

Physical Education Teachers' Types of Analysing Professional Ethical Dilemmas

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Abstract: Ethics discusses underlying ideas of us by examining our behaviours. Ethics in education is of special importance. In ethical decision-making, personal beliefs, principles and rules and dilemma solving skills are effective. The aim of this study is to examine types of analysing professional ethical dilemmas of physical education teachers in primary and secondary public schools. Case study was conducted to collect data. Measurement tool has been applied to 44 physical education teachers who voluntarily participated in the study. Data collection tool involves four case studies that include ethical dilemmas which physical education teachers may most frequently face at school and classroom environments. For analysing the data, "content analysis" technique has been used among qualitative data techniques. In three of the case studies where teachers make ethical analysis, more than half of the participants have been observed that they respected professional ethical principles. As to one of the case studies, more than half of the participant teachers gave inappropriate decisions regarding neutrality, effective use of resources, truth and honest principles. For teachers facing ethical dilemmas, guiding training programs on ethics should be developed aimed at to understand complex moral choices.

[Oğuz Özbek. **Physical Education Teachers' Types of Analysing Professional Ethical Dilemmas.** *Life Sci J* 2013;10(1):2670-2678] (ISSN:1097-8135). <http://www.lifesciencesite.com>. 313

Key Words: Ethical Dilemma, ethical decision making, physical education teacher.

1. Introduction

Ethics is the theory of right and wrong behaviour (Billington, 1997). Ethics discusses underlying ideas of us by examining our behaviours (Nuttall, 1997). Good intention is the base condition of ethics is when a person takes behaviours that are acknowledged as good and makes them principles of his/her own actions (Pieper, 1999). Ethics relates to everyone who asks, "What should I do" or "Is this appropriate". Ethics in education is of special importance. Because teachers are both surrounded by ethical questions and being responsible for moral well-beings of students and future generations (Haynes, 2002). Ethical question, "what is good and right" constantly disturbs teachers. Teachers who are conscious and aware of the ethical dimension will always face ethical dilemmas and problems in practice. Teachers are in the position of deciding between right or wrong behaviours arising from the application of various types of relations (Campbell, 2000).

In recent years, the concept of professional ethics in education has become widespread. Educational philosophers have begun to deal with the issue of ethics in education as much as other educators have. The number of publications on ethics in education has been increased (Coombs, 1998). Thus, sensitivity of ethics in education has been evolved. However, it is not always possible that teachers be aware of the moral and ethical dimensions of everything they do in their lectures (Campbell, 2008). Teacher ethics involves responsibilities of professional ethics. Professional ethical responsibilities cover rights of students and societal duties of teachers. Understanding teacher

ethics particularly depends on examining and understanding rights of students (Colnerud, 1997).

In ethical decision-making, personal beliefs, principles and rules, and dilemma solving skills are effective (Husu and Tirri, 2003). When making ethical decision values and interests clashes. Social, occupational and economical pressures occurring during decision-making process may lead to dilemmas on person (Desensi and Rosenberg, 1996). Types of decision making of teachers in interpersonal relationships are examined and it has been determined that teachers refer to decision making types such as avoidance, unilateral decision making, prioritizing their own security when making decisions (Oser and Wolfgang, 1993).

Shapira-Lishchinsky (2011), defines ethical dilemma as a self inner-talk made by two or more propositions. Ethical decision-making is a mental process. Having ethical awareness, having code of ethics, describing features of ethical situation, evaluating options and making decisions are steps of ethical decision making. (Duffy and Passmore, 2010). Ethical dilemma in teacher and student relationship originates from willingness of teacher to show compassionate and tolerant attitude, in spite of implementation of existing rules and principles. Teachers fall into dilemma as to what the right solution to the problems they experience with students, parents, and colleagues and parents is. According to Rossy (2011), moving away from following three behaviours can help teachers when they decide whether behaviour is right or not. These are to think hiding underlying intention of behaviour, to regret

because of behaviour, and to avoid taking responsibility for behaviour. Lincoln and Holmes (2008), however, suggest following respective steps in ethical decision-making process: moral awareness, moral judgement, moral intention and applying moral behaviour.

Ethical conflict arises from being torn between two options when deciding during an event. Being torn between being merciful and being fair, hurting least and doing the best and most right thing, making a choice between social interest and self-interest lead person to a conflict. Ethical dilemmas in the field of education originates when person behaves against justice, compassion and honesty concepts (Tirri, 1999). Ethical dilemmas expressed by teachers relate to trying to give best possible decision for the benefit of the child. Most of the ethical conflicts have emerged in an attempt to protect children from other bad consequences (Tirri and Husu, 2002). Most of the ethical dilemmas described by the students and teachers are related with the behaviours of teachers. According to the teachers, ethical dilemmas in their behaviours are related to grading, student punishment, colleagues, issues that are secret, sensitive topics and issues related to critics of teaching. As to the students, these are related with student inattention, use of abusive language, and biased behaviours (Poulmatka and Tirri, 2000). Teachers are having difficulties while making decisions when they face ethical dilemmas at very delicate situations. For example, by profession the teacher faces an ethical dilemma when he/she needs to touch on a student with his/her hand. The teacher has to decide the limits of help he/she offers to the student. Especially special education teachers and physical education teachers face these types of dilemmas (Tirri, 1999).

