

THE TEACHER CANDIDATES' VIEWS IN RELATION TO PROFESSIONAL UNETHICAL BEHAVIOURS OF TEACHERS

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Abstract

The purpose of this research is to search teacher candidates' views in relation to Professional unethical behaviours of teachers. This research was conducted on the 125 candidate teachers taking teacher certificate program course at Konya Necmettin Erbakan University, Ahmet Keleşoğlu Education Faculty in 2015-2016 academic year. In this research, data were collected about teacher candidates' views by applying five-point likert type survey formed 40 expressions. These data were expressed in graphs and tables by evaluating percentage statistics. As a result, it has been detected that teacher candidates are of the opinion that unethical behaviours usually never are done.

Key words: *ethic, occupational ethics, ethical behaviours, unethical behaviours*

INTRODUCTION

Ethic is the investigation and understanding of a life that is desirable before anything else. In other words, ethic is substitution of all activities and purposes and ethic is to know what to be done or what not to be done, what to want or what not to want, what to have or what not to have. In short, ethic is the evaluation of human attitudes and behaviours in terms of right-wrong or good-bad. It is not possible to distinguish the concept of ethics from concepts such as value, principle, rule and standard. Because, the existence of these concepts contributes to the strengthening and development of ethics (Aydm, 2003).

In the direction of the future of a society, educational activities are at the forefront of the most important elements. Teachers, who are responsible for these activities, have great responsibilities and duties. As positive role models, to be an example of teachers' ethical behaviours will ensure that their students can incline ethical behaviours and they have the centre of ethic in all their relationships throughout their lives. Professional ethics will guide teachers who are teaching practitioners, unethical behaviours (Karataş, 2013).

It is a profession ethic of the issues that have been emphasized in recent years. Ethical principles related to many professional fields are determined and it is expected that the professions will comply with these principles (Yılmaz & Altinkurt, 2009). Occupational ethics is the whole set of professional principles that are created and maintained by a certain profession group in order to prescribe to profession members, force them to behave in a certain way, limit their personal tendencies, exclude in adequate and unprincipled members (Aydm, 2012).

Occupational ethics consists of the rules which restricts the actions of the members of a profession and order what activities to take or not. Teaching profession is a profession in which human relations are intensely experienced and moral responsibilities are ethical. The ethics in teaching profession is the responsibilities that must be fulfilled, the rules and the whole of principles to be followed in relation to the students, the parents and their colleagues while doing the teaching profession (Erdem & Şimşek, 2013).

Aydm (2015) stated that the main ethical principles that teachers must obey are justice, equality, honesty and truth, impartiality, responsibility, human rights, humanism, loyalty, superiority of law, love, tolerance, respect, frugality, positive human relationships, raising service standards, openness, right and freedoms, granting the right of labour and resisting against illegal orders. He specified that some unethical behaviours include discrimination, favouritism, bribery, psychological intimidation,

neglect, exploitation, selfishness, corruption, violence-oppression-aggression, mixing policy to business associations, insults and profanity, physical and sexual harassment, abuse of authority, gossip and embezzlement.

It is very important to show behaviours in accordance with professional ethics in the teaching profession as it is in other professions today. Knowledge, skills and personal characteristics required by each profession group are also necessary in the teaching profession. Teachers are faced with various situations such as falling in conflict with values, disagreement with rules and decisions. Also, while teachers fulfil the responsibilities and professional duties they undertake, due to various causes, they fall into contradiction with ethical rules even they can face various problems (Pelit & Güçer, 2006).

To demonstrate appropriate behaviours in accordance with ethical behaviour rules required by the teaching profession and to develop ethical rules also includes suitable environments. A teacher who is required to act fairly and impartially to his/her students and education system in which teacher maintains profession life must also provide educational environments in which teachers can prepare this (Gözütok, 1999).

