

GLOSERV

ADVANCES IN GLOBAL SERVICES AND RETAIL MANAGEMENT

Editors

Dr. Cihan Cobanoglu

Dr. Valentina Della Corte



Co-Editors

Dr. Cihan Cobanoglu, University of South Florida, USA

Dr. Valentina Della Corte, University of Naples Federico II, Italy

ADVANCES IN GLOBAL SERVICES AND RETAIL MANAGEMENT: VOLUME 2

ISBN 978-1-955833-03-5

****Authors are fully responsible for corrections of any typographical, copyrighted materials, technical and content errors.***

Co-Editors

Dr. Cihan Cobanoglu, University of South Florida, USA

Dr. Valentina Della Corte, University of Naples Federico II, Italy

ISBN 978-1-955833-03-5

© USF M3 Publishing 2021

This work is subject to copyright. All rights are reserved by the Publisher, whether the whole or part of the material is concerned, specifically the rights of translation, reprinting, reuse of illustrations, recitation, broadcasting, reproduction on microfilms or in any other physical way, and transmission or information storage and retrieval, electronic adaptation, computer software, or by similar or dissimilar methodology now known or hereafter developed. The use of general descriptive names, registered names, trademarks, service marks, etc. in this publication does not imply, even in the absence of a specific statement, that such names are exempt from the relevant protective laws and regulations and therefore free for general use. The publisher, the authors and the editors are safe to assume that the advice and information in this book are believed to be true and accurate at the date of publication. Neither the publisher nor the authors or the editors give a warranty, express or implied, with respect to the material contained herein or for any errors or omissions that may have been made. The publisher remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

This imprint is published by USF M3 Publishing, LLC

The registered company address is University of South Florida, 8350 N Tamiami Tr, Sarasota, FL 34243 USA.

Associate Editor

Dr. Seden Dogan, Ondokuz Mayıs University, Turkey
Dr. Muhittin Cavusoglu, Northern Arizona University, USA

Assistant Editor

Dr. Faizan Ali, University of South Florida, USA
Dr. Resat Arica, Adiyaman University, Turkey
Dr. Alaattin Basoda, Aksaray University, Turkey
Dr. Lisa Cain, Florida International University, USA
Dr. Giovanna Del Gaudio, University of Naples Federico II, Italy
Dr. Rab-Nawaz Lodhi, University of Central Punjab, Pakistan
Dr. Bendegul Okumus, University of Central Florida, USA
Dr. Antonella Miletti, University of Naples Federico II, Italy
Dr. Gozde Turktarhan, University of South Florida, USA

Editor Assistants

Ipek Itr Can, Anadolu University, Turkey
Filiz Dalkilic Yilmaz, Nevsehir Hacı Bektas University, Turkey
Eda Hazarhun, Dokuz Eylül University, Turkey
Gamze Kaya, Mersin University, Turkey
Oguz Kiper, Sakarya Applied Sciences University, Turkey
Basak Ozyurt, Trakya University, Turkey
Gokhan Sener, Necmettin Erbakan University, Turkey

**Authors are fully responsible for corrections of any typographical, copyrighted materials, technical and content errors.*

Perceptions of Teachers in Educational Institutions Regarding the Principles of Teaching Professional Ethics

Gulsah Aki, Nejat Ira, and Hasan Arslan

Educational Administration and Inspection
Canakkale Onsekiz Mart University, Turkey

Abstract

The aim of this study is to determine the characteristics that an ethical teacher should have, based on the teachers' opinions, to determine what can be done to raise the awareness of teaching professional ethics in teachers and to bring teachers' perspectives on teaching professional ethics principles to a conceptual analysis with focus group discussion. This research was carried out with the participation of 6 teachers working in public schools in the first semester of the 2020-2021 academic year. The focus group discussion was carried out with 6 teachers working in public schools and was held on an online platform. As a result of the analysis of the data obtained in the research, professionalism is the theme that is thought to be the most important in teachers' views on what the principles of teaching professional ethics should be. Competence is the most important theme in his views on professionalism. The theme that is considered to be the most important in their views on creating a healthy and safe educational environment is to eliminate the dangers. The theme that is thought to be the most important in their views on professional reputation is timeliness. The theme that is thought to be the most important in their views on being fair is being fair. Objective scoring is the most important theme in their views on equality.

