Araştırma Makalesi   **Research Article**

Öğretim Görevlilerinin Öğrenci Etik Değerlerini Uygulamalarında Birbirleri Arasındaki Farklılıklar

Differences among Lecturers in Their Application of Ethical Code towards Students: Case Study

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Özet

Yüksek öğrenimde profesyonelliğin etik boyutlarına dair tartışma, sıkıntı yaratan durumlarda sosyal bilimciler ve eğitim politikalarını oluşturanlar tarafından sürekli olarak yenilenmektedir. Eğitim dışındaki disiplinlerde etik sorunlarla ilgili çok sayıda araştırma yapılmaktadır. Bu eğilimin sonucu olarak, son yıllarda etik kurallar alanı eğitim bilimlerinde ilgi odağı haline gelmiştir. Muğla Sıtkı Koçman Üniversitesi Yabancı Diller Yüksekokulundaki öğretim görevlileri ile yapılan bu araştırmada öğretim görevlilerinin 'Öğrencilere Karşı Etik Kuralları' uygulamalarında önemli farklılıklar olup olmadığını belirlemek suretiyle, yüksek öğrenimde profesyonel etik kurallara dair yapılan araştırmalara katkıda bulunulması hedeflenmektedir. Öğretim görevlilerine uygulanan ön test ve son test arasında anlamlı farklılıklar bulunmuştur. Ön test ve son test arasındaki anlamlı farklılıklar, çalışmada kullanılan 'Öğrencilere Karşı Etik Kurallar' ölçeğinin iki maddesi için geçerlidir: 'Farklı öğrencilerin çeşitli öğrenme ihtiyaçlarını karşılama', 'disiplin dahilindeki sorunları, okul politikaları ve kanunlara göre çözme.' Bu anlamlı farklılıklar, Muğla Sıtkı Koçman Üniversitesi Yabancı Diller Yüksekokulundaki öğretim görevlilerinin farklı öğrencilerin çeşitli öğrenme ihtiyaçlarını karşılayıp karşılamadıklarından ve disiplin dahilindeki sorunları okul politikaları ve kanunlara göre çözüp çözmediklerinden emin olmadıklarını göstermektedir.

Abstract

The debate on the ethical aspects of professionalism in higher education has constantly been renewed in challenging circumstances by scholars and policymakers. There has been a great deal of research on ethical matters in disciplines other than education as a result of this trend, and the field of ethics has been the focus of interest in education over recent years. Drawing on a study conducted with students at Muğla Sıtkı Koçman University, Preparatory School of English, this article aims to contribute to the research on professional ethics in higher education by determining if there are any significant differences amongst teachers in their application of ethical codes towards students at the Preparatory School of English in Turkey. Significant differences have been found between the pre-test and post-test for ethical principles catering for the varied learning needs of diverse learners and seeking to resolve problems, including discipline, according to law and school policy

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The debate on the ethical aspects of professionalism in higher education has constantly been renewed in challenging circumstances by scholars and policymakers. Over the recent years, research carried out in many different disciplines (Ehrich et al, 2011; Allard, 2008) attempt to develop a set of basic principles of professional codes of ethics in higher education. The standards of behaviour and the norms of the teaching profession have been the subject of a growing body of the literature, particularly at medical and business schools. However, the professional codes of ethics in social science and in language teaching have received little attention from scholars working on issues related to the ethics of teaching. This paper aims to contribute to the debate on the ethics of teaching and its deployment in social science. There has been some relevant debates and research to develop a 'professional ethics code' for teachers and explore the understanding of a 'professional ethics code' by educators. The existing studies have focused more on the understanding of 'professional ethics code by teachers. Although, as Allard (2008: 3) states, the relationship of teachers with students is cited often in teachers' codes of professional ethics", the way in which teachers act with care, treat students fairly, impartially and justly and prevent abuse of power in their relationships with students in the classroom has received little attention. The process of teachers' decisions in the actual practices and relations towards students in the classroom needs to be explored further.

In this paper, I explore if there are any significant differences amongst teachers in their application of an ethical code towards students at the Preparatory School of English through a study conducted with students at Muğla Sıtkı Koçman University, Preparatory School of English. This paper aims to contribute to the research on teachers' professional ethics in higher education.

The paper is structured as followed. Firstly, I explain the issues surrounding ethics, professional ethics and the existing literature and briefly describe the methodology on which this paper is based. Secondly, I present the results of my research. Lastly, I explain the results in the discussion and conclusion sections.

