to examine their conceptions on university teaching. Quantitative data was gathered through academic honesty scale from the university teachers. The t-test was calculated to know the significant differences between government and private university teachers on academic honesty. This result was used to identify the academic honesty teachers. Qualitative data from academically honest teachers were collected through written narratives about the conceptions of teaching. Triangulation of the survey on academic honesty was done with the combination of the written narratives on the conceptualization of teaching of academically honest teachers. Through thematic analysis of narratives, it was revealed that the meanings of university teaching were dynamically approached under eight categories of themes such as academic, employment, transformative, teacher development, value inculcation, innovation, professional development, and lifelong learning. Each theme of university teaching was traced to know how academically honest teachers understand. Academically honest teachers narrated dynamic conceptions about the university teaching which elucidates their trust, responsibility, and values in teaching. This study highlighted that while teachers move with certain academic expectations of students, they learned to understand student's thinking. If the students sense that the teacher is fairly interested in their experiences of freedom, integrity, and honesty, then they are likely to participate enthusiastically.

Keywords: *University Teaching; Academic Honesty; Conceptions of Teaching; Triangulation*

A cademic freedom and ethical conduct of research are being regulated in a university. It is delivered with teaching and research in higher education. It is understood as the core value of academia. Academic honesty is linked to freedom and integrity in learning and research (Macfarlane et al., 2014). Academic freedom contributes to the generation and dissemination of knowledge. This includes teaching, learning, and supervising research. It develops its independent evaluation of academic issues, drawing upon research from academics, discussing, evaluating existing concepts and theories, developing own arguments, and critical appraisal of activities. Thus, it is a fact that a fully developed higher education system cannot exist without academic freedom. Broadly, it

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encompasses the concept of 'autonomous', 'interactive discussion' held in an academic community. Individual faculty should be involved in the objective analysis of academics. It is a special obligation to commit themselves towards truth and objectivity in all their scholarly works.

Academic honesty is academic integrity in all matters relating to the wider academic environment which includes teaching and learning of knowledge, values, skills and the innovation and dissemination of knowledge (East and Donnelly, 2012). It encompasses principles, rules and regulations for driving teaching and research in education. This raises questions about how academics themselves view their roles and responsibilities. Academic honesty is the focus of educational research as well as practices in universities. How do teachers of universities act upon in accordance with what is considered to be ethical, both in teaching and research are the limits of academic honesty. Dishonest practices have a negative impact on scholars and public figures. Mcclung and Schneider (2015) listed some dishonest behaviour such as cheating, perjury, plagiarism, recycling and shortcutting in academics. So, academic honesty is more diversified. At the same time, academic honesty is one of the explored issues at higher educational institutes in developing countries.

Academic honesty in the contemporary research-engaged society is complex and multi-dimensional. There should be honest and careful use of the ideas and the work of others. Now a day's teachers are confronted with various issues like cheating, plagiarism, misrepresentation of the piece of work, use of unapproved material and assessment, unauthorized access to examination paper, giving exams on the behalf of others (Gullifer and Tyson, 2010). Teachers should feel obliged to pay constant attention to the maintenance of academic honesty. Teachers should maintain the duties and responsibilities of society. This demands teachers' honesty and integrity towards an academic building.

The focus of ethical responsibility of the teachers is that they should not harass students, colleagues; plagiarize the work of others and misuse confidential information. Teachers should do a constructive evaluation of students, provide values of free inquiry, keep confidential about students, show an unbiased attitude, and provide direction to the students. Kohlberg's theory (1981) argued that milestones in moral reasoning should be the criteria for determining honesty. Teaching being an essential component of higher education settings, it is directly associated with higher education teachers. According to Krishnaveni & Anitha (2007), university teaching requires teachers' interest in teaching, impeccable integrity in teaching and learning tasks, and development of professional culture. Hence, teachers should maintain honesty as one of the hallmarks of their profession.

