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UNETHICAL BEHAVIOR AND TEACHING PROFESSION: DO FUTURE TEACHERS HAVE PROFESSIONAL ETHICAL PRINCIPLES?

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ABSTRACT

The aim of this study is to determine the views of teacher candidates on unethical behavior related to the profession of teaching. 572 prospective teachers from different departments of a private university participated in the research voluntarily. It is determined that teacher candidates (n=572) are aware of professional unethical behavior. The teacher candidates regarded “verbal assault of students (swearing etc.)” as the highest level of unethical behavior and “tutoring one’s own students privately outside school” as the lowest. No significant statistical differences were determined between teacher candidates resulting from their total points; the scale was based on the class level, whether they had taken a course with “ethics” in the title, and departmental variances. However, significant statistical differences were determined according to their gender variance. According to the results obtained from the research, it can be said that the candidate teachers do not approve the unethical behaviors related to their profession. When the course contents of the education faculties are examined, it can be seen that the professional ethics lesson does not take much place. In order to support the placement of professional ethical behavior in teacher candidates it may be advisable to initiate work in this direction and to prepare and present draft programs for practitioners.

STRUCTURED ABSTRACT

The profession of teaching is the educator of all other professions, the topic of ethics gains special emphasis in this profession (Obuz, 2009). Thus, the topic of ethics in the profession of teaching is a very sensitive subject that professionals need to place special emphasis on. An educator must be knowledgeable about and sensitive to the subject of ethics in addition to being knowledgeable about his/her area of expertise, his/her

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occupation, and having a liberal education. In addition to their roles as teaching and educating, teachers also have the duty of being role models for their students. The educators, who are the main element of education, are expected to act in line with the principles of professional behavior during the process of educating new generations. The ethical principles of the profession of teaching serve as a guide that enables the educators to make the correct decisions when faced with numerous dilemmas. In the light of this information; the main purpose of this study is to determine the views of teacher candidates regarding unethical behavior in the profession of education. To this end, the researchers sought answers to the questions below:

(1) What are the views of teacher candidates regarding unethical behavior in the profession of education?

(2) Do the views of the teacher candidates regarding unethical behavior in the profession of education differ significantly based on the variables of gender, department, and grade and ethics education?

In this research, one of the descriptive research methods, the survey method, was used. The population of the study comprises a total of 644 teacher candidates of a private University in Northern Cyprus. Due to there being not much difficulty accessing the whole target universe, and because the chosen research model was the survey method, and in order to collect more reliable data, the researchers did not choose to take a sample from the study. The data of the research is collected via "Unethical Behavior Scale (UBS)" (Yılmaz&Altinkurt, 2009). This is a Likert-style scale and comprises a total of 45 items each describing a different unethical behavior.

An analysis of the responses of the teacher candidates to the UBS shows that educator candidates view the phrases in the scale as "definitely unethical" ($M=4.47$, $ss=0.39$). A similar result was obtained in the study by Yılmaz and Altinkurt (2009), who developed the UBS. It can be argued that these results support the findings of the current study.

While the teacher candidates' views on unethical behavior do not demonstrate significant variance based on the variables of grade [$t_{(570)} = -0.970$, $p > .05$] or the presence of a previously taken ethics course [$t_{(570)} = 1.643$, $p > .05$]. There is statistically significant difference between the views of male and female teacher candidates regarding unethical behavior [$t_{(570)} = 3.991$, $p < .05$]. Accordingly, it was demonstrated that male students ($M=4.52$, $ss=0.35$) are more sensitive to unethical behavior compared to female students ($M=4.39$, $ss=0.43$). Contrary to general belief that women are more ethical in general, different comments about the topic exist in the literature. In addition to views that support this view in the literature (Altinkurt&Yılmaz, 2011), there are other studies that demonstrate the opposite view (Pelit&Gçer, 2006; Chen & Tang, 2006; ArslanNamlı, 2017), and even studies (Yılmaz&Altinkurt, 2009) that demonstrate no difference in terms of views between the genders.