Teachers, as being moral models, respect students and show this respect, do not insult the student in front of everyone, do not ridicule, and do not embarrass. The teacher must be both a good person and a good teacher (Colnerud, 2006). Alongside being an ethical model at classroom and providing moral education, the teacher has to make decisions when an ethical dilemma occurs. Teacher should be both an ethical role model, as well as behaves ethically when making decisions (Campbell, 2003). For teachers, all ethical dilemmas are connected with coping human relations and trying to seek best ways of application in the interest of the child. Ethical conflicts are caused because of teachers wanting to protect students from further damages (Husu, 2001). Despite lack of formal ethics training, teachers should be model by their behaviours. Teachers should be aware of their behaviours according to the principles of the society and institutions Öztürk (2011).

There is mutual good faith and confidence beneath ethical behaviour. Teacher should decide on

behaviour that is for the best interest of the student. When making decision another student may be hurt or negatively affected, a student may be aggrieved while supporting another one, an unfair situation may arise or an unethical situation that contradicts moral rules of the society may arise. When it comes to an ethical dilemma, principles, which are used by teachers when determining the truth, have been matters of debate (Kidder and Born, 1998). Teachers should take de facto principles valid for all societies such as compassion, honesty, justice, responsibility and respect into account in solving an ethical dilemma (Kidder and Born, 1998; Tirri, 1999). Individuals can make unethical decisions as a result of ethical dilemmas they face. Setting ethical principles in advance for individuals in order to avoid unethical behaviours would ease individual's process of decision-making. Aydın (2003) determined the eleven principles of ethics of the teaching profession. These principles are: 1) Professionalism: teacher doing his/her job as needed and in a best possible, 2) Responsibility in service: teacher, as being a public servant, has to be account for the implications of their own actions and decisions. 3) Justice: teacher has to be fair in every action and has the responsibility of ensuring justice being fair the act of all kinds of teachers, to be fair, and has the responsibility to secure the justice in relations between students, 4) Equality, 5) To provide a healthy and safe environment, 6) Not being involved in corruption: illegal use of powers to provide an interest, 7) Honesty, righteousness and trust, 8) Neutrality, 9) Occupational commitment and continuous improvement, 10) Respect 11) Effective use of corporate and public and resources.

Studies examining teachers' ways of analysis of ethical dilemmas have been conducted. At the study carried by Bergem (1993) on teacher candidates' views on professional ethics, views of teachers have been asked concerning the ethical dilemma arose during a given case study. Teachers have been asked what the resulting ethical problem and its solution are. According to the research findings, social sensitivity and moral judgment abilities of teachers proved to be effective when resolving ethical dilemmas. Within the framework of a research made by Tirri (1999) with the intention of investigating contemporary strategies that teachers apply when they face ethical dilemmas in their professional behaviours, teachers have been asked to define ethical dilemmas they face on duty. Teachers classified moral dilemmas they face in four main groups: job-related issues, progression, education, lessons and success, issues concerning rights of different religious and racial groups, moral dimensions of student behaviour, and general issues at school (Tirri, 1999).

At the survey carried out by Kıranlı (2000), sufficiency of high school administrators' skills in

application of ethical principles and analysis of ethical dilemmas have been investigated by a case study. According to research findings, since single ethical principle or single ethical approach falls short in resolving the ethical dilemma at the case study, utilizing several ethical principles and approaches has solved the problem. At Sezen and Yıldıran's (2007) research, physical education teachers have been given a case study that includes fair play issues at football and their views have been asked. It has been observed that the teachers' approach to fair play have been success-oriented, by taking success of the team forward and putting winning for whatever it costs mentality forward (Sezen and Yıldıran, 2007). Dayanç (2007) has examined classroom-teaching students' ways of resolving professional ethical dilemmas. It has been reported that teacher candidates' ways of resolving ethical dilemmas do not differ by their gender, worldview, and grade levels.

At Pope et al. (2009)'s study, ethical situations experienced by teachers in the classroom has been classified in two groups; 1) Do not hurt someone else (do no harm): Do not give any physical and mental harm to students, other individuals, colleagues and officials at school, 2) Exam pollution (score pollution): Real academic achievement cannot be measured because of the questions and tests are already known by the students since they are continuously repeated each year. At the study made by Öztürk (2011), pre-school teachers' analysis of real life ethical dilemma examples provided in the framework of case studies that include teachers' responsibilities towards their profession, family, children, colleagues, community and self have been examined. Teachers, who participated in the decision-making regarding ethical dilemmas in the study, tend to have a high level of moral consciousness (Öztürk, 2011). Pursuant to Kolberg, it has been determined that participating teachers have top-level moral consciousness in their decisions regarding ethical dilemmas (Öztürk, 2011). At Uzun and Alma's (2012) research examining teachers' ways of resolving ethical dilemmas, it has been reported that majority of teachers would not accept valuable gifts from parents, that such gifts are perceived as corruption, and that such a situation is seen as an unethical behaviour. Some of the teachers have been found to be ready to support colleagues who malpractice as much as they can, while others think that this is very serious problem and that neglecting children is not something to ignore.