University Setting
University is one of the educational contexts where teachers and all learning community members have the opportunity to grow and flourish intellectually and professionally. One of the important ways to thrive excellence is through embedding teachers and students in an academic culture of honesty. Academic dishonesty is long epidemic in the path of ethical climate which should be remedied. This requires multi-level intervention to create a culture of academic integrity. University is concerned with the well-being of the students and this involves engendering a culture of honesty (Miller, 2013). University teachers should aim at fair and caring instruction and assessment in real time. Students and faculties should take context-specific prevention through class room based discussion about the importance of academic honesty and what constitutes dishonesty. The discussion should be positive about the preventions by increasing knowledge, skills, dispositions related to academic honesty as

well as behavioral manifestations in reducing cheating. In such a culture the faculty will work on fundamental values such as honesty and fairness. He should be clear about his expectations and demonstrate his concern with issues of academic honesty.

University Teaching

University teaching and learning is shifting towards more strongly research-related skills like information analysis, problem-solving, effective communication, and critical reflection. University education is undergoing a significant shift from solely teaching activities to incorporating research activities. It will bring the quality factor of teaching excellence through research. It will support in improving life-long learning ability, undertaking research, and development for independent learning among students (Knight and Yorke, 2006). Teaching involves creation of caring and maintenance of physical, cultural, social and intellectual contexts which encourages teaching-learning. University teaching supports learning through complex social situations based on openness and trust (Hazel et al., 2008). So, teaching practice involves an ethical consideration. According to Krishnaveni and Anitha (2007), university teaching requires teachers' interest in teaching, impeccable honesty in teaching and learning tasks, and development of professional culture. Thus, teaching is professional activity.

Conceptualizing Teaching

Teaching a variety of courses to students is based on university teachers' expertise, research interest and their subject knowledge. Teaching intentions reflect a compromise between the teacher's conceptions of teaching and their academic and social contexts (Norton et al., 2005). Thus, what a teacher does in the classroom is a representation of what he or she believes. The research suggested that teaching matters. Therefore, teaching seeks articulation to the fundamental questions of schooling: how do students learn? What knowledge is of most worth? How should subject matter be programmed? How should we teach? How should we assess what students understand? The protocol for assessment should include direct classroom observations and interviews with students. Teachers should be embedded in classrooms with a coherent understanding of 'how students learn?'
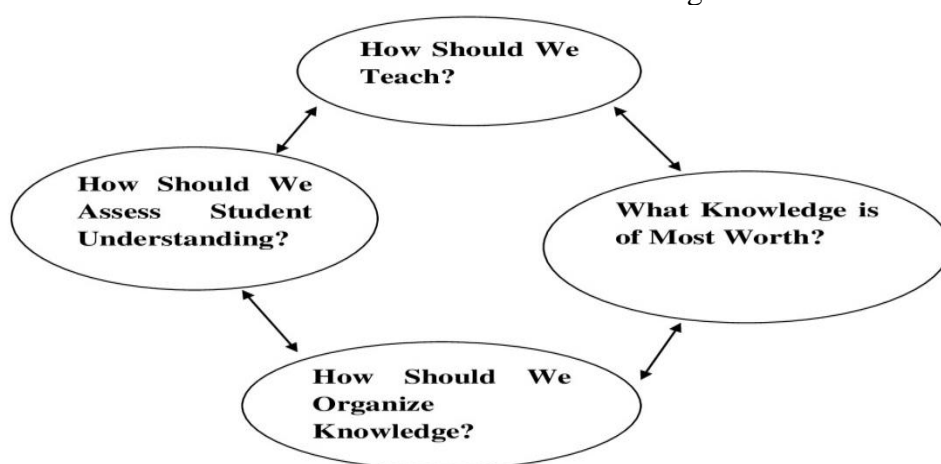

Figure 1: Conceptions of Teaching

Quality teachers view teaching is the mutual relationship between the social and emotional responses of students, the pursuit of the level of thinking, and methods of inquiry. An understanding of quality teaching is based on two dimensions:
1. What teachers should be doing in classrooms?
2. What students should be experiencing in classrooms?

Teachers are guided by a common framework for curriculum, instruction, assessment, and learning climate of classrooms.

The research claimed that teachers need to use various strategies to self-regulate their instruction to facilitate students' academic learning. Teachers' self-regulation is viewed as active processes through which teachers maintain their motivation, metacognition, and strategies for effective instruction (Coffey & Gibbs, 2002). Different approaches to teaching reflect different underlying conceptions of teaching. Orientation to teaching affecting quality learning depends on learning facilitation and knowledge transmission. Learning facilitation covers learning through problem-solving, motivational aspects of teaching, and use of on-line and internet learning. Similarly, knowledge transmission covers the use of media, imparting information, and knowledge of the subject.