Theoretical frameworks of teachers' professional ethics

Ethics can be defined as the study of the principles of human conduct and practices (Akçamete et al, 2016). It is a set of values to reach normative judgements in everyday life. The practices, behaviour and values of the professionals reflect their morals and commitments towards their subjects (Haynes,1998; Boon, 20011; Padhan and Singh, 2010). Ethical decision making is a process in which professionals act rightly, reasonably, justly and fairly in a specific discipline, situation, location and organisation while practising their occupation as a member of a professional group and of wider society (Haynes 1998). It is about justification and reasoning of human conduct and practice in their life and occupational practices such as business ethics, medical ethics or the issues surrounding environmental ethics (Haynes, 1998). While some ethical theories are influenced by Kant's duty-based or rule-based ethics, which emphasise the action, commitment, moral obligations and duties of human conduct to "do right'' (Iacovino: 2002: 62), other ethical theories include right-based ethics, goal centred theory (consequentialism) and agent-based ethics. The first is related to a right, such as privacy, and the second puts more emphasis on the outcomes of aims, goals and purposes of the specific practices and actions (Singer 2000; Allard, 2008). In doing so, it "justifies the means" (Iacovino: 2002: 62). Agent-based ethics is also known as virtue ethics (Freakley and Burgh 2000), which is more related to the "qualities of a person, which will ensure that he/she will make the right decisions. Virtues such as integrity, honesty, fidelity, and probity are motives for the right actions" (Iacovino: 2002: 62). This form of ethics aims to avoid harming others (Campbell, 2003; Boon, 211) and has been applied to professional practices, particularly in the education sector, to "guide practice" (Singer 2000:8). In recent years, the issue of ethics has been a dominant theme among scholars and policymakers dealing with the ethical aspects of professionalism, particularly in the media landscape and in higher education. Universities have developed certain ethical policies through their research centres to maintain professional practices, dealing with issues of power between researchers and research participants and maintaining the anonymity of the research participants' identities as well as their confidentially and privacy.

The ethical standards for the teaching profession have been developed to guide the actions and practices of teachers and to shape teachers' responsibilities for "the moral well-being of their pupils", who are the future generation (Haynes 1998:3). However, teachers are confronted with dilemmas and tension in classrooms (Allard, 2008) as well as moral issues such as "(knowing what is rights/wrong, good/bad and why) and the applied ethics of teaching (the capacity to justify in reasoned way how specific

decisions or actions achieve the most good)" (Bourke and O'Neill: 2008: 108). For that reason, the ethical standards for the teaching profession have been developed by various institution and countries (Allard, 2008; Boon, 2011). One of the most cited documents on ethical standards for the teaching profession is the New Zealand Teachers Council (NZTC), which produced a national code of professional ethics describing the ethical standards for the teaching profession as professional beliefs and values that guide decision making and the professional actions of educators in their professional roles and relationships. NZTC produced ethical standards outlining professional ethics for teachers and defining principles of the Code of Ethics for teachers, as well as their responsibility and accountability towards students, parents and families, society and the profession in general. The NZTC Code of Ethics has been used not only in New Zealand, but also by educators in primary, secondary and higher education in many countries (Padhan and Singh, 20010; O'Neill and Boorke, 2008). Researchers in the field of education have used the NZTC Code of Ethics when conducting research on teacher practices and their professional ethics code (Allard, 2008,). A similar code of ethics has been developed in other countries, particularly in Canada and Australia. The purpose of these ethical standards is to guide teachers in transferring their existing knowledge to their students critically, promoting the best learning outcomes and treating students fairly and respecting their rights as well as impartially maintaining a professional relationship with students, parents, colleagues and society. All these ethical principles aim to "do good and minimize harm to others" (NZTC 2005). The principles and commitments described in the code of ethics reflect the teachers' personal characteristics, norms, values, beliefs and world-views. According to Newman and Pollnitz (2002), these aspects play a crucial role in their decisions and actions as well as their judgements and behaviours towards others. Therefore, these aspects should be acknowledged in any code of ethics for teachers.

The Ethics of Care and Professional Ethics for Teachers

It is relevant to highlight here that teaching is a significant social service not only because it contributes to the intellectual and cognitive growth of students (Higgins, 2003, Padhan and Singh, 2010), but also because it serves the interests of society. Teaching does this service by making it possible for students to become independent, autonomous learners and responsible adults who can contribute to the well-being of society. Contribution to the well-being of society via education or teaching can be achieved by promoting the general progress and well-being of individual pupils and students and any class or group of pupils by providing guidance and advice to pupils on educational and social matters, as well as their further education and future careers (Thompson, 1997; Turkkahraman, 2012). Because teaching is of such importance to individuals and society, those involved in the profession of teaching should take responsibility to improve the moral quality of teaching practice in general. When considering teachers, it can be stated that not only are teachers expected to develop skills and talents to cater to students, but they are also increasing the expectation to consider the importance of being moral in their attitude to students because there is an increasing demand on teachers to contribute to the intellectual and physical as well as moral and social development of children.