Keywords: teacher, teacher professional ethics, education

Recommended Citation: Aki, G., Ira, N., & Arslan, H. (2021). Perceptions of teachers in educational institutions regarding the principles of teaching professional ethics. In C. Cobanoğlu, & V. Della Corte (Eds.), *Advances in global services and retail management* (pp. 1–13). USF M3 Publishing. <https://www.doi.org/10.5038/9781955833035>

Introduction

Ethics, also known as moral philosophy, is a branch of philosophy that includes systematizing, defending and proposing the concepts of right and wrong behavior. The history of the word ethics is very old. It is known that it comes from the Greek word "ethos" which means "character" (Karataş, Caner, Kahyaoğlu, & Kahya, 2019). The Turkish Language Association (TDK) defines the word ethics as "the set of behaviors that the people should obey or avoid among various professions, related to morality, moral". The concept of ethics, which is especially evaluated on an individual, describes the morality that an individual exhibits in the face of a situation they encounter. When considered through philosophy, ethics examines moral behavior in people and how to behave, and is concerned with investigating what is good and what is bad (İşgüden & Çabuk, 2006).

In recent years, awareness of the concept of ethics in humans has gradually increased. However, this does not change the fact that the concept of ethics is one of the concerns. In the age of rapid globalization and modernization, people have begun to be victims of materialist desires and

attitudes that lead to the loss of core values. In this context, younger generations tend to display unethical behaviors more. It cannot be ignored that the family plays an important role in the upbringing of children as ethical individuals, but it is known that the teacher also plays a major role in this issue (Kuran, 2002). As professionals, teachers deal with the education of young people, which is one of the most ethically demanding jobs. For this reason, teachers should demonstrate the best possible example of ethics to the individuals they morally train in their work. To achieve this, it is important for them to constantly reflect on the ethics of their activities or behavior.

Professionals and individuals working in well-known professions use their knowledge and skills they are experts in. How the use of this information should be managed while serving the society is accepted as a moral issue and is called professional ethics. Professionals have the ability to make judgments, apply their skills and reach informed decisions in situations that society cannot handle without the relevant training. Professional ethics is a set of standards adopted by a professional community and is generally regulated by standards called ethical rules (Erdem & Şimşek, 2013). Professional ethics rules are very important for individuals. This is because they draw a boundary that they should not come out of in their professional career (Karataş, Caner, Kahyaoğlu, & Kahya, 2019). However, when acting in accordance with ethical rules, decisions given in the face of a dilemma may not always be black or white. There may be gray areas where the answers searched for and the decisions to be made are not simple.

Teaching is a profession laden with risk and responsibility. However, from those who choose this profession, from those who are devoted to this profession are expected to do a lot. Being ethical and behaving according to ethical rules are among these. When most people think of their favorite teachers, the word "ethics" probably doesn't come to mind. Few people say, "I liked that teacher because he was ethical." However, ethics is a critical element in teaching and plays an important role in a teacher's personal and professional life. A teacher's ethical stance determines how to educate and evaluate students. Ethics also plays a role in how a teacher needs to interact with their students, colleagues, managers and society in general (Karataş, Caner, Kahyaoğlu, & Kahya, 2019). Although ethics is not the first thought in determining the most liked teachers, there are derivatives of a teacher's ethical stance in teacher selection. A teacher can be described as "fair" because he or she is ethically committed to promoting equality or motivated by concepts of justice.

Teachers help students to lay their foundations in an academic sense and learn correctly what they want to be given. However, teachers are giving life lessons by setting a positive example for students (Çelikkaya, 2009). On the other hand, teachers should obey professional ethical rules as role models for their students (Sherpa, 2018). Teachers' compliance with professional ethics ensures that students receive a fair, honest and uncompromising education (Sultana, 2014). Professional ethics rules define the basic responsibilities of teachers towards their students and also define the roles of students in their lives. At the same time, teachers should demonstrate honesty, impartiality and ethical behavior in or outside the classroom (Aydın, 2013).

Professional ethics rules, which are also a general guiding duty of teachers, have an important place in protecting the rights of all students (Maxwell, 2017). Teachers should be aware that they agree to abide by the determined professional ethical rules when they start to perform their profession in any educational institution. According to professional ethics rules, teachers are expected to behave fairly to all their students and not to take advantage of their position in any way. For example, the teacher cannot accept expensive gifts from students as they may appear

biased. Otherwise, the teacher cannot force his personal beliefs on the students because they are "forced listeners". At the same time, the teacher must have a professional relationship with all students and not allow this to be too mundane or ambiguous. However, the teacher must ensure the safety of their students or protect their existing safety and not believe that this is someone else's job. According to the rules of professional ethics, the main thing is not to abuse the power that the position on the students can give the teacher. Consequently, the teacher must be able to give the student the right direction to raise his morality.

After each teacher enters the teaching profession, they undertake certain obligations that define professional behaviors (Başpınar & Çakiroğlu, 2011). These obligations are reflected in the ethical rules that set out the standards of professional behavior and application procedures towards the education profession and the public served. According to the determined ethical rules, teachers should have strong character traits such as patience, perseverance, honesty, respect, love, justice, responsibility and unity. As a teacher, every student should be treated with courtesy, equality and respect, without favoritism, prejudice or bias. The teacher should maintain confidentiality unless the participation of parents, the school administration or law enforcement agencies is required, and they should never use their relationships with students for personal gain. Teachers are expected to remain completely committed to the teaching profession from the moment they step into the profession. They should always ensure security by avoiding all kinds of bullying, hostility, dishonesty and negligent behavior towards their students in the classroom (Boon, 2011). As can be understood from all these, developing and applying professional ethical rules for the teaching profession always helps teachers to act professionally and ethically (Karataş, 2013).

The aim of this study is to determine the characteristics that an ethical teacher should have, based on the teachers' opinions, to determine what can be done to raise the awareness of teaching professional ethics in teachers and to bring teachers' perspectives on teaching professional ethics principles to a conceptual analysis with focus group discussion.

Methods

In this study, it was aimed to determine the characteristics that an ethical teacher should have based on the opinions of teachers, to determine what can be done to create the awareness of teaching professional ethics in teachers, and to analyze the teachers' perspectives on the principles of teaching professional ethics through a focus group discussion. For this purpose, a focus group discussion was held with 6 teachers working in public schools. Focus group discussion, which is defined as a discussion conducted in an environment where individuals can freely express their thoughts, allows the participants to describe their views and perspectives (Çokluk, Yılmaz ve Oğuz, 2011). With the focus group meeting, it is aimed to get information about the psychological and socio-cultural characteristics of the groups or their practices, to learn the reasons behind their behavior and common perceptions. In this study, it was aimed to determine the characteristics that an ethical teacher should have based on the opinions of teachers, to determine what can be done to create awareness of teaching professional ethics in teachers, and to reveal teachers' perspectives on the principles of teaching professional ethics in the free discussion environment provided by the focus group interview method.

Sample

This research was carried out with the participation of 6 teachers working in public schools in the first semester of the 2020-2021 academic year. In determining the participants, purposeful sampling method was used, which allows in-depth research by selecting information-rich situations depending on the purpose of the study (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz ve Demirel, 2014).

Information on the participants in the research group is given in Table 1.

Table 1: Participation Information

Code	Gender	Age	Professional Seniority	Marital Status	Educational Status	Branch
T1	F	26	4	Single	Postgraduate	Class
T2	F	26	3	Single	Postgraduate	Class
T3	M	35	8	Married	Undergraduate	IT
T4	F	26	4	Married	Undergraduate	English
T5	F	32	10	Married	Postgraduate	English
T6	F	27	5	Single	Postgraduate	Maths

Process

The focus group discussion was carried out with 6 teachers working in public schools and was held on an online platform. The participants of the focus group interviews consist of a consultant/moderator, an observer/report writer and a discussion group (Şahsuvaroğlu & Ekşi, 2008). This study was structured under the moderation of the first researcher in an online environment where the participants could freely express their thoughts. Moderator, who has been working in a public school in English branch for two years; she has completed her master's degree in Educational Administration and Supervision and is currently a PhD student in Educational Administration and Supervision. The focus group meeting with teachers lasted 106 minutes. The online interview with the participants was recorded by screen recording and also written down by the moderator. During the interview, a total of 9 questions were asked to the participants. 1 question related to the main theme and 8 review questions were directed to the participants in turn and the answers were recorded. According to the answers given by the participants, the questions were adapted or repeated when necessary.

Focus Group Main Subject: Teaching Professional Ethics

Number of Participation: 6

Focus Group Discussions Questions:

1. In your opinion, what should be the principles of teaching professional ethics? Why is that? How would you define these principles? Can you explain? What are the qualities that an ethical teacher should have? Why is that?
2. Do you think the teaching profession is a "professional" profession? Why is that? What do you think professionalism includes as a professional ethic?
3. Is it important to provide students with a healthy and safe educational environment? Why is that? What are you doing to provide this environment? Can you give examples?
4. What should a teacher do to gain professional prestige? Why is that? What are you doing to gain respect in your environment?

