

Evaluation of Professional Ethics Principles by Candidate Teachers*

Gülsün Şahan

Correspondence: Gülsün Şahan, Assistant Prof. Dr., Bartın University, Faculty of Education, Bartın, Turkey.

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Abstract

The aim of this study is to evaluate the teaching ethics principles according to the opinions of the prospective teachers. From the teaching profession ethics principles of the students, the positive and negative aspects of professionalism, service, responsibility, justice, equality, ensuring a healthy and safe environment, morality, honesty, truth and trust, impartiality, professionalism and continuous improvement, specimens were asked to explain how they would behave when they would be teachers and the answers were evaluated. Qualitative research method was used in the research and students' opinions were taken with semi-structured interview forms. Bartın Faculty of Education was formed from a total of 54 students in the 4th grade with easily accessible sample from the sampling group for the study group. The opinions of students of 27 science teaching and 27 culture of religion and knowledge of ethics teaching were taken in written form and the content analysis of obtained data was examined. There are negative behaviors of the teacher candidates such as being inadequate in the field, being closed for development, not using the technology, being unprepared for the lesson, being unprepared in terms of lesson related materials while the positive examples are being planned, using new methods and techniques, teaching lesson with real examples, using time efficiently. They think that they will be teachers who are sufficient, self-developed, educating, updating, planned, regular, full-time teachers.

Keywords: ethics, teaching, professional ethics, pre-service teachers

1. Introduction

Teachers are the instructors, who prepare the growing children of a society for life. These persons in charge, preparing the students for life have also be samples with their behaviours beside those they teach. Their positive or negative behaviours will be taken off. It could be stated that teachers working with this awareness will be contributing to that the society gains positive characteristics. The duty of a teacher is, as also stated by Taşkesenliğil, Şenocak & Sözbilir (2008), to guide the students at increasing their cognitive skills and the teachers needs to be knowledgeable with the learning process. The teacher needs to transmits knowledge to the students and focus on the necessity to share it, guide the students during the process of acquiring knowledge and know his/her deficit and work on eliminating such a deficit by relieving from the sense that s/he knows everything (cit. Özpolat, Bağçeci & Karakoç, 2015). Teaching is a profession conducted professionally and teachers are members who have this professional awareness (Cevizci, 2016). The definition of this profession is given in Article 43 of the National Education Basic Law. According to this "Teaching is a special expertise profession, which undertakes the training and education and related administration tasks of the state. The teachers are obliged to perform their duties in accordance with the purposes and basic principles of the Turkish National Education" (MEB, 1973). The relation between the teacher and the student at any level of the education constitutes the foundation of the education process. The relation between the teacher and student must base on mutual trust and respect. The student should not be subject to discrimination and not be abused. The foundation of the relation should include honesty, integrity and the respect for the uniqueness of the student. The society always expects the teachers to behave at high standards due to their position (Haynes, 2002:245). In the doctor thesis established by Örselli (2010), it is revealed that the profession group perceived to be honest are the members of the Turkish armed forces comes first, the health personnel ranks on the second position and these are followed by the teachers (Gökçe, Örselli, 2011). All profession groups should adopt the respect to values sourced on being human, an impartial point of view targeting the good, the right and the nice and base on ethic rules to be brought forward (Demirtaş, Ersözülü, 2007). The term "ethics" is defined as the theory of the correct and wrong behaviour. Even if ethics