The teacher plans about the learning experiences of the learners. This helps the teacher to frame appropriate instructional scaffolding. German (2016) opined that instructional scaffolds aid students either in learning concepts or mastering tasks and allows students to move beyond their current skills and knowledge. Learners engage with each other in purposeful dialogue that supports inquiry and involves them in thinking and problem-solving. Teaching and learning embrace diversity through differentiated approaches to learning. It should help students to be the owner of their learning. Teaching is a multi-dimensional activity that seeks to promote quality learning through a student-centred approach. So, instruction needs to be more project-based (Marshall et al., 2014).

Conceptualising teaching can be explained on the basis of two classifications; teacher centred and student centred approaches of teaching. In teacher centred approach teaching is conceptualised as transmitting of information. It is decided based on teaching contexts (Lindblom-Ylanne et al., 2006). Teaching is based on transformation of knowledge in a student centred approach. Teachers are exposed to small class size and they become more open minded. They conceive teaching as the facilitation of learning. Entwistle & Walker (2000) conceptualised student centred teaching as being construction of knowledge, experience itself.

Academic Honesty and University Teaching
Honesty is not speaking the truth or it is not telling lie to someone. It is one of the components of moral character which includes truthfulness, kindness, discipline, loyalty, fairness. According to Jefferson "Honesty is the first chapter in the book of wisdom". Academic honesty implies integrity in all academic work by the academic community. It means doing their work not cheating or presenting the work of others as own. Academic honesty is a commitment. It includes five fundamental ideals: honesty, trust, fairness, value, and responsibility towards academics. It is a foundation of developing trust among the students. Kane et al. (2004) argued that excellent teaching must include both integrity and honesty. That means teaching must include activities and content which are morally worthwhile. Academic honesty encompasses rules of judgment which are appropriate towards the advancement of knowledge and integrity of teachers concerning students and scholars. There should be honest and careful use of ideas and the work of others with them.

Academic honesty has been the main concern for research as well as teaching practice in universities (Lin and Wen, 2007). University students are coming across with various issues related to academic dishonesty like cheating, plagiarism, misrepresentation of the piece of work, use of unapproved material in examination and assessment, unauthorized access to

examination paper, giving exam on the behalf of others, etc. On the same way, faculties show the sign of academic dishonesty by not carrying out their responsibilities, unfair judgment in academic work, motivate towards cheating, disclose of questions before the schedule of examination, copying others research work, discriminating among students, taking money from students for awarding marks and similar kinds of behavior. According to Kumar (2008) academic dishonesty behaviours are falsifications, plagiarism, omissions of citations of sources and other unethical practices in academic activities. These corrupt students' freedom to learn and violets the free and open pursuit of truth. Academic honesty is one of the ethical values that teachers have to uphold. Teachers should feel obliged to pay attention to the maintenance of academic honesty.

Philip (2007) studied the academic responsibilities of good and excellent teachers. He observed that love, commitment, and compassion are crucial to effective and ethical teaching. Many teachers are not interested in distrusting cheaters and students think cheating is more likely attempted in classrooms where faculty is known to them. The study revealed that developing clear expectations before cheating happens and taking appropriate action can reduce dishonesty (Dichtl, 2003). It is reported that new technologies and institutional pressures are some of the factors that compel academics to indulge dishonesty practices (De Weert, 2001). Academically honest teachers possess teaching responsibilities, relationships with students, colleagues, and parents based on trust, fair-consequences, process, and action that are morally right and Integrity.

A teacher should be honest, fair, and trustworthy towards his/her work. Marica (2013) explains that teachers involved in university teaching own double status: a moral agent and a trainer. A moral agent possess an impeccable behaviour, such as honesty, fair mindedness, unbiased approach, etc., and as a trainer a teacher assists students to build their character, aim for moral virtues such as responsibility, kindness, self-discipline, compassion, respecting others, etc. Developing ethical values help the teacher to cope with the work environment. Good teachers are praised for their caring relationship with their students. It is their attention to the social, emotional, and moral environments of their classrooms that set the stage for the trust, confidence, and enthusiasm necessary for good teaching (Tate, 2006). That is, most of what teachers do in the classroom reveal how they meet their academic responsibilities, while how they do it often demonstrates their understandings of their relational responsibilities.