In this study, no statistically significant difference was observed between the views of the students based on the variable of grade. According to the results of this study, it can be argued that neither first-grade nor fourth-grade students approve of unethical behavior. A similar

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finding was obtained in relation to the dimensions of job-related responsibilities and relations with the colleagues in Pelit and Güçer's (2006) study. There are also different findings in the literature (Manolova&Kozak-Özbay, 2012).

Looking at the variable of the presence of a previously taken ethics course, no statistically significant difference was observed between the views of ethical behavior of students who had previously taken an ethics course and those who had not. Looking at the literature, it can be seen that there are studies that draw attention to the fact that an occupational ethics course must be included in the academic curriculums of schools of education (Bowen, Besette, & Chan, 2006; Glanzer& Ream, 2007; Manolova, 2011; Karaköse, 2007; Sileo, Sileo, & Pierce, 2008; Karaköse&Kocabaş, 2009; Erdem&Şimşek, 2013; Karataş, 2013).

When the views of the educator candidates in this study are compared based on their departments, no statistically significant difference was observed [$t_{(570)} = 0.323$, $p > .05$]. There are studies that support this finding (Yılmaz&Altinkurt, 2009). The nature of the profession of teaching and the similarity of education given in both departments might be considered to be the reason for the absence of a statistically significant difference. The profession itself may also be considered a source of motivation in this regard.

Based on the findings of this study, it can be argued that educator candidates do not approve of unethical behavior in their professions. In other words, the educator candidates who participated in this study perceived the behavior described as unethical in the scale as "highly unethical behavior." This makes one conclude that the level of awareness of educator candidates about ethics in the profession of teaching is high, which can be seen as an advantage in preparing future educators for their professions. However, as indicated by Aydın (2003), in some cases, even knowledge of ethical principles does not keep individuals from engaging in unethical behavior. Thus, simply including an ethics course would not be sufficient in itself. To help educator candidates internalize ethics in addition to gaining knowledge of it, numerous methods, practices, and procedures such as case studies and exemplary cases should be used. In this way, it is believed that the ethics course provided would be more effective and better results would be obtained.

In the process of ethical decision making, individuals refer to their own internalized value mechanisms. At this point, based on the findings of this study, another study on this topic would be helpful to increase the level of knowledge of the educators. By repeating the study with the first-grade students in the current study when they reach the fourth grade, it would be possible to determine whether or not their perceptions of ethics have changed over time. The main subject of this study has the potential to be researched via additional qualitative research methods as well in the future studies. The authors believe that with such an approach more insights can be gained about the subject. Looking at the curricula of the schools of education it can be seen that most schools do not have an occupational ethics course in their curricula. It can be recommended to take action in this direction and draft programs can be prepared for implementation in schools. In addition, the relevant ministries,

universities, non-governmental organizations, and educators' syndicates should cooperate to start an initiative with the goal of documenting occupational ethics for the profession of teaching.

Keywords: Ethics, professional ethics, unethical behavior, teaching, teacher

ETİK DIŐI DAVRANIŐ VE ÖĖRETMENLİK MESLEĖİ: GELECEĖİN ÖĖRETMENLERİ MESLEKİ ETİK İLKELERE SAHİP Mİ?

