Ethical Knowledge and Ethical Sensitivity of Prospective Teachers about Classroom Management[1]

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Abstract

Classroom management could be regarded as one of the fundamental components of the educational process. While managing classrooms, teachers could need guidance, especially in dilemmas and complex events. Ethical knowledge and ethical sensitivity could assist them in these situations. In this study, the aim was to determine the ethical knowledge and ethical sensitivity of prospective teachers regarding classroom management, which includes management of the physical environment, behavior management, time management, and relationship management, as well as curriculum management. The participants comprised 172 prospective teachers attending the pedagogical formation program at the Faculty of Education at Akdeniz University, Turkey. This study was carried out using a case study model, which is a qualitative research method. The data were collected through a structured interview form, consisting of five scenarios related to five dimensions of classroom management. Both moral and immoral situations were included in each scenario developed by literature review and taking expert opinion. Content analysis and descriptive analysis methods were used in the analysis of the data. As a result, most of the prospective teachers had ethical sensitivity that enable them to identify moral and immoral behaviors in the scenarios. It was observed that most of the prospective teachers identified moral and immoral situations in the given scenarios, but a few of them justified their statements by using ethical concepts. The other justifications were based on emotional expression. It was concluded that some prospective teachers didn't have ethical knowledge because they left unanswered why these behaviors are moral or immoral. In addition, they made the most moral evaluation in the scenario related to program management, and the least moral evaluation in the scenario related to the management of the physical environment. Except for scenario 2, they mostly identified immoral situations. It is suggested that the prospective teachers should take a professional ethics course, which should include case studies, discussions, workshops, and seminars.

Keywords: *Ethics, Ethical sensitivity, Ethical knowledge, Classroom management, Prospective teacher*

Suggested Citation

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INTRODUCTION

"What could be closer to the moral in the classroom than activities and teaching that are directed at or function to affect the present and future student conduct?" (Fallona & Richardson, 2011: 1041). Furthermore, it has been recognized the requisite of addressing education as a social and humane enterprise (Toprakçı, 2012). Classroom management was only regarded as an activity involving academic development and behavior management until the 1990s. Subsequently, rethinking of this term brings other domains, such as facilitating a caring environment, to its definition (Fallona & Richardon, 2011). Furthermore, it is realized that the classroom environment provides various teaching and learning opportunities, which foster not only the academic development of the students but also their social and moral growth (Evertson & Weinstein, 2011; Ming-tak & Wai-shing, 2008; Nucci, 2011; Tirri, 2008; Weinstein & Novodvorsky, 2015). The approach to classroom management leads to increased interest in moral aspects of teaching and teaching management processes (Weinstein, 1998).

The responses and behaviors of teachers during the management of their classrooms range from interaction amongst students to teacher-student relations (Hansen, 1995; Nucci, 2011; Watson, 2003), the design of appropriate classroom environments that enable students to practice their knowledge in all development areas, and becoming role models for moral persons. These are crucial components of social and moral development for students (Fenstermacher, 1990; Johns, McGrath, & Mathur, 2008; Nucci, 2011). Apart from them, students do not have the right to choose when it comes to teaching decisions (Bull, 1993). It can be asserted that the vulnerability of students to teachers' actions and their roles in social and moral development of the students indicates moral dimension of classroom managemet and complexity nature of the teaching profession. The moral dimension may create dilemmas and tension, and, for prospective teachers, creates a need for preparedness and ethical knowledge leading to well-justified reactions (Foulger, Ewbank, Kay, Popp & Carter, 2009) and the development of sound moral judgments. The first requirement of a sound moral judgment is ethical sensitivity (Rest, 1982). The current study aims to determine the ethical sensitivities of the prospective teachers through the qualitative analysis of scenarios that include moral aspects of classroom management. Two analytical frameworks have driven this study, in its association of classroom management with morality, fictionalizing scenarios relating to moral matters, and evaluating the interpretation of scenarios by the prospective teachers. Social Cognitive Domain-Theory (Turiel, 1983, 2002) has enabled us to understand of the importance of the moral dimension of classroom management to children's moral and social growth, and has revealed ethical complexities in classroom management. At the same time, The Theory of Ethical Development (Rest, 1982) has provided beneficial insights into the multifaced nature of moral judgment, whose first component is ethical sensitivity. This study provides a valuable contribution to bridging the conceptual gap between morality and classroom management, and renewing interest in teachers' classroom behaviour as a moral activity.

Morality and Classroom Management

Theory, addresses this concept in the framework of social life. Morality is one of the domains of social knowledge and differs from social conventions and personal issues, which are its other components. It is a universal term and associates with fairness, rights, and welfare that means not to harm others (Turiel, 1983). Morality is embedded in the children implicitly during the socialization process through role modeling, rewards, and emotional attachment to groups. When applied this theory to the classroom context, the climate of the classroom and schools and teachers' behaviors form the moral and social knowledge of the students (Nucci, 2011).

Morality is intertwined with many classroom management activities, such as establishing caring and supportive interactions amongst students and with their teachers, prioritizing student

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learning when planning and practicing instruction, promoting students' social growth, and handling undesirable behavior problems appropriately (Evertson & Weinstein, 2011). Fallona and Richardson (2011) have addressed this association with an analytic approach having implicit and explicit perspectives. The implicit perspective refers to the 'hidden curriculum' and underlines its invisible nature, meaning that morality is embedded in classroom practices. Teachers' reactions to undesirable behaviors, their methods of measuring aspects of student behavior, or their approaches to instruction are not related solely to classroom management techniques (Campbell, 2003). All behaviors take place against a background that abounds in moral messages (Fallona and Richardson, 2011; Campbell, 2003; Hansen, 2001). Students can understand and verbalize these messages, which underlie teachers' behaviors in the classroom (Richardson & Williams, 2000). For instance, when a teacher is seen to approve of an undesirable behavior of one student to another, other students may perceive that this maltreatment has been deserved (Horn, Killen & Stangor, 1999). In essence, the students might interpret these kinds of social situation as justification of the maltreatment (Nucci, 2011). Therefore, the manner and approach of teachers, and the resulting classroom discourse, affect students' moral growth, regardless of whether or not teachers are aware of it (Fallona & Richardson, 2011). "The teacher's conduct, at all times and in all ways, is a moral matter." (Fenstermacher, 1990: 133).

The explicit perspective, on the other hand, fosters character education through deliberate instruction. The values and virtues that are part of moral instruction may be acquired and exhibited through appropriate programs and environments (Fallona & Richardson, 2011), and this requires considering the classroom management holistically (Wolk, 2002). The implicit perspective, which is the main focus of the current study, may be seen in many theories relating to moral development. All these theories propose that there is a significant effect of the environment on moral development (Nucci, 2011; Turiel, 2002; Piaget, 1932; Freud, 1930), regardless of its scale.

A classroom is a social place that facilitates the construction of social and moral values, no matter how it is managed (Jackson, Boostrom & Hansen, 1993). Social Domain Theory tells us that students' social experiences can build concepts in the areas of morality, societal convention, and personal developmental (Turiel, 1983, 1998). The direct and indirect experiences of the students construct a framework for what is right or wrong, or what constitutes justice or injustice (Turiel, 1983; 2002). The students fictionalize social scripts that develop their moral character when they repeatedly encounter events resulting in similar emotions (Karniol, 2003). Based on this theory, Nucci (2011) underlines the role of classroom management in the acquisition of social and moral knowledge, from different aspects. Firstly, classroom management practices serve as a device to facilitate the students in reflecting upon social and moral knowledge. Secondly, emotional responses to their surroundings, relations with their peers, and with education staff impact on the moral development of students (Turiel, 2002). These interactions in the classrooms provide moral knowledge, either as observers or as the principal actors (Nucci, 2011). "Children's everyday social experiences involve participating in, and observing, events of several types, including what people say to each other, concerns with feelings, and concerns with how others will react." (Turiel, 2015: 509-510). Thirdly, the construction of moral knowledge necessitates experiencing emotion during the conduct of social relations. The classroom climate can allow various emotional outcomes dependent on teachers' classroom management approaches. Fourthly, classroom rules, teacher authority, and values that the students observe and experience can serve as a framework for evaluating their moral norms (Nucci, 2011).