5. What should a teacher do about being fair? What qualities should a just teacher have? Why is that? Do you think you are a fair teacher? Why is that?
6. What kind of practices should teachers do within the scope of treating their students equally? Why is that? Do you think you treat your students equally? Why is that?
7. What are the relationships of the teaching profession with "honesty, truthfulness and trust"? To what extent should these relationships be evaluated? Why is that? Can you give an example?
8. What should be done to raise the awareness of "teaching professional ethics" in teachers?
9. Is there anything you would like to add about professional ethics?

Data Analysis

The data collected by note-taking and screen recording methods were analyzed using content analysis and descriptive analysis methods. Content analysis is a systematic technique that summarizes the words or sentences of a text with fewer content categories using coding based on certain rules (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz, & Demirel, 2014). In content analysis, there are four stages: coding data, finding themes, arranging codes and themes, and defining and interpreting the findings (Yıldırım & Şimşek, 2013). In the first stage for the analysis of the data, the moderator converted the interviews into written text by watching the screen recordings and examining the notes he received. Secondly, the moderator analyzed the written texts. Then, the data were divided into sections to create meaning in itself and each section was coded. By determining the conceptual meaning of the codes, themes that explain the codes at a certain level were found. Finally, the definition and interpretation of the findings were made using the data obtained. In the second stage, the data were analyzed by descriptive analysis method by transferring the data as quotations without changing as obtained from the interviewees. In the descriptive analysis, different opinions of different people about the same question are conveyed in a manner that is obtained from the interviewees. Descriptive analysis consists of four stages:

- Creating a framework for descriptive analysis
- Processing of data according to thematic framework
- Definition of findings
- Interpretation of the findings (Altunışık et al., 2010. p: 322)

The data obtained in the descriptive analysis are summarized and interpreted under pre-determined titles.

Findings

Within the scope of the research, the data obtained through focus group interviews are summarized in tables. In the first column of the tables, there are research questions, participant views in the second column, and codes and themes created by classifying the codes in the third and fourth columns.

Findings Regarding Determining the Principles of Teaching Professional Ethics

Table 2: Opinions on Determining the Principles of Teaching Professional Ethics

Question	Comments (Direct Quote)	Coding/Frequency	Themes
In your opinion, what should be the principles of teaching professional ethics? Why is that?	<i>Professionalism, patience, respect, discipline, tolerance. (T1) The principles of respect, justice, equality, professionalism, honesty, trust and impartiality should be included in the principles of professional ethics. (T2)</i>	Professionalism (3: T1, T2, T3) Respect (3: T1, T2, T4) Justice (3: T2, T3, T4) Impartiality (2: T2, T3) Professional commitment (2: T5, T6)	1. <i>Professionalism</i> 2. <i>Respect</i> 3. <i>Justice</i>

Considering the teachers' views on determining the principles of teaching professional ethics, teachers' views according to the theme of professionalism are as follows:

T1: Professionalism, patience, respect, discipline, tolerance.

T2: The principles of respect, justice, equality, professionalism, honesty, trust and impartiality should be included in the principles of professional ethics.

T3: There should be principles such as being professional, equal, just, impartial, and not abusing one's duty.

Considering the teachers' opinions about determining the principles of teaching professional ethics, according to the theme of respect, teachers' views are as follows:

T1: Professionalism, patience, respect, discipline, tolerance.

T2: The principles of respect, justice, equality, professionalism, honesty, trust and impartiality should be included in the principles of professional ethics.

T4: Uncovering the essence in one's heart, like love and respect.

Considering the views of teachers about determining the principles of teaching professional ethics, according to the theme of justice, teachers' views are as follows:

T2: Principles of respect, justice, equality, professionalism, honesty, trust, impartiality should be included in the principles of professional ethics.

T3: There should be principles of respect, justice, equality, professionalism, honesty, trust and impartiality within the principles of professional ethics.

T4: There should be principles such as being professional, equal, just, impartial, and not abusing one's duty.

As a result of the analysis of the data obtained in the study, it was found that the most common concept in teachers' opinions about what the principles of teaching professional ethics should be is professionalism.

Findings Regarding Professionalism From the Principles of Teaching Professional Ethics

Table 3: Views Regarding Professionalism From the Principles of Teaching Professional Ethics

Question	Comments (Direct Quote)	Coding/Frequency	Themes
Do you think the teaching profession is a "professional" profession? Why is that?	<i>To have the knowledge and skills required by the job and the character to do that job. (T6) It includes being disciplined, careful decision making, and timely business. (T1)</i>	Competence (2: T2, T6) Timely business (2: T1, T3) Open to criticism (2: T3, T4)	1. <i>Competence</i> 2. <i>Timely business</i> 3. <i>Open to criticism</i>

When the opinions of teachers about determining professionalism from the principles of teaching professional ethics are examined, the views of teachers according to the theme of competence are as follows:

T2: At this point, professionalism means that a person has competence in his / her job and performs his / her job in a higher quality.

T6: To have the knowledge and skills required by the job and the character to do that job.

Considering the teachers' opinions about determining professionalism from the principles of teaching professional ethics, the opinions of the teachers according to the theme of doing work on time are as follows:

T1: It includes being disciplined, careful decision making, and timely business.

T3: ... to teach on time and in accordance with the rules...

Considering the teachers' views on determining professionalism from the principles of teaching professional ethics, teachers' views are as follows according to the theme of being open to criticism:

T3: We can count features such as giving and ensuring the right to quality education, teaching on time and in accordance with the rules, being always in contact with others, capable of self-evaluation, open to criticism, and following the developments closely.

T4: ... must be open and understanding towards constructive criticism.

As a result of the analysis of the data obtained in the study, it was determined that the most common concept in teachers' opinions on professionalism, one of the principles of teaching professional ethics, was proficiency.

Findings Regarding a Healthy and Safe Education Environment From the Principles of Teaching Professional Ethics

Table 4: Opinions on a Healthy and Safe Education Environment From the Principles of Teaching Professional Ethics

Question	Comments (Direct Quote)	Coding/Frequency	Themes
Is it important to provide students with a healthy and safe educational environment? Why is that?	<i>It is to eliminate all kinds of factors that threaten the health and safety of students. (T2) For example, feeding a hungry student who has no condition. (T6)</i>	Eliminating all kinds of factors that threaten the health and safety (3: T2, T3, T5) Organizing the classroom environment (2: T3, T4) Providing social assistance (2: T5, T6)	1. Eliminating the dangers 2. The social assistance 3. Positive classroom climate

Considering the results of teachers about determining their opinions about a healthy and safe educational environment from the principles of teaching professional ethics, the statements according to the theme of eliminating the dangers are as follows:

T2: It is to eliminate all kinds of factors that threaten the health and safety of students.

T3: I take precautions for the objects that will endanger the environment in the classrooms I attend.

T5: In order to provide this environment, we participate in the practice of on-duty at our schools.

When we look at the results for determining the opinions of teachers on a healthy and safe education environment from the principles of teaching professional ethics, the statements according to the social assistance theme are as follows:

T5: In addition, we try to vaccinate the students at certain times of the year and to take part in clothing and food aid to make the environment suitable for students.

T6: For example, feeding a hungry student who has no condition.

Considering the results of teachers about determining their opinions about a healthy and safe educational environment from the principles of teaching professional ethics, the statements according to a positive classroom climate theme are as follows:

T3: Having a comfortable mind of the student will definitely attract the attention of the lesson.

T4: I take precautions such as keeping the classroom temperature at a sufficient level, students expressing their thoughts without hesitation, and eliminating threats that may come from outside.

As a result of the analysis of the data obtained in the study, it was concluded that the most common concept in teachers' opinions about creating a healthy and safe education environment from the principles of teaching professional ethics is to eliminate the dangers.

Findings Regarding Professional Respect From the Principles of Teaching Professional Ethics

Table 5: Opinions on Professional Dignity From the Principles of Teaching Professional Ethics

Question	Comments (Direct Quote)	Coding/Frequency	Themes
What should a teacher do to gain professional prestige? Why is that?	<i>In order to gain professional prestige, the teacher must constantly improve himself and be equipped. (T5) A teacher should also give importance to behaving in accordance with the requirements of the job, such as dress. (T6)</i>	Improving himself (5: T1, T3, T4, T5, T6) Personal appearance (3: T3, T4, T6) Respect for the profession (2: T3, T4)	1. Actuality 2. Dress 3. Respect for the profession

Considering the teachers' opinions about determining professional respectability from teaching professional ethics principles, teachers' views are as follows according to the theme of actuality:

T1: It should be open to self-improvement.

T3: Following the developments that are beneficial for the student even if it does not work for it...

T4: I always improve and make myself respected with the value I give to my profession.

T5: In order to gain professional prestige, the teacher must constantly improve himself and be equipped.

T6: I am constantly trying to update myself in terms of information.

Considering the teachers' opinions about determining professional respectability from the principles of teaching professional ethics, teachers' views are as follows according to the dress theme:

T3: I am one of those who think that respectability will also be related to appearance.

T4: When a teacher starts to love and respect his profession; first, he organizes his personal appearance

T6: I am a supporter that a teacher should also give importance to behaving in accordance with the requirements of the job, such as dress code.

Considering the teachers' opinions about determining professional respectability from the principles of teaching professional ethics, the views of the teachers according to the theme of respect for the profession are as follows:

T2: As you try to do your job professionally and in accordance with the principles of professional ethics, you automatically become a person who is successful in your job and respected by everyone.

T3: Because one should respect himself and his profession first so that the other person should respect him.

T4: Just like the teacher I told about, I first respect myself and my profession.

As a result of the analysis of the data obtained in the study, it was found that the most common concept in teachers' opinions on professional respectability, one of the principles of teaching professional ethics, is up-to-dateness.

Findings Regarding Being Fair From the Principles of Teaching Professional Ethics

Table 6: Opinions About Being Fair From the Principles of Teaching Professional Ethic

Question	Comments (Direct Quote)	Coding/Frequency	Themes
What should a teacher do about being fair?	<i>Individuals should take care to be fair in all aspects of their lives. (T2) A fair teacher should approach her students in the same way without discrimination. (T1)</i>	Fairness (3: T2, T3, T4) Equality (3: T1, T5, T6)	1. Fairness 2. Equality

Considering teachers 'opinions about determining fairness from the principles of teaching professional ethics, teachers' views are as follows according to the theme of being fair:

T2: From giving justice students the right to speak, ensuring their participation in classroom and outside activities, sharing learning opportunities and opportunities fairly, evaluating student performance. It covers a wide spectrum.

T3: It can be shown that it is just that the teacher... offers everyone the same learning opportunity.

T4: A fair teacher should approach each student in the right way, not in the same way.

Considering the teachers 'opinions about determining being fair from the principles of teaching professional ethics, teachers' views are as follows according to the theme of equality:

T1: A fair teacher should approach her students in the same way without discrimination.

T5: A fair teacher should have values such as honesty, honesty and equality.

T6: She is egalitarian.

As a result of the analysis of the data obtained in the study, it was concluded that the most common concept in teachers' views on being fair, one of the principles of teaching professional ethics, was fairness.

Findings Regarding Equality From Principles of Teaching Professional Ethics

Table 7: Opinions About Equality From Principles of Teaching Professional Ethics

Question	Comments (Direct Quote)	Coding/Frequency	Themes
What kind of practices should teachers do within the scope of treating their students equally? Why is that?	<i>In order to treat students equally, teachers should not discriminate their students according to their gender, language or religion. (T6) It is necessary to behave fairly in measurement and evaluation and to have certain criteria while ensuring participation in the course. (T5)</i>	A fair attitude in measurement and evaluation (3: T2, T3, T5) Non-discrimination (2: T3, T6)	1. Objective scoring 2. Non-discrimination

Considering the teachers 'opinions about determining equality from the principles of teaching professional ethics, teachers' views are as follows according to the objective scoring theme:

T2: ... I act with a fair attitude equally at the point of measurement and evaluation.

T3: I cover the names of the students while studying for the exam. Thus, I would not let what the student did in the classroom affect my scoring.

T5: It is necessary to behave fairly in measurement and evaluation and to have certain criteria while ensuring participation in the course.

Considering the teachers 'views on determining equality from the principles of teaching professional ethics, teachers' views according to the theme of non-discrimination are as follows:

T2: They should take care to approach everyone equally with the principle of justice in terms of listening, respecting their ideas, giving their voice and evaluating them.

T3: Small students should be seated at the front, not always given to the same student when making a promise, and reassuring students by not discriminating between students.

T6: In order to treat students equally, teachers should not discriminate their students according to their gender, language or religion.

As a result of the analysis of the data obtained in the study, it was determined that the most common concept in teachers' opinions on equality, one of the principles of teaching professional ethics, was objective scoring.

Findings Regarding Honesty, Truthfulness and Trust From the Principles of Teaching Professional Ethics

Table 8: Opinions on Honesty, Truthfulness and Trust From the Principles of Teaching Professional Ethics

Question	Comments (Direct Quote)	Coding/Frequency	Themes
What are the relationships of the teaching profession with "honesty, truthfulness and trust"? To what extent should these relationships be evaluated? Why is that?	<i>The fact that the student's role model is not a reliable or honest person directly affects the upcoming generations. (T6) We should be open to our students and parents. (T4)</i>	Being model (2: T4, T6) Openness (2: T2, T4)	1. Being model 2. Openness

When we look at teachers 'opinions about determining honesty, truthfulness and trust among the principles of teaching professional ethics, teachers' views are as follows according to the theme of being a model:

T4: We should be teachers the way we want to train students.

T6: The fact that the student's role model is not a reliable or honest person directly affects the upcoming generations.

Considering teachers' views on determining honesty, truthfulness and trust among the principles of teaching professional ethics, the views of teachers according to the theme of openness are as follows:

T2: When the concepts of honesty and honesty act together sincerely, everything proceeds clearly and clearly for the parties in communication.

T4: We should be open to our students and parents.

As a result of the analysis of the data obtained in the study, it was found that the most common concept in teachers' opinions of the principles of teaching professional ethics on honesty, correctness and trust is being a model.

Findings for Creating Awareness of Teaching Professional Ethics

Table 9: Interviews for Creating Awareness of Teaching Professional Ethics

Question	Comments (Direct Quote)	Coding/Frequency	Themes
What should be done to raise the awareness of "teaching professional ethics" in teachers?	<i>In-service seminars should be defined. (T3) In order to create the awareness of teaching professional ethics in teachers, they must first take a qualified professional ethics course during education and training periods. (T2)</i>	Taking seminars and in-service trainings (3: T2, T3, T4) Taking teaching professional ethics course (2: T2, T5)	1. In-service training 2. Ethics course

Considering the teachers' views on the creation of teachers' awareness of teaching professional ethics, teachers' views are as follows according to the in-service training theme:

T2: This awareness can be developed through various seminars and in-service trainings in the profession.

T3: In-service seminars should be defined.

T4: Both the in-service trainings and the activities created by the ministry should raise the awareness of the teacher on this issue.

Considering the teachers' views on the creation of teachers' awareness of teaching professional ethics, teachers' views according to the theme of the ethics course are as follows:

T2: In order to create the awareness of teaching professional ethics in teachers, they must first take a qualified professional ethics course during education and training periods.

T5: It should be ensured that all teachers are graduate graduates, vocational ethics course should be included in all graduate programs, and individuals who are suitable for teaching should be selected in teacher education and when choosing teachers.

As a result of the analysis of the data obtained in the study, it was concluded that in-service training is the most common concept in teachers' views on raising awareness of teaching professional ethics.

Conclusion

The teacher has a responsibility to the society and teachers are respected everywhere in our society. Students often want to be like their favorite teacher in their personal life. If the teacher can be an example with his ethical behavior, it will be easier to explain ethical issues to the students. The young generation will benefit society and the country if they are aware of ethical issues. For this reason, the teacher should be an important part of the society, obey the teaching ethic rules and at the same time reflect their behaviors to their students. In this study, questions were asked to determine the professional ethical principles that teachers should have the opinions of the principles of teaching professional ethics, such as professionalism, creating a healthy and safe education environment, professional dignity, being fair, equality, honesty-correctness and trust and what should be done to create awareness of teaching professional ethics among teachers.

As a result of the analysis of the data obtained in the study, it was found that the most common concept in teachers' opinions on what the principles of teaching professional ethics should be is professionalism. It has been determined that the most common concept in teachers' opinions on professionalism, one of the principles of teaching professional ethics, is proficiency. It was concluded that the most common concept in teachers' views on creating a healthy and safe educational environment from the principles of teaching professional ethics is to eliminate the dangers. It was found that the most frequently encountered concept in teachers' opinions about professional respectability, one of the principles of teaching professional ethics, is actuality. It was concluded that the most common concept in teachers' views on being fair, one of the principles of teaching professional ethics, is being fair. It was determined that the most common concept in teachers' opinions on equality, one of the principles of teaching professional ethics, was objective scoring. It was found that the most common concept in teachers' opinions of the principles of teaching professional ethics on honesty, truthfulness and trust is being a model. It was concluded that the most frequently encountered concept in teachers' views on raising awareness of teaching professional ethics is in-service training.

One of the important steps to be taken in order to raise the new generations that will constitute the future of the society will be that teachers act in the principles of professional ethics. Therefore, it is important for teachers who are expected to be role models to be equipped in terms of professional ethics in order to raise future generations with ethical values. In this context, educational policies, which include practices by which teachers can internalize the principles of professional ethics in their daily lives, should be included in the general policy of the country.

Students often want to be like their favorite teacher in their personal life. If the teacher can be an example with his ethical behavior, it will be easier to explain ethical issues to the students. The young generation will benefit society and the country if they are aware of ethical issues. For this reason, the teacher as an important part of the society should be ethic, obey the teaching ethics rules and at the same time, reflect their behaviors to their students.

As a result of the analysis of the data obtained in the research; Professionalism is the theme that is thought to be the most important in teachers' views on what the principles of teaching professional ethics should be. Competence is the most important theme in his views on professionalism. The theme that is considered to be the most important in their views on creating a healthy and safe educational environment is to eliminate the dangers. The theme that is thought to be the most

important in their views on professional reputation is timeliness. The theme that is thought to be the most important in their views on being fair is being fair. Objective scoring is the most important theme in their views on equality. Modeling is the theme that is thought to be the most important in his views on honesty, integrity and trust. It was concluded that in-service training was the most important theme in their views on the creation of awareness of teaching professional ethics.

References

- Altunışık, R., Coşkun, R., Yıldırım, E. ve Bayraktaroğlu, S. (2010). *Sosyal Bilimlerde Araştırma Yöntemleri* (6. Baskı). Sakarya: Sakarya Kitabevi.
- Aydın, İ. (2013). *Eğitim ve Öğretimde Etik* (4. Baskı). Ankara: Pegem Akademi.
- Başpınar, N. Ö. ve Çakıroğlu, D. (2011). *Meslek Etiği*. Ankara: Nobel Akademik Yayıncılık.
- Boon, H. J. (2011). Raising the bar: Ethics education for quality teachers. *Australian Journal of Teacher Education*, 36 (7), 76-93.
- Büyüköztürk, Ş., Kılıç Çakmak, E., Akgün, Ö. E., Karadeniz, Ş., ve Demirel, F. (2014). *Bilimsel araştırma yöntemleri* (17. Baskı). Ankara: Pegem Akademi Yayınları.
- Çelikkaya, H. (2009). *Eğitim bilimlerine giriş: Eğitimcilik ve öğretmenlik*. (4. Baskı). Ankara: Nobel Yayın Dağıtım.
- Çokluk, Ö., Yılmaz, K. ve Oğuz, E. (2011). Nitel bir görüşme yöntemi: odak grup görüşmesi. *Kuramsal Eğitimbilim*, 4(1), 95-107.
- Erdem, A. R. ve Şimşek, S. (2013). Öğretmenlik meslek etiğinin irdelenmesi. *Adıyaman Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 6 (15), 185-203.
- İşgüden, B. ve Çabuk, A. (2006). Meslek etiği ve meslek etiğinin meslek yaşamı üzerine etkileri. *Balıkesir Üniversitesi Sosyal Bilimler Dergisi*, 16, 59-86.
- Karataş, A. (2013). İlköğretim öğretmen adayları için meslek etiğinin önemi. *Marmara Coğrafya Dergisi*, 28, 304-318.
- Karataş, S., Caner, M., Kahyaoğlu, R. B. ve Kahya, S. (2019). Öğretmen adaylarının gözünden etik öğretmen ve öğretmenlik meslek etiği dersi. *Eğitimde Nitel Araştırmalar Dergisi*, 7 (1), 29-49.
- Kuran, K. (2002). Öğretmenlik mesleği (niteliği ve özellikleri). A., Türkoğlu (Ed.) *Öğretmenlik mesleğine giriş* içinde, s. 253-278. Ankara: Mikro Yayınları.
- Maxwell, B. (2017). Codes of professional conduct and ethics education for future teachers. *Philosophical Inquiry in Education*, 24(4), 323-347.
- Sahsuvaroğlu, T. ve Ekşi, H. (2008). Odak grup görüşmeleri ve sosyal temsiller kuramı. *Marmara Üniversitesi Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi*, 28(1), 127-139.
- Sherpa, K. (2018). Importance of professional ethics for teachers. *International Education & Research Journal*, 4(3), 16-18.
- Sultana, M. (2014). Ethics in teaching profession. *ABC Journal of Advanced Research*, 3(1), 2304-2621.
- Yıldırım, A., ve Şimşek, H. (2013). *Sosyal bilimlerde nitel araştırma yöntemleri*. Ankara: Seçkin Yayıncılık.