MATERIAL AND METHOD

The purpose of this research is to investigate the views of teacher candidates on the professional unethical behaviours of teachers. The study group of the research consists of 125 teacher candidates who take the course of teacher certificate program at KONYA, Necmettin Erbakan University, Ahmet Keleşoğlu Education Faculty in the academic year of 2015-2016. In this research, in the process of developing the scale, which is the data collection tool in this survey, firstly, the related literature was scanned and the previously used scales were reached. In previous researches in this process, unethical behaviours on the scales developed by Gözütok (1999); Pehlivan & Aydın (2001); Pelit & Güçer (2006); Yılmaz and Altinkurt (2009) have been determined. In this study, a questionnaire of the five – point likert type consisting of 40 words was applied and data were collected about the opinions of the teacher candidates. These data are expressed in terms of tables and graphs by using statistics.

RESULTS

Frequency and percentage distributions of responses to the five –point likert –type questionnaire applied to teacher candidates are shown in Table 1 and Figure 1.

1. expression: A study was done about “to use the money and materials of the school for their personal purposes.” In this study, 3 of the students (2 %) expressed “often”, 6 of them (5 %) sometimes, 29 of them (23 %) had no idea, 4 of them (3 %) rarely and 83 of them (67 %) never (Table 1 and Figure 1).
2. expression: A study was done about “not to protect and not to use the tools and equipment of the school carefully.” In this study, 8 of the students (6 %) expressed “often”, 8 of them (6 %) sometimes, 12 of them (10 %) had no idea, 18 of them (15 %) rarely and 79 of them (63 %) never (Table 1 and Figure 1).
3. expression: A study was done about “to use the lesson duration in the school to do their own private affairs” In this study, 4 of the students (3 %) expressed “often”, 12 of them (10 %) sometimes, 5 of them (4 %) had no idea, 33 of them (26 %) rarely and 71 of them (57 %) never (Table 1 and Figure 1).
4. expression: A study was done about “to hold themselves solely responsible for teaching at school”. In this study, 20 of the students (16 %) expressed “often” 26 of them (21 %) sometimes, 15 of them (12 %) had no idea, 26 of them (21 %) rarely and 38 of them (30 %) never (Table 1 and figure 1).

5. expression: A study was done about “not to respect school and administration.” In this study, 12 of the students (10 %) expressed “often”, 5 of them (4 %) sometimes, 24 of them (19 %) had no idea, 11 of them (9 %) rarely and 73 of them (58 %) never (Table 1 and Figure 1).
6. expression: A study was done about “to reflect the problems of private life in school work.” In this study, 2 of the students (2 %) expressed “often”, 9 of them (7 %) sometimes, 21 of them (17 %) had no idea, 22 of them (17 %) rarely and 71 of them (57 %) never (Table 1 and Figure 1).
7. expression: A study was done about “not to act in responsibility consciousness.” In this study, 14 of the students (11 %) expressed “often”, 7 of them (6 %) sometimes, 6 of them (5 %) had no idea, 25 of them (20 %) rarely and 73 of them (58 %) never (Table 1 and Figure 1).
8. expression: A study was done about “not to avoid behaviours that may damage the profession’s dignity.” In this study, 6 of the students (5 %) expressed “often”, 7 of them (6 %) sometimes, 11 of them (9 %) had no idea, 18 of them (14 %) rarely and 83 of them (66 %) never (Table 1 Figure 1).
9. expression: A study was done about “not being consistent in the decisions about the profession.” In this study, 6 of the students (5 %) expressed “often”, 8 of them (6 %) sometimes, 14 of them (11 %) had no idea, 22 of them (18 %) rarely and 75 of them (60 %) never (Table 1 and Figure 1).
10. expression: A study was done about “not to be disciplined when doing job.” In this study, 5 of the students (4 %) expressed “often”, 19 of them (15 %) sometimes, 7 of them (5 %) had no idea, 27 of them (22 %) rarely and 67 of them (54 %) never (Table 1 and Figure 1).
11. expression: A study was done about “to neglect works by getting permission and reports unnecessarily.” In this study, 4 of the students (3 %) expressed “often”, 8 of them (6 %) sometimes, 28 of them (23 %) had no idea, 14 of them (11 %) rarely and 71 of them (57 %) never (Table 1 and Figure 1).
12. expression: A study was done about “not to give importance to quality educational activities in classes.” In this study, 7 of the students (6 %) expressed “often”, 18 of them (14 %) sometimes, 16 of them (13 %) had no idea, 28 of them (22 %) rarely and 56 of them (45 %) never (Table 1 and Figure 1).
13. expression: A study was done about “not to care about guard duty.” In this study, 2 of the students (2 %) expressed “often”, 3 of them (2 %) sometimes, 39 of them (31 %) had no idea, 18 of them (14 %) rarely and 63 of them (51 %) never (Table 1 and Figure 1).
14. expression: A study was done about “to come to school using alcohol and drugs.” In this study, 16 of the students (13 %) expressed had no idea, 2 of them (2 %) rarely and 107 of them (85 %) never (Table 1 and Figure 1).
15. expression: A study was done about “to speak slang and bad talk at school” In this study, 5 of the students (4 %) expressed “often”, 7 of them (5 %) sometimes, 7 of them (6 %) had no idea, 19 of them (15 %) rarely and 87 of them (70 %) never (Table 1 and Figure 1).
16. expression: A study was done about “to violate the laws and regulations related to the profession”. In this study, 3 of the students (2 %) expressed often, 5 of them (4 %) sometimes, 19 of them (15 %) had no idea, 12 of them (10 %) rarely and 86 of them (69 %) never (Table 1 and Figure 1).
17. expression: A study was done about “not to respect the work of colleagues”. In this study, 3 of the students (2 %) expressed “often”, 5 of them (4 %) sometimes, 19 of them (15 %) had no idea, 12 of them (10 %) rarely and 86 of them (69 %) never (Table 1 and Figure 1).
18. expression: A study was done about “not to be open and sensitive to colleagues”. In this study, 3 of the students (2 %) expressed “often”, 6 of them (5 %) sometimes, 18 of them (14 %) had no idea, 23 of them (19 %) rarely and 75 of them (60 %) never (Table 1 and Figure 1).

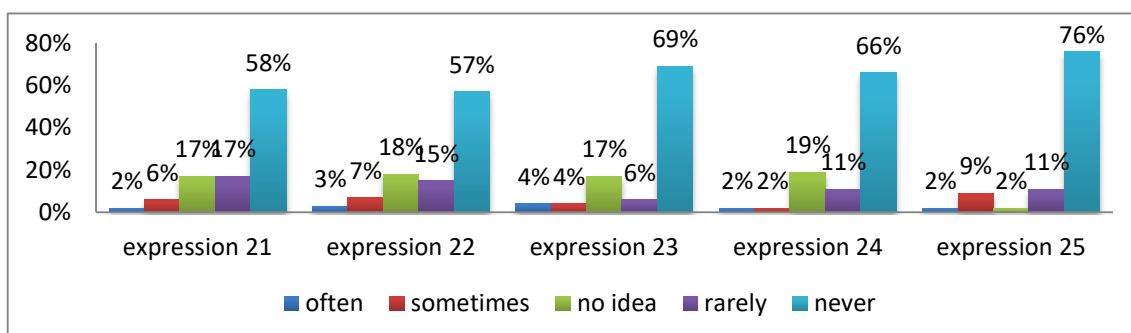
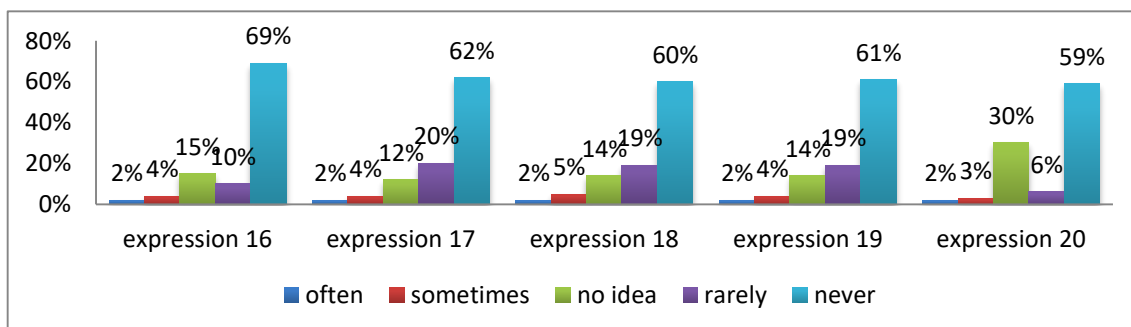
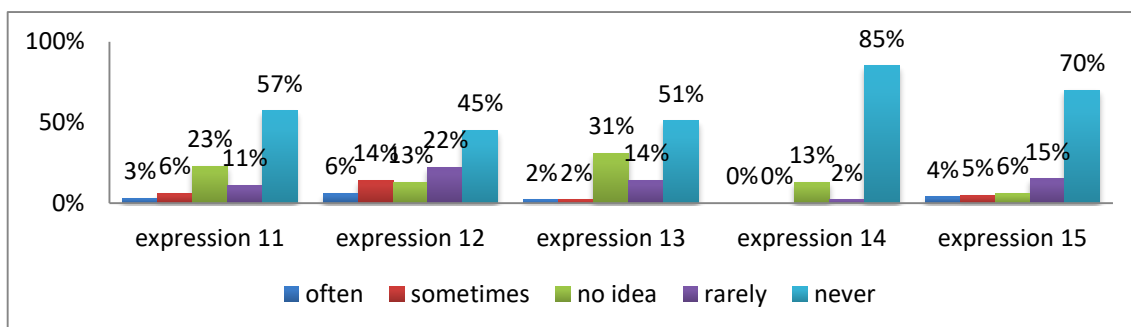
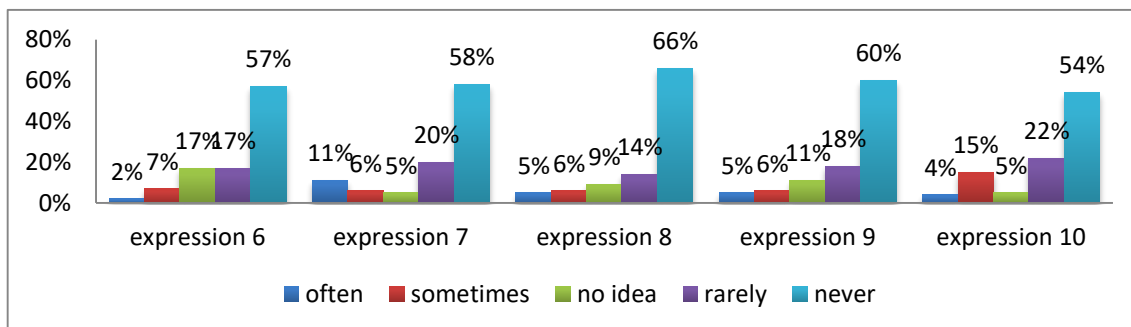
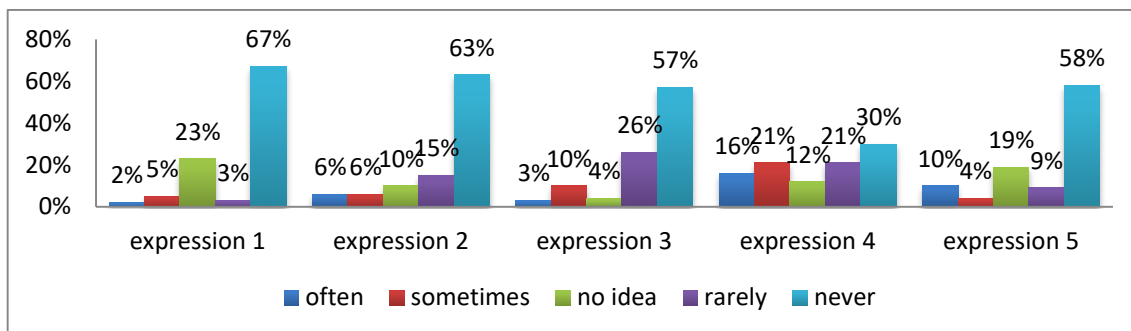
19. expression: A study was done about “not to respect the thoughts of colleagues“. In this study, 2 of the students (2 %) expressed “often”, 5 of them (4 %) sometimes, 18 of them (14 %) had no idea, 25 of them (19 %) rarely and 76 of them (61 %) never (Table 1 and Figure1).
20. expression: A study was done about “to share the secrets of colleagues with others”. In this study, 2 of the students (2 %) expressed “often”, 4 of them (3 %) sometimes, 37 of them (30 %) had no idea, 8 of them (6 %) rarely and 74 of them (59 %) never (Table 1 and Figure1).
21. expression: A study was done about “not to cooperate with colleagues”. In this study, 3 of the students (2 %) “often”, 8 of them (6 %) sometimes, 21 of them (17 %) had no idea, 21 of them (17 %) rarely and 72 of them (58 %) never (Table 1 and Figure 1).
22. expression: A study was done about “to gossip about the colleagues”. In this study, 4 of the students (3 %) expressed “often”, 9 of them (7 %) sometimes, 22 of them (18 %) had no idea, 19 of them (15 %) rarely and 71 of them (57 %) never (Table 1 and Figure 1).
23. expression: A study was done about “to humiliate their colleagues because of their behaviours”. In this study, 5 of the students (4 %) expressed “often”, 5 of them (4 %) sometimes, 21 of them (17 %) had no idea, 14 of them (11 %) rarely and 82 of them (66 %) never (Table 1 Figure 1).
24. expression: A study was done about “to do gender discrimination in relation to colleagues”. In this study, 2 of them (2 %) expressed “often”, 3 of them (2 %) sometimes, 24 of them (19 %) had no idea, 14 of them (11 %) rarely and 82 of them (66 %) never (Table 1 and Figure1).
25. expression: A study was done about “to use the course duration to get students special works”. In this study, 3 of the students (2 %) expressed “often”, 11 of them (9 %) sometimes, 2 of them (2 %) had no idea, 14 of them (11 %) rarely and 95 of them (76 %) never (Table 1 and Figure 1).