The Rationale of The Study
The fundamental principle that guides the university is a 'light but tight' regulatory framework to ensure the integrity and transparency of the university system through autonomy, and empowerment (NEP, 2020). So, the university has been challenged to develop teaching practice linked to the pedagogical research. Teachers are challenged to work with honesty and integrity to apply research methods authentically. Academic community members should commit to doing their work with transparency; without cheating and presenting the work of others towards the advancement of knowledge. Academic integrity is necessary for relationships with other scholars, students, and teachers towards honest and careful use of each other's ideas. Academic honesty is needed to show a path of how new knowledge is built. It is not copying other's ideas. Academic honesty comes from integrity in learning and research. Acknowledging the work of others and presenting one's work in freedom creates a positive learning environment.

Mathew (2011) in responding to a question of how the system encourages academic dishonesty argued that the solution to a systematic problem in creating accountable researchers and in channelizing social science research funding to the needs of developmental policy led to a trend effect. One of the reasons is that education has become a commodity, fetching a market premium instead of the academic pursuit of knowledge. It is a PhD-centric understanding of research. Bolin (2004) studied attitude towards creating a culture of integrity and found that attitude towards academic dishonesty mediated the relation between perceived opportunity and the decision to cheat. Academic members should not misuse the opportunity to indulge the academic work. In some instances, higher education teachers indulge in plagiarism (Mishra, 2013). Barrett et al. (2012) mention that faculty members violet professional code of conduct on four aspects. These are: personal harm, grade adulteration and carelessness in tasks. In India, it is reported that some of the university teachers indulge in unethical practices in multiple ways (Puhan et al., 204). The reason is, no ethical codes are enshrined to evaluate teachers' action in higher education settings. Academic dishonesty is significantly associated with lack of professional obligations of teachers.

Teaching as a profession is conceptualised in areas of human interaction and relationship (Carr, 2005), mastery of curricula and pedagogical techniques facilitating the transfer of knowledge and ethical and moral dimensions of responsibilities. Ethical beliefs can reflect a moral orientation relating to good or bad, right or wrong behaviours, honesty and lying. Ethical and moral dimensions are explored in a lesser degree. Without high standards of professional ethics, teaching will never be regarded as an 'authentic profession'. The teaching profession depends on personal integrity of teachers, a concern for the academic honesty of teachers. It is argued that academic dishonesty is a threat to academic integrity. University should take measures to ensure that academic dishonesty is not ignored or tolerated. Most studies involve the dishonesty of students in higher education but fewer studies have been conducted on the dishonesty behaviours of university teachers. Teachers' dishonesty behaviour is grounded on fulfilling professional obligations and possession of professionally relevant skills. Teachers are not aware of the moral impact of their actions. The teachers in private organisations are working under stress and strain. The professional stress is due to curriculum transaction, teacher appraisal and inability to reconcile different roles as facilitator and guide. They indulge in activities as a part of obligations which are not healthy for the society. Therefore, research should take into account the viewpoints of private university teachers on academic honesty to relate with government teachers.

Further review of related literature indicated that quantitative studies had been attempted to describe the behaviours that define academic dishonesty. To capture qualitative variation on teachers' conceptions of academic honesty, qualitative analysis will be best for exploration. What is the subjective meaning of teaching for the university teachers, and how is related to their perspectives on academic honesty? Hence, a study was undertaken to understand academic honesty of the university teachers quantitatively vis-a-vis with their clarifications on conceptions of teaching qualitatively. This will address their openness, and honesty in teaching, dignity, and respect with which one is treated, understanding, and caring for students adhering to professional codes.

Objectives
The objectives are outlined as follows:
1. To identify academic honesty among university teachers
2. To examine conceptions of teaching of academically honest teachers

Hypotheses
Hypotheses are formulated as follows:
1. Academic honesty of government and private university teachers does not differ significantly.
2. Academically honest teachers conceptualize university teaching dynamically.