Moral Judgment Theory

Decision-making and behaving occasionally encompasses evaluating moral and immoral issues (Foulger et al, 2009). Rest (1982) asserts that moral decision-making is not a unitary process. It has a multifaced nature and includes four components: ethical sensitivity (Component I), moral reasoning (Component II), moral concerns (Component III), and moral courage (Component IV).

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Ethical sensitivity is the recognition of the ethical aspects of an event. Moral reasoning enables the design of a moral action plan and requires moral reasoning ability. Moral concerns should not take precedence over other values, and are normative, i.e. dependent on the prevailing belief systems in society as a whole. Lastly, moral courage, determines the purposeful application of the first three components. If one is deficient in one of these components, it is assumed that one cannot behave morally (Rest, 1986).

Clarkeburn (2002: 439) states that "…ethical sensitivity is an independent element within moral development". People with ethical sensitivity can recognize the results of their actions and the complexity of the situation (Narvaez, 2001; Rest, 1982) and verbalize the effects of an action on all parties in the event (Brabeck et al, 2000; Rest, 1982). This kind of person can recognize moral dilemmas and determine their outcomes in various circumstances, using their moral judgement (Tirri & Nokelainen, 2007). Ethical sensitivity and moral motivation are, therefore, essential for coping with real-life moral dilemmas (Narvaez, 1993) and for behaving morally (Clark, 2005).

Concerning the professional perspective, ethical sensitivity can be considered generally as applying when recipients of a service, such as teaching, are taken into consideration, understood, and responded to by employees (Weaver, Morse & Mitcham, 2008), usually in compliance with some kind of ethical code. Management of teaching and learning activities necessitates making numerous decisions about various issues. From the selection of instructional approaches, underlining of one skill rather than another, to punishing or rewarding a behavior, moral decisions and judgments are embedded with classroom management decisions (Sabbagh, 2009; Campbell, 2003). It is therefore worth asking how these judgments are made. According to Hussi and Tirri (2003), teachers use multidimensional perspectives when making judgments. The teacher judgments entail dealing with multiple dimensions of the event, such as the moral, conventional, and personal domains (Foulger et al., 2009). However, these dimensions might sometimes be inconsistent with each other, especially when it comes to moral values. In some cases, the moral dimension, such as students' rights, might conflict with the conventional dimension, such as prescribed duties of the teachers (Foulger et al., 2009; Sabbagh, 2009). The teachers, therefore, can experience dilemmas.

Teachers having ethical sensitivity are able to relate their choices and behaviors to moral values. Moreover, they are able to formally and informally evaluate the moral effects of their activities on students rather than just the technical or factual effects (Campbell, 2006; 2008). Their way of reacting to dilemmas demonstrates their level of ethical sensitivity and understanding, because they comprehend these situations and behave differently from those who lack ethical sensitivity (Bullough, 2011). These differences are reflected in their tone of voice, their material choices, their organization of students into groups in the course of evaluating their work, and their imposition of school and classroom rules, as well as the amount of time, attention and care allocated to their students (Campbell, 2006; 2008).

Ethical Sensitivity and Ethical Knowledge

Ethical sensitivity and professional virtue-in-action originate from ethical knowledge. Ethical knowledge is related to the awareness of both one's own practice and others (Campbell, 2008), and having self-awareness of actions in moral terms requires that teachers possess ethical knowledge (Campbell, 2006).

Ethical understanding and ethical knowledge play a key role in realizing the opportunities that consciously facilitate students' moral growth (Fallona & Richardson, 2011; Hansen, 2001). Professional teachers, therefore, need more than a sense of what is right or wrong to understand the moral importance of classroom and school life, and ethical knowledge to guide them in managing their daily practice (Campbell, 2006). Professional ethics enables teachers to think about the moral implications of their actions, not only in resolving dilemmas but also in daily routine activities (Campbell, 2003). According to Taylor (1994), "ethical knowledge may encourage

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exploration of choices and commitment to responsibilities, and develop value preferences and orientation to guide attitudes and behavior" (cited in Shapira-Lishchinsky, 2011: 650). A lack of ethical knowledge may cause teachers to experience ethical dilemmas, owing to uncertainty about what is right. They may fail to recognize the moral dimension of a situation until it becomes obvious (Campbell, 2003). The ethical practice and conduct of teachers should not, therefore, be left to chance, because they need to practice the principles of ethics in order to internalize them (Campbell, 2003; Strike, 1990).

The Aim of the Study

If we wish to benefit from classroom management as an educational device, it is necessary to critically analyze the educational practices of teachers (Nucci, 2011). Therefore, teachers must be supported to reflect upon the moral impact of their classroom actions, and given opportunities to express their beliefs about this topic (Fallona & Richardson, 2011). Improving moral character, moral judgment skills, or professional sensitivity cannot be facilitated without ethical sensitivity (Clarkeburn, 2002). Being able to identify the moral issues contributes to teachers' awareness and understanding of dilemmas (Colnerud, 1997). If their awareness and understanding of dilemmas improves, they can cope with them more successfully (Shapira-Lishchinsky, 2011). Moreover, giving students, including teacher students, the opportunity to formulate ethical knowledge and judge dilemmas is important, as it enables them to gain the capacity for moral reasoning (Strike, Haller & Soltis, 2005). In the literature, the ethical sensitivities of teachers and prospective teachers have been investigated with qualitative and quantitative studies (Bergem, 1993; Chubbuck, Burant & Whipp 2007, Fedeles, 2004; Ozyildirim, 2018). These studies are based on ethical sensitivity through moral questioning of a situation. In this study, prospective teachers have been asked to make moral inquiries and justify their evaluations with their ethical knowledge. It is believed that this study is crucial because it will provide information about the sources of ethical sensitivities. Clarifying the ethical knowledge of prospective teachers, moral issues in teaching, and the moral dynamics of educational contexts is important since determining the underlying processes and values of decisions and their potential impact is crucial for ethical literacy, teacher confidence and the absence of confusion (Mahony, 2009)

For this purpose, the study provided an assignment with five scenarios, which were related to five dimensions of classroom management, and asked the participating prospective teachers to read and reflect upon controversial and complex cases of teachers' actions relating to classroom management, and to justify their responses. The following questions guided the current study:

1. Do the prospective teachers have ethical sensitivity regarding classroom management scenarios that involve multiple moral dilemmas?

2. Are the prospective teachers able to justify their thoughts about the morality of the classroom actions by using ethical knowledge?

METHOD

This study was designed using a qualitative research method because, generally, the aim of the qualitative method is to reveal and understand the phenomena within a particular context, without attempting to infer any type of causation (Edmonds & Kennedy, 2017). Ethical sensitivity is a sensitive subject, and the aim of the research is to reveal the ethical analysis and synthesis skills of the participants in a specific context, rather than determining their absolute level of knowledge. This led to the use of qualitative methods. According to Yin (2011), a phenomenon can be examined in its real-world context through a case study design from qualitative research models.

There are different types of case study, and this study was designed in accordance with the literal replication type of multiple case-holistic designs, in which the cases are "selected and examined so that all cases are presumed to predict similar results" (Edmonds & Kennedy, 2017: 230).

Working Group: The working group was constituted from prospective teachers attending a pedagogical formation program at the Faculty of Education at Akdeniz University in the 2017 academic year, determined through purposive and convenience sampling techniques. In relation to these techniques, the working group was easily accessible and was selected based on the information the researchers needed for the study (Fraenkel & Wallen, 2005). In order to overcome the disadvantage of convenience sampling, participants were selected by considering the representation of different genders, departments and age groups. Maximum variation enables the study of different dimensions of the research problem (Yildirim & Simsek, 2013). This study was conducted with 172 prospective teachers from the departments of justice and accounting, physical education and sports, communication and media, as well as engineering and maths. 97 were female, and 65 were male. Their ages ranged from 20 to 34 years.