There has been a growing body of literature on professional ethics in higher education (Sultana, 2014; Seghedin, 2014; Allard, 2008). The underlying basis of the ethics of care is the assumption that there is a reciprocal relationship between the 'the one caring' and the 'cared for', in which the teacher has the role of the one caring, while the students are those whom the teacher cares for (Noddings, 1993, Boon, 2011: Allard, 2008). According to the philosophy of the ethics of care, teachers are motivated to be with students and care for them for the sake of them (Silverman, 2012; Nodings, 1996). The student, being in the role of the one cared for, on the other hand, shares the responsibility to establish caring relations by means of being both receptive and responsive to the efforts of the one caring (Owens & Ennis, 2005; Piqueamal, 2004).

According to the principle of the ethics of care, it is the responsibility of teachers to treat students as people of equal worth and to make sure that the students are enjoying a fulfilling life in the classroom (Barret, 2012). This responsibility can be fulfilled through an authentic relationship between teachers and students in a safe classroom atmosphere in which pupils can expect acceptance, respect and even warmth from their teachers (Thompson, 1997; Bucholz and Sheffler, 2009).

In the field of educational science, efforts have been made to produce literature on professional ethics for teachers (Sultana, 2014; Seghedin, 2014, Allard, 2008). Those ethics can be called a statement of the fundamental values of the teaching profession and the broad ethical principles originating from those values of teaching profession (Thompson, 1997; Boon, 2011). Those professional ethics are very important responsibilities of the teaching profession, so much so that their corruption or cancellation in the profession removes the possibility of the professional practice of teaching. Professional ethics are not peculiar to a moral code of a particular society or even a particular professional association. Rather, they are derived from the goals and requirements of the teaching profession (Malo, 2015; Strike & Ternasky, 1993).

Research into this domain highlights that the success of professional practice is dependent on competence in the application of pedagogical knowledge, competence in maintaining intellectual accountability and competence in establishing learning relationships (Bhowmik et al, 2013). In this context, knowledge of pedagogy is viewed as the moral imperative of the profession, since it is the duty of schools and teachers to demonstrate that learning takes place thanks to their expertise (Thompson, 1997; Proper, 2012). Pedagogy requires an understanding of children; human motivation, development and learning, the factors influencing learning, the dynamics of human interaction; and an understanding of the principles governing the efficient planning; implementation and evaluation of learning experiences (Eraut, 1993; Hammond, 2012). Based on the evidence gathered through these studies, scholars have pointed out that teachers should review their teaching techniques and evaluate their use of different strategies in teaching practice in order to make informed choices on which methods or approaches can be adopted during their teaching process (Shortt et al, 2011). The ultimate purpose of teachers' pedagogical knowledge is to pave the way for self-confident and self-regulating learners who can gradually take responsibility for their own learning (Thompson, 1997).

Research has also focused on the ethics of commitment. In this context, it has been emphasised that teachers should not only be equipped with a good command of pedagogical knowledge and apply it to their teaching practices but that they should also be able to use this skill in their subjects and disciplines. In a community of adult learners, it is another responsibility to engage oneself actively in one's own learning and enjoy this active engagement in learning. Therefore, it has been highlighted that teacher should value the tradition of human learning and should be accustomed to reflection and speculation, which is specified in the curriculum they teach. Regardless of unfavourable aspects of their teaching experience, they should be active learners who continuously seek, assess, apply and communicate fresh knowledge about the subject they teach to their students. In order to improve the quality of one's management, pedagogy and decision-making, teachers are obliged to review the nature and effectiveness of their practices periodically (Goe et al, 2008; Thompson, 1997).

Professionalism in that sense means continuous development in one's practical knowledge not only by personal reflection, but also through interaction with others because self-evaluation alone cannot be sufficient to maintain professional competence. Teachers need to seek and use good quality feedback from others even when such feedback is adverse or distressing because such a commitment produces a stronger version of reflective practice (Beltran & Peercy, 2014; Fullan & Hargeaves, 1994). The power of professional collaboration is that it introduces others' perspectives to each individual's teaching and thus becomes a prerequisite to the enhancement of the competence of the profession. The contribution of professional collaboration can be accomplished through team teaching, appraisal and mentoring, as well as joint collaborative inquiry outside the classroom in the form of collaborative planning and support groups.

As long as teachers are competent in their domain of expertise and they continue to develop their practical knowledge, they will become self-confident in their daily practice. This sense of self-efficacy acquired through continuous development and competence will bring a sense of personal security. Since teaching is fundamentally a moral activity, this moral responsibility requires that teachers have the expertise to engage thoughtfully in decisions which affect their professional activity and that they participate in the decision-making processes of their profession. However, the lack of professional development and a feeling of being incompetent can cause teachers to have a preoccupation of quilt resulting from the inability to do something expected from them for their students (Hargreaves, 1994) because professionalism requires conscience and conscientiousness. A lack of professionalism in teachers may also cause teachers to have a sense of inadequacy, insecurity and even worthlessness. For that reason, in the pursuit of developing general competence in their profession, teachers are obliged to

practice ways of sustaining their own moral, emotional and physical well-being as well as a sense of self-worth in order to enhance their sense of self-efficacy (Thompson, 1997).

So far, I have provided some debates and theoretical framework around ethics and teaching. Now, I move on to the presentation of the methodology and empirical data.

Methodology

The data for this study come from a fieldwork conducted in 2015 with lecturers at the Preparatory School of English (PSE) of Muğla Sıtkı Koçman University (MSKU). MSKU is a state university with over 32,000 students from different disciplines, which is located at the south-western corner of Turkey, where the Aegean Sea meets the Mediterranean. The aim of the Preparatory School of English is to ensure that students can gain sufficient proficiency in the English language for academic purposes in order to continue their study in their chosen academic disciplines. At the time of undertaking this research, there were two hundred students and thirteen English teachers at PSE. PSE, with a high number of students and teachers, which was the ideal field for carrying out this research to understand the significant differences amongst teachers in their application of the ethical code towards their students.

A questionnaire designed by the Association of American Educators and the New Zealand Teachers Council was used in order to determine if there are any significant differences amongst teachers in their application of the ethical code towards students at Muğla Sıtkı Koçman University, Preparatory School of English (PSE) (see Appendix1). This questionnaire was also employed for research purposes by other education researchers (NZARE 2007). SPSS (version 20) was used to implement the questionnaire as a pre-test and post-test. Prior to administering it to the lecturers, the questionnaire was tested via a pilot study to see if   the questionnaire was valid and reliable.

Eleven teachers of PSE have been observed to have a better understanding of the way they apply ethical codes towards students. The teachers participating in the study ranged from 30 to 45 years of age and had language teaching experience ranging from 15 to more than 20 years. Four of the teachers hold a bachelor degree in English literature, while four of the participant teachers hold bachelor's degrees in English Language Teaching. One of the participants is an American native speaker who holds a degree in Sociology, but she has an internationally validated certificate of English and has been teaching English in different countries for more than 15 years. Three of the nine teachers participating in the study were male. The participants were teaching English to 180 students, the majority of whom were male, as they were going to study in the departments of engineering and politics after they studied English for one year.

Instruments

The thirteen items in the questionnaire related to the ethical code towards students were: developing and maintaining professional relations with students, catering for the varied learning needs of diverse learners, dealing considerately and justly with each student, resolving discipline problems according to law and school principle, establishing open, honest and respectful relations with students, promoting equality of opportunity for all of the students, teaching and modelling positive values that are widely accepted in society, presenting facts without distortion, bias or personal prejudice, promoting physical well-being of students, promoting emotional well-being of students, promoting social well-being of students, protecting the confidentiality of information about students and encouraging students to think critically about socially significant issues.

A five-point Likert Scale was used to determine the frequency of the application of an ethical code by each teacher during their teaching hours. The choices ranged on a five-point scale, from never to always. The teachers were asked to mark the best choice that corresponds to their application of each ethical principle towards students. The participant teachers were given the questionnaire, and their responses were kept to be compared to the responses that would be provided by the teachers after the training programme. In spring term of 2016, a training programme to inform the teachers about ethical principles in teaching was launched. The content of the training was derived from literature in ethics. During the briefings, the presentations were made first, and then questions were asked by the teachers and answered by the researcher. Teachers have explained their understanding of professional ethics codes for teachers and their experiences in teaching English in classrooms in reality, as well as the problems they face in the classroom in the course of applying their ethics. This was followed by a discussion among the

teachers about the way they implement the professional ethics code for teachers in classrooms and their relationships with students, particularly with those who fail the class and the test and the way in which the teachers recognise and address the social and cultural backgrounds and differences of the students so as to support them.

There were 16 teachers attending the briefings, but only nine of them attended the briefings on a regular basis, so those ones who could not attend the training were opted out of the study, as they would not provide reliable data. At the end of the training, in May 2016, the same questionnaire was administered to the prep teachers for a second time. SPSS 20 (statistical Programming for Social Sciences) was used for the computing to see if there were significant differences before and after the training amongst teachers teaching at PSE in their application of ethical code towards students.

Teacher Interviews

The questionnaire designed by the Association of American Educators and the New Zealand Teachers Council was also used to interview three of the teachers participating in the programme and teaching English at PSE to students from departments of engineering and political sciences in order to gather rich and detailed data about the frequency of application of the ethical code towards students. The teachers who were interviewed were chosen at random from the teachers who had attended the briefing about the ethical code towards student presented by the researcher during the spring term of 2016. They were directly asked if they use each of the ethical principles during their teaching. Each of the interviews lasted for almost one hour depending on the responses provided by the interviewees.