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and moral can be used interchangeably now and then, moral is the applied form of ethics. Ethic relates to the values aimed to be expressed by a person in a definite situation and moral is the form of this reflected on the behaviour. Ethic and non-ethic behaviours are a result of the interaction between the person and the situation. Factors of the individual like personal characteristics, moral, gender and values influence the ethic behaviours (Kirel, 2000, cit. Dağlı, Akyıldız, 2009). The notions of right and wrong, good and bad, duty and obligations, responsibility are being queried by ethics. Ethics as a discipline of philosophy examines the values, norms and rules constituting the base for the individual and social relations of the human from the moral perspective (Aydın, 2003). Ethic values are some living and acting possibilities of a person and these values are the values of the person and convert the person, who develops such possibilities, to a valuable or ethic person (Kuçuradi, 1999). According to Kuçuradi (1999) ethic is the action of drawing the attraction on value problems which incur at human relations. According to Atabek (2003) the ethic behaviours or notions are equality, justice, impartiality, responsibility, rightfulness, honesty, human rights, the prevalence of justice, respect, humanity, positive human relation, transparency the positive ones, whilst corruption, patronage, bribery, capitalizing, misconduct, bigotry are the negative ones (cit. Dağlı, Akyıldız, 2009). The common emphasis at all these definitions and statements can be generalised. Ethics is the principles, rules and standards used at evaluation of the correctness or wrongness for the acts, behaviours and attitudes of human to be accepted or approved in a society or a culture (Tunca, Alkin-Şahin, Sever, Çam-Aktaş, 2015). In the recent years it is started to be determined the professional ethic codes in many professional fields. In Turkey, the Public Ethics Board established in order to determine the ethic behaviour principles like impartiality, transparency, accountability, honesty, protecting the public benefit to be complied with by state employees and to examine the performed implementations on May 25th 2004 with the Code No. 5176 (TBMM, 2004). The professional ethic principles established by the Public Ethics Board are applicable to all state employees, including the teachers. Compared with many professions, there is a greater relation between teaching and ethics and this relation should not be passed over. No matter which branch the teacher has, s/he needs to behave pursuant to the ethic principles (İlgaz, Bilgili, 2006). The Ministry for National Education has determined the Professional Ethic Principles for Teachers in 2015 with its circular No. 21. The determined principles consist of 15 articles. These are love and respect, being a good sample, being thoughtful and tolerable, behaving just and equal, observing the development of the student, keeping the information on the student confidential, not reflecting negative psychological conditions, abstaining from maltreating, professional qualification, providing a health and safe education environment, complying with the working and course hours, accepting gifts, deriving personal benefits, offering private lessons, requesting donations and support. Teachers' showing ethic behaviours in accordance with these codes is important with regards to constituting a model for the students. According to Kuçuradi (2003), "People can be forced to behave pursuant to the norms, but they can not be forced to aim to preserve ethic values and to act by preserving these. In contrary to this, they might be trained such that some could adopt such an aim and be equipped with the necessary philosophical value knowledge in order to behave so in their lives – and meanwhile in their professional lives" (cit. Toprak ç, Bozpolat&Buldur, 2010). That the prospective teachers are sufficiently equipped on these behaviours prior to getting teachers is quite important and there is need for studies conducted in this field. It is thought that this study will contribute to the training of teachers.

The aim of this study is to evaluate the opinions of prospective teachers related to the teachers' professional ethic principles. For this purpose, answers are searched to positive, negative samples they faced with regards to the principles "Professionalism, Responsibility in the Service, Justice, Equality, Provision of a Healthy and Safe Environment, Non-Corruption, Honesty-Rightfulness and Trust, Impartiality, Commitment to the Profession and Continuous Improvement, Respect, Efficient Use of the Sources" and how they would behave when they become a teacher.

2. Methodology

The situation work among the qualitative research patterns is used at the study and the opinions of the students are acquired through semi-structured interview forms in written. The status work is a method, based on the questions "how" and "why" used in order to reveal the existing situation as it is and examines the facts and events into the deep (Yıldırım & Şimşek, 2008). Each group, of which the opinion is obtained according to this pattern, is considered to be an analysis unit. The semi-structured forms are established by the principles indicated in Aydın's (2003) study. The students are provided statements related to the teaching profession ethic principles and requested to give each one positive and one negative sample related to the teachers they met until present with regards to each principle and to write how they consider they would behave in accordance with this principle when they become teachers. The data obtained from the students in written is analyzed by the content analysis. This analysis method is the conceptualization of the collected data, their meaningful organization according to the obtained concepts and the establishment of themes which explain the data (Yıldırım and Şimşek, 2008). The opinion of an expert in Social Sciences on the established themes is obtained in order to increase the validity of the study. The findings of language and literature experts, who had conducted a similar study, are re-evaluated. The work group is constituted, through the implementation of the easy accessible

situation sampling among the purposive sampling methods, by total 54 students of the 4th grade at the Bartın Faculty for Education. The opinions of students of 27 science teaching and 27 culture of religion and knowledge of ethics teaching were taken in written form and the themes are obtained by analyzing the data and the themes are ordered according to their frequency. The data obtained from the students are coded as DKE (Religious Culture and Ethics Male) and FK (Science Female).

3. Results

The section contains the findings and comments obtained related to Teaching Profession Ethic Principles of Professionalism, Responsibility in the Service, Justice, Equality, Provision of a Healthy and Safe Environment, Non-Corruption, Honesty-Rightfulness and Trust, Impartiality, Professional Commitment and Continuous Improvement, Respect, Efficient Use of the Sources.

