

EDUCATION MANAGEMENT AND ETHICS

EĞİTİM YÖNETİMİ VE ETİK

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ABSTRACT

Education management and school management as a subtitle of education management have to achieve the education politics of the government and the general and special goals defined by authorized organizations.

That's why the educational manager has to obey the worldwide ethical rules.

The achievements in the educational processes in informatics societies can be with the accommodation of the ethical values.

Key Words: Ethics, Education, Management, Education Management, Education Manager

ÖZET

Eğitim yönetimi ve bunun bir alt alanı olan okul yönetimi, devletin belirlediği eğitim politikalarını, yetkili organların bu politikalar doğrultusunda saptadığı genel ve özel eğitim amaçlarını gerçekleştirmekle yükümlüdür.

Bu nedenle eğitim yöneticilerinin, görevlerini yerine getirirken, yasa ve politikalar kadar evrensel etik ilkelerine de uygun davranmaları gerekir.

Bilişim toplumunda eğitim süreçlerinde istenilen başarıların kalıcılığı ve sürekliliği etik değerlere bilimsel ve akılcı bir uyumla gerçekleştirilebilir.

Anahtar Kelimeler: Etik, Eğitim, Yönetim, Eğitim Yönetimi, Eğitim Yöneticisi

INTRODUCTION

Ethics, meaning behavioral rules or the traditions that the people must obey in society corresponds to the value judgment that a society or person attribute to good or bad (Tanilli, 1997: 233). It expresses of the obligations and necessities that grow out of these. Ethics values define the stress on the identification of right and wrong in human relations. Ethics is about the values that a person wants to express in a certain situation and morality is the style to put this into action.

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Management is an activity that can work out the same results by using different sources, ways and tools by beginnings from the same or different point starting point. Management have a humanly and cooperative quality as the governors and governed. Are human and it needs the presence of two or more people and their cooperation. Management is a rational, progressive and global activity that depends upon the share of information and communication as if defines the goals, the management styles to reach that goals, gaining, distributing, settling and activating the sources and evaluating the results.

The economy in which information becomes the main source of creating the real capital and wealth. Directs the schools new and hard demands in the view of education performance and responsibility. In these changing social and economic conditions there is also a need for renovation in the sense of education programs in the management of education, managers and technology as well as to more ethical organizational atmosphere.

ETHICS

Ethics is so much discussed and hard to define in literature (Hitt, 1990: 98). Ethics is defined as the status of values, produced from the word “ethos” in Greek which means the character that defines the behavior type (Ertan, 1998: 126).

“Ethics” produced from ethos indicates the ideal and abstract and it appears as a result of examining the moral rules and values, in this means, ethics is more specific and philosophical than the widespread moral rules in the society (Fromm, 1995: XXVI). Human beings make up the value universe. Ethics is a branch of philosophy that examines and explains this universe as “good”, “bad” or “can be approved”, “can not be approved”, “right”, “wrong” and in this meaning ethics can be defined as a group of principles and values (Steiner and Steiner, 1997: 181-182). These moral principles and value group guide the people what is right or wrong, good or bad (Daft, 2000: 135). In this meaning ethics judges the concepts of right-wrong and duty-responsibility (Traaen, 2000: 26).

Ethics examines the human practical in the view of present morality conditions in order to fix the concept of morality (Pieper, 1999: 22). Ethics can be defined as codes of moral principles

that form the principles of right or wrong's, good or bad's standards that guide a people's or a group's behaviors (Negahandy, 1987: 75; Holt, 1987: 697). Gupta and Sulaiman (1996) says that ethics is related to the question of "what should be done". Briefly, ethics is the theory of right and wrong behavior and morality is its practice.

Ethics in education has a special importance in the view of professional ethics. Education of a person is the total of moral, cultural, intellectual and technical knowledge that is gained by a person or group in this sector. Examining the educational organizations and practices puts forward the result that education has two contradicting functions which are to transfer the knowledge and ability and to contribute to economic and social development (Haynes, 2002: 55).

THE RELATIONSHIP BETWEEN EDUCATION AND ETHICS

The word education is produced from a Latin root and corresponds to "educare" and "educere" words. Educare is related to work and job normally, Educare approach in education aims to the pupil yet used to the present system and certification is an obligation. But in educere approach, the main aim of the education is not to grow up a specialist but to make the pupil gain personal autonomy, so, the both approaches must be used in education (Billington, 1997: 381-388).

The main aim of the education is to respond the expectations of the educated shaping the person in the way wanted has no ethical meaning without taking care of the basic values origned from the educated being conditions. Education should be understood as a moral activity directed towards to develop the people in all ways (Bilhan, 1991: 52). So, people can only be able to realize himself by the education concept that puts him in the center. That's why it has a more ethical meaning to center the educated than the educator.

Education explains the social transformation process by producing ability and product in planned and programmed situations and with its communication (Ürüm, ?: 4). This process has two important issues. The first one is the process of directing the people behaviors and education aims the certain behaviors to be taught to the people. In other words, according to the educators of individual education approach, education is defined as the job to make the people gain new

and wanted behaviors (Ertürk, 1984). According to this approach every activity that makes changes in the people's behaviors is called as education.

From this view if we evaluate the ethics education relationship. We have to judge the approach of necessity of making people gain the wanted behaviors which is the first aim of the education process. Because such a definition is not enough for the definition of ethics because it evaluates the personal education and professional ethics equally. Also there is not only one morality in the society. So everybody tends to teach his morality mentality.