Instrument: Various instruments in the literature pertaining to ethical sensitivity have measured individuals' skill in recognizing moral matters within complicated events and dilemmas (Jordan, 2007). Whilst considering the common features of these instruments, a case-based approach was adopted while developing the instrument. This approach uses cases such as stories and events rather than conceptual statements (Kim et al, 2006). The strengths of the case approach are that it promotes better understanding of the related discipline, critical-analysis skills (Barnett, 1998; Koehler, 2002), appreciation of different perspectives, the improvement of critical-thinking skills, and evidence-based reasoning (Barnett, 1998; Foulger et al., 2009). We preferred, therefore, to use cases in each scenario, rather than providing statements. It was expected that a case approach would facilitate recognition of the moral content, and integration of ethical knowledge, in situations experienced during classroom management.

A structured form consisting of five scenarios was provided to prospective teachers in order to collect data. Each scenario represented one of the five dimensions of classroom management: management of the physical environment, behavior management, time management, relationship management and curriculum management. These scenarios, written by researchers, were populated with moral and immoral content. The scenarios in the instrument are based on the consistencies and conflicts in social knowledge through Social Cognitive Domain-Theory (Turiel, 1983, 2002).

Social Cognitive Domain-Theory (Turiel, 1983, 2002) indicates that teachers consider the moral, conventional, and personal domains of the event, such as when judging (Foulger et al., 2009). This theory underlines that ways of thinking about moral matters are differentiated depending upon the exact nature of the matters involved. The literature shows that notions of harm and fairness (moral matters), roles in social and organizational institutions (conventional matters), and tastes and preferences (personal matters) affected how people think (Davidson, Turiel & Black, 1983; Nucci, 1981). However, these dimensions might sometimes be inconsistent with each other, especially when it comes to moral values. In some cases, the moral dimension, such as students' rights, might conflict with the conventional dimension, such as prescribed duties of the teachers (Foulger et al., 2009; Sabbagh, 2009). For instance, on the one hand, a teacher can see giving homework as an instructional responsibility. On the other hand, it might be sometimes regarded as a source of the conflicts that harm the welfare of both students and their parents. The moral matter, for instance, in scenario 1 is related to the consistency, or otherwise, between the moral dimension (students' welfare), and the conventional dimension (instructional role of the teachers). In this scenario, there is a potential conflict between the moral and personal dimensions. In essence, social-cognitive domain theory helped the researcher to form the scenarios and to interpret the reasoning used by prospective teachers. Therefore, it could provide a theoretical

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base for investigating the reasoning of prospective teachers about their professional areas and borders (Laupa & Turiel, 1993; Nucci, Guerra & Lee, 1991). Furthermore, it was helpful in examining the ethical sensitivity of the prospective teachers analytically, rather than in a prescribed way.

Five teachers, who were working in secondary and high schools, and three field experts who were working as academics in the field of educational administration, examined these scenarios and evaluated their validity and reliability. The scenarios were reviewed according to the opinion of experts. The final form of the instrument featured scenarios that included both moral and immoral behaviors in terms of classroom management. Through using these scenarios, researchers considered that prospective teachers would find moral and immoral behaviours and explain their reasons in each scenario.

Data Analyses: Descriptive and content analysis was used in this study. "Content analysis is used to refer to any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings." (Patton, 2002: 453). Qualitative data can be organized by forming categories, classes and giving scores, which enables comparison of research topics through content analysis (Fraenkel & Wallen, 2005; Yildirim & Simsek, 2013).

The Social Cognitive Domain Theory was used to distinguish moral from immoral behaviors. It indicated that morality primarily was related to welfare and rights of the people, and fairness and equity among them (Turiel, 1983, 2002, 2015). While the behaviors that harm students, create discrimination among them, and punish and reward them inappropriately were handled as immoral, the actions based on their academic and emotional welfare, and fair and equal treatments to all students, and the actions were evaluated as moral behaviors.

Validity and Reliability: In qualitative research, validity is to ensure that the presentation of the research findings should be impartial as they are in reality. For this purpose, researchers need to ensure credibility and transferability to ensure the validity of the research. They may use diversification of participant and results, participant and peer confirmation. In addition, presenting the data in detail increases the validity (Yildirim & Simsek, 2013). Besides, reliability means to ensure consistency and confirmability. For this purpose, the differences between the researchers that may occur should be at a minimal level in the data analysis process. The evaluation of the results by an independent expert and given direct quotations will also increase the reliability (Creswell, 2004; Yıldırım & Simsek, 2013).

Participants from different departments, ages, and genders were selected to ensure the validity of this study. Furthermore, the researcher who was not familiar with the research process evaluated the research questions, scenarios as to which behaviors were moral or immoral, and the data analysis process to ensure objectivity. The participants approved their statements. Finally, the data were presented in detailed tables. To ensure reliability, the researchers analyzed the data independently from each other, and when the sub-themes obtained were compared, it was found that the internal consistency rate (Kohen Cappa=0.813) was almost perfect (Landis & Koch, 1977). Finally, examples of direct quotations related to different themes were included with the tables.

FINDINGS

In Table 1.1 the perceived moral matters, as well as their justifications were presented, and in Table 1.2 the perceived immoral matters, as well as their justifications in Scenario 1, which was related to management of physical environment, were presented.

Table 1.1 *The perceived moral issues and their justifications in Scenario 1*

Perceived moral issues	f	Justification of perceptions of the moral issues	f
1. Having a classroom order that will allow all students to participate in discussions and classroom activities	105	✓ Each student was enabled to participate in discussions and classroom activities	54
		✓ Equality and justice were considered for each student	38
		✓ It provides positive impact on the students because of participation in discussions and classroom activities	5
		✓ It meets the need for each student to feel valued	7
2. Teacher's feeling of upset for failure	9	✓ No phrase of justification is found	77
3. There is no moral matter	51	✓ School administrator didn't want to distress the teacher	1
4. Being supervised by the teacher	6		
5. Informing the teacher about classroom supervision	1		

As seen in Table 1.1, the most commonly stated moral behavior was "Having a classroom order that will allow all students to participate in discussions and classroom activities." However, some of them pointed out that " there is no moral behavior." As given in Table 1.1, the moral behaviors were justified as "Each student was enabled to participate in discussions and classroom activities" and that "Equality and justice were considered for each student." Finally, there were some prospective teachers who didn't stated anything about why this behavior was moral. Two direct quotations from participants' responses are presented below:

> "*The arrangement of the classroom that facilitates learning is moral. Thus, the teacher cares about all students, and they would feel it.*" (Participant 11).

> "*When the administrator informs the teacher about supervision, the teacher might not feel stress.*" (Participant 57).

Table 1.2. *The perceived immoral issues and their justifications in Scenario 1 (Management of Physical Environment)*

Perceived immoral issues	f	Justification of perception of immoral issues	f
1. Change in the physical environment of the class	63	✓ Students with low success feel worthless	30
		✓ Students with low success will be blocked	19
		✓ Teacher feels pressure	13
2. Discrimination among students	43	✓ It disrupts classroom order	16
		✓ It violates the principle of equality	18
		✓ It violates the principle of honesty	9
		✓ Students with low success feel worthless	13
3. Teacher's desire to show themselves successfully	17	✓ The teacher's behavior is beneficiary	17
4. Teacher's desire to hide the truth	53	✓ It violates the principle of honesty	12
		✓ The goal shouldn't be to hide the failure but to fix it	28
		✓ The teacher's behavior is beneficiary	11
		✓ Teacher worries about expressing failure in class	10
5. Teacher's prejudiced behaviors	7	✓ The goal shouldn't be to hide the failure but to fix it	7
6. The attitude of other teachers	12	✓ It violates the principle of honesty	12
7. There is no immoral behavior	6	✓ There is no justification statement	8

As seen in Table 1.2, the most stated immoral behavior was "Change in the physical environment of the class." Moreover, "Discrimination among students," "Teacher's desire to hide the truth" were pointed out as immoral behavior in this scenario. However, some prospective teachers didn't find any immoral behaviors. As given Table 1.2, the immoral behaviors were justified as "Students with low success feel worthless," that "It disrupts classroom order," as well as "It violates the principle of equality." However, some prospective teachers legitimated the first

behavior by expressing that "Teacher feels pressure," and the fourth immoral behaviors by stating that "Teacher worries about expressing failure in class." Finally, there were some prospective teachers who didn't said anything about why this behavior was moral. Two direct quotations from participants' responses were presented below:

> *"Making discrimination among students isn't fair. When my teacher did this, I felt very sorry."* (Participant 35).