26. expression: A study was done about “not being honest with students”. In this study, 2 of the students (2 %) expressed “often”, 11 of them (9 %) sometimes, 16 of them (12 %) had no idea, 15 of them (12 %) rarely and 81 of them (65 %) never (Table 1 and Figure 1).
27. expression: A study was done about “not to approach students with respect”. In this study, 5 of the students (4 %) expressed “often”, 17 of them (14 %) sometimes, 4 of them (3 %) had no idea, 25 of them (20 %) rarely and 74 of them (59 %) never (Table 1 and Figure 1).
28. expression: A study was done about “not behaving fairly and impartially while evaluating students”. In this study, 9 of the students (7 %) expressed “often”, 6 of them (5 %) sometimes, 20 of them (16 %) had no idea, 20 of them (16 %) rarely and 70 of them (56 %) never (Table 1 and Figure 1).
29. expression: A study was done about “to discriminate between students”. In this study, 7 of the students (6 %) expressed “often”, 12 of them (10 %) sometimes, 15 of them (12 %) had no idea, 18 of them (14 %) rarely and 73 of them (58 %) never (Table 1 and Figure 1).
30. expression: A study was done about “not to give value to students’ thoughts”. In this study, 6 of the students (5 %) expressed “often”, 16 of them (13 %) sometimes, 13 of them (10 %) had no idea, 26 of them (21 %) rarely and 64 of them (51 %) never (Table 1 and Figure 1).
31. expression: A study was done about “not to avoid actions that would harm students”. In this study, 3 of the students (2 %) expressed “often”, 7 of them (6 %) sometimes, 14 of them (11 %) had no idea, 13 of them (10 %) rarely and 88 of them (71 %) never (Table 1 and Figure 1).
32. expression: A study was done about “to use lecture notes as an oppression tool for students”. In this study, 15 of the students (12 %) expressed “often”, 20 of them (16 %) sometimes, 16 of them (13 %) had no idea, 18 of them (14 %) rarely and 56 of them (45 %) never (Table 1 and Figure 1).
33. expression: A study was done about “not to respect the rights of students”. In this study, 5 of the students (4 %) expressed “often”, 13 of them (10 %) sometimes, 12 of them (10 %) had no idea, 17 of them (14 %) rarely and 78 of them (62 %) never (Table 1 and Figure 1).

