

віддзеркалює спосіб життя; культура є показником рівня духовного життя людей; за допомогою культури здійснюється обмін інформацією в часі та просторі.

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CRITERIA FOR ASSESSMENT
OF ETHICAL CONDUCT OF ACADEMICS**

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A series of individual aspects can be taken into consideration when assessing the conduct of a university teacher. However, in order to analyse to what extent different values are present in his/her professional life, it would be advisable to adopt systemic criteria for analysis and assessment. In the paper, two summaries by Homplewicz are followed by proposals of Wiatrowski, Banach, to be completed with demonstration of ethical criteria for assessment presented by Nazar and Poplawski. In order for this assessment to cover all the most important manifestations of academic work and thus be reliable, one should emphasise the role of two axial dimensions of academic work, i.e. teaching and research, as well as accompanying aspects: the relation of a teacher to the social environment, to his/her colleagues, to working environment, and to their own life – in the meaning of personal and research development. When those additional dimensions are omitted then the formed judgment of a researcher's standing can prove incomplete.

Key words: *criteria for assessment, ethical conduct of academics, teaching dimension, scientific dimension.*

При оцінці поведінки викладача університету слід урахувати ряд окремих аспектів. Однак, щоб проаналізувати в якій мірі в професійному житті педагога існують різні цінності, було б цілеспрямовано прийняти системні критерії для аналізу та оцінки. В статті два резюме Хаппрвица супроводжуються пропозиціями Вітровського і Банаха, які повинні бути завершені з демонстрацією етичних оцінок критеріїв, представлених Назаром та Поплавським. Щоб ця оцінка охоплювала всі найважливіші прояви академічної роботи і, таким чином, була надійною, слід підкреслити роль двох осяжних аспектів академічної роботи, тобто навчання та дослідження, а також супутніх аспектів: відношення викладача до соціального середовища, колег, робочого середовища та власного

життя – у сенсі особистого та дослідницького розвитку. Коли ці додаткові виміри упускаються, то сформоване судження про стан викладача може виявитися неповним.

Ключові слова: критерії оцінки, етичне поведінка викладачів, навчальний аспект, науковий аспект.

При оцінці поведінки преподавателя университета можно учитывать ряд отдельных аспектов. Однако, чтобы проанализировать, в какой степени в профессиональной жизни педагога существуют разные ценности, было бы целесообразно принять системные критерии для анализа и оценки. В статье два резюме Хаппервица сопровождаются предложениями Витровского и Банаха, которые должны быть завершены с демонстрацией этических критериев оценки, представленных Назаром и Поплавским. Чтобы эта оценка охватывала все наиболее важные проявления академической работы и, таким образом, была надежной, следует подчеркнуть роль двух осевых аспектов академической работы, то есть преподавания и исследований, а также сопутствующих аспектов: отношение преподавателя к социальной среде, коллегам, рабочей среде и собственной жизни – в смысле личного и исследовательского развития. Когда эти дополнительные измерения упущены, то сформированное суждение о положении преподавателя может являться неполным.

Ключевые слова: критерии оценки, этическое поведение преподавателей, учебный аспект, научный аспект.

Introduction. The conduct of academics – with whatever aspects taken into perception – is assessed and judged in various ways, from multiple perspectives and often with criticism. Such conclusions can be drawn from the very observation of the real aspects of the academic life. It is not that university teachers, just like their counterparts on the lower level of education, are *a priori* bestowed with high professional morale or that their profession by some means “automatically” determines appropriate ethical standard (Śliwerski 1997, p. 3). The prosaic side of life shows us both examples of people reaching very high levels in that respect as well as cases of human breakdown and fall (Homplewicz 1996, 205–206).

In addition to valuating the attitudes themselves, it is also reasonable to take into account the intentions, motives of actions and the resultant effects. Reference books distinguish a *series of individual aspects* that can be taken into consideration when assessing the conduct of teachers, in case of our discussion – university teachers; the issues touched include: integrity as the principal attitude and moral duty of a teacher (Tchorzewski 1994, 71–76), innovative approach being a component of his or her value system (Schulz 1994, 77–80), fidelity to truth as the source of actions of the teacher (Kalka 1994, 109–113), his/her authority (Jazukiewicz 1994, 171–173), communication competences in the ethical aspect (Wawrzyniak 1994, 175–181), educating tact as a form of realisation of educating morality (Hendryk 1994, 183–186), good as a moral value in the context of educating work (Molesztak 1994, 199–204), category of hope in teacher’s work (Rumiński 2004, 47–52) and many others. However, in order to analyse to what extent all those dispersed and very precious values are present in the professional life of university teachers, it would be advisable to adopt more systemic criteria for analysis and assessment, selected examples of which are presented below. First, two summaries by Janusz Homplewicz will be followed by proposals of Zygmunt Wiatrowski, Czesław Banach, to be completed with demonstration of ethical criteria for assessment of attitudes by Ryszard Nazar and Stanisław Popławski. The first four classifications will focus on