> *"Chaninging the effective classroom order isn't right. The new classroom order obstructs the students with low success."* (Participant 72).

In Table 2.1 the perceived moral matters, as well as their justifications were presented, and in Table 2.2, the perceived immoral matters, as well as their justifications in Scenario 2, which was related to management of curriculum management, were presented.

Table 2.1. *The perceived moral issues and their justifications in Scenario 2*

Perceived moral issues	f	Justification of perceived the moral issues	f
1. Preparation of teacher for lesson activities	103	✓ It is the teacher's professional responsibility	24
2. Using alternative teaching methods	24	✓ Processing the lesson fast is not beneficial for students	100
3. Knowing the subject deficiencies of the students	16	✓ Teacher values the students	9
4. Using student-centered activities	41	✓ Processing the lesson fast is not beneficial for students	21
		✓ The activities should be directed according to students' needs	15
		✓ It is an education right	5
5. Honesty	12	✓ Honesty is professional sensitivity	4
6. Awareness of being congruent with annual plan	28	✓ The teacher should follow the annual plan	27
7. Consultation with a colleague	2	✓ Cooperation with a colleague is beneficial	2
		✓ There is no justification	8

As seen in Table 2.1, the most stated moral behavior was "Preparation of teacher for lesson activities". Moreover, "Using alternative teaching methods," "Using student-centered activities," "Awarenees of being congruent with the annual plan" were perceived as moral behaviors. As given in Table 2.1, the moral behaviors were justified as "It is the teacher's professional responsibility," "Processing the lesson fast is not beneficial for students," and the "Teacher values the students." Finally, some prospective teachers didn't state any justifications, while all of them perceived an moral behavior in this study. Two direct quotations from participants' responses were presented below:

> *"Using different teaching methods is very beneficial for students."* (Participant 105).

> *"The student-centered activities facilitate learning of the students with different needs. It is very beneficial."* (Participant 123).

Table 2.2 *The perceived immoral issues and their justifications in Scenario 2*

Perceived immoral issues	f	Justification of perceived the immoral issues	f
1. Processing the lesson superficially	140	✓ Teacher hasn't adequately prepared	24
		✓ The important thing is the students' learning (education right)	57
		✓ The teacher does not consider students as expected	51
		✓ It violates the principle of honesty	3
2. Completing deficient subjects with homework and project assignments	3	✓ It violates the principle of honesty	2
3. Falling behind the annual plan	26	✓ The teacher shouldn't abandon the annual plan	13
4. There is no immoral behavior	32	✓ There is no justification	62

As seen in Table 2.2, the most stated immoral behavior was "Processing the lesson superficially" and "Falling behind the annual plan." However, some prospective teachers pointed

out that there was no immoral behavior. As given in Table 2.2, the immoral behaviors were justified as that "The important thing is learning of students.", that "The teacher does not consider students as expected", that "Teacher hasn't endeavored adequately" and that "Teacher shouldn't abandon the annual plan." Finally, some prospective teachers didn't state any justification while some of them perceived an immoral behavior in the scenario. Two direct quotations from participants' responses were presented below:

"Following the annual plan is the responsibility of all teachers but this teacher falls behind it." (Participant 12).

"My primary school teachers assigned lots of homework as the teacher did owing to incomplete topic. I think it is a trick." (Participant 25).

In Table 3.1, the perceived moral matters, as well as their justifications were presented, and in Table 3.2, the perceived immoral matters, as well as their justifications in Scenario 3, which was related to time management, were presented.

Table 3.1 *The perceived moral issues and their justifications in Scenario 3*

Perceived moral issues	f	Justification of perceived the moral issues	f
1. Being interested in all students	124	✓ Teacher cares about students equally	41
		✓ Teacher cares about each student individually	39
		✓ It is a professional responsibility	11
		✓ Being interested in all students is essential for success	25
2. Behaving students equally	28	✓ Discrimination among students is wrong	9
		✓ It is a professional responsibility	19
3. Ensuring effective learning	30	✓ It is an educational right	24
4. Commitment to the profession	6	✓ It is a professional responsibility	6
5. There is no moral behavior	29	✓ There is no justification	52

As seen in Table 3.1, the most stated moral behavior was "Being interested in all students." Moreover, "Behaving students equally," "Ensuring effective learning" and "Commitment to the profession" were stated as moral behaviors in this scenario. However, some prospective teachers pointed out that there was no moral behavior. As given in Table 3.1, the moral behaviors were justified as "Teacher cares about students equally," "Teacher cares about each student individually," "It is a professional responsibility," and "It is an educational right." Finally, some prospective teachers didn't state any justification for moral behaviors. Two direct quotations from participants' responses were presented below:

"Being interested in all students is very important. It is a professional responsibility." (Participant 24).

"All teachers should arrange appropriate classroom environment. It is an educational right for all students." (Participant 110).

Table 3.2 *The perceived immoral issues and their justifications in Scenario 3*

Perceived immoral issues	f	Justification of perceived the immoral issues	f
1. The pressure of the administrator on the teacher for close interest to two students	176	✓ Discrimination among students affects student behavior and success negatively	25
		✓ Asking for discrimination among students is not right	45
		✓ It violates opportunity of equality - educational right	61
		✓ The attempt for advertising is not suitable	12
		✓ School administrator doesn't value other students	12
2. Being given precedence school's reputation	22	✓ School administrator looks after self benefit	7
		✓ School administrator desires the school to gain fame	15
3. Selfish behavior of school administrator	19	✓ School administrator looks after self benefit	6
		✓ School administrator doesn't value other students	11
		✓ The success of two students increases	1
4. There is no moral behavior	3	✓ There is no justification	27

As seen in Table 3.2, the most stated immoral behavior was "The pressure of the administrator on teacher for close interest to 2 students." Moreover, "Being given precedence school's reputation" and "Selfish behavior of school administrator" were seen as immoral

behaviors. However, some prospective teachers didn't find any immoral behaviors in this scenario. As given in Table 3.2, the immoral behavior were justified as "It violates opportunity of equality - educational right," "Asking for discrimination among students is not right," "School administrator looks after self benefit," and "School administrator doesn't value other students." However, some prospective teachers legitimated the second behavior by stating the "School administrator desires the school to gain fame" and third immoral behaviors by expressing "The success of two students increases." Finally, some prospective teachers didn't state any justifications. Two direct quotations from participants' responses were presented below:

"The pressure of the administrator on the teacher can't be approved. The value of other students is disregarded." (Participant 19).

"The administrator behaves selfishly. S/he only looks about his\her interest" (Participant 89).

In Table 4.1, the perceived moral matters, as well as their justifications were presented, and in Table 4.2, the perceived immoral matters, as well as their justifications in Scenario 4, which was related to relationship management, were presented.