34. expression: A study was done about “to be prejudiced because of the cultural background of the students”. In this study, 5 of the students (4 %) expressed “often”, 8 of them (6 %) sometimes, 19 of them (15 %) had no idea, 13 of them (11 %) rarely and 80 of them (64 %) never (Table 1 and Figure 1).
35. expression: A study was done about “not to avoid words and actions that will make students smile”. In this study, 9 of the students (7 %) expressed “often”, 14 of them (11 %) sometimes, 2 of them (2 %) had no idea, 23 of them (18 %) rarely and 77 of them (62 %) never (Table 1 and Figure 1).
36. expression: A study was done about “not to act in accordance with the teaching procedures”. In this study, 2 of the students (2 %) expressed “often”, 8 of them (6 %) sometimes, 14 of them (11 %) had no idea, 22 of them (18 %) rarely and 79 of them (63 %) never (Table 1 Figure 1).
37. expression: A study was done about “to apply physical violence to students”. In this study, 2 of the students (2 %) expressed sometimes, 11 of them (9 %) had no idea, 8 of them (6 %) rarely and 104 of them (83 %) never (Table 1 and Figure 1).
38. expression: A study was done about “to try to guide students according to their own ideological view”. In this study, 5 of the students (4 %) expressed “often”, 7 of them (6 %) sometimes, 21 of them (17 %) had no idea, 18 of them (14 %) rarely and 74 of them (59 %) never (Table 1 and Figure 1).
39. expression: A study was done about “to tell secrets of the students to others”. In this study, 2 of the students (2 %) expressed “often”, 7 of them (5 %) sometimes, 30 of them (24 %) had no idea, 10 of them (8 %) rarely and 76 of them (61 %) never (Table 1 and Figure 1).
40. expression: A study was done about “to try to use parental influence for personal affairs”. In this study, 7 of the students (6 %) expressed “sometimes”, 31 of them (25 %) had no idea, 4 of them (3 %) rarely and 83 of them (66 %) never (Table 1 and Figure 1).

Table 1. Frequency and percentage distribution of answers given by prospective teachers participating in the research.

	Often		Sometimes		No idea		Rarely		Never	
	f	%	f	%	f	%	f	%	f	%
1 st expression	3	2	6	5	29	23	4	3	83	67
2 nd expression	8	6	8	6	12	10	18	15	79	63
3 rd expression	4	3	12	10	5	4	33	26	71	57
4 th expression	20	16	26	21	15	12	26	21	38	30
5 th expression	12	10	5	4	24	19	11	9	73	58
6 th expression	2	2	9	7	21	17	22	17	71	57
7 th expression	14	11	7	6	6	5	25	20	73	58
8 th expression	6	5	7	6	11	9	18	14	83	66
9 th expression	6	5	8	6	14	11	22	18	75	60
10 th expression	5	4	19	15	7	5	27	22	67	54
11 th expression	4	3	8	6	28	23	14	11	71	57
12 th expression	7	6	18	14	16	13	28	22	56	45
13 th expression	2	2	3	2	39	31	18	14	63	51

14 th expression	0	0	0	0	16	13	2	2	107	85
15 th expression	5	4	7	5	7	6	19	15	87	70
16 th expression	3	2	5	4	19	15	12	10	86	69
17 th expression	3	2	5	4	15	12	25	20	77	62
18 th expression	3	2	6	5	18	14	23	19	75	60
19 th expression	2	2	5	4	18	14	24	19	76	61
20 th expression	2	2	4	3	37	30	8	6	74	59
21 st expression	3	2	8	6	21	17	21	17	72	58
22 nd expression	4	3	9	7	22	18	19	15	71	57
23 rd expression	5	4	5	4	21	17	8	6	86	69
24 th expression	2	2	3	2	24	19	14	11	82	66
25 th expression	3	2	11	9	2	2	14	11	95	76
26 th expression	2	2	11	9	16	12	15	12	81	65
27 th expression	5	4	17	14	4	3	25	20	74	59
28 th expression	9	7	6	5	20	16	20	16	70	56
29 th expression	7	6	12	10	15	12	18	14	73	58
30 th expression	6	5	16	13	13	10	26	21	64	51
31 st expression	3	2	7	6	14	11	13	10	88	71
32 nd expression	15	12	20	16	16	13	18	14	56	45
33 rd expression	5	4	13	10	12	10	17	14	78	62
34 th expression	5	4	8	6	19	15	13	11	80	64
35 th expression	9	7	14	11	1	1	23	18	78	63
36 th expression	1	1	9	7	14	11	22	18	79	63
37 th expression	0	0	1	1	12	10	8	6	104	83
38 th expression	5	4	7	6	21	17	18	14	74	59
39 th expression	2	2	7	5	30	24	10	8	76	61
40 th expression	0	0	7	6	31	25	4	3	83	66



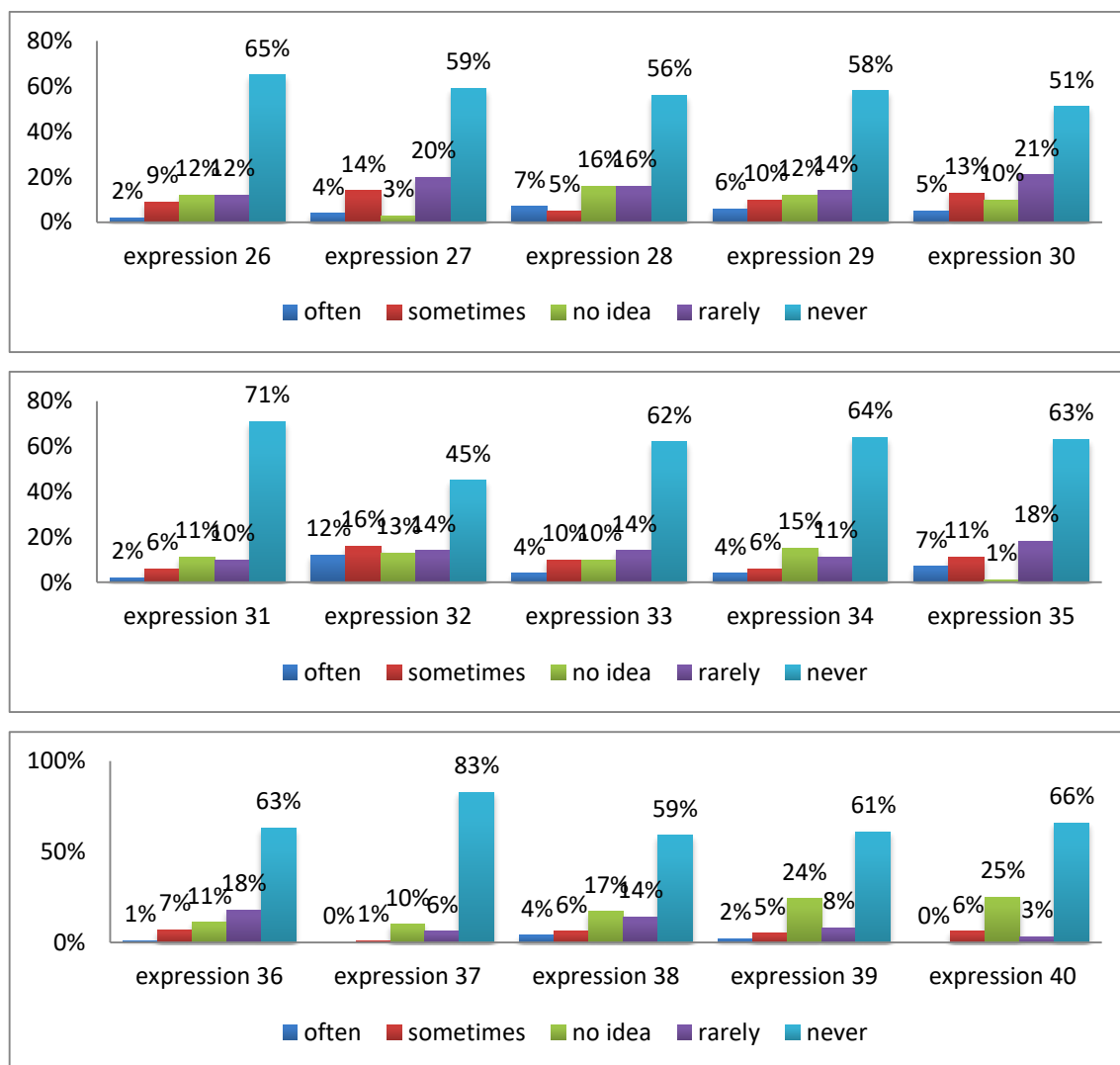


Figure 1. Percentage distribution of answers given by prospective teachers in the research

RESULTS

As a result of the research, it has been determined that the teacher candidates usually do not show professional non-ethical behaviours at all. According to the prospective teachers in the research, it has been determined that teachers have never made “the expression of coming to school by using alcohol and drugs” in the 14th article at the highest level and “the expression of holding themselves accountable only for teaching at the school in the 4th article at the lowest level. According to the teacher candidates, it has been determined that teachers have rarely made “the expression of using lesson duration at school to do their own private affairs” in the 3th article at the highest level and “the expression of coming to school by using alcohol and drugs” in the 14th article at the lowest level. According to teacher candidates, it has been determined that teachers have sometimes made “the expression of holding themselves solely responsible for teaching at school” in the 4th article at the highest level and “the expression of applying physical violence to student” in the 37th article at the lowest level. According to teacher candidates, it has been determined that teachers have often made “the expression of holding themselves solely responsible for teaching at school” in the 4th article at highest level and “the expression of not acting in accordance with the teaching procedures” in the 36th article at lowest level.

The view of not having any idea of teachers about the expression of not giving importance guard duty in the 13th article at the highest level and the expression of not avoiding words and actions in the 35th

article at the lowest level are determined by teacher candidates. The idea of “no idea” at the highest level of expression in the ignoring guard missions can be determined by the fact that the teachers of the 39 teacher candidate (%31) did not observe guard duty outside the class. Because 63 teacher candidates have expressed that they care about guard duty outside of the class.