the educational dimension of an academic, the last one – will additionally cover the dimension of research work.

General Criteria for Teacher Work Assessment According to Homplewicz. In his first classification Janusz Homplewicz (1996, p. 199) focuses on the educational dimension of an academic activity. As he reasons, educational work can be assessed from various points of view, which is expressed in adequate types of responsibility. Although the Homplewicz classification is related to the assessment of a teacher as such, it can still be successfully profiled to the needs of an analysis of the work of an academic. That refers to three distinctively separate perspectives, namely:

1) *From the legal point of view* – under this perception the teaching work has a form of legally specified responsibilities whose realisation is backed by a certain guarantee of legal measures (including legal sanctions). Janusz Homplewicz (1996, p. 200) proves that it is difficult to think that only with such “sanctions”, forcing, a threat of punishments and repression one can induce “all those proper and necessary personal references, bonds and rapprochements as well as the entire message on the values in educating”, nevertheless this type of protection is an important factor urging to properly fulfil legal duties of educating.

Homplewicz (1996, p. 200) indicates three conditions for such legal responsibility to occur, namely: a) a specific obligation must be established legally, i.e. by means of regulations, directed at given persons, which will subsequently constitute legal grounds for a charge and the entire legal liability in this respect; b) legal identification of sanctions and consequences for non-performance or improper performance of this legal obligation; c) properly identified non-performance or improper performance of this obligation (which occurred in the period when the regulation formulating that obligation was in force); in such situation a suitable verdict, decision or judgement is issued with that regard. Three major types of liability can be distinguished – criminal, civil and administrative. The latter is especially considered within the field of teacher’s work.

2) *From the viewpoint of education*, i.e. proper fulfilling of vocational, professional duties and obligations – with regard especially to the educational action skills. This kind of liability is a consequence of the possessed vocational skills of a teacher as well as the powers of the supervising authorities executing specialist control. The responsibility of this supervision is the legal regulation suitable with this respect, as well as instructing and advising, while its legal consequence is the administrative, professional and disciplinary responsibility. Homplewicz (1996, p. 201) adds that the strategy and policy of that supervision turns out to be “certain opportunity as well as a tool of an actual enhancing of the teaching work in this respect” of individual institutions and their staff.

3) *From the point of view of ethics*, i.e. soundly understood ethical standing, work motivation and presented values. Ethical responsibility in educating aspects is well reflected in the attitude of realisation of the interests, need and wellbeing of a student as well as the sense of responsibility for the student and their development. One could assume that this is an option that shifts the entire issue to the criterion of conscience, i.e. “sense of responsibility”, or in other words to the subjective assessments – but still a conscience that wants to dwell in truth and in the requirements of educational professionalism. In the opinion of Homplewicz, that considerably makes the matter more objective (1996, p. 201). Nevertheless, there is a difficulty of the fact that the motives behind actions, attitude of feeling the sense of responsibility, the degree of internal – including ethical – maturity of a person are all issues and criteria which are poorly measurable and difficult to compare (1996, 201–202).

Criteria for Ethical Conduct Assessment According to Homplewicz. Primary doubts are raised during repositioning the issue of assessing, measuring and comparing human ethical attitudes to the level of more theoretic discussion. These doubts are expressed in the fact that the ethical conduct is a unique image of an individual's experience, skills and life values, views and practice, hence it is "a matter actually so indefinable, immeasurable and subtle that the whole subject eludes to the distance of simplifications, generalisations and schemes", writes Homplewicz (1996, p. 202). And yet, especially when ethical conduct is concerned, such judgements seem indispensable in educational activities. Homplewicz asks a question about a uniform and clear criterion for assessment of ethical attitudes. Let us follow the criteria he considers, one by one.

1) The criterion of *actions and behaviour*, in accordance with the tag line "you shall know them by their fruit"; the author points out, however, that the ethical analysis of a deed and attitude – disconnected from the intentions, inducements and tone of commitment of the acting individual, present in a given case, together with his or her experience and knowledge – is highly complicated.

2) Criterion of *effectiveness*, i.e. results, effects of educating work. However, as claims Homplewicz, in that respect doubts are actually only increased since the effects of the educating process are usually a function of multiple influences – also external ones, not related to education. A slightly better situation is with the assessment of results of the educational work as such, which is marked out by the curriculum.

3) Criteria of *motives and intentions* of the attitudes and actions in educating work – undertaken for the good of a student; whatever does not fit within this framework, means a change of the motivation for action. Nevertheless, this criterion leads to do relativisation of assessment of this work.

4) Criterion of *expertise* of pedagogical activities, making it possible to professionally objectify requirements and assessments. The entire pedagogical supervision is built upon this criterion, but in this situation we shift from the ethical level to the educational qualification of issues (Homplewicz 1996, 202–203).

Criterion of Values and Duties According to Wiatrowski. On the other hand, Zygmunt Wiatrowski contributes to our discussion with the categories of values and duties in the process of in-service teacher training and teaching. How can we identify professional duty versus value? The author answers to the question, first listing the following *values*:

- regarding work a universal value,
- high professional responsibility and competence of a teacher,
- interests and professional skills adequate to the teaching field as well as motivations for positive actions in spite of numerous professional nuisances,
- democratic approach, charged with tolerant but also rational behaviour,
- outgoing nature and an inclination to dialogue and cooperation in various situations of teaching activities,
- trustworthiness and understanding, albeit not without requirements from students, or especially tendency to objectify states of affairs,
- reliability, regularity and accuracy in performing the teaching tasks,
- the ability and desire to explore and trigger goodness, beauty and truth in every teaching situation,
- the desire to become still a better person, citizen and employee at the same time by continuous increasing and improving teacher's qualifications,

- openness to changes that lead to improvement of the existing state of affairs, expressed with the attitudes of: reflection, innovation, research and creativeness.

In turn, in the second case – concerning duty – it is sufficient to consider the above values of the teaching profession as highly desirable condition, to find in consequence that it is the duty of every teacher – says Wiatrowski – “to achieve so identified system of professional values, characteristic of the teaching profession”. In the opinion of Wiatrowski, this course of discussion can be further completed with the following *duties*:

- subjective treating of each student but also of co-workers,
- continuously expressed concern for the proper development of each participant in the teaching situation,
- taking responsibility for the proper, even best possible functioning of every element of the education system,
- being guided in every action and every behaviour above all by a system of universal values which determine becoming human in a full extent.

As originally this typology concerned teachers working on lower educational levels, I have made some minor reformulations of its content. In Wiatrowski’s (1994, p. 89) opinion, each of the above notes can be regarded as an important indicator of widely and contemporarily understood process of in-service teacher training and teaching. If so, they can also be treated as a certain criterion for assessment of a teaching and ethical standing of academic teachers.

Criterion of Trait-features According to Banach. Another criterion, of *trait-features*, that can be adapted for the needs of assessment of academic teachers’ work is presented by Czesław Banach. (In the case of this typology some minor reformulations in the content have been made.) The author distinguishes a series of such trait-features of a teacher – desired (positive) and adverse (negative) – putting them in a form of antinomy, i.e. opposites which may be the subject of an analysis. We will point out a sequence of trait-features: personal, intellectual, teaching, educational, and external:

1) *Personal* traits-features, i.e. accessible, direct, outgoing – inaccessible, “uncommunicative”; respecting the dignity of students, unmalicious – spiteful, ridiculing, violating the dignity of the students; accepting them as they are, tolerant – not accepting their individuality, intolerant; conscientious, disciplined, scrupulous, enduring – undisciplined, unreliable, easily becoming discouraged; good organizer – clumsy, chaotic; cheerful, caring, warm-hearted, tactful – indifferent to the affairs of others, uncivil, rude; self-critical to his/her work, flexible in conduct – self-uncritical, inflexible in conduct, formalist; friendly, kind, agreeable – unfriendly, suspicious, surly; with sense of humour and serenity – with no sense of humour, overly serious, cheerless; modest – conceited, arrogant; worldly wise – patronizing, not knowing life; socially committed – unwilling to work socially; courageous in expressing own views, possessing his/her own views – avoiding expressing his/her views, not having own opinion, playing safe; straightforward, spontaneous, authentic – insincere, not being themselves, overly cautious; truthful – untruthful, believing in “connections”; trustworthy, selfless, with high moral values – untrustworthy, forcing the material benefits; just – unjust; discreet – indiscreet; capable of creatively adaptation to social and educational changes – incapable of adapting to social and educational changes; ingenious, independent in undertaking action and projects – without initiative; without addictions – having addictions; patient, emotionally balanced, calm, able to overcome difficulties – impatient, emotionally unstable, short-tempered, aggressive; amicable, loyal, solid with his/her own professional group – uncomradely, disloyal, living “for themselves”; sociable – unsociable; generous

– small-minded; having a specific system of values and ideological stance – without a certain ideological stance, eclectic; optimist, seeking to provide for themselves and the next of kin – slob, surrendering to fate, waiting for someone to do things for him/her.

2) *Intellectual* trait-features, i.e. intelligent, wise – unintelligent; gifted – dull; with high level of knowledge, skills, intellectual ability and broad interests – having significant shortages in knowledge and intellectual ability, showing lack of wider interests; independently thinking, creative in formulating problems and ideas – not self-reliant, reproductive, passively adaptive, repeating after others; perceptive and with vivid imagination – unobservant, unimaginative; restrained in expressing opinions, judgments and evaluations – hasty, reckless in issuing opinions, judgments and assessments.

3) *Teaching* trait-features (praxeological and educational), i.e. with adequate and up-to-date substantive knowledge – showing significant gaps in substantive knowledge; well prepared methodically – poorly prepared methodically; applying various teaching methods and teaching aids, including modern technology of education – applying the minimum teaching methods and aids, unfamiliar with modern educating techniques; knowing the basics of pedagogy and psychology and recognizing their usefulness – unfamiliar with the basics of pedagogy and psychology, doubting significance of these teachings for practice; hardworking, identifying him-/herself with work and committed to it – lazy, not identifying him-/herself with the profession, using the strategy of “enduring”; familiar with students, their needs and abilities – not knowing the students, reluctant to know them better; fond of them – disliking them; responsible for the students in front of themselves and the authorities – reluctantly assuming liability to anyone; demanding from themselves and others, consistent and inquiring – undemanding of themselves and others, inconsistent, indulgent; objective, impartial and fair in assessing and handling matters (justifies own assessments) – non-objective (subjective), unfair in assessing (does not justify grades); independent, creative, seeking new methods and means – showing reproductive attitude, falling into rut; ambitious, courageous and progressive – devoid of ambition, conservative; adhering to regulations and directives – ignoring regulations and directives; striving to enrich the educational base of the university – inactive in the works for widening that base; capable of good planning and organizing own work and this of the team – unable to plan and organize own and team’s work; activating students and applying individual approach to teaching and getting to know them – not activating and not applying individualization in teaching and getting to know them; applying democratic (motivating) style of management and supporting self-governance of students – using an autocratic (dictatorial) or liberal (anarchic) style; recognising and highlighting the achievements and behaviour of students, rewarding and distinguishing – seeking to pointing at shortcomings and deficiencies, eagerly employing many forms of punishment and reprimands; creating a sense of security and conditions for students’ succeeding – creating an atmosphere of fear and threat, careless about their achievements; recognizing wise compromises – unable to negotiate and compromise, believing in his/her being right; self-studying and perfecting their “workshop”, working on self – reluctant to self-educate or to enhance own workshop; communicative and expressive in the way of communicating knowledge and values – uncommunicative, with difficulties reaching the recipient, showing a lack of dialogue skills; knows how to use various sources of information – sticking to textbook; treats all students equally – prefers certain people.

4) *Educational* trait-features, i.e. open to the problems of the students, treating them subjectively – treating them objectively, in an “official” way; eagerly involved in work

with students, emotionally connected with them – unwilling to work with students, doubting its sense; supportive and capable of winning over the students – incapable of winning over students and ill-disposed to them; not taking offence and not ridiculing students, forgiving, caring – ridiculing and humiliating them; understanding students, serving them with advice in overcoming difficulties – reluctant in helping students, not trying to understand them; not only teaching but also caring – just teaching; having personal authority – without a personal authority; seeking the students to succeed in various fields in the environment – uninterested in the social activities of students in the environment; keeping his/her word and promises – going back on his/her word and promises; exploring the facts about the life of the local community – uninterested in the life of the local community, detached from its problems.