Table 4.1 *The perceived moral issues and their justifications in Scenario 4*

Perceived moral issues	f	Justification of perceived the moral issues	f
1. Giving all students the right to speak	86	✓ Interest and participation of students increase	37
		✓ It provides equality and justice	49
2. Providing an opportunity for each student by question- answer technique	58	✓ Question-answer technique is essential for control of individual learning outcomes	49
		✓ It provides equality and justice	3
		✓ Interest and participation of students increase	6
3. There is no moral behavior	49	✓ There is no justification	52

As seen in Table 4.1, the most stated moral behavior in scenario 4 was "Giving all students the right to speak." Moreover, "Providing an opportunity for each student by question-answer technique" was expressed as an moral behavior. However, some prospective teachers pointed out that there was no moral behavior. As given in Table 4.1, the moral behaviors were justified as "Interest and participation of students increase," "It provides equality and justice," and "Question-answer technique is essential for control of individual learning outcomse." Finally, some prospective teachers didn't state any justifications, while some of them found an moral behavior in this scenario. Two direct quotations from participants' responses were presented below:

"It is right for the teacher to listen to the answers of all students. Thus, students would be more motivated to participate in the lesson." (Participant 13).

"Every students could speak. It is beneficial to evaluate the learning of the students." (Participant 58).

Table 4.2 *The perceived immoral issues and their justifications in Scenario 4*

Perceived immoral issues	f	Justification of perceived the immoral issues	f
1. Discrimination among students	117	✓ It affects students' emotions negatively	47
		✓ It's not fair	49
		✓ "Naughty" students may develop a negative attitude on purpose	12
		✓ The academic success of "naughty" students may be affected negatively	7
2. Humilitating students for wrong answers	36	✓ It violates the educational right	29
		✓ The academic success of "naughty" students may be negatively affected	7
3. Labelling students according to their success	17	✓ It affects interpersonal relationships among students	10
		✓ "Naughty" students may develop a negative attitude on purpose	7
4. Avoiding giving feedback to the (so-called) lazy students	8	✓ The academic success of "naughty" students is negatively affected	8
5. Behaving with prejudices	4	✓ It's not fair	4
6. There is no immoral behavior	2	✓ There is no justification	14

As seen in Table 4.2, the most stated immoral behavior was "Discrimination among students." Moreover, "Humilitating students for wrong answers" and "Labelling students according to their success" were the other perceived immoral behaviors. However, some

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prospective teachers didn't find any immoral behaviors in this scenario As given in Table 4.2, the immoral behaviors were justified as "It affects students' emotions negatively," "It violates the educational right," and "It affects interpersonal relationships among students." Finally, some prospective teachers didn't state any justifications, while some of them found an moral behavior in this scenario. Two direct quotations from participants' responses were presented below:

"Treatting students differently is immoral. The other students would be sorry." (Participant 185).

"The teacher humiliates the students for giving wrong answer. Education is a right for them too." (Participant 73).

In Table 5.1, the perceived moral matters, as well as their justifications were presented, and in Table 5.2, the perceived immoral matters, as well as their justifications in Scenario 5, which was related to behavior management, were presented.

Tablo 5.1 *The perceived moral issues and their justifications in Scenario 5*

Perceived moral issues	f	Justification of perceived the moral issues	f
1. Listening to both sides of the event	118	✓ Objective attitude affects students positively	43
		✓ Equalitarian approach helps to solve the problem	29
		✓ It is important to listen to both sides to illuminate the event.	20
2. Allowing the students to defend themselves	48	✓ Students gain the ability of self-expression	10
		✓ It is important to listen to both sides to illuminate the event.	16
		✓ Everyone has a right for self-defence	5
3. There is no moral behavior	16	✓ There is no justification	45

As seen in Table 5.1, the most stated moral behavior was "Listening to both sides of the event." Moreover, "Allowing the students to defend themselves" was perceived as an moral behavior. However, some prospective teachers pointed out that there was no moral behavior. As given in Table 5.1, the moral behaviors were justified as "Objective attitude affects students positively," and "It is important to listen to both sides to illuminate the event." Finally, some prospective teachers didn't state any justifications, while some of them found an moral behavior in this scenario. Two direct quotations from participants' responses were presented below:

"Teacher should listen both students beacuse it is right action." (Participant 10).

"It is a moral act to give students the right to self-defense. Because this is their rights." (Participant 90).

Tablo 5,2 *The perceived immoral issues and their justifications in Scenario 5*

Perceived moral issues	f	Justification of perceived the moral issues	f
1. Punishing the students who don't have any role in the event	106	✓ The other students may develop anger at the 2 students	21
		✓ The entire class should not be held responsible	55
		✓ It violates the principle of justice	30
2. Canceling the whole activity	55	✓ There must be a just punishment	45
		✓ Punishment should not be given	9
3. There is no immoral behavior	26	✓ There is no justification	32

As seen in Table 5.2, the most stated immoral behaviors were "Punishing the students who don't have any role in the event" and "Cancellation of the activity." However, some prospective teachers didn't find any immoral behaviors in this scenario. As given in Table 5.2, the immoral behaviors were justified as "The entire class should not be held responsible," "It violates the principle of justice, there must be a different punishment," and "There must be a just punishment injustice to other students." Finally, some prospective teachers didn't state any justifications, while some of them found an moral behavior in this scenario. Two direct quotations from participants' responses were presented below:

"Punishing the students who don't have any role in the event isn't a moral act. Other students could blame these two students and mistreat them."(Particpant 86).

"I can't see any wrong act." (Particpant 36).

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DISCUSSION, CONCLUSION AND IMPLICATIONS

The starting point of the current study was the motivation to underline the importance of ethical knowledge, ethical sensitivity and moral nature of classroom management. The investigation examined to the ethical sensitivity and ethical knowledge of the prospective teachers relating the events encountered during classroom management.

The findings of this study were discussed under three items. In the first item, the ethical sensitivity of participants was dealt with generally, in essence, whether they have recognized the moral and immoral matters in the scenarios. In the second item, the ethical knowledge of participants; that is, their justifications on why the behaviours in the scenarios were moral or immoral, was discussed. Finally, the remarkable findings in the scenarios were dealt with.

1. The ethical sensitivity of prospective teachers: The person with ethical sensitivity could recognize the moral matters of the situation. In this study, it was observed that most of the prospective teachers who participated in this study were able to identify moral and immoral situations in the given scenarios, even though some of them didn't state anything. Therefore, it could be said that most of prospective teachers who participated in the study had ethical sensitivity. Some prospective teachers responded with the statements that included more than one terms pertaining to two different domains. For instance, a prospective teacher recognized both a moral matter and a conventional matter. The Social Cognitive Domain Theory underlines that moral matters are about the concepts relating human, welfare, rights, and fairness, and conventional matters included rules, authority, and tradition (Turiel, 1983, 2002, 2015). The answers of prospective teachers included the statements from the students'and teachers' perspectives, and the ideas pertaining to these concepts. Turiel (2015) informed that coordination of the different domains were possible. Nucci (2011) pointed out trust, an ethic of care, fairness and welfare of other people. On this base, when teachers could constitute a trusting classroom environment as their role (conventional matter), their treatments to the students became fair, protective to welfare of students (moral). According to Campbell (2008), the common point of ethical sensitivity and ethical knowledge was being able to evaluate the behavior of oneself or others. Moreover, ethical sensitivity enabled teachers to evaluate the students as a unique human being and to be aware of different educational choices for an action (Joseph, 2003). The prospective teachers in this study had the capability for these. The study conducted by Toker-Gokce (2013) with teachers, and another study conducted by Duran (2014) with pre-school teachers revealed similar findings. Duran (2014) stated that teachers who had a higher ethical sensitivity were careful while reacting to the events. However, it was observed that the ethical knowledge of the prospective teachers was less than their ethical sensitivity across events that may occur in the classroom management. A possible reason for not realizing immoral and moral behaviors could be lacking ethical knowledge of prospective teachers. Ethical knowledge increased ethical sensitivity (Bergem, 1993). Another explanation for not recognizing of immoral behaviors could be the case given in the relevant scenario was justified by the prospective teachers, as this was a very common case, and this situation has been known to be true. Pelit and Gucer (2006) points out prospective teachers thought the lack of legal regulations regarding professional ethics in teaching and deterioration of the moral structure of society could cause immoral behaviors.