METHODOLOGY

Sample and Procedure
Data for this study were collected from 184 university teachers of (NAME) city. The participants were selected through a purposive sampling technique. Ethical approvals for the collection and use of data were obtained from the university authorities. The teachers were asked to rate their academic honesty based on the questionnaire. How university teachers give meaning to and express their understanding of themselves about university teaching was also explored. The data were collected through email as well as personally as per teachers' consent and availability. The participants who fully answered the questionnaire were included for analysis. The sample constituted 184 teachers in both government and private categories of institutions, out of which 86 were females and 98 were males.

Measures
1. **Quantitative Measure:** The academic honesty scale was administered to university teachers. The scale measured four dimensions of academic honesty: trust, fairness, responsibility, and values towards teaching. This tool used a response scale in which 1 was 'Strongly Disagree' and 5 was 'Strongly Agree' for positive statements and reverse scale order for negative statements. The total score was calculated by finding the score of all the individual items. The highest score was 100 whereas lowest score was 20. To test the reliability of the scale, the alpha coefficient was calculated and was found to be 0.79 which validates the reliability of the scale.
2. **Qualitative Measure:** Written narratives of university teachers provided especially valuable insights into the process and product of university teaching. Written narratives of university teachers on conceptions about university teaching were collected through the Email Survey. The individual experiences of the teachers were incorporated and the meanings were generated to find an insight into 'what university teaching is all about?'
3. **Triangulation:** Quantitative scores obtained through academic honesty scale provide a clear picture among who are academically honest. Qualitative data explored the dynamics of meanings of university teaching conceptualised by academically honest teachers. In this study, the author combined quantitative as well as qualitative results to attain the concurrent findings lying on their beliefs and activities with respect to academic honesty.

Data Analysis
Data triangulation was used to complement and confirm findings by collecting data in two different ways. Quantitative data was gathered through a survey. Qualitative data were collected through written narratives from the university teachers about the conceptions of teaching. In triangulation, one needs to consider whether a set of data collected by different research tools can be used to complement or confirm findings. The most reasonable answer is that different methods can serve different purposes in the research process as described by Flick (2007). Quantitatively, the response of university teachers on the academic honesty scale was analyzed. The t-test was calculated to know the significant differences between government and private university teachers on academic honesty. Four dimensions of

academic honesty were correlated to explain and predict the attribute (s) contributing to teaching. Qualitatively, written narratives on conceptualization about university teaching of academically honest teachers were thematically analyzed.

RESULTS

An academic honesty scale was administered among university teachers of government and private institutions. The data collected on academic honesty is described through Mean, Standard Deviation, Kurtosis, and Skewness. These were presented in the table given below.

Table No. 1 Summary of Statistics on Academic Honesty

Variable	N	Mean	Median	Mode	Skewness	Kurtosis
Academic Honesty	184	81.31	81	81	-0.092	-0.046

Table 1 depicted the value of Mean, Median, and Mode on the academic honesty of university teachers of both government and private institutions. The calculated value of Skewness was found to be -0.092. As a general rule of thumb if the value of Skewness falls between -0.5 and 0.5 the distribution is approximately symmetric. Hence the data on academic honesty indicates the symmetry of the normal distribution.

1.Comparison of Academic Honesty of Government and Private University Teachers
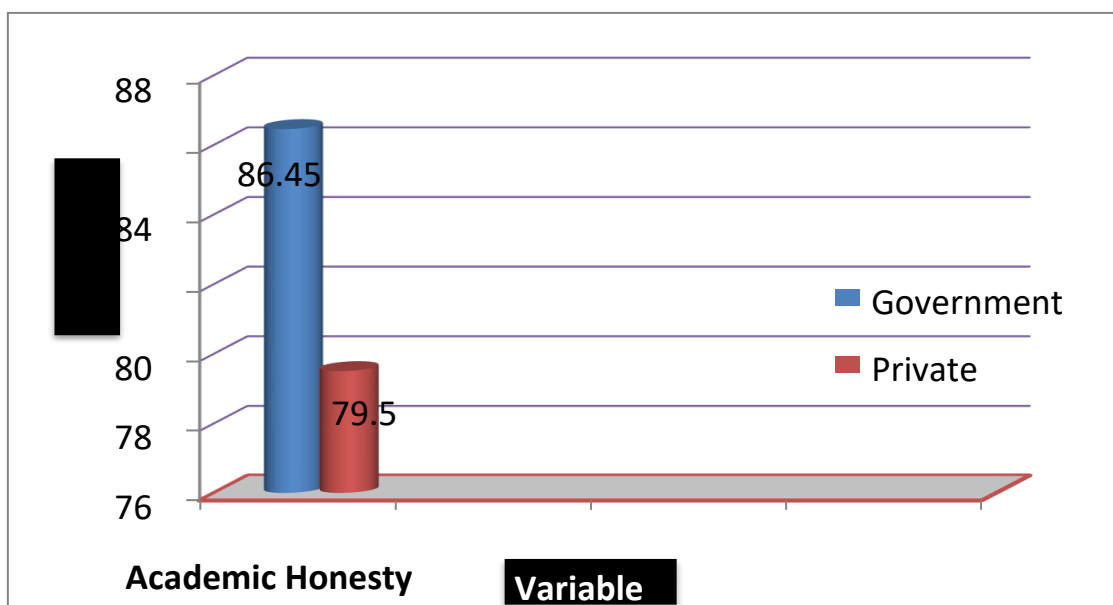
To find the significant difference between government and private university teachers in their academic honesty the 't' value was calculated.