The purpose of this study is to examine forms of analyzing professional ethical dilemmas that are used by physical education teachers working in primary and secondary state schools, and to examine their perspectives on ethical dilemma situations.

2. Materials and Methods

2.1. Research Method

This research is a qualitative research, which aims to examine forms of analysing professional ethical dilemmas that are used by physical education teachers working in primary and secondary state schools from the aspect of their acceptability regarding teaching profession ethics and to identify their perspectives towards ethical dilemma situations. Teachers' views on the ethical dilemmas given by case studies have been examined from the point of their suitability with the principles of teaching profession ethics determined by Aydın (2003).

2.2. Study Group

The study group of research is composed of physical education teachers who participated in the in-service training on October 2009 at the Ministry of Education Mersin Silifke In-service Training Centre. Evaluation tool has been applied to 44 physical education teachers who participated in the research on a voluntary basis. The participating teachers in the study neither received formal training on ethics nor have institutionalized ethical principles. The mean age of the study group is 38.65 years ($SD = 7.25$), seniority average 15.40 years ($SD = 7.21$). 17 of the physical education teachers participating in the study are male (38.6%), and 27 (61.4%) are female.

2.3. Collection of Data

Case study was conducted in order to collect data. In case study method, real world events are examined and analysed. Ethical dilemma is one of the approaches of case study method. (Darling-Hammod, and Hamnerness, 2002). In case study, questions such as "when was the moment of decision?" and "what would you do if you were him/her?" play part (Shulman, 1992). Data collection tool involves personal information and four case studies that include ethical dilemmas which physical education teachers may most frequently face at school and classroom environments. Teacher have been asked to read case studies and give written answers to the questions such as "what would you do if you were this teacher, why?" that are located right below respective case studies. Case studies appearing at the data collection tool which are namely "Student Transfer", "Aspirin Doping", "Student Who Got Patient Report", have been taken from Özbek (2008), in case of the case study called "School Sports Equipment" it has been prepared for this study in light of similar examples. During analysis of the data, all participants and teachers have been given a symbol and teachers have been encoded as T1, T2 (from 1 to 44).

2.4. Resolving the Data

The data obtained from the evaluation of case studies, consist of 4-7 line sentences. For analysing the data, "content analysis" technique has been used among qualitative data techniques. The data collected for this purpose has been conceptualized, arranged in a logical manner based on the concepts emerged, and data describing the themes have been determined (Yıldırım and Şimşek, 2006). Direct quotations have been used at presentation and discussion of the case studies, which are basis of the research.

3. Results

This section examines physical education teachers' perspectives regarding ethical dilemmas mentioned at the case studies entitled "student transfer", "aspirin doping", "student who got patient report" and "school sports equipment".

Case Study: student transfer

Ahmet was a high school student, and also a very good handball player. Physical education teacher from the school discovered his ability. His teacher made a special effort on him to grow. On the other hand Ahmet had been studying for the university entrance exam. His aim was to enrol in a good university. He was thinking that if he puts more weight in handball, he wouldn't prepare enough for the exam. Mathematics teacher told him that he was very hopeful about him since he was the most successful student at his class. A large sports club wanted get Ahmet to their handball team. This sports club offered large sum of money to the physical education teacher in exchange for Ahmet's transfer. If you were this physical education teacher, would you realize this transfer and accept the money offered, why?

Answer 1- 30 people (68%) told that they wouldn't accept the money offered. "No, first, my responsibility as being a teacher is to discover talents of my students and reveal them. The one who will benefit from these talents are the ones who own it. Moreover, I do not believe that doing sports will affect success in classes or exams because if talented person is a sportsman, he should be intelligent as well so that he can manage timing and planning in best possible way." (T1). "I wouldn't get the money offered. Because my sportsman wants to study at university. Here, what is important is the decision of my sportsman. Since my decision would be selfishness, transfer I may facilitate would be wrong as well." (T2). "I wouldn't accept the money. Because sportsman's decision is the most important thing for me. I would suggest him/her to choose the option at where he would be most happy. All in all, I would try to convince him that he can both study and deal with handball simultaneously." (T19). "Since I experienced similar case I can tell the way I followed. I left the decision to my student. After a

while he came and said he can do them all at the same time. After one year, neither he lag behind from his trainings nor from his classes. I definitely did not take the money offered. