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THE RELATIONSHIP BETWEEN PROSPECTIVE TEACHERS' PERCEPTIONS OF ETHICS AND THE FACTORS EMBODYING THE CONSTRUCTION OF ETHICAL VALUES

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PROFESSIONAL EDUCATION | RESEARCH ARTICLE

The relationship between prospective teachers' perceptions of ethics and the factors embodying the construction of ethical values

Funda Uysal & Nuray Kisa

Abstract: Professional ethics refers to desired behaviors for a certain occupation. For teachers, professional ethics reflect pedagogical practices, from curricular content to relations with stakeholders. This study aims to reveal the relationship between the factors playing role in the construction of prospective teachers' ethical values regarding the teaching profession and their perceptions of ethics. This study was designed as a convergent-parallel design which is one of the mixed methods. Prospective teachers in the education faculty at a public university in Turkey participated in this study and were determined according to stratified sampling. Professional Ethics Scale for Pre-Service Teachers developed by Gelmez-Burakgazi and Can (2018) and a questionnaire consisting of open-ended questions developed by the researchers was used as the data collection tools. Quantitative data were analyzed with Mann Whitney U and Kruskal Wallis H tests, the qualitative part was analyzed with content analysis and the relationship was explored with simple correspondence analysis. According to findings the reasons to be a teacher, things they hear about professional ethics first, the pre-university process, undergraduate courses, and academicians' role are the things that help to build professional ethics. This reminds us the education process for all teaching levels is important for gaining ethical values.

Keywords: perceptions of ethics; professional ethics; correspondence analysis; prospective teachers.

Ethics is described as universal values and standards that everyone wants every other people to follow. Ethics reminds people of professional ethics mostly (Kovac 1996). For every occupation, there are rules for the members to follow and these rules stem from professional ethics. Professional ethics refers to desired behaviors for a certain occupation (Zhunusbekova et al. 2022). When professional ethics is evaluated in terms of education, teachers' ethics is related to the values or norms that help teachers to regulate and direct them both in attitude and behavior to reinforce or sustain their profession (Munawwir et al., 2022). Professional ethics reflect pedagogical practices, from curricular content to relations with stakeholders (Maxwell & Schwimmer 2016). Because of these important effects, building professional ethics for teachers becomes crucial. Revealing the factors affecting building professional ethics process would help to decide what strategies to follow in this process. Some studies focus on the importance of the teacher training process to build professional ethics (Decker et al., 2022; Maxwell & Schwimmer 2016; Seghedini, 2014). In this context, this study tries to understand the factors building the ethical values of prospective teachers from a wide perspective.

2. Purpose of the study

The study aims to reveal the relationship between prospective teachers' perceptions of ethics and the factors playing role in the construction of ethical values regarding the teaching profession. The sub-questions of the research are as follows:

- Is there a significant difference between prospective teachers' perceptions of ethics about the teaching profession and gender, class level, academic average, high school graduated from, and their desire to be a teacher?
- What are the reasons to be a teacher?
- What do prospective teachers think of when they hear the concept of ethics? What are the roles of pre-university education, undergraduate courses, academicians, and peers to construct ethical behaviours in the acquisition of the ethical values of prospective teachers regarding the teaching profession?
- What kind of a relationship is there between prospective teachers' perceptions of ethics and,
 - the reasons to be a teacher?
 - things they think when they hear the concept of ethics?
 - the roles of pre-university education, undergraduate courses, academicians, and peers in the acquisition of ethical values?

3. Literature review

Ethics, which is related to human relations and responsible actions, is based on human tendencies, attitudes, and behaviours such as valuing and choosing (Norberg and Johansson 2011). Ethics involves examining the principles and values that characterize one's relationships (Starratt 2004; cited in Frick 2011). Ethics guides how to behave when making decisions or taking action. It enables one to make decisions about good-bad, right-wrong, etc. (Aydın, 2016). It deals with moral issues in human life and systematically questions and explores behaviour. It evaluates right and wrong as a sub-discipline of philosophy (Tezcan, 2021). According to Pieper (1999), ethics is like a compass in that it shows the right behaviour and wants it to be followed (cited in Oral & Çoban, 2019). The profession, which is a part of human life, also has a unique ethical understanding (İşgüden, 2006; cited in Akbaba, 2020). In this context, the concept of professional ethics emerges.

For every profession, there are some correct and appropriate behaviours that must be followed by those who practice that profession, and there are universal principles that frame these behaviours. In other words, these principles determine professional ethics due to their desired behaviour (Karataş et al., 2019; Tezcan, 2021). Professional ethics is the work of a group and consists of rules that can remain in effect as long as it is protected and that draws boundaries to personal tendencies (Durkheim, 1949; cited in Aydın, 2021).

Professional ethics is considered a part of education for Strike (1990) (cited in Bullough 2011). In terms of the teaching profession, ethics generally refers to the fulfillment of the rules that must be followed in areas such as relations with students, society, and other colleagues, and the fulfillment of the responsibilities required by the task (Pelit & Güçlü 2006). Considering professional ethics for teachers can enable this profession to grow and develop. Adoption of the established code of conduct will also facilitate compliance with other professions both within the institution and in society (Lovat 1998; cited in Campbell 2010).