3.1 Professionalism

In first instance, the samples of the positive and negative aspects of teachers' behaviours that the prospective teachers met until now related to professionalism and their opinion on how they would behave on this issue is given. The prospective teachers have indicated that the positive skill they met until today with regards to the professionalism of teachers were being qualified in their field (7), being planned and punctual (4), being aware of the student's level (2), being disciplined (1), using new methods and techniques (1) and renunciative working (1). It is seen that the teachers' behaviours, which are deemed to be negative are behaviours like being unqualified in their field (3), not being able to command the class (2), coming unprepared to the course (2), not being able to come down to the class' level, not paying attention to individual differences (1), not including different methods and techniques (1), rude behaviour against the students, violation of rights (1), not being able to make self-critics (1). The prospective students think related to the behaviours they will pay attention to once they have become teachers that they will be qualified in professional terms (4), improve themselves (4), be planned and organized (3), pay attention to the students' level (2), patient and insightful (1), develop themselves (1) and make self-critics (1). A student gave a sample on positive features related with the professionalism by stating;

“Our literature teacher was qualified in all subjects in his field. He has established a definite infrastructure at us both for the exams and for literature (DK1)” A student stated on rude behaviour among the negative samples;

“The relation of a female teacher with her students whom she was trying to prepare for 23rd April; that she was reprehending, manhandling and offending them in front of everybody when they did not act concordantly was very annoying (DK5)” and explained that a professional teacher should not behave rude with this sample. The prospective teachers think that they will pay attention to many issues with regards to professionalism when they become teachers. One student, who stated that they need to improve themselves when they have become teachers said in connection with the issue;

“I would develop myself in my field and instruct the students by utilizing any type of technological tools (FE2)”. When the findings obtained on professionalism are evaluated in general, it is to be seen that while the positive teacher behaviours observed until today include attributes like being qualified in the field, being planned and punctual, being aware of the student's level, working renunciative, the negative attributes include behaviours like being unqualified in their field, not being able to command the class, coming unprepared to the course, not being able to go down to the level of the class. The prospective teachers have mentioned with regards to the behaviours they will pay attention to when they have become teachers that they will be qualified in professional aspects, they will improve themselves, they will be planned and organized, they will pay attention to the student's level, they will be patient and insightful.

3.2 Responsibility in Service

The students are asked to provide samples for positive and negative teacher attributes with regards to responsibility in service and how they would behave when they have become teachers. The following findings were achieved at the analysis of the obtained data. The prospective teachers have mentioned; fully fulfilling their duty (5), conducting the course systematically (5), being a sample for the students (3) among the positive features of teachers they met until today. Among the negative attributes were mentioned that they faced teacher behaviours like disinterestedness against the students and the course (4), irregularity (3), coming late to the course (2), not checking the home works (1), dealing with subjects except the course (1), keeping the students responsible for subjects not handled (1), not performing official acts (1), sleeping during the course (1), not leaving the students for breaks (1), extremely adhering to rules (1). They have stated with regards to the behaviours they will comply with that they will conduct the profession with the sense of their mission (7), they will enter and leave the course punctual (2), they will fully fulfil their duty (2), that they will not only deal with education, but also with training (2), they will keep the students responsible for the subjects handled (1) and comply with the rules (1). A student gave a sample for fully fulfilling his/her duty with;

“Our Turkish teacher had said one day, as he saw a board fallen down on the floor; Children, we have to care for public property, there will be others to use them after use, our principle will make us accountable (DK6)”. One student on coming late to the course among the negative samples stated;

“They were coming to the class after the bell had rung and did not feel the need to state the reason for their late coming and even did not apologize (FE3)” and gave a sample for a teacher’s behaviour where s/he does not undertake responsibility for the duty s/he conducts when s/he is late for the course and neglects the course. Related to the behaviours they will comply with on working with the awareness of their duty, he said;

“I would perform the assigned duty and responsibility timely and duly in full (FE2)” and stated how he thinks that he will work. When the findings obtained on responsibility in service are evaluated in general, while fully fulfilling the duty, conducting the course regularly, being a sample for the students were mentioned among the positive samples, behaviours like disinterestedness against the profession, the students and the course, irregularity, not coming punctual to the course, not checking the home works, sleeping during the course were mentioned among the negative attributes. The prospective teachers indicated that they will conduct the profession with an awareness for their mission, they will come to and leave the course punctual, they will fully fulfil the duty, that they will not only deal with education, but also with training.