ÖZET

Bu araştırmanın temel amacı, öĖretmen adaylarının öĖretmenlik mesleĖi etik dıőı davranıőlara ilişkin görüőlerini saptamaktır. Araőtırmaya özel bir üniversitenin farklı bölümlerinde öĖrenim gören 572 öĖretmen adayı gönüllü olarak katılmıştır. Yapılan analizler sonucunda öĖretmen adaylarının (n=572) mesleki etik dıőı davranıőların farkında oldukları saptanmıştır. Araőtırmada kullanılan ölçekte yer alan ifadeler bazında bir genel deĖerlendirilme yapıldığında, öĖretmen adaylarının “ÖĖrencilere sözlü tacizde bulunma (küfürlü konuşma vb.)” maddesini en yüksek düzeyde etik dıőı davranıő olarak buldukları; “Kendi öĖrencilerine okul dıőında ücretli ders verme” maddesini ise en düşük düzeyde etik dıőı davranıő olarak deĖerlendirdikleri saptanmıştır. Aday öĖretmenlerin sınıf düzeyi, öĖrenim gördükleri bölüm veya etik dersi alıp almama durumları istatistiksel olarak anlamlı fark göstermezken, cinsiyetin anlamlı bir fark yarattığı görülmüőtür. Araőtırmadan elde edilen sonuçlara göre aday öĖretmenlerin mesleklerine ilişkin etik dıőı davranıőları onaylamadıkları söylenebilir. Eğitim fakültelerinin ders içeriklerine bakıldığı zaman meslek etiĖi dersinin pek fazla yer almadığı görölse de öĖretmen adaylarımızın mesleki etik ilkelerin farkında oldukları ifade edilebilir. Ancak bu kendi haline bırakılamayacak kadar önemli bir konudur. Bu nedenle mesleki etiĖin sistemli ve bilinçli bir şekilde geleceĖin öĖretmenlerine kazandırılması yönünde akademik çalışmaların yapılması gerekmektedir. Sonuç olarak öĖretmen adaylarında mesleki etik davranıőların yerleőtirilmesini desteklemek için özellikle öĖretmen yetiőtiren kurumlarda bu yönde çalışma başlatılması ve uygulayıcılara yönelik taslak programlar hazırlanıp kullanıma sunulması önerilmektedir.

AnahtarKelimeler: Etik, mesleki etik, etik dıőı davranıő, öĖretmen

Introduction

Today, as is the case with all social arenas, the issue of ethics and ethical and unethical behavior in education is a much-debated topic. The educators, who are the main element of education, are expected to act in line with the principles of professional behavior during the process of educating new generations. The ethical principles of the profession of teaching serve as a guide that enables the educators to make the correct decisions when faced with numerous dilemmas. In addition, as mentioned by Aristo in his famous trio, the professional ethics of teaching also brings responsibilities

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such as providing quality education (logos), serving as an example for the student with his attitudes and behaviors (pathos), and demonstrating ethical behavior in public (ethos) (Migunov, 2008). According to Mishatkina (2004, p.11), this trio of “logos, pathos and ethos” which Aristo mentioned, makes up the main structure of the profession of teaching, which is at the same time a very sensitive issue. Within this structure, the “logos” dimension sets the ethical principles regarding the area of expertise and their colleagues, which enable them to provide contemporary and quality education, while the “pathos” dimension sets the ethical principles regarding their relationship with their students, and the “ethos” dimension sets the ethical principles regarding their relationship with the school administration, their guardians, and with society.

The first written declaration of the ethical principles of the profession of teaching was released under the title “Code of Ethics of the Education Profession” in 1929 by the members of the National Education Association in the USA. With further revisions made in 1935, 1952, 1970, 1975, and 2010, the code of ethics took its current form. This body of ethical codes comprises two parts; Principle 1: commitment to the student, Principle 2: commitment to the profession (NEA, 2013, pp. 431-432).

The codes developed by The Association of American Educators (AAE) (2014) are gathered under the following titles: a) ethical behavior towards the students, b) ethical behavior in performance and practices, c) ethical behavior towards colleagues, d) ethical behavior towards society and the guardians. On the other hand, Aydın (2003), in his book entitled “Ethics in Education,” defined the ethical principles related to the profession of education as professionalism; responsibility, fairness, and equality in providing a service; providing a healthy and secure environment; not being involved in corruption; honesty, integrity, and confidence; objectivity; occupational loyalty and continuous development; and respect and effective use of resources.