Results

Table 1- *Pre-test and Post-test Findings Related to Mean, Standard Deviation and Paired-Samples t-Test for Preparatory School of English (PSE) Teachers' Application of Ethical Code towards Students:*

Items	Groups	N	Mean	Sd	T	Sig.
Item 1	Pretest	11	3,81	,98	-1,026	,329
	Postest	11	7,54	12,13		
Item 2	Pretest	11	2,90	,83	-2,516	**,031**
	Postest	11	3,72	1,00		
Item 3	Pretest	11	3,72	,78	,000	1,000
	Postest	11	3,72	,64		
Item 4	Pretest	11	3,54	,93	-3,135	**,011**
	Postest	11	2,36	,80		
Item 5	Pretest	11	4,72	,46	-1,000	,341
	Postest	11	4,54	,52		
Item 6	Pretest	11	4,36	,67	-,265	,796
	Postest	11	4,27	,78		
Item 7	Pretest	10	3,90	1,10	-2,090	,066
	Postest	10	3,20	,91		
Item 8	Pretest	11	3,63	1,02	-,232	,821
	Postest	11	3,54	1,03		
Item 9	Pretest	11	3,72	1,34	,000	1,000
	Postest	11	3,72	,64		
Item 10	Pretest	10	3,60	1,26	-,231	,823
	Postest	10	3,70	,67		
Item 11	Pretest	10	3,70	,94	-,896	,394
	Postest	10	4,00	,81		
Item 12	Pretest	11	4,18	,75	-,363	,724
	Postest	11	4,27	,90		
Item 13	Pretest	11	3,45	1,21	-,711	,493
	Postest	11	3,72	1,10		

Quantitative and Qualitative Data for the Research Question

According to the statistical calculations obtained from the pre-test and post-test of the participants in table 1, in item 2 (t=-2.516, p<.05), there is a significant increase from pre-test to post-test. In item 4 (t=-2.516, p<.05), there is a significant decrease from pre-test to post-test.

According to this statistical data, there is a significant difference between pre-test and post-test for ethical principle 2 which is catering to the varied learning needs of diverse learners as well as ethical

principle 4 which is seeking to resolve problems, including discipline, according to law and school policy (the appendix).

Qualitative data from teacher interviews for catering to varied learning needs of diverse learners show that an interviewee believes she does not need to cater to varied learning needs of diverse learners as the main course books already do that. One of the interviewed teachers stated that she believes she must do more about that issue because she sometimes manipulates a certain technique that is good for student A but not for student B. She confessed that she was a little bit egoistical here by clinging to a certain way of teaching that works for her. One of them stated that he could cater to varied learning needs of diverse learners to a certain extent.

According to the statistical data, there is also a significant difference between pre-test and post-test for ethical principle 4, which is seeking to resolve problems, including discipline, according to law and school policy. From the teacher interviews for resolving problems, it is understood that all of the interviewees are against resolving problems, including disciple, according to law and school policy, and they say they try to resolve those problems on their own if the problems are not so exceptional as to give institutional harm and require application of law or school policy.

No significant difference has been found between pre-test and post-test conducted for the actual implementation of the ethical code towards students by teachers of PSE for developing and maintaining professional relationships, dealing considerately and justly with each student, establishing open, honest and respectful relations with students, promoting equality of opportunity for all of the students, teaching and modelling positive values that are widely accepted in society, presenting facts without distortion, bias or personal prejudice, promoting physical wellbeing of students, promoting emotional wellbeing of students, promoting social wellbeing of students, protecting the confidentiality of information about students, and encouraging students to think critically about socially significant issues.

Discussion

There were significant differences in application of an ethical code towards students among English lecturers at Muğla Sıtkı Koçman University, Preparatory School of English (PSE) according to the pre-test and the post-test results. This study was designed to determine if there are any significant differences among English lecturers in their application of an ethical code towards students. The questionnaire was used twice for teachers at PSE. It was first administered to the teachers before they participated in a training programme about applying an ethical code to students and then after the training programme to see if there are any significant differences amongst teachers at PSE in their application of the ethical code towards students. Cronbach's Alpha for the pre-test was $r = 0,87$ and $r = 0,80$ for the post-test.

According to the statistical analysis of data collected from the pre-test and post-test results of the research, no significant differences have been found between the teachers for the following eleven items of the ethical code: developing and maintaining professional relations with students; dealing considerately and justly with each student; establishing open, honest and respectful relations with students, promoting equality of opportunity for all of the students, teaching and modelling positive values that are widely accepted in society, presenting facts without distortion, bias or personal prejudice; promoting physical wellbeing of students; promoting emotional wellbeing of students; promoting social wellbeing of students; protecting the confidentiality of information about students; and encouraging students to think critically about socially significant issues.

These findings show that the participant teachers believe they can develop and maintain professional relations with students; deal considerately and justly with each student; establish open, honest and respectful relations with students; promote equality of opportunity for all of the students; teach and model positive values that are widely accepted in society; present facts without distortion, bias or personal prejudice; promote physical, emotional and social wellbeing of students; protect the confidentiality of information about students; and encourage students to think critically about socially significant issues.