3.3 The Justice Principle

On the third stage, the prospective teachers are asked to provide samples for positive and negative teacher attributes with regards to justice principle and how they would behave on this issue when they have become teachers and the following findings were achieved at the analysis of the obtained opinions. The prospective teachers have mentioned among the positive attributes of the teachers they met in accordance with the justice principle at the first position being just and impartial (8), then being unprejudiced (3) and paying attention to individual differences. Among the negative samples on justice were attributes like making discrimination (6), distinction between successful and unsuccessful (2), showing more love and interest to students they like (2).

Beside this, it is noted that it is difficult to be just (2). While the prospective teachers think with regards to the behaviours they will comply with at the first place that they will be just (7), will not make any discrimination (2), pay attention to the individual differences (2), they said that they will be open for critics (1), be objective (1) and give the students opportunities. One student gave a sample related to the positive samples;

“That our teacher at the premier school took special care for a class mate, who had faced a disease in young ages (FK7)” and noted that the teachers need to pay attention to individual differences and in a negative sample, he noted that the behaviour of;

“A teacher, who is only busy with the overachievement of the most successful students in the class and who struggles for that they can learn better (FK1)” is not correct. One prospective teacher stated on her behaviour;

“I have paid great attention to the principle of justice in the teaching application course and tried to recognize each student. When I should be assigned and become a teacher, I will not make the failures of my teachers in the past, and I believe that I will be able to touch the lives of my students, even if they should be pucky, and give them the opportunity to express themselves, even if it should be wrong. (DK4)” and indicated that he will try to be a just teacher, and that he will not conduct the negative applications he saw. When the findings obtained on the justice principle are evaluated in general, it is understood that the teachers met by the prospective teachers were just, impartial and not prejudiced, had paid attention to individual differences, but that there were also teachers, who were discriminating, showing more love and interest to students they like. They stated positive behaviours like being just, not making any discrimination, paying attention to individual differences, being open for critics among the behaviours they will comply with.

3.4 The Equality Principle

On the fourth stage, the prospective teachers are asked on the positive and negative attributes of the teachers they met until today with regards to equality principle and what they think on how they would behave on this issue and the answers are analyzed. According to the equality principle are attributes like not making discrimination (6), paying attention to individual differences (4), treating the students equally (4), not classifying them as successful-unsuccessful (3), caring for the students and supporting them (1) mentioned among the positive behaviours. Issues like gender (5), social status (2), and behaviours like successful-unsuccessful discrimination (1), being unfair (1) are indicated as the negative behaviours of teachers with regards to equality. The prospective teachers think that they will not make any individual discrimination (6), will be just (4), will not make a gender discrimination (2), will value the knowledge (1), will not classify the students (1), that they will not distinct them in social aspects. On student gave a positive sample for positive attributes from his life on equality and said;

“We were fighting with our mates to sit at the front banks in the premier school, but our teacher, instead of favouring the successful students he liked, assigned our mates with eye problems and who were short in order to ensure the equality and the rest of us were changing our seats in weekly turns. This solution ensured that nobody felt bad and eliminated discrimination (DK5)”. One students stated on discrimination according to the gender;

“Our literature teacher in the high school was treating the most beautiful and richest girl in the class, Pinar, different than us. He was telling us to shut-up when we were talking, but he was smiling when she was talking (DK6)” Another student said on this issue;

“I would approach with the sense that every student is equal, starting from learning in the class, their socio-economic status, including the interest of the student (FK1)” and noted that he considers to treat the students equally. When the findings obtained on the equality principle are evaluated in general, while there are attributes like not making any discrimination, paying attention to individual differences, treating the students equal, not to distinct them between successful and unsuccessful mentioned among the positive behaviours of the teachers, there are behaviours like classifying the students on issues like gender, social status, successful-unsuccessful, wrongdoing are mentioned among the negative behaviours. It is understood that the prospective teachers think that they will not make any discrimination, be fair and value the knowledge.