5) *External* trait-features, i.e. neat appearance, good overall presentation – messy careless looks; taking care of the physical and mental health, immune to difficulties at work – uncaring about physical and mental health, uneasy with the difficulties at work; expressive at communicating information – giving information in an indifferent and monotonous way; well-mannered (pleasant, agreeable, trustworthy) – rough-mannered (unpleasant, causing aversion); properly establishing relations in the family and in the environment – unable to establish relations in the family and in the environment; interested in successes and troubles of other people – indifferent to the successes and problems of others (Banach 1995, 210–216).

Four-direction Criterion According to Nazar and Popławski. Ryszard Nazar and Stanisław Popławski (1995, 21–22) formulate ethical criteria for assessment of conduct, which take into account a series of aspects that have been hitherto disregarded in the article, in particular adding some value to the research dimension of the activities of an academic. At first they point to the directional values that should be served by science: truth, wellbeing of an individual, nation and humanity, self-respect, freedom and safety of people, development of the field concerned, training of staff, rationalism and freedom of thinking. The conditions for realisation of those values by researchers and scientists, hence development of science, are: freedom of speech, autonomy and self-governance and freedom of science. Next to this descriptive and postulative form of presentation of the professional duties, the mentioned authors also propose a certain complex approach which implies obligations of an academic teacher going into four directions: to society, to research work, to educational work as well as to the working environment.

1) To *society*. An academic teacher should: a) be active in social life – especially within the scope of his/her professional discipline; is required to initiate actions and – with their knowledge – influence making decisions that are important for the development of the country as well as intervene in the case of intentions, which in his/her opinion may cause adverse effects; b) be guided in their work with human welfare and express objection to the plans relating to such research programs or such their use which leads to negative consequences for an individual, nation or the whole of humanity; c) as one appointed for preparation of expert opinions, analyzes, plans and action programs being the basis for economic, social and political decisions, s/he should always be guided by the objective knowledge and scientific method; it is unacceptable to submit materials that do not meet the requirements of a scientific method or to distort the described facts to obtain the favour of clients, confirming preconceived decision to obtain material benefits, promotion, prestige advantages, etc.; d) if s/he holds an administrative function in a research institution, the teacher is obliged to act in accordance with the principles of

scientific integrity, and above all to create optimal conditions for conducting research, multiplication of knowledge and the development of academic staff.

2) To *research work*. The teacher should: a) ensure that his/her research has creative features and is done in accordance with the requirements of the scientific method, be reliable and faithful to the scientific truth based on reliable scientific arguments; it is unacceptable to relate the test results to any non-scientific benefits; b) convey the truth discovered in studies and not to conceal complex and uneasy issues; it is unacceptable to put pressure on other academics to knowingly conceal the truth disclosed in the course of research; c) be characterized with criticism towards own research and results, and to keep objectivity in academic discussions and moderation in judgements; criticism of views and statements should not be transferred to the very person of the author; scientific polemics should be reliable – it is unacceptable to unfairly quote other people's reasons, omit relevant arguments, present criticized views in a distorted way; d) give opinions on the work within the scope of own discipline, when expressing opinions or evaluating the scientific work output of a colleague, one should show both the positive values as well as respond critically to the noticed errors and shortcomings; e) avoid genetic experiments on people and infringing their intimacy without their consent, since research, regardless of its goals, must not pose threat to individuals, society and natural environment; f) maintain furthest possible prudence in the course of scientific experiments, and studiously remove the resulting damage and threats; g) announce, in the form of publications, lectures, talks, speeches in discussions, the results of one's research work, unless this is in conflict with vital social interests or would be inadmissible under the law; h) the results of other people's research work, already communicated, can only be used provided the author and place of publication are quoted; other people's ideas and concepts not yet announced may provide a basis for further research and be published subject to obtaining consent and giving the indication of the author; i) take notice that the co-authors of a research work are all persons who significantly contributed to obtaining the results, regardless of their degree, position and place of work; directing master's thesis or doctoral dissertation does not establish itself a title to co-authorship, nor there is such title from managing an institution in which the study was conducted, nor execution of simple computational and technical work, interviews or questionnaires, if they have not been designed by the persons conducting them.