Table 2: Quantitative Data from the Study Compared to Qualitative Data

Ethical Strategy	Questionnaire	Teacher Interviews
Developing and maintaining professional relationships with learners based upon the best interests of those learners	No significant difference	All of them: yes
Catering for the varied learning needs of diverse learners	No significant difference	6 / 11 Ts.: Yes
Dealing considerately and justly with each student: she includes all of the learners into the learning situation	Significant difference	5 / 11 Ts.: Yes
Seeking to resolve problems, including discipline, according to law and school policy	Significant difference	All of the Ts.: No
Establishing open, honest and respectful relationships with students	No significant difference	All of the Ts.: Yes
Promoting equality of opportunity for all of the students	No significant difference	9 / 11 Ts.: Yes
Teaching and modelling those positive values which are widely accepted in society	No significant difference	9 / 11 Ts.: Yes
Presenting facts without distortion, bias, or personal prejudice	No significant difference	8 / 11 Ts.: Yes
Promoting physical wellbeing of learners	No significant difference	10 / 11 Ts.: Yes
Promoting emotional wellbeing of learners	No significant difference	All of the Ts.: Yes
Promoting social wellbeing of learners	No significant difference	All of the Ts.: Yes
Protecting the confidentiality of information about learners obtained in the course of Professional service	No significant difference	All of the Ts: Yes
Encouraging learners to think critically about significant social issues	No significant difference	All of the Ts.: Yes

Qualitative data collected from the teacher interviews was analysed after finding no significant differences from the results of the statistical analysis of data collected from the pre-test and post-test results of the research for developing professional relations with students; dealing considerately with each student, establishing relations with students, promoting equality of opportunity, teaching and modelling positive values, presenting facts without personal prejudice, promoting wellbeing of students, protecting the confidentiality of information about students and encouraging students to think critically about socially significant issues.

However, quantitative data obtained from the questionnaire for PSE teachers indicates that there is a significant difference in item 3 which is dealing considerately and justly with each student. This significant difference is confirmed by the qualitative data gathered from teacher interviews.

One of the participant teachers from PSE interviewed for dealing justly and considerately with each student believes she tries to deal justly and considerately with each learner as, she says, the teachers are with students for a long time and she feels she has to deal with each student justly and considerately. Another one believes that dealing with each student justly and considerately may not be possible in practice due to time limit and student boredom. He believes he cannot be considerate enough as he thinks that if he deals more with slow learners, then the fast-learning ones will cause discipline problem or they will get bored. Other two participant teachers state that they try to deal with each student as justly and considerately as possible but they complain about the heavy burden of teaching and crowded classes which prevent them, they state, from dealing considerately and justly with each student a hundred percent or thoroughly. Two of the interviewees believe they are not just and considerate to linguistically

advantageous learners in that, they spend more time with disadvantageous students. The other two interviewees believe the students can determine this in that, if the students want them to be more interested in them, teachers should be interested in them. Another one, on the other hand, believes it changes because they don't have the chance to deal considerately and justly with each student one to one in every situation but she believes in some cases, they can deal considerately and justly with each student so she believes it changes according to the situation she is faced with in teaching atmosphere.

The quantitative data obtained from the questionnaire also shows that there is a significant difference between the teachers of PSE for item 4 which is seeking to resolve problems, including discipline, according to law and school policy. The analysis of the qualitative data gathered from the teacher interviews for resolving problems indicates that all of the interviewees are against resolving problems including disciple according to law and school policy. The teachers state that they are against resolving problems according to the law and school policy because they claim that they try to resolve those problems on their own if the problems are not so exceptional as to give institutional harm and require application of law or school policy. Those interviewed teachers claim that there seemed to be no problems to be resolved by the teachers although there are infrequent times when teachers have to warn students about the noise very few of those uninterested students rarely make. The teachers also state that they are tolerant to very few of those late comers.

Conclusion

No mismatches between the qualitative data gathered from the study for the aforementioned ethical strategies and literature review have been found, because, according to the principle of the ethic of care, it is the responsibility of teachers to treat students as people of equal worth and to make sure that the students are enjoying a fulfilling life in the classroom (Barret, 2012).

The research highlights that the success of the professional practice is dependent on competence in the application of pedagogical knowledge, competence in maintaining intellectual accountability, as well as competence in establishing learning relationships (Bhowmik et al, 2013). It is also stated in literature that pedagogy requires an understanding of children, of human motivation; development and learning, of factors influencing learning, of the dynamics of human interaction and an understanding of the principles governing the efficient planning, implementation and evaluation of learning experiences (Eraut, 1993; Hammond, 2012).

According to the quantitative data collected from pre-test and post-test results, there are significant differences among English at PSE in their application of ethical code item 2 which is catering to the varied learning needs of diverse learners. The statistical analysis of the data shows that the teachers give inconsistent responses to the pre-test and post-test for catering to the varied learning needs of diverse learners.