3.5 The Principle of Providing a Healthy and Safe Environment

The prospective teachers gave among the positive attributes of the teachers they met until today according to the principle of providing a healthy and safe environment samples like preventing hazards (5), paying attention to hygiene (4), taking safety measures (3), regulating the class temperature (1). Among the negative teachers' behaviours, they have mentioned not keeping the watch duly (4), not taking safety measures in the laboratory (3), just caring for the course and not dealing with the students' questions (3), not caring for ill students (1), not taking safety measures by the end of the course (1), not checking the first-aid cabinet (1). The prospective teachers indicated with regards to how they will behave when they have become teachers that they will take measures against hazards (5), provide a healthy environment in the class (5), cooperate with the families on hygiene (3), prevent fights between students (2), hand the little students to their families (1). One student gave related to the positive attributes sample for a teacher, who was diligent regarding the health of students and said;

“Our class was being heated with a stove, and our class teacher arranged our seats accordingly. She was placing rags on the backs of those who were sweating (DK7)” A prospective teacher stated on safety;

“That a teacher only cares about his lesson during the course, and ignores the students, will endanger both the health and safety of the students (FE2)” and noted that teachers need to care about the students. Another prospective teacher said related to little students;

“I never went to the teachers' room prior to handing over the little children in the nursery class to their families under any circumstance (DK6)”. When the findings on the provision of a health and safe environment are evaluated in general, while preventing hazards, paying attention to hygiene, regulating the class temperature, keeping the watch duty are mentioned among the positive attributes; attributes like not taking safety measures in the laboratory, just caring for the course and not dealing with the students' questions are mentioned among the negative attributes. They stated that they will take measures against hazards, they will ensure a healthy environment, they will cooperate with the families on hygiene, prevent fights between students when they have become teachers.

3.6 The Non-Corruption Principle

The prospective teachers have provided positive and negative teacher samples related to the non-corruption principle. And they have stated how they will behave on this issue. First, it is stated that the positive teachers show behaviours like not accepting bribery (4), not misusing the authority (3), not giving private lessons against money (3), not having material expectations (2), being objective (2), being renunciative (1). Among the negative teacher behaviours, there are samples like accepting bribery (8), giving private lessons against money (3), wrongdoing and favouring (3). It is to be seen that they think that they will voluntarily give additional lessons (3), not involve into corruption (3), treat the students equally (3), will not give private lessons against money (2), they will be just (1), not malpractice (1), not be wrongdoing and not accept expensive gifts (1). One student stated that;

“The fact that the teacher did not take him a share from the moneys collected from the students when a trip was organized and delivered this to the authorized (FE3)” is a positive behaviour. One prospective teacher thinks that it is not a correct behaviour;

“When a teacher imposes a very cheap material for the course against a high charge to the students (DE3)”. One student noted on expensive gifts;

“I will not accept great and expensive gifts from my students and will not provide private lessons to my own students in the school (FK5)” and indicated that he will pay attention to this issue when he has become a teacher. When the findings on the principle of non-corruption among the ethic principles are evaluated in general, they have stated that the positive behaviours met by the prospective teachers include not being involved into bribery, non-malpractice, not providing private lessons against money, being objective and renunciative, but that there are negative attributes in their samples like involving into bribery, providing private lessons against money, wrongdoing and favouring a student.

They have stated that they will voluntarily give additional lessons, not involve into corruption, treat the students equally, be just, not be wrongdoing, and not accept expensive gifts.

3.7 The Honesty-Rightfulness and Trust Principle

The prospective teachers gave samples to positive behaviours of teachers with regards to honesty, rightfulness and trust. They think that teachers pay attention to being honest (6), not lying (2), being a sample for students (1), asking questions objectively (1), compensating their failures (1), encouraging the students for being honest (1), being impartial (1), being sincere (1). Among the negative behaviours of teachers are issues like lying (5), not standing behind one's word (5), wrongdoing (2), gossip about their colleagues (1) mentioned. They stated that they will be honest, rightful, reliable (5), consistent (3), gain the trust of the students (2), act from the heart (1) and not gossip about their colleagues (1). While a student, who gave a positive sample, said;

“Our class teacher did not dissimulate his party. He did not injure our trust “(DK7), another students stated as a negative sample;

“Allowing a student to cheat and to oversee it is a behaviour which would betray the trust in that teacher (FK9)”. And a student, who noted that the thing he will pay attention to would be honesty, said;

“If it were me; I would not make any concessions in terms of honesty and rightfulness and would not lie” (DK7). When the obtained findings are evaluated in general, it is to be seen that the teachers are honest, do not lie, are samples to students, compensate their failures, encourage the students for being honest and are sincere. But it is to be seen that they also met teachers who lie, do not stand behind their words and who gossip.