Table 2 't' value of Academic Honesty of Government and Private University Teachers

Variable	Type of Institution	N	Mean	S. D	't' value
Academic Honesty	Government	49	86.45	7.41	5.406**
	Private	135	79.5	7.62	

Table 2 presented the value of the Mean, Standard Deviation, and t-value on Academic Honesty of government and private university teachers. The t-value was significant at the 0.01 level of significance. The mean scores are also presented in graph-1.

Graph 1: Mean Score of Academic Honesty of Government and Private University Teachers

The calculated 't' value (5.406) for the mean scores of academic honesty of university teachers belonging to the private and government universities is more than the table value i.e.2.60 at 0.01 level of significance. It means that there was a significant difference between the academic honesty of government and private university teachers. Thus, the null hypothesis of no significant difference in academic honesty of government and private university teachers was rejected. It was found that the mean score of academic honesty of government is higher than that of private university teachers. It may be therefore concluded that government university teachers had significantly better academic honesty than private university teachers.

Relationship between Dimensions of Academic Honesty

Twenty items of the academic honesty scale (with an acceptable coefficient of 0.79) used in this study were incorporated into quantitative analysis. The scale constituting four dimensions of honesty explained the correlation results in the following table.

Table 3 Correlation Matrix of Dimensions of Academic Honesty

Dimensions	Trust	Fairness	Responsibility	Value
Trust	1	0.900	1.000	0.900
Fairness	0.900	1	0.900	0.800
Responsibility	1.000	0.900	1	0.900
Value	0.900	0.800	0.900	1

The dimensions of Academic Honesty are trust, fairness, responsibility, and value in teaching respectively. From the table-3, it is evident that the academic honesty of university teachers was articulated with high correlation coefficients between 'trust', 'responsibility' and 'values' in teaching. Other factor 'fairness' was also preferred ($r = 0.8$) which can also be identified as important towards academic honesty.

It can also be inferred that trust and responsibility were two dominating dimensions in effect for academic honesty. About 81% of the variation in fairness can be explained by the trust. Similarly, 64% of the variation in fairness due to values can be attributed to academic honesty (Table-4).

Table 4 Coefficients of Determination of Dimensions of Academic Honesty

Dimensions	Trust	Fairness	Responsibility	Values
Trust	1	0.81	1.00	0.81
Fairness	0.81	1	0.81	0.64
Responsibility	1.00	0.81	1	0.81
Value	0.81	0.64	0.81	1

The focus of another research question was to identify themes about university teaching within the teachers' understandings. Written narratives of teachers provided especially valuable insights into the processes and products of university teaching. Therefore, thematic analysis surrounding the transcribing and coding of personal narratives was established. The individual understandings of 49 government teachers were incorporated and the meanings were generated to find an insight on 'what university teaching is all about?'