The analysis of qualitative data gathered from teacher interviews for catering to varied learning needs of diverse learners show the teachers do not think they can cater to varied learning needs of diverse learners due to time constraints and crowded classes. For that reason, the lecturers should be given more training on catering to the varied learning needs of diverse learners. There is a mismatch between the literature review and the quantitative/ qualitative results of the study because the literature review for catering to learner needs shows that positive and productive interactions between teachers and students are an important element of effective learning (Thomson, 1997; Bucholz & Sheffler, 2009). Research suggests that organisation and sequencing of instruction, orientation of the classroom towards cohesive and cooperative goals, using a variety of instructional activities and approaches and effective classroom management with a classroom climate oriented towards learning results in successful learning (Thompson, 1997).

Emphasis on teachers' knowledge of pedagogy should be viewed as the moral imperative of the profession since it is the duty of schools and teachers to demonstrate that learning takes place due to their expertise (Thompson, 1997; Proper, 2012; TürkKahraman, 2012). Pedagogy requires an understanding of children, of human motivation, development and learning, of factors influencing learning, of the dynamics of human interaction and an understanding of the principles governing the efficient planning, implementation and evaluation of learning experiences (Eraut, 1993). Throughout the history of pedagogy, numerous pieces of research concerning how well pupils make progress have been carried out. Based on the evidence gathered from these pieces of research, teachers must review their teaching techniques and evaluate their use of different strategies in teaching practice in order to

make informed choices on which methods or approaches can be adopted during their teaching processes (Shortt et al, 2011).

Statistical data collected from the study has also shown that there are significant differences among English lecturers at PSE in their application of ethical code item 4, which is resolving problems, including discipline, according to law and school policy. The differences between the pre-test and post-test responses of the teachers for resolving problems, including discipline, according to law and school policy show that the teachers have problems about resolving discipline problems.

Findings from the results of quantitative and qualitative data from the questionnaire and teacher interviews show that the teachers are against resolving problems, including disciple, according to law and school policy and they say they try to resolve those problems on their own if the problems are not so exceptional as to give institutional harm and require application of law or school policy. Another mismatch between the qualitative/quantitative results of the study and the literature review can be found because the literature review suggests that in a well-controlled school in which teachers can teach and students can learn, one of the necessary elements is school rules, as a good set of school rules or regulations provides good expectations (Rosen, 1992; Ajayi, 20015).

There must be some criteria for good school rules. Literature suggests that good school rules are clear, specific, easily understood and appropriate for the age group they are intended for, and that the consequences for people who break them are clearly described, they are well designed to achieve the intended purpose, they are not discriminatory and that they should be possible to apply and fair to all concerned (Rosen, 1992). Certain recommendations to be followed include teaching students self-discipline, teaching students the rules, compatibility of the rules to various occasions and environments with a view to preventing problems from happening, as described in literature (Logan, 2003).

Suggestions for Further Research

It has been found in the study that there are significant differences between the teachers in their application of ethical principles catering to varied learning needs of diverse learners and seeking to resolve problems, including discipline, according to law and school policy. Further studies could also be conducted to evaluate how these two items of the ethical code towards students are implemented by teachers in different contexts.

This study can be replicated with a larger number of participants in other contexts across the whole country or other regions. In addition, the training that was given to the participant teachers would also be given to the participant students to collect more data about the implementation of ethical values towards students. Another suggestion would be evaluating the effectiveness of ethical code towards students by designing an experimental study. The results of the control group and the experiment group would be compared to see how effective the ethical code towards students is in language teaching.

Limitations of the Study

The most important limitation of this study is the fact that this study had to be carried out with in a limited period of time. Therefore, the study had to be carried out with a certain number of participants. If the study had been applied to all of the students learning English and teachers teaching English in my current institution, the results might have been more reliable. As some of the teachers were not enthusiastic about contributing to the study, all of the teachers were not included in the study.

As the study was conducted at a university with a certain number of participants, the results cannot be generalised. The results of the study are applicable to MU, PSE and the Department of ELT. However, the procedure that was followed in the evaluation of the application of the ethical code towards students might be applied in other contexts.

Another limitation of the study relates to the ethical code. The ethical code is divided into three parts: ethical code towards colleagues, ethical code towards the institution and ethical code towards students. This study is limited to the ethical code towards students. In that sense, it is not within the scope of the study to determine the ethical code towards colleagues or the ethical code towards the institution.

Lastly, it needs to be stated that the pre-test and post-test results of this study show that there are significant differences between English teachers at PSE (Preparatory School of English), Muğla Sıtkı Koçman University, Turkey in catering to the varied learning needs of diverse learners and seeking to resolve problems, including discipline, according to law and school policy. The results of this study will be used to improve the implementation of the ethical code towards students by English teachers at PSE (Preparatory School of English), Muğla Sıtkı Koçman University, Turkey.