3) To *educational work*. The teacher should: a) communicate to students the latest knowledge in the field of science concerned, using the best solutions in the field of teaching and methodology and to implement universal educational ideal; at the same time endeavour for his/her work and attitude to become a model worth following by students; b) implement the teaching process in an atmosphere of respect for the dignity of students, while demanding from self and students; an academic should respect and develop independent thinking of students, observe their right to express their opinions and judgments; the relation of an academic worker to a student should be characterized by kindness and partnership, as well as justice in assessing the results of his/her work; it is unacceptable for an academic to create any situation which could undermine trust in his/her impartiality in relation to students and candidates.

4) To the *working environment*. The teacher should: a) comply with the general principles of coexistence, especially the principle of decency and solidarity in sharing responsibilities and in relation to colleagues – consider the principle of tact, courtesy and kindness, be respectful of their work and achievements, and not undermine their authority, especially to students; b) not require, in the name of the principles of

professional or environmental loyalty, from his/her co-workers or subordinates behaviour that is in opposition to their conscience, nor justify his/her behaviour only with the principles of loyalty to colleagues, superiors or university or non-university institutions; c) not move scientific disputes onto a plane other than scientific activities, it is unacceptable to groundlessly present a colleague in a bad light, jeopardize him/her to lose respect, work, reduce wages, removal from the position or undeserved omission in promotions and distinguishing; d) not be guided by personal motives when giving an opinion as to hiring a colleague, his/her promotion or distinguishing; e) avoid participating in making decisions directly concerning him-/herself or immediate family members; f) when acting as a team leader – manage the team's work so as full use is made of their used skills, passions and ideas of all the employees and that the work of the team proceeded in a friendly atmosphere of academic cooperation; team members should be helped to improve their qualifications for example by means of coaxing for their scholarships, foreign trips, enabling them to publish their work; a moral duty of research team members is to collaborate with the leadership in both research and teaching; g) care for the proper development of young staff, and not be guided by personal likes and dislikes in its selection and promotions but by scientific achievements, skills and passion for research and teaching; encouraging talented young people with serious achievements should be expressed in their rapid promotions, delegating independent tasks and distinguishing them (Nazar and Popławski 1995, 22–25).

Conclusions. The value of the above summary of criteria is that it reveals a wide range of perspectives from which the conduct of academics can be assessed. Although it would probably be possible to hold discussions on the detailed contents of some of the presented typologies but also to consider creating new classifications, e.g. basing on the deontological documents (Nowakowski 2011, 148–167; Nowakowski and Białowąs 2007, 75–85). In order for this assessment to cover all the most important manifestations of academic work and thus be reliable, one should – in addition to the considered perspectives – emphasise the role of two axial dimensions of academic work (the teaching and research ones) and accompanying aspects.

When evaluating the *teaching dimension*, one can use a series of standards commonly used to value the teachers' conducts on the lower levels of teaching (of course having considered some modifications in their contents), however with a reservation that the very effect of the teaching work should be treated as a result of many diverse reasons and influences, including some that are completely beyond the control of the academic teacher, often incidental – which can make it more difficult to properly assess the conducts of the teaching process. Within this dimension the standing of a teacher can be viewed in two relations: his/her attitude towards a student as well as the degree of integrity of fulfilling own teaching obligations (see more: Daszykowska 2012, 97-98).

When undertaking assigning the criteria for assessment of conduct of academics in relation to the *scientific dimension*, the issue changes its nature slightly – since the most important factor in this case will be the relation of the researcher to the studies performed by him/her and their publication – which was considerably exhaustively described in the typology by Nazar and Popławski.

Besides the discussed planes, it would be advisable for the possible assessment to incorporate specific *accompanying aspects*. That would be the relation of a teacher to the social environment, then – to colleagues and working environment, as well as his/her relation to their own life, in the meaning of personal and research development. When

those additional dimensions are omitted then the formed judgment of a researcher's standing can prove incomplete, and finally – not fully correspond with the reality.

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EFFECT OF DOMESTIC VIOLENCE ON THE SOCIAL ORIENTATION AND ACADEMIC PERFORMANCE OF SECONDARY STUDENTS IN NIGERIA

Introduction

Domestic violence often occurs within families and across generations. According to the United Nation (2000), one of the problems that social scientists researchers, and