THEMATIC ANALYSIS

The analysis was based on the following stages:
Stage- Immersion: General themes from the transcripts/texts that were noticed are

1. Academic (A)
2. Employment (E)
3. Transformative (T)
4. Teacher Development (TD)
5. Value Inculcation (VI)

Stage-Generating Categories: The step involved looking to generate as many categories as possible and to write down subheadings that best described each category

Respondent1 (Henceforth R1): Making classroom interactive (A)
R2: 1) Value Inculcation (VI)
    2) Transfer of Knowledge (A)
R3: Developing practical frame of knowledge (A)
R4: 1) Transformation of the individual (T)
    2) Enrichment of values towards society (VI)
R5: 1) Developing critical thinking (A)
    2) Knowledge discovery (A)
R6: 1) Value of high-quality education towards living (VI)
    2) open discussion for research (A)
R7: 1) Concept formation and development (A)
    2) Group discussion, interview for facing competition (E)
    3) Teaching and research for development (TD)
R8: Research, innovation for executing ideas for development (TD)
R9: 1) Exchange of knowledge through research (A)
    2) Responsibility towards nation (T)
R10: Opening up new ideas through exploration (T)
R11: Creation of learning context for encouraging critical thinking (A)
R12: 1) Improve students understanding through self-directed learning (A)
     2) Lifelong learning skills (T)
R13: 1) Preparing for jobs (E)
     2) Quest for knowledge for life (T)
     3) Knowledge-based competency (A)
R14: 1) Development of values for the action of life (VI)
     2) Progression of learning, de-learning, and re-learning (T)
R15: 1) Dialogue mode of teaching-learning (A)
     2) Prepare students for self-efficient, productive and innovative (T)
     3) Students development in speaking ability, writing ability, etc. (A)
     4) Building personality (VI)
R16: Art of self-learning (T)
R17: Encourage independent thinking and critical analysis among students to make them fit for a living (T)
R18: Academic freedom for innovative ideas (A)
R19: Provoking questions in academic reasoning, argumentation, fact-finding (A)
     2) Value-based life (VI)
R20: 1) Interactive method of teaching-learning (A)
     2) Research and Teacher training (TD)
R21 ………R49 No new categories were found.
This process gave rise to 12 categories
Stage-Deleting Categories and Merging categories

Categories overlapping considerably with other categories should be deleted. The responses which are coming frequently were deleted. The following eight categories were retained.

Table 5 Themes on University Teaching

- Developing knowledge academically
- Inspiring students towards lifelong learning
- Involving students towards the exchange of knowledge through innovation and research
- Transformation of students through the quest for knowledge for life
- Preparing students for employment
- Enrichment of values towards the action of life
- Building personality towards professional development
- Encouraging an interactive platform for teacher development

The teachers' description of teaching consisted of many responses. Many of the responses mentioned of similar components; such as value inculcation, enrichment of values in the society, value of high quality education towards living, development of values for the action of life. Many of the teachers' responses were based on teaching responsibility and fairness. These responses were like transfer of knowledge, developing a frame of students' knowledge, developing critical thinking, knowledge discovery, concept formation and development, opening up new ideas through exploration, creation of learning context for encouraging critical thinking, dialogue mode of teaching and learning, encouragement of independent thinking, provoking questions in academic reasoning, and argumentation. This resulted that teachers' conceptions of teaching were multi-dimensional. Thus, university teaching was intended to support students' capacity for social, multifaceted, and reflexive learning in a complex world. Moreover, it helped for knowledge construction, critical thinking, promoted freedom, responsibility and, capacity for dialogue & social interaction.

Triangulation

Quantitative data provided a robust picture of the academic honesty of university teachers over four dimensions. The government university teachers showed better academic honesty than others. The qualitative data explored the thematic meanings of the teaching of academically honest teachers. The key themes (e.g., academic, employment, transformative, teacher development, value inculcation) intermingled in multiple angles are on four dimensions of academic honesty. Academically honest teachers narrated dynamic conceptions about the university teaching which elucidates their trust, responsibility, and values in teaching. Thus, the qualitative illustrations of academic honesty were corroborated with the quantitative results. Ironically, a key university teaching program responsible for academic growth entails academic integrity and honesty. Affecting change at the university level and fostering engagement and support in the change process was facilitated by the teacher's understanding. Teachers articulated their contributions to leadership and professional opportunities.