This variety makes the social life productive and supports the originality. Otherwise we will not be able to mention about the culture and civilization produced by the people. The important thing is to discover and develop this variety and this can be realized by education. The common and universal issue for mankind is not the same education for all people but the necessity of education. The common ideal at the humankind is to grow up the child with humanly specialties and teach him ethical values, make him gain an ethic personality toward his personal choices shortly to make him a human. But the changing issue is the ideal human type and the issues that a child should learn by education (Bilhan, 1991: 35).

MANAGEMENT AND ETHICS

If we mention about the systems that are built consciously, there lies the wish to cover the people's necessities indirectly. In this system there is a need for administrative units to make short and long termed plans to realize some special aims, to distribute and place the sources according to realize these plans, to construct the needed tools and relationships, to make the person and or structural tools work, to coordinate the organizational issues and make the organization adopt to its environment, to determine the organization efficiency level and making decisions about the organizational activities and productions (Sucu, 2007: 15).

Management is described as the total work and activities done by the others in order to realize an aim (Cemalcılar et al., 1979: 95). On the efforts to direct and cooperate the workers and towards an aim.

If we evaluate the management concept totally, it is the activities of realizing the organization's aims and using its sources efficiently by planning, organizing, directing, coordinating and reporting functions. This definition can be used in all life.

The managers should have a professional, ethical values system in order to make the school management successful. Otherwise it is not possible to see the difference between to be and should and behave according to this (Bursalioglu, 1994. 15). In the next decades, the changes in education will be greater than the appearance of schools more than 300 years ago with the publishment of books. The economy that knowledge becomes the real capital and the main source making wealth directs new and hard demands from schools in the view of educational performance and responsibility (Drucker, 1998: 237). To do this, there is a need at innovation in the technology and also an ethical organizational environment.

Ethical rules should be determined to direct all the behaviors and applications in the organization with the contribution and agreement of all members through the universal ethical values. The legal arrangement that will from the educational organization and the working way of the school specially must be determined according to these ethical rules also. But these ethical rules should bring a broader view point from the limited and stable legal structure. Ethical behavior should be formed by not only some ethical laws but with the personality of the people formed by universal ethical values (<http://www.egitim.aku.edu.tr/afyayla0.htm>).

According to Public Administration Research (1991) bribery is widespread in educational organizations. Managers are lock of knowledge political and ideological preferences become important in the appointment of managers and promotion in organizational positions. So the need for ethics is too high in our educational organizations.

In general the non-ethical behaviors in administration are: discrimination, bribery, favour, intimidation, negligence, exploitation, egoism, corruption, psychological torture, violence-pressure, aggressiveness, politicize, in sould and abuse, physical and sexual harassment, bad habits, malpractice, rumour, misappropriation, dogmatically behaviors, fanaticism (Pehlivan, 1998: 71).

EDUCATIONAL ADMINISTRATORS AND ETHICS

Educational administration and school administration as its subtitle is liable of realizing the government's education policies and the general and specific aims determined by the authorized units through these policies.

The educational administrators should behave suitable not only to the laws and politics but professional ethics rules also as we consider that the administrative ethics rules are cantered on universal values.

Ethical rules make the administrators keep away from arguable actions and decisions and beware of attractive but incorrect approaches.

Both personally, and especially through their professional organization, the Association of School Business Officials, International (ASBO), school business officials have a history of concern for ethical issues. The organization prescribes a ten-point code of ethics for school administrators. This code begins with the well-being of students as fundamental to all actions and decision making. It stresses principles, such as honesty and integrity, and actions, such as maintaining standards, honoring contracts, obeying laws, and adhering to rules, regulations, and policies. Underlying this code is the belief that the school administrator must exemplify professional conduct. This expectation applies to contacts in the school, the community, and the profession (Hartman and Stefkovich, 2005: 15).

Code of ethics for educational administrators;

1. Makes the well-being of students the fundamental value in all decision making and actions
2. Fulfils professional responsibilities with honesty and integrity
3. Supports the principle of dues process and protects the civil and human rights of all individuals
4. Obeys local, state, and national laws and does not knowingly join or support organizations that advocate, directly or indirectly, the overthrow of the government

5. Implements the governing board of education's policies and administrative rules and regulations
6. Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals
7. Avoids using position for personal gain through political, social, religious, economic, or other influence
8. Accepts academic degrees or professional certification only from duly accredited institutions
9. Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development
10. Honors all contracts until fulfillment or release (Hartman and Stefkovich, 2005: 16).

CONCLUSION

The main goal of the educational activities is to acknowledge the individuals and besides to formalize the wanted abilities and goal behaviors. In this context, every educational organization should determine various ethical goals and realize them in real life and try to make the individuals perfect in all ways. Educational administrators and teachers have great responsibility in doing these. Administrators should be sufficient in education administrators and also in behavioral sciences in order to activate the pupils inside and outside the school administration which is a specific application of education administrator. There is a need for innovation in the education concept and technology and also a more ethical organizational environment in order to be successful in the changing daily social and economical circumstances.

It is not enough to act de jure and follow up regulations for the administrators to behave ethical. The decisions and behaviors of the education administrator should be integrated with democratic social values and be directed by universal ethical values. Ethical values conclude the respect to all individuals, tolerance to different cultures and ideas, acceptance of equality of individuals and fair distribution of sources.

Sometimes there are situations that the chaff can not be separated from the wheat, there are doubts about how to make decisions and there is a need for to make choices between the value judgments and these situations. Administrator should make a choice between honesty and loyalty, individual or social benefits, justice or fairness. Under these circumstances, universal ethical values will guide the administrator. Efficiency and productivity should be expected in the organizational structure that is not formed through the ethical values and in decisions made in such an organization.

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