Pelit and Güçer (2006) have investigated the views of candidate teachers about unethical behaviours related to the teaching profession and how effective they are in directing a teacher to behave in contradiction to work ethic of some situations they met while performing their profession in their study.

As a result, it has been found that the teacher candidates have found the unethical behaviours given in the questionnaire related to the teaching profession as a large rate, partially or completely unethical.

Yılmaz and Altınkurt (2009) have investigated the opinions of the teacher candidates about the professional unethical behaviours in their studies. As a result, it has been determined that the teacher candidates have a high level of participation in professional unethical behaviours. It has been determined that teacher candidates view rich-poor discrimination at highest level to give paid lesson their students at lowest level as unethical behaviours.

Altınkurt and Yılmaz (2011) have investigated the opinion of teachers about professional unethical behaviours in the direction of the observations of the teacher candidates in their studies. As a result, teacher candidates think that teachers have never done unethical behaviours. According to teacher candidates, the most frequently performed unethical behaviours of teachers are not sufficiently interested in low students; the least of the unethical behaviours they did are to repress in religious issues.

Aydoğan (2011) has examined teachers’ compliance with professional ethical principles according to students’ opinions. It has been found out that teachers of secondary education institutions have a great deal of professional ethical principles but students have expressed that teachers are not sufficient to just reward correct behaviours in Aydoğan’s study.

Uğurlu (2008) has investigated perceptions of seniors of high school regarding their teachers ethical behaviours. It has been found that senior of high school in the survey have perceived that the teachers are more negatively in their behaviours related to student-teacher relationships in perceptions of teachers’ ethical behaviours but have found that teachers are more positively in behaviours related to teaching profession in Uğurlu’s study.

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