And the prospective teachers stated that they will be honest, rightful, reliable and consistent, gain the trust of the students, act from the heart and not gossip.

3.8 The Impartiality Principle

The prospective teachers have stated with regards to the impartiality principle that the teachers they met until today were objective (5), not wrongdoing (2), treated the students equal (2), were tolerant (1), did not share their private life with the students (1), did not make political or religious propaganda (1) and did not make any discrimination (1). It is understood that they think that some teachers were discriminating (5), making political or religious propaganda (2), insulted the students (1), were wrongdoing (1), behaved partial (1), shared their political opinions with the students (1), were judgmental (1). They have stated that they will be impartial (6), not make discrimination (4) and be objective (3) when they have become teachers. One prospective teacher stated in accordance with the impartiality principle;

“We had a teacher; he was working unflaggingly, insistently in order to find out what he could transmit the students, how he could contribute to their improvement (DK1)”. Another students evaluates related to a negative sample;

“That a student with good marks in the courses would not be punished only because of his/her good marks (FE3)” as a partial behaviour. Another student gave a sample of herself with regards to impartiality, and said;

“I would not differentiate between female and male (FK9)”. And another prospective teacher said with regards to a desired behaviour;

“When there should be a theft case at the school, then should the teachers impartially examine all students. Otherwise, s/he will lose the trust of the students and the society in him/her (FK9)” and attracted the attention on how the teachers need to behave on this issue. When the opinions of the prospective teachers are evaluated in general, it is understood that they met objective, not wrongdoing, tolerant teachers, but also that they think that some are discriminating, making political or religious propaganda, insult the students, are judgmental. They have stated that they will be impartial, not make discrimination and be objective when they have become teachers.

3.9 The Professional Commitment and Continuous Improvement Principle

The prospective teachers think related to the professional commitment principle that the teachers attach importance to continuous learning (7), love their profession (3), are open for changes (3). Among the negative behaviours of the teachers, they have stated their opinion on that these were attributes like being closed for improvement (7), using old

methods (3), not using the technology (2) and being exhausted (1). With regards to the professional commitment and continuous improvement, they stated that they will be continuously update themselves (13), use different methods and techniques at the courses (1). A student said as a positive sample;

“That a teacher does not stop working after being assigned and improves himself continuously by voluntarily participating to service internal trainings is a sample for this principle (FK9)”. According to a student, who gave a negative sample, it is to be understood that they do not favour;

“Teachers who do not follow the requirements of the era, who are not able to keep the pace with the reforms (FK1)”. While one of the prospective teachers stated;

“I would try to be a teacher, who continuously changes, improves himself (DK7)”, another one said;

“I would start by aspire to learn lifetime and follow all of the educational reforms and would not drop behind the developing technology and fulfil the requirements thereof (FK1)”. When the obtained findings are evaluated in general, it is to be seen that the teachers attach importance to continuous learning, love their profession, are open for changes and among the negative behaviours, there are attributes like being closed for improvement, using old methods, not using the technology and being exhausted. The prospective teachers have stated that they will be continuously update themselves, use different methods and techniques at the courses when they have become teachers.

3.10 The Respect Principle

While the prospective students mentioned among the positive behaviours they met at teachers that they were respecting everybody (7), respecting the students (3), respecting the private life (3), attaching importance to love and respect (1), caring about the students (1) and listening to them (1), they stated among the negative behaviours mocking the students (2), not respecting private life (2), being disrespectful against their colleagues (2), not valuing the thoughts of others (1), behaving disrespectful against the beliefs and world-view of others (1), not valuing the social status (1), not respecting persons they do not like (1), keeping a distance to other persons (1). They stated that they will show love and respect everybody (5), show love and respect to their students (4) and respect differences (3), value the students (1), not judge the students (1) and respect private life (1) when they have become teachers. One students thinks related to the respect principle;

“They should respect the ideas of the students and not judge on them and correct their failures, if any (DK2)”. A student, who gave a negative sample, said;

“Our class teacher cared separately for the students, whose families had a higher status, and treated their parents accordingly respectful (DK7)” and stated thus the wrong behaviour.