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Geniş Özet

Yüksek öğretimde profesyonelliğin etik yönleri üzerine tartışmalar, eğitsel etik alanında ihtiyaç duyulduğunda akademisyenler ve politikacıları tarafından sürekli olarak yenilenmektedir. Son yıllarda birçok farklı disiplinde yapılan araştırmalar (Ehrich ve Ark, 2011; Allard, 2008), yüksek öğretimde mesleki bir etik çerçeve geliştirmeye çalışmaktadır.

Muğla Sıtkı Koçman Üniversitesi İngilizce Hazırlık Okulunda yapılan bu çalışmada, öğretim görevlilerinin öğrencilere dair etik kuralları uygulamasında önemli bir fark olup olmadığı araştırılmıştır. Bu makale, öğretim elemanlarının yüksek öğretimde mesleki değerleri üzerine yapılan araştırmalara katkıda bulunmayı amaçlamaktadır. Çalışmanın verileri 2015 yılında Muğla Sıtkı Koçman Üniversitesi Hazırlık İngilizce Okulu öğretim elemanları ile yapılan saha çalışmasından elde edilmiştir.

Yöntem

Muğla Sıtkı Koçman Üniversitesi İngilizce Hazırlık Okulu öğretim elemanlarının öğrencilere dair etik kuralları uygulamasında önemli bir farklılık olup olmadığını belirlemek amacıyla Amerikan Eğitimciler Derneği ve Yeni Zelanda Öğretmenler Konseyi tarafından tasarlanan bir ölçek kullanılmıştır. Bu ölçek diğer eğitim araştırmacıları tarafından da kullanılan ölçektir (NZARE 2008). Katılımcı öğretim görevlilerinden ön test için veriler toplanmıştır. Ardından dört ay süren etik değerler konulu bir

eğitiminden sonra, aynı ölçek uygulanarak aynı öğretim görevlilerinden son test için yeniden veriler toplanmıştır. Verilein analizinde SPSS (sürüm 20) programndan yararlanımıştır.

Bulgular

Elde edilen istatistiksel verilerde, ön test ve son test arasında, ölçekteki iki etik ilke için anlamlı bir farklılık saptanmıştır. Bunlar, farklı öğrencilerin çeşitli öğrenme ihtiyaçlarının karşılanması gereksinimi savunan 2 nolu etik ilke ile disiplin de dahil olmak üzere tüm sorunları hukuk ve okul politikasına göre çözülmesi gerekliliğini savunan 4 nolu etik ilkelerdir. Farklı öğrencilerin çeşitli öğrenme ihtiyaçlarının karşılanması gereksinimini savunan 2 nolu etik ilke için öğretim görevlileriyle yapılan görüşmelerden çıkan nitel veriler, öğretim görevlilerinin farklı öğrencilerin çeşitli öğrenme ihtiyaçlarını farklı sebeplerle karşılayamadıklarını göstermektedir.

Disiplin de dahil olmak üzere tüm sorunları hukuk ve okul politikasına göre çözülmesi şelinde ifade edilen 4 nolu etik ilke için öğretim görevlileriyle yapılan görüşmelerden çıkan nitel veriler, öğretim görevlerinin hepsinin disiplin de dahil olmak üzere tüm sorunları hukuk ve okul politikasına göre çözülmesine karşı olduklarını gösteriyor.

Tartışma

Literatür taraması ile çalışmanın nicel/nitel sonuçları arasında bir uyumsuzluk vardır, çünkü öğrencilerin öğrenme ihtiyaçlarının karşılanması için yapılan literatür incelemesi, öğretim elemanları ve öğrenciler arasındaki olumlu ve üretken etkileşimlerin etkili öğrenmenin önemli bir unsuru olduğunu göstermektedir (Thomson, 1997; Bucholz & Sheffler, 2009). Araştırmalar, eğitiminde düzenlenmeler yapmanın ,sınıfları uyumlu ve işbirlikçi hedeflere yonlendirmenin, çeşitli öğretim entiklik ve yaklaşımlarının benimsenmesinin ve öğrenme odaklı bir sınıf ortamı oluşturmanın başarılı öğrenme ille sonuçlandığını göstermektedirler (Thompson, 1997).

Öğretim elemanları görüşmeleri ve istatistiksel analizlerden elde edilen nitel ve nicel verilerin sonuçlarından elde edilen bulgular, bütün öğretim elemanlarının disiplin de dahil olmak üzere tüm sorunları hukuk ve okul politikasına göre çözülmesine karşı olduklarını göstermektedir. Ancak, literatür incelemesi, öğretme ve öğrenmenin iyi denetlendiği bir sınıf ortamında, okullardaki kural ve düzenlemelere uyulduğunda, bütün paydaşların iyi beklentilerin karşılandığını göstermektedirler (Rosen, 1992; Ajayi, 20015).