DISCUSSION

Results from the quantitative and qualitative analysis indicated that university teachers had dynamic concepts about teaching. Academically honest teachers were prompted towards conceptualizing teaching. Teachers expressed willingness about teaching activities with passion, commitment, competence, openness, and overall honesty. Teachers recognizing students' individual intellectual and cultural capital and scaffolding their knowledge and

skills with available resources to give them equal opportunities for success is an act of academic justice (Matteson et al., 2011). Teachers expressed concerns regarding the emphasis on the interaction process in the class. They articulated leadership in managing the class. The dynamic leadership was manifested with unbiased decision making in content delivery and assessment. This led to execute the accuracy nature of decision-making procedures. This perceived them to bring fairness in teaching. Teachers believed that responsibility in providing equity in learning outcomes through the procedure is also a crucial factor of academic honesty. Students' evaluation of teaching can be determined by students' performance. Standardized examination scores and semester letter grades showed positive and significant effects on teaching evaluation (Jin, 2019). How students manage for overall well-being is prime important within the realm of professional development of the teacher. It is therefore argued that university teachers have a responsibility in helping students to develop personal efficacy concerning their daily life and their personality traits (Nair & Fahimirad, 2019). Of most attention in this study were the perceptions of university teachers regarding what needs to be university wholistic teaching program. The programme must develop all aspects and capabilities of learners; and make education more well-rounded, useful, and fulfilling to the learner (NEP, 2020). These were explored through the following themes:

- **Academic Knowledge:** Teacher's pedagogical knowledge can be used to exemplify this argument. Shulman's (1986) concept of 'Pedagogical Content Knowledge' addresses to develop a model of a knowledge base for teaching. The dimensions of teaching comprising of different elements (e.g., substantive subject knowledge, a model of teaching, cognitive knowledge of learners, empirical knowledge of learners, and knowledge of self and knowledge of educational contexts) are accountable towards teaching effectiveness.

- **Lifelong Learning:** University is understood as creator of lifelong learning culture in the society. It embraces all forms of learning experiences through the development of knowledge, skills, and critical thinking abilities (Ahmed, 2014). Educational opportunities should be provided to enhance learners' capacity for self-direction, meta-cognition awareness, and disposition to lifelong learning. It requires that instruction should facilitate certain characteristics like developing autonomy, intrinsically motivating learning activities, enculturation into a community of practice, collaboration, and reflection. Academics perceive their teaching as a collaborative process that helps their students 'development (Jogi et al., 2015). Constructivist theories guide the development of instructional methodologies that develop lifelong learning skills.

- **Innovation and Research:** Educating for innovation includes skills of critical thinking, creativity, and imagination. It can be fostered through appropriate teaching and practices such as entrepreneurship education (OECD, 2016)

- **Employment:** Effective education for employment is now a core driver of economic development. Specific skills with a set of behaviors and knowledge that can be adapted to specific work conditions are the needs of 21st-century employers. National Education Policy (2020) has rightly stated that education must move towards learning about how to think critically and solve problems, and how to innovate adapt and absorb new material in novel fields.

- **Values towards the action of life:** The core values should be nurtured among students. It will enable individuals and society towards the process of transformation. Hence, it should be an essential component of the university teaching process.

- **Professional Development:** Research on teacher's professional behaviors argued that procedures of teachers in a classroom illustrate the professional development of teachers in a justified way (Sasic, 2011). The class-room procedures include teaching methods, teaching styles, communication, socio-emotional relations with students, and management styles within a class. Notwithstanding the time needed for professional development, the faculty members should look at a new learning environment and find effective tools to enhance student participation. University and its faculties need to be resourceful and practitioner of teaching and learning (Behera, 2015).

- **Teacher Development:** Teaching faculties should experience various meanings, values, opportunities, and perspectives concerning adult learning and academics' sense of identity. It attempts to value teaching at university as a development process. It considers implementing solutions, initiatives, and innovations at a standard to positively impact the professional lives of teachers. It sustains their continuous learning and improves communities for collaboration and forum for discussion.

The present study highlighted that while teachers move with certain academic expectations of students, they learned to understand student's thinking. Ignoring the need to change may cause injustice to academics.

CONCLUSION

Students need opportunities to talk to each other and grab opportunities to face challenges. They need to make mistakes, learn through making mistakes, and find their solutions. If the students sense that the teacher is fairly interested in their experiences of freedom, integrity, and honesty, then they are likely to participate enthusiastically. Thus, the present study directed to university teachers to be serious which can assist them in identifying their priorities and thereby enable them to gain self-determination.

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