2. The ethical knowledge of prospective teachers: Some prospective teachers left the questions unanswered about why this behavor was moral and immoral in all scenarios, and most prospective teachers made superficial explanations in their justifications without using moral concepts. They stated only that moral or immoral behaviors were right or wrong. However, some justifications contained the concepts that pointed out improving welfare, fairness and rights, but avoiding harm, because moral matters were evaluated through some concepts relating to welfare,

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justice, and rights; therefore, the evaluation statements (Turiel, 2002). Ethical sensitivity provided awareness of the outcome and impact of behaviors, while ethical knowledge played a guiding role in this assessment (Campbell, 2006). Clarkeburn (2002) stated that university students were not able to evaluate moral situations in-depth. Teachers with insufficient ethical knowledge experienced moral uncertainty and have difficulty in deciding what was right. These teachers did not realize the uncertainties they experience before they caused a major problem (Campbell, 2003). In addition to the moral dimension of education, the lack of knowledge on the social and emotional dimensions of education was similar in that teachers didn't have expertise in their teaching areas (Askell-Williams & Lawson, 2013). One possible explanation could be teacher education programs may not equip prospective teachers with ethical knowledge (Maxwell, Boon, Tanchuk & Rauwerda, 2021; Truscott, 2018; Maxwell & Schwimmer, 2016). It could be said that owing to being aware of their shortcomings in this area, the majority of prospective teachers stated their desire to take courses about ethics in education (Eret-Orhan, Ok & Capa-Aydın, 2018; Pelit & Gucer 2006). However, prospective teachers were able to discuss the events in more depth as their ethical knowledge increased (Bergem, 1993). Shapiro-Lishchinsky (2009) similarly concluded that the increase in ethical knowledge of teachers enabled them to improve their ability to overcome moral dilemmas. Furthermore, it was believed that the prospective teachers evaluate moral situations with their intuitive emotions or empathy rather than their ethical knowledge because of this inadequacy. Even some prospective teachers used the expressions as "My teacher did the same thing too," or "My teacher did the same thing to me." These expressions indicated that some prospective teachers evaluated the situations by using their own experiences and observations. Ethical sensitivity was associated with moral understanding (Fedeles, 2004), and prospective teachers associated their personal moral understanding with the teaching profession (Chubbuck et al., 2007). Another possible explanation might be that moral issues encompassed pain, emotions and the effects that people experienced (Turiel, 2015). Since prospective teachers were more familiar with student roles than teacher roles, they weren't able to recognize the "teacher role that demands technical expertise, interpersonal skills and moral decision making…" (Evans & Tribble, 1986: 83). Moreover, O'Neil and Bourke (2010) pointed out the moral evaluations of teachers were based on their personal values, emotion and experiences in many areas. In another study, it was stated that prospective teachers were discriminated against due to various characteristics, and they discriminate against other people for similar reasons (Toker-Gokce, 2015).

3. The remarkable points in the scenarios: Most of prospective teachers had ethical sensitivity in determining moral behavior in the scenario related to curriculum management. It could be said that they focused more on instruction during their education process. Similarly, it was pointed out that prospective teachers made the most moral evaluation in this dimension, and this derived from their higher self-efficacy beliefs about the instructional management than other classroom management dimensions (Ozyildirim, 2018). Despite their sensitivity to the moral behavior in Scenario 2, there were prospective teachers who could not find moral and immoral situations in all other scenarios. This situation was observed in most moral behaviour scenarios related to the management of the physical environment and relationship similar to the study conducted by Ozyildirim (2018). One possible explanation of these findings could be that they might believe they could not make radical changes because they had limited opportunity and facility, so they might not feel responsible for the arrangement of the classroom, and they didn't make any evaluation in this scenario. Johnson and Remain (2007) stated that teachers who had just started to work focused more on morality assessments than on maintaining established class order. Relationship management was a very complex issue. For this reason, teachers often experienced dilemmas to avoid damaging their students in various developmental areas (Pope, Green, Johnson & Mitchell, 2009). The student-teacher relationship enabled them to enhance their psychological health and wellbeing, and this kind of relationship affected their mental health (Askell-Williams & Lawson, 2013). The reason why some prospective teachers did not find the moral behavior in this scenario indicates that they did not have sufficient knowledge and

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experience for a moral evaluation in this area. Moreover, the issues of caring for the students and fairness were among the issues that teachers experienced the most dilemmas (Shapira-Lishchinsky, 2009). Except for Scenario 2, they were less aware of moral situations than immoral situations. This could derive from the fact that ethical knowledge was actually attempted to be taught by immoral expressions or situations (Ehrich, Kimbera, Millwatera & Cranston, 2011).

The current study was an attempt to examine the ethical senstivity, and ethical knowledge of the prospective teachers. It could be asserted that this study also provided a valuable contribution to understand and to increase the visibility of the morality in teachers' classroom behaviors and choices. By taking into consideration the findings of the study, instructors should be designing their courses on in a way that prospective teachers could analyse the situations and reflect their knowledge since students tend to approach merely the dilemmas through their feelings. However, there were some limitations deriving from the design of this study. It included limited number of the prospective teachers, because its aim was to gain depth in ethical sensitivity and ethical knowledge of prospective teachers. Therefore, the findings couldn't be generalized for all prospective teachers. Also, the instrument contained only five classroom scenarios in order to be able to comprehensively evaluate the events in the classrooms. For this reason, there might be other classroom management dimensions that were disregarded. Finally, only qualitative research methods were used in accordance with the aim of the study and verbal characteristic of the data during analysis process.

RECOMMENDATIONS

At the time of the research, "Morality and Ethics in Education" course was elective for the prospective teachers attending pedagogical formation programs who had less experience in teaching both theoretically and practically. This situation indicated that the the development of ethical sensitivities and ethical knowledge prospective teachers, who didn't select the "Morality and Ethics in Education" course, depended on their personal effort. Like in the current pre-service teacher training program, the course "Morality and Ethics in Education" should be added to the pedagogical formation program as a compulsory course. It is thought that it should be compulsory, its course hours should be increased, and the moral dimension of teaching should be emphasized in other courses so that their sensitivity can be improved without leaving it to luck and personal properties.

Since a pedagogical formation program is a short-term education, the hours of school experience and teaching practice courses are very limited and shorter than the hours in teacher training programs; therefore, the opportunity of prospective teachers in observing teachers and practising teaching should be increased. Moreover, both academicians and teachers should allocate time to discuss the moral dimensions of their experiences. This study can be conducted with pre-service teachers who are studying at the faculty of education, and the findings can be compared with the findings of this study. Moreover, the study is limited to five scenarios for five dimensions of classroom management, and each dimension can be represented by more scenarios, and the ethical sensitivity of prospective teachers will be examined in depth. Moreover, this study can be conducted with fewer students through face-to-face interviews; thus, the originating point of their statements can be evaluated.