Another prospective teacher stated on how to behave;

“I would treat all students, colleagues and parents equally and as required (FK5)” and revealed his thoughts towards future in this manner. When the findings related to the respect principle are evaluated in general, the positive behaviours of teachers include respecting everybody and the private life, care about the students, and the negative behaviours include behaviours like mocking the students, not respecting private life, not respecting the thoughts, beliefs and world-view of others, not valuing the social status, keeping a distance to other persons. It is understood that they think that they will show love and respect to and value the students, not judge the students when they have become teachers.

3.11 Related to Principle of Using the Resources Efficiently

With regards to the principle of using the resources efficiently; while the prospective teachers have mentioned, among the positive teachers' behaviours they met, samples the efficient use of time (9), conducting the courses actively (6), coming prepared to the courses (3), concentrating on the course (1), they stated that they also met negative behaviours like the inefficient use of time (7), not preparing materials (4), coming late to and leaving early the courses (2), coming unprepared to the courses (2) and not caring about the mission (1). They stated that they will use materials (6), they will conduct the courses actively (6), use the time efficiently (6), be planned and organized (3) and come to the courses prepared (3) when they have become teachers. With regards to positive samples, one student stated;

“The efficient use of the computer in the classroom by presenting the students slide shows and videos by the teacher (FE3)” is a good behaviour. One student said related to negative samples;

“I frequently met that this principle was violated, particularly at the schools, where I did my apprenticeship. And I deem teachers within the violation of this principle, who are providing direct instructions to the students in a boring manner though there was a projector in the class (DK4)”.

While a student, who stated how s/he will behave when they have become a teacher, said;

“I will make my private correspondences except the course hours and will not ignore the issue not understood (DK5)”, another said related to conducting the courses actively;

“I would try to increase the efficiency of the education-training by using the possibilities I have in the best manner (FK9)”. When the obtained findings are evaluated in general, while there are samples like efficient use of time, conducting the courses actively, coming prepared to the courses among the positive teachers' behaviours, it is to be seen that the students have met among the negative behaviours samples like the inefficient use of time, not preparing materials, coming late to and leaving early the courses, not caring about the mission etc. It is seen that they think that they will use materials, they will conduct the courses actively, use the time efficiently and come to the courses prepared when they have become teachers.

4. Discussion

In this study are the positive and negative samples of the teachers met by the prospective teachers until today related to professionalism, responsibility in the service, justice, equality, provision of a healthy and safe environment, non-corruption, honesty-rightfulness and trust, impartiality, commitment to the profession and continuous improvement, respect, efficient use of the sources and their thoughts on how they will behave in accordance with these principles are examined and the achieved results and suggestions are given in this section. The prospective teachers have experienced many positive and negative teacher behaviours during the term of their education. It can be stated that they will take the positive behaviours as samples for themselves and not conduct the negative behaviours. While among the positive teachers' behaviours according to the professionalism principle attributes like being qualified in their field, being planned and punctual, being aware on the level of the student, working renunciative were observed by the prospective teachers, it is understood that being unqualified in their field, not being able to command the class, coming unprepared to the course, not being able to go down to the level of the class are among the negative attributes. It is understood that the prospective teachers they will be qualified in professional aspects, they will improve themselves, they will be planned and organized, they will pay attention to the student's level, they will be patient and insightful related to the behaviours they will pay attention when they have become teachers. In a study conducted by Şahan (2007), supporting the results of this study, it is seen that the prospective teachers stated that they will be patient and loving against their students, not engage in violence against the students, not make any discrimination, will be samples with their behaviours, love their profession, continuously improve themselves, come the courses prepared and punctual, perform their profession professionally. According to the prospective teachers the teachers have positive behaviours like fully fulfilling their duty, regularly conducting the classes, being sample for the students. Behaviours like disinterestedness against the profession, students and courses, irregularity, not coming punctual to the courses, not checking the home works, sleeping during the lessons are among the unethical behaviours seen at teachers. It is concluded that the prospective teachers they will conduct the profession with an awareness for their mission, they will come to and leave the course punctual, they will fully fulfil the duty, that they will not only deal with education, but also with training. Among the results achieved related to the justice principle, it is understood that that the teachers are just, impartial and unprejudiced, pay attention to individual differences, but that there are also teachers, who make discriminations, who show more love and care for students they favour. And it can be understood that the prospective teachers will show positive behaviours like being just, not discriminating, paying attention to individual differences, being open for critics. According to a study conducted by Aydoğan (2011) with secondary school students, it is seen that, according to the opinions of the students, their teachers comply significantly with the professional ethic principles and it is concluded that the teachers are not that qualified in terms of awarding correct behaviour. The study, supporting this study in some aspects, was conducted with secondary school students and it might be stated that university students think more objective due to their age. According to the equality principle, it is thought that the teachers do not make any discrimination, pay attention to individual differences, treat the students equally, do not classify the students as successful-unsuccessful, but that some teachers make discriminations and do wrong on issues like gender, social status, successful-unsuccessful. It is to be seen that the prospective teachers will not make any discrimination, be just and value the knowledge. In a study conducted by Altinkurt and Yilmaz (2011), it is stated that the prospective teachers think that the teachers never showed an unethical behaviour, that the teachers mostly did not care sufficiently for students with a low success level, and that the behaviour of a pressure on the students with regards to religious issues was shown at the least level. Among the results achieved with regards to the provision of a healthy and safe environment, it is understood that the teachers prevent dangers, pay attention to hygiene, regulate the temperature of the class, keep the watch duty, but there are also ones with behaviours like not taking safety measures in laboratories, just dealing with the course and not dealing with the problems of the students. And the prospective teachers think that they will take measures against hazards, they will ensure a healthy environment, they will cooperate with the families on hygiene, prevent fights between students. In a study supporting this study develop students who deem the school as a fun environment, feel themselves happy and safe at the school, experience the feelings of being loved, accepted, approved, appreciated at the

school develop a positive attitude towards school. Considering that there are teachers, who ensure this environment for the students, children, who have fun at the school and are successful, think that their teachers comply more with the ethic values (Tunca et al. 2015). It can be said that the students at the school will be happier if their teachers behave ethically. According to the non-corruption principle; the prospective teachers have stated that the teachers have the attributes not being involved into bribery, non-malpractice, not providing private lessons against money, not wrongdoing and not favouring a person, but that there are also samples who involve into bribery, provide private lessons against money, who were wrongdoing and favouring a person. It is understood that they think that they will voluntarily give additional lessons, not involve into corruption, treat the students equally, be just, not be wrongdoing, and not accept expensive gifts when they become teachers. According to the results related to the honesty, rightfulness and thrust principle, it is stated that the teachers are honest, do not lie, are samples, compensate their failures, they encourage the students for being honest and are sincere. But it is also seen that they met teachers who were lying, not keeping their word, wrongdoing and making gossip. And the prospective teachers thinks that they will be honest, rightful, reliable and consistent, gain the trust of the students, act from the heart and not gossip. According to the impartiality principle, it can be said that the prospective teachers met teachers who were objective, who were not wrongdoing, tolerant, but they think that some had behaviours like making discrimination, making political or religious propaganda, insulting students and being judgmental. And they note that they will be impartial, will not make discrimination, will be objective when they have become teachers. According to the professional commitment and continuous improvement principle are there positive attributes like that they attach importance to learning, they love their profession, are open for changes, and among the negative behaviours, there are attributes like being closed to development, using old methods, not using the technology, being exhausted. The prospective teachers stated that they will be continuously update themselves, use different methods and techniques at the courses. It is understood that the teachers respect everybody and the private life, care about the students pursuant to the respect principle. But the negative behaviours include behaviours like mocking the students, not respecting their private life, not respecting the thoughts, beliefs and world-view of others, not valuing the social status, keeping a distance to other persons. It is understood that the prospective teachers think that they will show love and respect and value the students, not judge the students when they have become teachers. In a study, supporting this study and conducted according to the attributes of the teachers, it is emphasized that the teachers with humanitarian values need to have the attributes, which value the human, have good ethics, support different points of view, respectful and mercy. Beside this, a teacher should be a model, full of love and approach situations with love and deem his students valuable (Özpolat, Bağçeci, Karakoç, 2015). It is understood that the prospective teachers encountered with positive behaviours at some teachers like the efficient use of time, conducting the courses actively, coming to the class in a prepared manner, but that they also faced negative behaviours like the inefficient use of time, not preparing materials, coming late to and leaving early the course, slighting the course. It is seen that they think that they will use materials and active course contents, come to the courses prepared and use the time efficiently. It should be ensured that the prospective teachers get trained on “ethics” and “professional ethics”; and conduct works on these issues. The primary and secondary school teachers who are assigned to “school applications” and “teaching experience” lessons should get trained on the ethic principles. The teachers should be provided seminars on the ethic problems they face at the schools and solution suggestions.

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