The profession of education has four main functions; namely, cognitive, regulatory, value setting, and training. The cognitive function ensures that the educators act in line with the principles and codes of conduct of the profession of education, thus creating a healthy and trustworthy environment at educational institutions, which in turn increases the effectiveness and quality of the education process. The regulatory function regulates the process of selecting the method of communication between the educators, students, colleagues, administrators, and guardians, as well as the correct and sufficient tools for the solution of possible conflicts. The correct and sufficient tools selected by the educators ensure a peaceful and professional setting and conflict-free communication between the educators and the students, colleagues, and administrators. The value-setting function aims at both the occupational and overall development of the educators and guides their notions of value and their behaviors. For instance, an educator treating his/her students extremely well may be more harmful than beneficial such that in some cases it may result in the development of a sense of irresponsibility in the students or an educator being very hard to please or behaving very strictly; being merciless towards his/her students may result in their unwillingness to learn. Finally, the training function emphasizes the fact that the educators should develop and improve themselves continuously in order to maintain their professional competencies and act as good role models in society (Pisarenko & Pisarenko, 1973, as cited in Uşakov, 2008, pp. 44-45; Kaya, 2015).

As understood from the functions of the ethics in the profession of education, they are the most important component of the education system as they directly influence individuals, society, and the education process, and they bring the responsibility to the members of this profession to act in accordance with professional ethical principles. This places greater importance on the requirement for educators to act in line with the ethical principles of the profession of education as they meet their responsibilities. While the notion of ethics is an indispensable aspect of the profession of education

(Koç, 2010), as indicated by Colnerud (2006), educators' ethics are an innovative topic to be investigated. Manolova and Kozak-Özbay (2012) conducted a study to research the level of the adoption of the ethical principles of the profession of education by educator candidates currently receiving an education in Northern Cyprus. Another study was conducted by Koyuncu (2012) to determine the views of the educators currently practicing at the vocational technical schools in Northern Cyprus regarding the ethical principles of the profession of education.

A literature review regarding the views on unethical behavior in the profession of education has resulted in no research conducted previously in this area in Northern Cyprus. However, as having knowledge of unethical behavior would result in a better understanding of ethical behavior and better compliance with it, any study on this topic is very important. The main purpose of this study is to determine the views of teacher candidates regarding unethical behavior in the profession of education. To this end, the researchers sought answers to the questions below:

- (1) What are the views of teacher candidates regarding unethical behavior in the profession of education?
- (2) Do the views of the teacher candidates regarding unethical behavior in the profession of education differ significantly based on the variables of gender, department, and grade and ethics education?

Method

Research Model

In this research, one of the descriptive research methods, the survey method, was used. The survey method is a model whereby a series of surveys are carried out on the whole universe, or a sample taken from the universe where the universe comprises multiple elements in order to come up with a general conclusion about the entire universe (Karasar, 2016).

Study Group

The population of the study comprises a total of 644 teacher candidates who are currently enrolled as 1st year and 4th year students at the Departments of Turkish Education (TE), Psychological Counseling and Guidance (PCG), and Pre-School Teaching (PST) of Schools of Education of a private University in Northern Cyprus. Due to there being not much difficulty accessing the whole target universe, and because the chosen research model was the survey method, and in order to collect more reliable data, the researchers did not choose to take a sample from the study.

With the questionnaires implemented using the item count method the total response rate was 86% (572 responders). 15% of the candidate teachers who participated in the study were from the TE department (67 first years and 17 fourth years), 46% were from the PCG department (150 first years and 114 fourth years) and 39% were from the PST Department (125 first years and 99 fourth years). A total of 572 teacher candidates responded to the questionnaires. Other data about the educator candidates are as follows: 40% male and 60% female, 60% first year and 40% fourth year, 25% studied a course with "ethics" in the title during his/her education and 75% did not study such a course during his/her education.