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Öğretmen Adaylarının Sınıf Yönetimi Konusunda Etik Bilgi ve Etik Duyarlılıkları

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Özet

Sınıf yönetimi, eğitim sürecinin temel bileşenlerinden biri olarak düşünülebilir. Öğretmenler sınıfları yönetirken, özellikle de ikilemlerde ve karmaşık olaylarda, rehberliğe ihtiyaç duyabilirler. Etik bilgi ve etik duyarlılık bu durumlarda onlara yardımcı olabilir. Bu çalışmada, öğretmen adaylarının fiziksel ortamın yönetimi, davranış yönetimi, zaman yönetimi ve ilişki yönetimi ile öğretimin yönetimini içeren sınıf yönetimine ilişkin etik bilgi ve etik duyarlılıklarının belirlenmesi amaçlanmıştır. Katılımcılar Akdeniz Üniversitesi Eğitim Fakültesi pedagojik formasyon programına devam eden 172 öğretmen adayından oluşmaktadır. Bu çalışma nitel araştırma yönteminin bir deseni olan durum çalışması modeli kullanılarak gerçekleştirilmiştir. Veriler, sınıf yönetiminin beş boyutuna ilişkin beş senaryodan oluşan yapılandırılmış görüşme formu aracılığıyla toplanmıştır. Alan taraması yapılarak ve uzman görüşü alınarak geliştirilen her bir senaryoda hem ahlaki hem de ahlaki olmayan durumlara yer verilmiştir. Verilerin analizinde içerik analizi ve betimsel analiz yöntemleri kullanılmıştır. Araştırma sonuçlarına göre öğretmen adaylarının çoğu senaryolarda ahlaki ve ahlaki olmayan davranışları belirlemelerini sağlayan etik duyarlılığa sahiptir. Öğretmen adaylarının çoğu verilen senaryolarda ahlaki ve ahlaki olmayan durumları tespit ettiği, ancak çok az öğretmen adayının tespit ettiği durumları etik kavramları kullanarak gerekçelendirdiği gözlemlenmiştir. Diğer gerekçeler ise duygusal ifadelere dayanmaktadır. Ancak bazı öğretmen adaylarının ilgili davranışın etik olup olmadığı konusunda düşüncelerini ifade etmedikleri için etik bilgilerinin yeterli olmadığı sonucuna ulaşılmıştır. Ayrıca öğretmen adayları en çok ahlaki değerlendirmeyi program yönetimi ile ilgili senaryoda, en az ahlaki değerlendirmeyi fiziki ortamın yönetimi ile ilgili senaryoda yapmışlardır. Senaryo 2 dışında, öğretmen adayları daha çok ahlaki olmayan durumları tespit etmişlerdir. Öğretmen adaylarının vaka çalışmaları, tartışmalar, çalıştaylar ve seminerler içeren bir mesleki etik dersi almaları önerilmektedir.

Anahtar Kelimeler: *Etik, Etik duyarlılık, Etik bilgi, Sınıf yönetimi, Öğretmen adayı*

Genişletilmiş Özet

Problem: *Günümüzde sınıf ortamının öğrencilerin sadece akademik gelişimlerini değil aynı zamanda sosyal ve ahlaki gelişimlerini de destekleyen çeşitli öğretme ve öğrenme fırsatları sunduğu anlaşılmıştır (Weinstein ve Novodvorsky, 2015; Evertson ve Weinstein, 2011; Nucci, 2011; Ming-tak ve Wai-shing, 2008; Tirri, 2008). Sınıf yönetimin sağladığı bu fırsat, öğretim ve öğretim yönetimi süreçlerinin ahlaki yönlerine yönelik ilgiyi arttırmıştır (Weinstein, 1998).*

Ahlak, öğrenciler ve öğretmenleri arasında özenli ve destekleyici etkileşim kurma, öğretimi planlama ve uygulama, öğrencilerin öğrenmesine öncelik verme, öğrencilerin sosyal gelişimini teşvik etme ve istenmeyen davranışları uygun şekilde ele alma gibi birçok sınıf yönetimi etkinliğiyle iç içedir (Evertson ve Weinstein, 2011). Öğretmenlerin öğretim sürecindeki tüm etkinliklerine ilişkin karar ve davranışları ahlaki değerlerle ilişkilendirebilmesi ve öğrenciler üzerindeki ahlaki etkilerini değerlendirebilmesi için etik duyarlığa sahip olmaları gerekmektedir (Campbell, 2006; 2008). Ayrıca, profesyonel öğretmenlerin sınıf ve okul yaşamının ahlaki önemini anlamak için neyin doğru neyin yanlış olduğuna dair bir sezgiden çok günlük uygulamalarını yönetmede onlara rehberlik edecek etik bilgiye ihtiyaçları vardır (Campbell, 2006). Çünkü etik bilgi eksikliği, öğretmenlerin neyin doğru olduğuna dair belirsizlik hissetmelerine ve etik ikilemler yaşamalarına neden olabilir. Hatta, bir durumun ahlaki boyutunu, aşikar hale gelene kadar fark edemezler (Campbell, 2003).

Bir eğitim aracı olarak sınıf yönetiminden yararlanmak için öğretmenlerin eğitim uygulamalarını eleştirel bir şekilde analiz etmek gerekir (Nucci, 2011). Öğretmen adaylarının etik bilgilerinin, öğretimdeki ahlaki konuların ve eğitim bağlamlarının ahlaki dinamiklerin ortaya konulması önemlidir. Çünkü kararların altında yatan süreçler ve değerler ve bunların potansiyel etkilerini belirlerken etik okuryazarlığı, öğretmenin güveni ve kafa karışıklığının olmaması için çok önemlidir (Mahony, 2009). Alanyazında öğretmenlerin ve öğretmen adaylarının etik duyarlılıkları nitel ve nicel çalışmalarla araştırılmıştır (Ozyildirim, 2018; Chubbuck Vd., 2007; Fedeles, 2004; Bergem, 1993). İlgili çalışmalar, bir durumun ahlaki olarak sorgulanması yoluyla etik duyarlılığa dayanmaktadır. Bu çalışmada ise, öğretmen adaylarından ahlaki sorgulama yapmaları ve değerlendirmelerini etik bilgileriyle gerekçelendirmeleri istenmiştir. Bu çalışmanın öğretmenlerin sınıf içi davranış ve seçimlerindeki ahlaki yönün anlaşılmasına ve sınıf yönetiminin ahlaki boyutunun görünürlüğünün artırılmasına değerli bir katkı sağlayacağı söylenebilir. Bu temelde, bu araştırma şu sorulara cevap aramıştır:

1. Öğretmen adaylarının çoklu ahlaki ikilemler içeren sınıf yönetimi senaryoları konusunda etik duyarlılığı var mıdır?

2. Öğretmen adayları, sınıf içi eylemlerin ahlakı ile ilgili düşüncelerini etik bilgileri kullanarak gerekçelendirebiliyorlar mı?

Yöntem: *Bu çalışma nitel araştırma yöntemi kullanılarak tasarlanmıştır, çünkü nitel yöntemin amacı, genellikle herhangi bir nedensellik çıkarımı yapmaya çalışmadan belirli bir bağlam içindeki olguları ortaya çıkarmak ve anlamaktır (Edmonds ve Kennedy, 2017). Etik duyarlılık hassas bir konudur ve araştırmanın amacı, katılımcıların mutlak bilgi düzeylerini belirlemekten ziyade belirli bir bağlamda etik analiz ve sentez becerilerini ortaya çıkarmaktır. Bu amaçla, araştırmada nitel araştırma yönteminin bir deseni olan durum çalışması deseni kullanılmıştır. Durum çalışmasının farklı türleri vardır ve bu çalışma, "tüm vakaların benzer sonuçları öngördüğü varsayılacak şekilde seçilip incelendiği" durumları temel alan bütüncül çoklu durum türü temel alınarak desenlenmiştir (Edmonds & Kennedy, 2017: 230).*

Çalışma grubu, 2017 eğitim-öğretim yılında Akdeniz Üniversitesi Eğitim Fakültesi'nde pedagojik formasyon programına devam eden öğretmen adaylarından amaçlı ve kolay ulaşılabilir örnekleme tekniği kullanarak belirlenen 172 öğretmen adayından oluşturulmuştur. Amaçlı ve kolay

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ulaşılabilir örnekleme tekniği ile ilgili olarak, çalışma grubu kolay erişilebilir olduğunda ve araştırmacıların çalışma için ihtiyaç duyduğu bilgilere göre oluşturulur (Fraenkel ve Wallen, 2005). Kolay ulaşılabilir örneklemenin dezavantajını ortadan kaldırmak için katılımcılar farklı cinsiyet, bölüm ve yaş gruplarının temsili dikkate alınarak seçilmiştir. Çünkü maksimum çeşitlilik, araştırma probleminin farklı boyutlarının çalışılmasını sağlar (Yıldırım ve Şimşek, 2013). Bu çalışma adalet ve muhasebe, beden eğitimi ve spor, iletişim ve medya ile mühendislik ve matematik bölümlerinden 172 öğretmen adayı (97'si kadın, 65'i erkek) ile gerçekleştirilmiştir. Öğretmen adaylarının yaşları 20 ile 34 arasında değişmektedir.

Çalışmanın veri toplama aracı ise araştırmacılar tarafından geliştirilmiştir. Araç geliştirilirken durum bazlı bir yaklaşım benimsenmiştir. Bu yaklaşımda, kavramsal ifadelerden ziyade hikayeler ve olaylar gibi durumları kullanır (Kim Vd., 2006). Durum yaklaşımının güçlü yönleri, ilgili disiplinin daha iyi anlaşılmasını, eleştirel analiz becerilerini geliştirmesi (Koehler, 2002; Barnett, 1998), eleştirel düşünme becerileri güçlendirmesi ve kanıta dayalı akıl yürütme sağlamasıdır (Foulger Vd., 2009; Barnett, 1998). Veri toplama sürecinde öğretmen adaylarına beş senaryodan oluşan yapılandırılmış bir form verilmiştir. Her senaryo, fiziksel ortamın yönetimi, davranış yönetimi, zaman yönetimi, ilişki yönetimi ve öğretim programının yönetimi olmak üzere sınıf yönetiminin beş boyutundan birini temsil etmektedir. Araştırmacılar tarafından yazılan bu senaryolarda, ahlaki ve ahlaki olmayan durumları içermektedir. Araçta yer alan senaryolar, Sosyal Bilişsel Alan Teorisi (Turiel, 1983, 2002) aracılığıyla sosyal bilgideki tutarlılıklara ve çatışmalara dayanmaktadır. Ortaokul ve liselerde görev yapan beş öğretmen ve eğitim yönetimi alanında akademisyen olarak görev yapan üç alan uzmanı bu senaryoları inceleyerek geçerlik ve güvenirliklerini değerlendirmiştir.

Analiz sürecinde betimsel ve içerik analizi kullanılmıştır. Nitel veriler kategoriler, sınıflar oluşturularak ve frekanslar verilerek düzenlenebilir, bu da içerik analizi yoluyla araştırma konularının karşılaştırılmasını sağlar (Fraenkel ve Wallen, 2005; Yıldırım ve Şimşek, 2013).

Bulgular ve Tartışma: *Bu çalışmada, öğretmen adaylarının birçoğunun verilen senaryolarda ahlaki ve ahlaki olmayan durumları tespit edebildikleri, fakat çok az öğretmen adayının görüşlerini gerekçelendirildiği gözlemlenmiştir. Benzer şekilde, Clarkeburn (2002) da çalışmasında, üniversite öğrencilerinin ahlaki durumları derinlemesine değerlendiremediklerini belirtmiştir. Ayrıca öğretmen adaylarının gerekçelerinde refah ya da zarar gibi ahlaki kavramların bulunmaması, ilgili durumun neden ahlaklı olduğu ya da olmadığını ifade etmek için etik bilgi eksikliğine sahip olduklarını göstermektedir. Dolayısıyla araştırmaya katılan öğretmen adaylarının çoğunun etik duyarlılığa sahip olduğu ancak yeterli düzeyde etik bilgisine sahip olmadığı sonucuna varılmıştır. Bu bulgu için olası bir açıklama, öğretmen eğitimi programlarının öğretmen adaylarını etik bilgilerle donatmamasıdır (Maxwell Vd., 2021; Truscott, 2018; Maxwell ve Schwimmer, 2016). İlgili senaryoda ahlaki olan veya ahlaki olmayan durumları belirlemeyen öğretmen adaylarının etik bilgilerinin yetersiz olduğu için belirsizlik yaşadıkları düşünülmektedir. Campbell (2003) yetersiz etik bilgisi olan öğretmenler, ahlaki belirsizlik yaşamakta ve neyin doğru olduğuna karar vermede zorluk yaşadıklarını ifade etmiştir. Araştırmacıya göre bu öğretmenler yaşadıkları belirsizlikleri büyük bir soruna yol açmadan önce fark etmemektedir. Çünkü etik bilgisi etik duyarlılığı artırır (Bergem, 1993).*

İfadelerini gerekçelendiren bazı öğretmen adayları ise iki farklı alana ait, birden fazla terimin yer aldığı ifadelerle yanıt vermişlerdir. Örneğin bir öğretmen adayı hem ahlaki bir meseleyi hem de geleneksel bir meseleyi fark etmiştir. Sosyal Bilişsel Alan Teorisi, ahlaki konuların insan, refah, haklar ve adalet ile ilgili kavramlarla ilgili olduğunu ve geleneksel konuların kurallar, otorite ve gelenekleri içerdiğinin altını çizmiştir (Turiel, 1983, 2002, 2015). Diğer öğretmen adaylarının bu yetersizlikten dolayı ahlaki durumları etik bilgilerinden ziyade sezgisel duyguları veya empatileri ile değerlendirdikleri düşünülmektedir. Hatta bazı öğretmen adayları "Aynı şeyi benim öğretmenim de yaptı" veya "Aynı şeyi bana öğretmenim yaptı" ifadelerini kullanmışlardır. Bu ifadeler, bazı öğretmen adaylarının kendi deneyimlerini ve gözlemlerini kullanarak durumları değerlendirdiklerini göstermektedir. Gerekçelendirme yaparken de kişisel ahlak anlayışlarını temel almışlardır. Etik

duyarlılık ahlaki anlayışla ilişkilidir (Fedeles, 2004), öğretmen adayları ise kişisel ahlaki anlayışlarını öğretmenlik mesleği ile ilişkilendirmiştir (Chubbuck Vd., 2007).

Son olarak öğretmen adayları, en fazla ahlaki değerlendirmeyi program yönetimi ile ilgili senaryoda, en az ahlaki değerlendirmeyi ise fiziksel çevrenin yönetimi ile ilgili senaryoda yapmışlardır. 2. senaryo dışındaki durumlarda, çoğunlukla ahlaka aykırı durumlar tespit etmişlerdir. Bu, etik bilginin aslında ahlaka aykırı ifadeler veya durumlarla öğretilmeye çalışılmış olmasından kaynaklanabilir (Ehrich et al.,2011).

Öneriler: *Öğretmen adaylarının hem etik duyarlık hem de etik bilgilerini güçlendirmek için etik dersinin saatleri artırılabilir, diğer derslerde öğretimin ahlaki boyutu vurgulanabilir. Böylece öğretmen adaylarının etik duyarlılıkları şansa ve kişisel özelliklere terk edilmeden geliştirilebilir. Araştırmanın yapıldığı dönemde pedagojik formasyon programında "Eğitimde Ahlak ve Etik" dersi seçmeli olarak verilmesi, bu dersi seçmeyen öğretmen adaylarının etik duyarlıklarının gelişimini kişisel çabaya bağlı hale getirilmesi anlamına gelmektedir. Mevcut hizmetöncesi öğretmen yetiştirme programında olduğu gibi "Eğitimde Ahlak ve Etik" dersi pedagojik formasyon programına da zorunlu ders olarak eklenebilir. Pedagojik formasyon programı kısa süreli bir eğitim olduğu için okul deneyimi ve öğretmenlik deneyimleri öğretmen yetiştirme programlarındaki saatlere göre çok sınırlı ve daha kısadır; bu nedenle öğretmen adaylarının öğretmenleri gözlemleme ve öğretmenlik yapma fırsatları artırılmalıdır. Ayrıca hem akademisyenler hem de öğretmenler öğretmenlik deneyimlerinin ahlaki boyutlarını tartışmak için zaman ayırmalıdır. Bununla birlikte, bu araştırma sınıf yönetiminin beş boyutu için beş senaryo ile sınırlıdır ve her boyut daha fazla senaryo ile temsil edilebilir ve öğretmenin etik duyarlılığı adaylar detaylı olarak incelenebilir. Bu çalışma yüz yüze görüşme yoluyla daha az öğrenci ile yapılabilir; böylece onların ifadelerinin çıkış noktası da değerlendirilebilir.*

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