The teaching profession is a profession that directly affects all internal and external stakeholders of education. For this reason, professional ethics guide the performing process of the occupation. This requires acting in accordance with ethical principles (Yalçın, 2020). The ethical principles of the teaching profession are addressed in different studies in the literature (Coşkun & Çelikten 2020; Maxwell & Schwimmer 2016). The document "Professional Ethical Principles for Teaching Service Providers" is included at the national level. In the relevant document, ethical principles are explained related to internal stakeholders such as students, colleagues, and administrators or external stakeholders such as parents and society. Love, respect, being a role model, professional competence, effective

communication, reporting problems to the relevant units, etc. issues are mentioned (MEB-Ministry of National Education, 2009). Ethics and Morality in Education course was also included in the updated YÖK (Council of Higher Education) programs. Basic concepts, ethical principles in relations with education stakeholders, ethical principles in learning and evaluation processes, unethical behaviours, etc. are included within the scope of the related course (YÖK, 2018). At the international level, in the 1980s, the necessity of reprioritizing the ethical and moral dimensions of teaching in teacher education was clearly demonstrated (Maxwell and Schwimmer 2016). For example, the National Commission on Excellence in Education (1983) put on the agenda to harmonize teacher education with the trends in professional ethics (cited in Maxwell and Schwimmer 2016).

One of the most important factors in the acquisition of ethics is education. Strike (1990) focuses on how professional ethics can best be taught (cited in Bullough 2011). He states that there may be limits to ethics education in the program for professional ethics in teacher training. For example, it focuses on encouraging decision-making as an ethics teacher in a decision that can be made rather than shaping the character. The role of teaching ethical principles is important in the effective application of professions. For this reason, this study in which determining the factors in the process of acquisition of the ethical values of prospective teachers was important because they are the teachers of the future. There are studies in the literature that focus on how students think about their teachers' ethical behaviors (Aydoğan 2011; Tosunoğlu & Semerci 2017; Uğurlu 2018; Yeşilyurt & Kılıç 2014) and there are research about the prospective teachers' perceptions about ethics (Sakar & Aybek 2016). In this context, this research revises the process as a whole (both pre-university and undergraduate periods) to determine the factors. This study was important because it was conducted as a mixed method to reach in-depth knowledge.

4. Methods

This study was designed as a convergent-parallel design which is one of the mixed-methods. When this design is used, qualitative and quantitative data are collected and analysed at the same time. Then the two result groups are combined into one interpretation (Creswell et al., 2007). In this research, quantitative data were collected to reveal the participants' perceptions of ethics regarding the teaching profession. The qualitative data were collected to decide the factors playing a role in the acquisition of the ethical values of the prospective teachers' regarding the teaching profession. To decide the relation between these two both qualitative and quantitative data were used.

4.1 Participants

The population of the research consists of 2768 pre-service teachers who attend a public university's Education Faculty. The sample was decided based on the population size versus the sample size table of Ural and Kılıç (2006). In this table, 338 people were offered as a sample for 2800 people of the population and we decided on 339 people as a sample for 2768 people. A stratified sampling method was used according to the class level. 355 people participated in the research. From Table 1 the participants of the study can be seen.

Table 1. Participants of the study

Variables	Categories	f
Gender	Female	245
	Male	110
Class	First	79
	Second	76
	Third	87

	Fourth	113
Academic Average	4.00-3.50	62
	3.49-3.00	125
	2.99-2.50	72
	2.49-2.00	17
Types of High Schools	Teacher training high schools	41
	Other types of high schools	314

According to Table 1, 245 females and 110 males; 79 first class, 76 second class, 87 third class, and 113 fourth class students; the academic average for 79 students is not known as they are attending the first year, 62 students' average is between 4.00-3.50; 125 of them are between 3.49-3.00; 72 of them are between 2.99-2.50; 17 students' average is between 2.49-2.00; 41 of them graduated from teacher training high schools and 314 of them graduated from other types of high schools.

4.2 Data collection tools

In this study, the Professional Ethics Scale for Pre-Service Teachers developed by Gelmez-Burakgazi and Can (2018) related to the professional ethics values of prospective teachers was used by the researchers. The scale consists of one dimension and 43 items. Examples from the scale are: "Teacher discriminates students", "teacher lying at school", and "teachers' reluctance to improve themselves professionally". In addition, the scale was in 5-point Likert type as "I definitely do not find it ethical", "I do not find it ethical", "I am undecided", "I find it ethical", "I definitely find it ethical". Cronbach Alpha calculated by Gelmez-Burakgazi and Can (2018) was 0.96. Cronbach Alpha was calculated as 0.98 in this study.

For the qualitative part of the research data were collected with a questionnaire consisting of open-ended questions. Three field experts and one expert from the educational measurement and evaluation department were consulted to create the last version of the questionnaire. The questions asked to prospective teachers in the questionnaire are given below:

- If they want to work as a teacher or not and why?,
- What they think first when they hear the word "ethics",
- The roles of their pre-university education, undergraduate courses, academicians, and the peers they attend university together to construct their ethical behaviours.

4.3 Data collection and analysis

In this research, both quantitative and qualitative were collected data together. It took average of 25 minutes for prospective teachers to fill out the data collection tools. Data were collected face-to-face from those who are volunteered to participate in. Data were collected in a comfortable and quiet area. Participants were informed that they could leave the study whenever they want.

The data analysis process for each sub-question in this study can be seen in Table 2.

Table 2. Data analysis for sub-questions

Sub-Questions	Data Collection Tools	Data Analysis Process
1. Is there a meaningful difference between prospective teachers' perceptions of ethics about the teaching profession and gender, class level, academic average, high school graduated from and their desire to be a teacher?	Professional Ethics Scale for Pre-Service Teachers (Gelmez-Burakgazi & Can, 2018)	<ul style="list-style-type: none"> ● Mann Whitney U and ● Kruskal Wallis H tests
2. What are the reasons for whether they want to be a teacher or not?	The questionnaire with open-ended questions	<p>Content analysis</p> <ul style="list-style-type: none"> ● Frequency values with codes created are calculated.
3. What do prospective teachers think of when they hear the concept of "ethics"?	The questionnaire with open-ended questions	
4. What are the roles of pre-university education, undergraduate courses, academicians, and peers to construct ethical behaviors in the acquisition of the ethical values of prospective teachers regarding the teaching profession?	The questionnaire with open-ended questions	
5. What kind of a relationship is there between prospective teachers' perceptions of ethics and, <ul style="list-style-type: none"> ● the reasons to be a teacher? ● the thing they think when they hear the word ethics? ● the roles of pre-university education, undergraduate courses, academicians, and the peers in the acquisition of ethical values. 	<ul style="list-style-type: none"> ● Professional Ethics Scale for Pre-Service Teachers (Gelmez-Burakgazi & Can, 2018) ● The questionnaire with open-ended questions 	Simple Correspondence Analysis

Normality was tested with Kolmogorov Smirnov and Shapiro Wilk. Data were not distributed normally for each variable because the p-value was .000 and $p < .05$. Non-parametric tests were applied for all variables. As can be seen from Table 2 Mann Whitney U and Kruskal Wallis H tests were used to understand whether ethics perceptions

change or not according to variables.

As can be seen from Table 2, answers for reasons to be a teacher, things remembered first when they hear ethics, and factors playing a role in the acquisition of ethical values were analysed with content analysis. Data were coded by two experts. The coding process was conducted together by discussion.

According to Table 2, simple correspondence analysis was used to reveal what kind of a relationship is between the factors playing a role during the acquisition of ethical values and perceptions of ethics. Correspondence analysis is applied when two variables are categorical to understand whether there is a relation. If the number of variables is two, simple correspondence analysis is applied (Alpar, 2013). In this research, the perceptions of prospective teachers were grouped to make the data categorical. When comparing the upper and lower groups, an optimum value should be found where both the difference between the groups and the sample reliability are the highest. In groups formed by the lowest and the highest 27% of the ranked score series for different group sizes, the difference between the lowest and the highest group scores and the square root of the group size will be maximum (Kelley, 1939; cited in Can, 2013). In this research, in terms of perceptions of ethics averages, the upper group of 27% of prospective teachers have thought of as having high perceptions of ethics, the subgroup of 27% have thought as low perceptions of ethics, and the remaining 46% have considered as moderate perceptions of ethics. Since 22 of the prospective teachers declared they didn't want to be a teacher and 17 of them were undecided they were excluded. 316 prospective teachers included in our grouping to determine the relationship between the factors affecting professional ethics and the level of perceptions of ethics. In this study, the upper 27% group was 86 participants with the highest average and the lower 27% group was 86 with the lowest average; 144 participants left as the moderate group.

5. Results

In this part, results were presented according to sub-questions in separate titles according to order in tables and figures.

5.1 Results for first sub-question

To find an answer to "Is there a meaningful difference between prospective teachers' perceptions of ethics about the teaching profession and gender, class level, academic average, high school graduated from, and their desire to be a teacher?" sub-question analysis was conducted for gender variable first. In Table 3, the Mann-Whitney U test results about the ethic perceptions in terms of gender variable can be seen.

Table 3. Mann-Whitney U test results for the ethics perceptions of prospective teachers according to gender

	Gender	N	Mean Rank	Sum of Ranks	U	p
Perceptions of Ethics	Female	245	186.99	45813.50	11271.50	.013
	Male	110	157.97	17376.50		
		355				

* $p < .05$

As can be seen from Table 3 a significant difference was found for ethics perceptions of prospective teachers about the teaching profession according to gender ($U=11271.50$, $p < .05$). Females' average score for ethics is higher than males. The Kruskal Wallis H test results about the ethic perceptions of prospective teachers were presented

in Table 4, according to the class level variable.

Table 4. Kruskal Wallis H test results for the ethics perceptions of prospective teachers according to class level

	Class Level	N	Mean Rank	df	X ²	p
Perceptions of Ethics	1	79	166.63	3	6.162	.104
	2	76	160.66			
	3	87	195.75			
	4	113	183.94			

As can be seen from Table 4 there is not a significant difference in ethics perceptions of prospective teachers about the teaching profession according to class level ($X^2=6.162, p>.05$). In Table 5, the Kruskal Wallis H test results about the ethics perceptions of prospective teachers in terms of academic average variable were shared.

Table 5. Kruskal Wallis H test results for the ethics perceptions of prospective teachers according to academic average

	Class Level	N	Mean Rank	df	X ²	p
Perceptions of Ethics	4.00-3.50	62	152.05	3	4.776	.189
	3.49-3.00	125	138.78			
	2.99-2.50	72	133.87			
	2.49-2.00	17	106.65			

As can be seen from Table 5 there is not a significant difference in ethical perceptions of prospective teachers about the teaching profession in terms of academic average variable ($X^2=4.776, p>.05$). The Mann-Whitney U test results were presented in Table 6, about the ethic perceptions of prospective teachers in terms of high school graduated variable.

Table 6. Mann-Whitney U test results for the ethics perceptions of prospective teachers about the teaching profession according to high school graduated

	High School Graduated	N	Mean Rank	Sum of Ranks	U	p
Perceptions of Ethics	Other High Schools	314	176.61	55455.50	6000.50	.478
	Teacher Training High Schools	41	188.65	7734.50		
		355				

As can be seen from Table 6, there is not a significant difference in ethics perceptions of prospective teachers about the teaching profession according to high school graduated ($U=6000.50$, $p>.05$). The Kruskal Wallis H test results about the ethics perceptions of prospective teachers according to whether they want to be a teacher or not variable were shared in Table 7.

Table 7. Kruskal Wallis H test results for the ethics perceptions of prospective teachers about the teaching profession according to their desire to be a teacher

	Desire to be a Teacher	N	Mean Rank	df	X ²	p
Perceptions of Ethics	Yes	316	178.74	2	.191	.909
	No	22	169.09			
	Undecided	17	175.79			
		355				

As can be seen from Table 7 there is not a significant difference in ethics perceptions of prospective teachers about the teaching profession according to whether they want to be a teacher or not ($X^2=.191$, $p>.05$).

5.2 Results for second sub-question

The codes for the "What are the reasons for whether they want to be a teacher or not?" sub-question were presented in Figure 1.

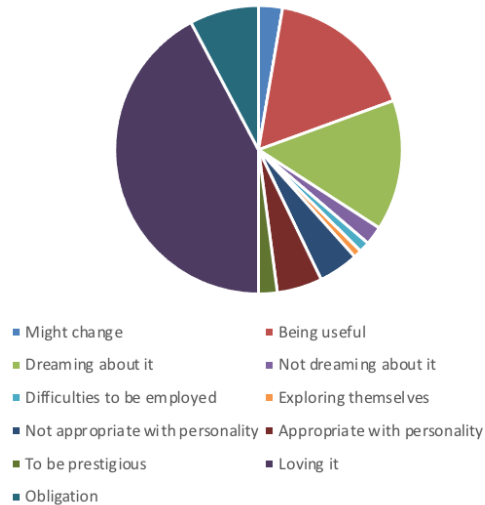


Figure 1. Reasons for whether prospective teachers want to be a teacher or not

The frequency distribution was presented in Figure 1. Prospective teachers stressed loving the teaching profession (f=141), being useful (f=56), dreaming about it (f=49), obligation (f=26), appropriate with personality (f=17), not appropriate with personality (f=15), might change (f=9), not dreaming about it (f=7), to be prestigious (f=7), difficulties to be employed (f=4), exploring themselves (f=3) as the reasons to be a teacher in order.

5.3 Results for third sub-question

The codes for the "What do prospective teachers think of when they hear the concept of ethics?" sub-question were presented in Figure 2.

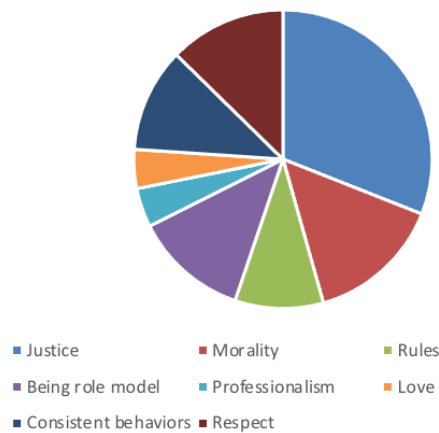


Figure 2. Things that prospective teachers think when they hear the word "ethics"

According to Figure 2, the prospective teacher said they think justice (f=110), morality (f=52), respect (f=45), being a role model (f=44), consistent behaviours (f=40), rules (f=34), professionalism (f=15), love (f=15) when they hear ethics first. Examples can be seen below:

Teacher's equal behaviours for all students. (justice)

Morality of the profession. (morality)

A good teacher-student relationship with respect. (respect)

5.4 Results for fourth sub-question

To answer the “What are the roles of pre-university education, undergraduate courses, academicians and the peers in the acquisition of the ethical values of the prospective teachers regarding the teaching profession?” sub-question first analysis was done for the pre-university' role and reported in Figure 3.

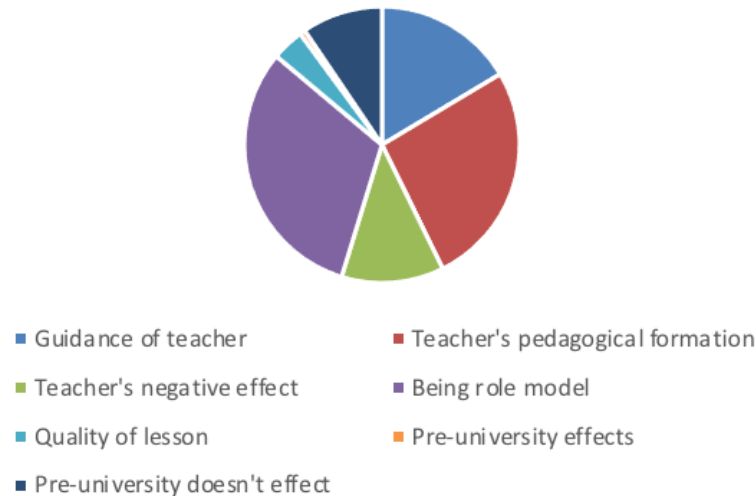


Figure 3. The role of pre-university education in the acquisition of the ethical values of prospective teachers

The frequency distribution is presented in Figure 3. According to it, prospective teachers stated being role models (f=99), teacher's pedagogical formation (f=83), the guidance of a teacher (f=52), teacher's negative effect (f=38), pre-university doesn't affect (f=30), quality of lesson (f=12), pre-university effects (f=2) as the role of pre-university process. Examples can be seen below:

Teachers who might be role models in terms of profession and personality. (being a role model)

Teachers are supposed to behave according to the features of students. (teacher's pedagogical formation)

From Figure 4, the things related to the university lesson's role in the acquisition of ethical values can be seen.

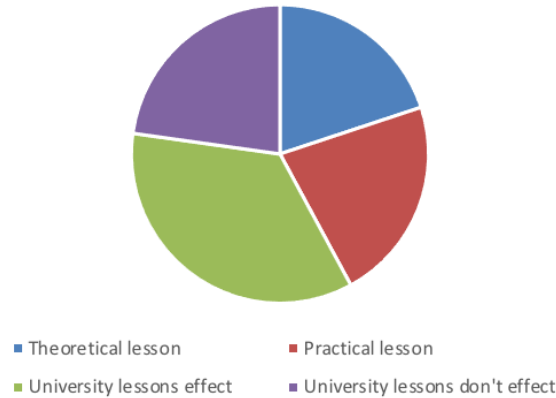


Figure 4. The role of university lessons in the acquisition of the ethical values of the prospective teachers

According to Figure 4, participants stated university lessons affect (f=111), university lessons don't affect (f=72), practical lessons (f=70), and theoretical lessons (f=63) as the role of university lessons. Examples can be seen below:

Since our undergraduate courses are related to the department we study, they include ethical behaviours that we should have. (university lessons effect)

I don't think there is much benefit in our undergraduate courses. (university lessons don't affect)

From Figure 5, the things related to academicians' role in the acquisition of ethical values can be seen.

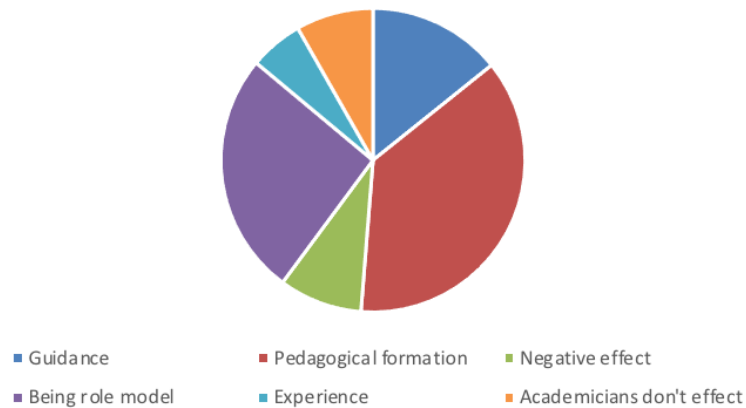


Figure 5. The role of academicians in the acquisition of the ethical values of the prospective teachers

According to Figure 5, participants referred to the pedagogical formation (f=117), being a role model (f=82), guidance (f=45), negative affect (f=28), academicians don't affect (f=26), experience (f=18) related with academicians' role. Examples can be seen below:

They taught us both the subjects we would teach in the lessons and how to teach. (pedagogical formation)

We can apply these behaviours to the generation we will raise by looking at their actions. (being a role model)

From Figure 6, the things related to peers' role in the acquisition of ethical values can be seen.

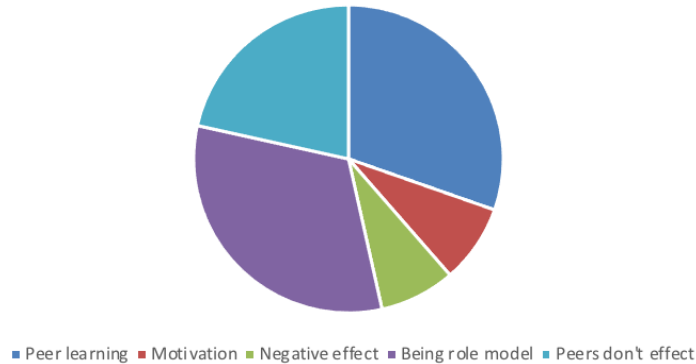


Figure 6. The role of peers in the acquisition of the ethical values of the prospective teachers

The frequency distribution was presented in Figure 6. According to it, participants stated being role models (f=101), peer learning (f=96), peers don't affect (f=68), motivation (f=26), and negative effect (f=25) related to peers' role. Examples can be seen below:

The behaviour of our friends around us affects us. (being a role model)

There is an important exchange of information between us. (peer learning)

5.5 Results for fifth sub-question

For "What kind of a relation is there between prospective teacher's perceptions of ethics and the reasons to be a teacher?" sub-question, explained inertia values for dimensions are calculated and there is no relationship between row and column variables ($\chi^2(14) = 15.230, p > .05$). According to it prospective teachers' perceptions of ethics about the teaching profession was not related with the reasons to be a teacher.

For "What kind of a relation is there between prospective teachers' perceptions of ethics and the thing they think when they hear the word ethics?" sub-question, explained inertia values for dimensions were calculated to determine whether the inertia is different from 0 or not, total inertia was different from 0 ($\chi^2(14) = 51.441, p < .05$). According to it, there was a relationship between the row and column variables.

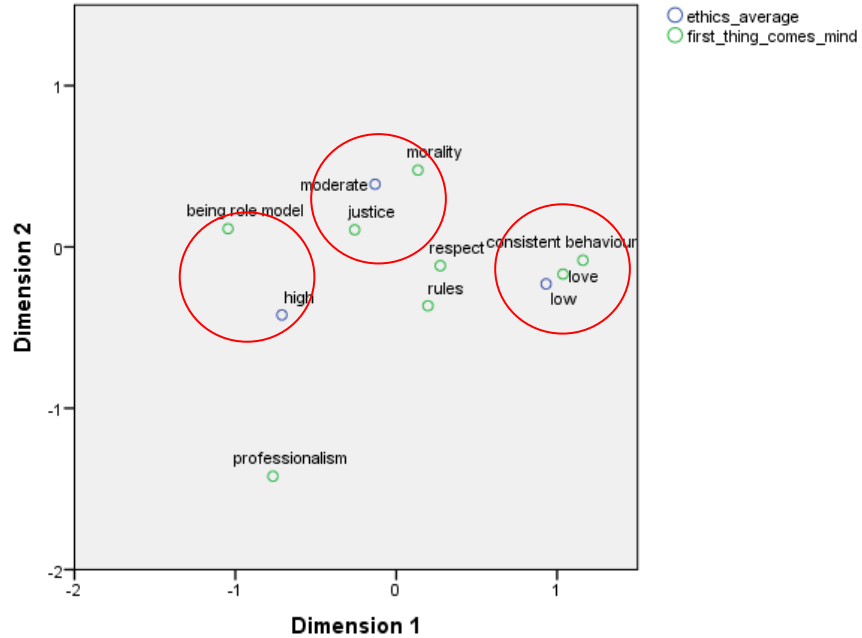


Figure 7. Co-display of row and column points on the plane for ethics perceptions of prospective teachers and things they hear first

According to Figure 7, prospective teachers with a high perception about ethics gathered at being role models; the ones with moderate perception of justice and morality; the ones with a low perception of consistent behaviour and love. All prospective teachers have a similar tendency towards rules. The ones with medium and low perceptions of ethics show a similar tendency to respect. There was no clear orientation toward professionalism.

For "What kind of a relationship is there between prospective teacher's perceptions of ethics and the roles of pre-university education in the acquisition of ethical values?" sub-question explained inertia values for dimensions calculated to determine whether the inertia is different from 0 or not, and the total inertia was different from 0 ($\chi^2(12)=22.090, p<.05$). Accordingly, there was a relationship between the row and column variables.

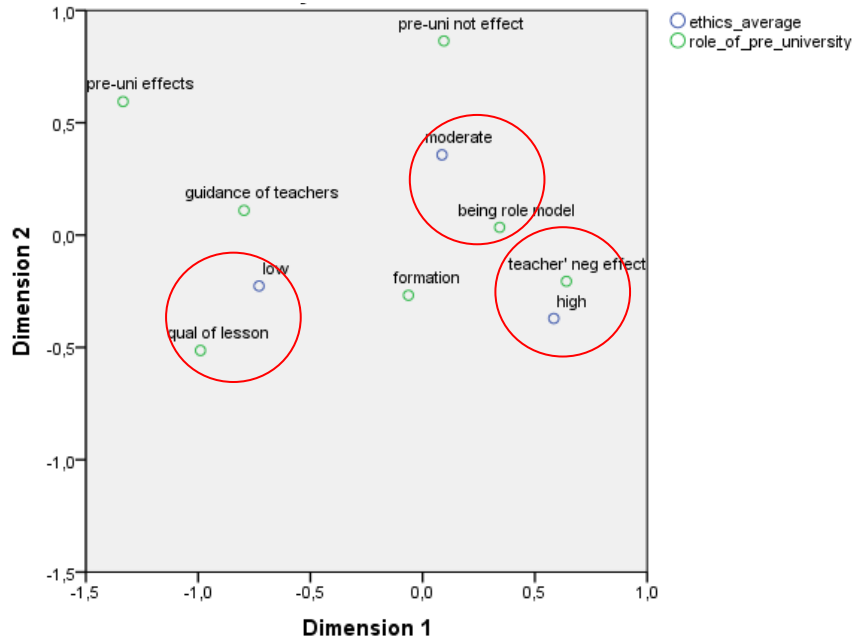


Figure 8. Co-display of row and column points on the plane for ethics perceptions of prospective teachers and the pre-university process

According to Figure 8, the prospective teachers with high perception gathered at teachers' negative effect; the ones with a moderate perception of being role models, and the ones with a low perception of the qualification of the lesson. Their tendency to formation is similar. The ones with moderate and low perception have similar tendencies to the guidance of a teacher. There was no clear orientation to the general tendency regarding whether pre-university education is effective or not.

For “What kind of a relation is there between prospective teacher’s perceptions of ethics and undergraduate courses in the acquisition of ethical values?” sub-question explained inertia values calculated for dimensions to determine whether the inertia is different from 0 or not. The total inertia was different from 0 ($\chi^2(6)=19.583, p<.05$). Accordingly, there was a relationship between the row and column variables.

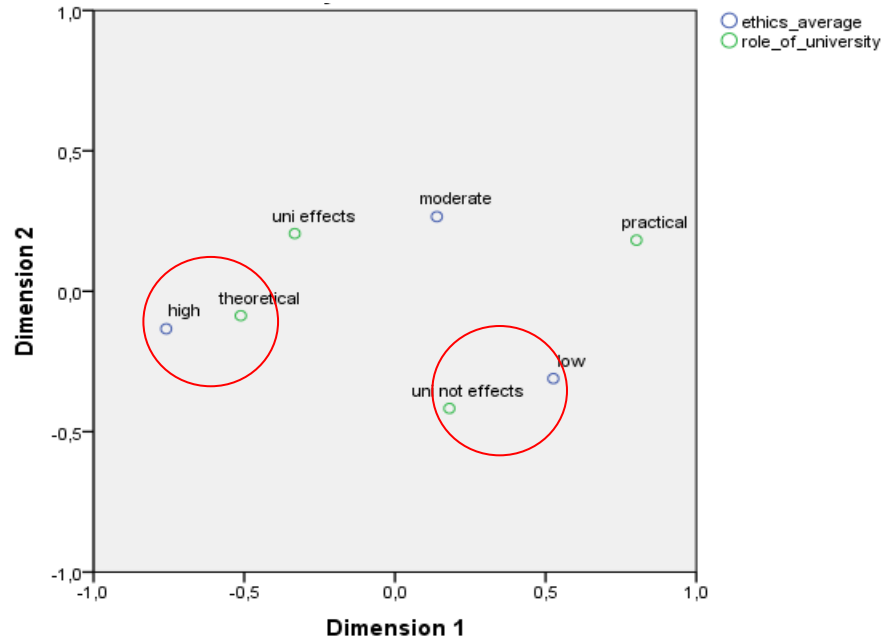


Figure 9. Co-display of row and column points on the plane for ethics perceptions of prospective teachers and undergraduate courses

According to Figure 9, prospective teachers with high perception gathered at theoretical lessons, and the ones with low perception at university don't affect. There was not an obvious tendency for those with moderate perception. The ones with moderate and low perception had similar tendencies to practical lessons. Also, the ones with high and moderate perceptions had similar tendencies about the effectiveness of the university in general.

For "What kind of a relationship is there between prospective teacher's perceptions of ethics and academicians in the acquisition of ethical values?" sub-question explained inertia values calculated for dimensions to determine whether the inertia was different from 0 or not, the total inertia was found different from 0 ($\chi^2(10)=46.875, p<.05$). Accordingly, there was a relationship between the row and column variables.

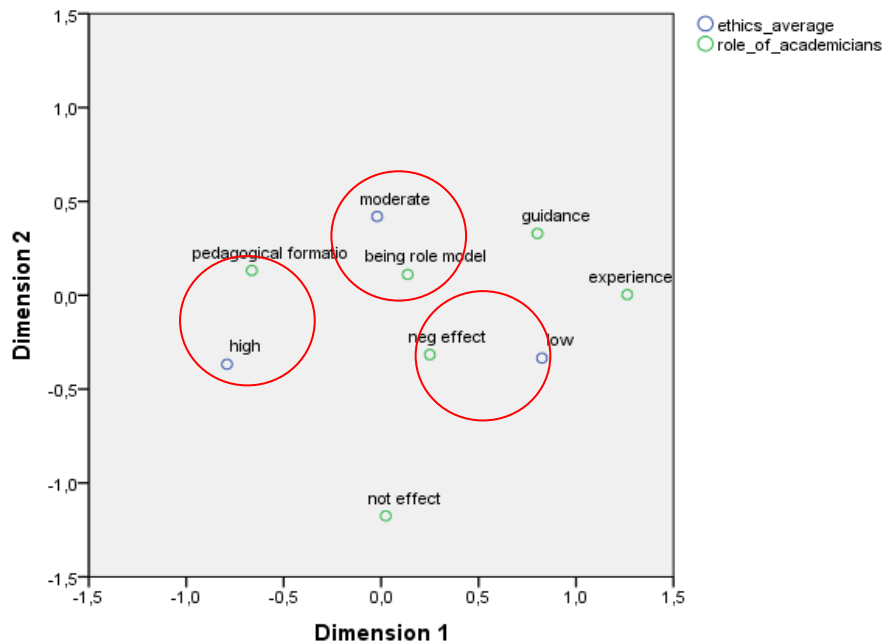


Figure 10. Co-display of row and column points on the plane for ethics perceptions of prospective teachers and academicians

According to Figure 10, the prospective teachers with high perception gathered at formation; the ones with a moderate perception of being role models, and the ones with low perception at negative effect. The ones with moderate and low perception had similar tendencies to guidance. There was no clear orientation to experience and academicians don't affect codes.

For "What kind of a relationship is there between prospective teacher's perceptions of ethics and the peers in the acquisition of ethical values?" sub-question explained inertia values for dimensions were calculated and there was not a relationship between row and column variables ($\chi^2(8)=6.443, p>,05$). The prospective teachers' perceptions of ethics about the teaching profession were not related to the roles of peers.

6. Discussion

In this research, the relationship between prospective teachers' perceptions of ethics and the factors playing role in the construction of ethical values was investigated. According to findings, the only variable that creates a difference in perceptions of ethics was gender, and females' perception was higher. This finding is supported by Sakar and Aybek's (2016) research, too. Çelebi and Akbağ's (2012) study show that it is similar when they become a teacher for the "moral consideration" dimension. In the study, no difference was found for other variables. In Sakar and Aybek's (2016) study there was no difference in perceptions of ethics in terms of class level, as a common variable with this research. According to this class level, academic average, high school graduated from and their desire to be a teacher are the variables not related to perceptions of ethics.

In this study, prospective teachers declared that they want to be a teacher because of "loving the teaching profession, being useful, dreaming about it, obligation" mostly. In Orhan and Ok's (2014) study prospective teachers said similarly they liked teaching something to someone, they liked the teaching profession. On the other hand, some students declared that they didn't dream to be a teacher always. In this study, there were also participants say they want to be a teacher as an obligation. According to the results, most of the reasons were positive, while there were some negative reasons, too and the prospective teachers' perceptions of ethics were independent of the reasons to be a teacher.

Prospective teachers who participated in this study said they think of "justice, morality, respect, being a role model, consistent behaviours, rules, professionalism, love" when they hear ethics first. In the study by Karataş et al. (2019), participants stated "justice, professionalism, and respect" as some of the ethical teacher behaviours common with our study. Prospective teachers with a high perception of ethics gathered at being role models; the ones with a moderate perception of justice and morality; the ones with a low perception of consistent behaviour and love. In the theoretical study Ateş (2012) also stated the importance of being role-model of teachers for students to learn ethical principles. This result can give us an important clue about how to build ethical values. As the ones with high perception remember being role models first, it reminds it has a strong effect on prospective teachers, and increasing the perception by being role models might be possible. This reminds the important role of teachers again.

In this study, prospective teachers stated "being role model, teacher's pedagogical formation, the guidance of a teacher, teacher's negative effect, pre-university's effect, quality of the lesson, pre-university effects" as the role of the pre-university process. According to the results, participants mostly focused on positive things, but some participants think teachers might affect negatively, too. This result can be supported by literature. While there are studies conducted with middle and high school students that found middle or high perceptions about the ethical behaviours of teachers (Aydoğan 2011; Tosunoğlu & Semerci 2017; Yeşilyurt & Kılıç 2014); there are few studies in which participants evaluated teachers' ethical behaviour as low (Uğurlu, 2008). In this study, the prospective teachers with high perception gathered of teachers' negative effects, the ones with a moderate perception of being role models, and the ones with a low perception of qualification of the lesson.

Regarding university lessons, some participants declared they affected the process of constructing ethical values and some said they didn't affect them, also they talked about practical and theoretical lessons. Karataş et al.'s (2019) work in which Teaching Professional Ethics Course is evaluated by prospective teachers can help us to interpret the effects of lessons. They stated about this lesson, it increased their awareness about the phenomenon of ethics, they learned what an ethical teacher should or should not do and they learned how to behave in accordance with professional ethics. There are also studies on how the lessons should be about ethics in teacher training programs. Strike (1990) offers lessons to focus on things like process, equity, privacy, intellectual honesty, and freedom of expression rather than the rules to follow and these lessons can be taught with application to cases. This might make the process more practical. Another surprising result of the study is that: although the participants declared that university lessons affect the process of constructing ethical values, we could not find a difference in terms of a class-level variable. This makes us think about the lessons in teacher training progress in terms of both their ratio and content. Because we expect a difference with license education. According to the results, prospective teachers with high perception gathered at theoretical lessons and the ones with low perception oriented to university doesn't affect. Again, this can be said lessons might help to increase the perceptions.

In this study, participants referred to the pedagogical formation, being role models, guidance, and the negative effect of academicians' roles. We can say that they mostly focus on positive things, but some participants think academicians might affect them negatively, too. In Şahan's (2018) research prospective teachers referred to being inadequate in the field, being closed for development, not using the technology, being unprepared for the lesson, and being unprepared about materials as negative behaviours. As mentioned before, Ateş's (2012) point of view about the importance of being role-model for teachers can be evaluated in terms of academicians. And these negative behaviours can help academicians with what not to do. Prospective teachers with high perception gathered at formation; the ones with the moderate perception of being role models, the ones with low perception at negative effect.

The last result reached in this study was being role models and peer learning was important terms of peer, but prospective teachers' perceptions of ethics about the teaching profession were not related to the roles of peers. This might be related to the participant's age range as they are adults. This may be because it is more likely to be influenced

by parents in childhood, by friendships in adolescence, and by teachers when it comes to school age.

7. Conclusions

According to the results of the study building professional ethics is not related to most of the independent variables and peers' effects. The reasons to be a teacher, things they hear about professional ethics first, the pre-university process, undergraduate courses, and academicians' role are the things that help to build professional ethics. This reminds us the education process for all teaching levels is important for gaining ethical values. That is why all educators can take into account this important effect on students. While the results are presented also suggestions for application were explained. In addition to it, researchers can make an interview with prospective teachers about the variables found related to perceptions of ethics. Also, they can add families' role to new research and new studies can be conducted following a certain group year by year to evaluate the effect of the university. In this context, this research's limitation was working with different groups from the different class levels at the same period. This study's design can be adapted for different fields to understand how professional ethics is constructed for other professions.

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9. Disclosure of Conflict

The authors declare that they have no conflicts of interest.

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