Data Collection

The data collection instrument used in the study was the "Unethical Behavior Scale (UBS)" developed by Yilmaz and Altinkurt (2009). This is a Likert-style scale and comprises a total of 45 items each describing a different unethical behavior. The items used in the Unethical Behavior Scale are scored as follows: 1 - 1.79 as "ethical;" 1.80 – 2.59 as "almost ethical;" 2.60 – 3.39 as "partially

ethical;" 3.40 – 4.19 as "unethical" and 4.20 – 5.00 as "definitely unethical." In the validity and reliability analysis conducted, factor analysis and the commonly used principle components analysis were used. The factor weight values of the items used in the scale were between 0.30-0.44 for two values and between 0.45-0.70 for the other items. The scale is one-dimensional. The total variance described by the whole scale is 35.48%. Cronbach's alpha internal consistency coefficient of the whole scale is $\alpha=0.95$.

In this study, as part of the validity and reliability analysis, the authors used factor analysis to calculate the construct validity and then calculated the items' total correlations and Cronbach's alpha internal consistency coefficient to measure reliability. The factor weight values of the items in the scale were found to be between 0.553 and 0.792 and that it is one-dimensional. The total variance described by the scale is 36.016%. To determine the reliability of the scale, Cronbach's alpha coefficient was calculated as 0.885. In addition, the items' total correlations were calculated and the distinctiveness of each item was analyzed.

Data Analysis

For the analysis of the data, the views of the teacher candidates and the related frequencies, the arithmetic means, and the standard deviations were calculated. For the statistical analyses related to the sub-problems of the study a t-test was used for the analysis of the variables of gender, grade, and ethics education, and a one-way analysis of variance was used for the analysis of the variable of department. In cases where a significant variance was observed a Scheffe test was used to determine between which groups the variance existed. The data gathered using the scale were analyzed using a SPSS 20,0 software package.

Findings and Discussion

The maximum and minimum descriptive statistic values of the comments of the teacher candidates in the Unethical Behavior Scale are given in Table 1.

Table1. Descriptive statistical values of the scale items of teacher candidates

Scaleitems	M	ss	order
<i>Unethical behaviour at the lowest level</i>			
39. Not depending on national education policies	4.23	.938	27
2. Not making an effort to increase field information	4.19	1.105	28
16. Receiving a report despite not being sick	4.14	.995	29
26. Tolerating cheating in exams	4.14	1.013	29
1. Not having sufficient field information	4.10	1.033	30
40. Not following publications related to the field	4.03	.874	31
41. Not announcing exam results on time	4.02	.934	32
11. Determining infra class rules on one's own	3.98	.990	33
28. Accepting expensive presents from students and parents	3.95	1.125	34
18. Giving private lessons to one's own students outside school	3.56	1.244	35
<i>Unethical behaviour at the highest level</i>			
14. Verbal harassment of students (swearing etc.)	4.81	.602	1
20. Treating students preferentially depending on their religious beliefs	4.79	.587	2
23. Preferential treatment of students depending on an economical basis	4.79	.567	2
7. Making intentional and malevolent statements about students	4.77	.608	3
27. Pressurizing students on a religious basis	4.77	.607	3
4. Insolence towards students in class	4.76	.709	4
35. Intentionally behaving badly against students	4.76	.554	4
36. Preferential treatment of students on a sexual basis	4.76	.593	4
44. Tolerating the suppression of some groups in class by others	4.74	.548	5

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29. Telling students' secrets to others	4.73	.604	6
Scale Total	4.47	.391	-

An analysis of the responses of the teacher candidates to the Unethical Behavior Scale (UBS) shows that educator candidates view the phrases in the scale as "definitely unethical" ($M=4.47$, $ss=0.39$). A similar result was obtained in the study by Yılmaz and Altinkurt (2009), who developed the UBS. In that study, the average of the views of the educator candidates regarding unethical behavior was $M=4.48$ and the standard deviation was $ss=0.38$. It can be argued that these results support the findings of the current study. Numerous other similar results are also available in the literature (Pelit&Gçer, 2006; Çelebi&Akbağ, 2012).

Looking at the responses of the students to the UBS, it is important to know which behaviors they viewed as ethical and which they viewed as unethical. As seen in Table 1, on the basis of the phrases used in the scale, educator candidates viewed the item of "Verbal harassment towards students (such as cursing etc.)" as the most unethical ($M=4.81$) while they viewed the item of "Private tutoring for their own students" as the least unethical ($M=3.56$) behavior.

It was seen that the behavior which was determined to be the most unethical in this study was ranked differently in different studies. For instance, while the students in Gozutok's (1999) study ranked "Using school's money for personal purposes" as the most unethical behavior, the students in Yılmaz and Altinkurt's (2009) study ranked "Discriminating between the rich and poor among the students" as the most unethical behavior. Ateş (2012) found the behavior of "Using school's money, tools and vehicles and opportunities available for guardians for personal benefit" was the most unethical behavior in his study. This might be related to students coming from different cultures. The behavior which was perceived as most unethical was found to be so according to the students who participated in the studies by Pelit and Gçer (2006) and Yılmaz and Altinkurt (2009). In all three of these studies, the students indicated that this behavior was not in the category of unethical behavior. This may be explained by economic status, as also indicated by Yılmaz and Altinkurt (2009). Accordingly, considering the low level of teachers' salaries, it can be argued that having a second job is perceived as normal. In addition, it is clear that our education system places too much emphasis on examinations and that most students seek help from private tutoring and/or private preparatory schools. Because of all these reasons, educator candidates might perceive private tutoring by teachers as something normal.

Comparison of the Teacher Candidates' Views of Unethical Behavior Based on the Variables of Gender, Department, Grade, and the Presence of a Previously Taken Ethics Course

The test results of the comparison of the educator candidates' views of unethical behavior based on the variables of gender, department, grade, and the presence of a previously taken ethics course are given in Table 2.

Table 2. T-test results of the comparison of the teacher candidates' views of unethical behavior based on the variables of gender, department, grade, and the presence of a previously taken ethics course.

Variables	Category	N	M	ss	sd	t	p
Gender	Male	341	4.52	.354	570	3.991	.000
	Female	231	4.39	.430			
Grade	1. grade	342	4.45	.384	570	-.970	.332
	4. grade	230	4.49	.402			
Ethics Course	Took a lesson with the word "ethics" in the title during their education	144	4.51	.328	570	1.643	.101
	Did not take a lesson with the word "ethics" in the title during their education	428	4.45	.409			

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As can be seen from the findings in Table 2, while the teacher candidates' views on unethical behavior do not demonstrate significant variance based on the variables of grade [$t_{(570)} = -.970$, $p > .05$] or the presence of a previously taken ethics course [$t_{(570)} = 1.643$, $p > .05$], a significant variance was observed between their views based on the variable of gender [$t_{(570)} = 3.991$, $p < .05$]. One should also note that, looking at the averages of the scores that the educator candidates received from UBS, it can be seen that all the variables and the responses in their respective categories correspond to the response of "definitely not ethical." In their study, Chen and Tang (2006) found that students placed less interest on behavior which was perceived to be unethical. Thus, it is believed that a review of the educator candidates' views, and especially on unethical behavior, is crucial.

According to the results of the statistical analysis conducted, statistically significant difference was observed between the views of male and female teacher candidates regarding unethical behavior. Accordingly, it was demonstrated that male students ($M = 4.52$, $ss = 0.35$) are more sensitive to unethical behavior compared to female students ($M = 4.39$, $ss = 0.43$). Contrary to general belief that women are more ethical in general, different comments about the topic exist in the literature. In addition to views that support this view in the literature (Altınkurt & Yılmaz, 2011), there are other studies that demonstrate the opposite view (Pelit & Güçer, 2006; Chen & Tang, 2006; Arslan Namlı, 2017), and even studies (Yılmaz & Altınkurt, 2009) that demonstrate no difference in terms of views between the genders. As also indicated by Özen-Kutanis, Bayraktaroğlu, and Özdemir (2005), it would not be correct to argue that males or females are more ethical about a certain issue. At this point, it can be argued that, depending on the subject, the gender variable may have a different effect with regard to being ethical or unethical.

In this study, no statistically significant difference was observed between the views of the students based on the variable of grade. In other words, being a first-grade or fourth-grade student resulted in no difference between the educator candidates' perception of ethical behavior. According to the results of this study, it can be argued that neither first-grade nor fourth-grade students approve of unethical behavior. A similar finding was obtained in relation to the dimensions of job-related responsibilities and relations with the colleagues in Pelit and Güçer's (2006) study. There are also different findings in the literature (Manolova & Kozak-Özbay, 2012).

Looking at the variable of the presence of a previously taken ethics course, no statistically significant difference was observed between the views of ethical behavior of students who had previously taken an ethics course and those who had not. In this study, the issue of whether or not the way such a course was given and the content of such a course had an influence was not researched. However, in their study, Costa, Rensburg, and Rushton (2007) found that teaching with small groups and interactive sessions is much more effective than the lecture method. This led us to conclude that how a course is given and the content of the course might have an effect on the findings. It can also be argued that there are different findings on this topic in the literature. For instance, in their study of ethics, Noone et al. (2013) demonstrated that the teaching method resulted in no difference between findings. Again looking at the literature, it can be seen that there are studies that draw attention to the fact that an occupational ethics course must be included in the academic curriculums of schools of education (Bowen, Besette, & Chan, 2006; Glanzer & Ream, 2007; Manolova, 2011; Karaköse, 2007; Sileo, Sileo, & Pierce, 2008; Karaköse & Kocabaş, 2009; Erdem & Şimşek, 2013; Karataş, 2013). In a study by Pelit and Güçer (2006), 85% of the students answered "yes" to the question "Would you like to study a course related to the ethical principles in your profession at the college?" This is a crucial finding in that it demonstrates the needs of the educator candidates in this area. The ANOVA results of the analysis of variance of the views of the educator candidates in this study based on their departments are given in Table 3.

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Table 3. ANOVA results of the analysis of variance of the views of educator candidates based on their departments

Variable		SS (Sum of squares)	sd	MS (Mean square)	F	p
Department	Between groups	.099	2	.050	.323	.724
	Within groups	87.450	569	.154		
	Total	87.549	571			

According to Table 3, when the views of the educator candidates in this study are compared based on their departments, no statistically significant difference was observed [$t_{(570)} = 0.323$, $p > .05$]. There are studies that support this finding (Yılmaz&Altınkurt, 2009). The nature of the profession of teaching and the similarity of education given in both departments might be considered to be the reason for the absence of a statistically significant difference. The profession itself may also be considered a source of motivation in this regard. For instance, in their study, Altınkurt and Yılmaz (2011) demonstrated that students at schools of education had a more ethical approach towards issues compared to those studying areas of pedagogic formation. The occupational ethics of educators would be influenced by the interaction between the educators themselves and their interactions with their students, as well as by the educational atmosphere of the school, and the growth patterns and demands of modern society (Çelebi&Akbağ, 2012). Accordingly, students preparing to become educators may be thought as being more sensitive towards ethical issues parallel to the education they receive.

Conclusions

Education and ethics are inter twined. Ethics Show what is good and what needs to be done. Education, in addition to this, also engages in mental education (Arslan, 2015). That is why the relationship between education and ethics continues to be the subject of examination.

Occupational ethics maybe simply described as the codes of behavior that individuals are expected to comply with in their professions (Aydın, 2002). Moving from this basic definition it can be argued that most professions do and must have ethical principles. Such principles ensure unity in the profession via these principles complied with during the practicing of the profession in question.

Ethics is an indispensable aspect of the profession of teaching and all the actions of educators can contain an ethical meaning (Koç, 2010). In addition, because the profession of teaching is the educator of all other professions, the topic of ethics gains special emphasis in this profession (Obuz, 2009). Thus, the topic of ethics in the profession of teaching is a very sensitive subject that professionals need to place special emphasis on. An educator must be knowledgeable about and sensitive to the subject of ethics in addition to being knowledgeable about his/her area of expertise, his/her occupation, and having a liberal education. In addition to their roles as teaching and educating, teachers also have the duty of being role models for their students.

The teachers' ethical responsibilities mean their ability to find suitable solutions for particular situations to display behaviour that is consistent with the beliefs of the achiever and to live the moral values, not just to declare them (Jeder, 2013). This situation can be accomplished by teachers who live according to ethical principles.

For an educator to possess only the knowledge of occupational ethics would not be sufficient to ensure ethical behavior on the part of that educator. Having knowledge of the codes of ethical and unethical behavior would enable the educator to handle the ethical dilemmas he/she would face while practicing his/her profession in a more effective way. As indicated by Pope and Vasques (2011), it is important that an individual faced with an ethical dilemma internalizes ethical decision-making

strategies. In this case, the decision-making process of the individual who possesses ethical sensitivity and ethical awareness comes out as an active process whereby the individual questions him/herself as well. Thus, the internalization of ethical values would make them more prepared for the ethical dilemmas they will face in their professions in the future. In their study, Colnerud (2006) and Husu, and also Tirri (2007), demonstrated that the educators were powerless in the face of ethical dilemmas and lacked sufficient tools to make decisions. On the other hand, in his study, Şakar (2010) showed that educators failed to describe the difference between ethics and morals and that they described ethics as a moral concept. Erdem and Şimşek (2013) attributed the cause of this situation to a lack of education about the topic of ethics. It can be seen that most schools of education lack such a course in their curriculum or that they only offer it as an elective course. Thus, this issue gains special importance in the “schools of education” where educator candidates are trained.

It is expected that a teacher who will train candidate teachers will have an intellectual identity and also internalize ethical philosophy. In this context, it is necessary for the candidate teacher to behave like a teacher and to learn ethical values in particular (Hançer, 2017). In this regard, the main task is on the teacher. Besides the values, the boundaries of interpersonal relations and the responsibilities of individuals towards each other are among the issues of ethics (Durmuş, 2017). Teachers are also the best role model in this regard.

In this study no statistically significant difference between the views about unethical behavior was observed between the educator candidates who had previously received an ethics course and those who had not. While this may be the result of the content of an ethics course, it is believed that the time and duration of the course might also have an effect on the result.

It is crucial for future generations that educator candidates gain awareness about and develop sensitivity towards this issue. The adoption of ethics in the profession of teaching by all the members of the profession would ensure that the requirements of the profession are met appropriately, which in turn would result in increased unity and solidarity in the profession. Based on the findings of this study, it can be argued that educator candidates do not approve of unethical behavior in their professions. In other words, the educator candidates who participated in this study perceived the behavior described as unethical in the scale as “highly unethical behavior.” This makes one conclude that the level of awareness of educator candidates about ethics in the profession of teaching is high, which can be seen as an advantage in preparing future educators for their professions.

However, as indicated by Aydın (2003), in some cases, even knowledge of ethical principles does not keep individuals from engaging in unethical behavior. Thus, simply including an ethics course would not be sufficient in itself. To help educator candidates internalize ethics in addition to gaining knowledge of it, numerous methods, practices, and procedures such as case studies and exemplary cases should be used. In this way, it is believed that the ethics course provided would be more effective and better results would be obtained.

Recommendations

In the process of ethical decision making, individuals refer to their own internalized value mechanisms. At this point, based on the findings of this study, another study on this topic would be helpful to increase the level of knowledge of the educators.

By repeating the study with the first-grade students in the current study when they reach the fourth grade, it would be possible to determine whether or not their perceptions of ethics have changed over time. The main subject of this study has the potential to be researched via additional qualitative research methods as well in the future studies. The authors believe that with such an approach more insights can be gained about the subject.

Looking at the curricula of the schools of education it can be seen that most schools do not have an occupational ethics course in their curricula. It can be recommended to take action in this direction and draft programs can be prepared for implementation in schools. In addition, the relevant ministries, universities, non-governmental organizations, and educators' syndicates should cooperate to start an initiative with the goal of documenting occupational ethics for the profession of teaching.

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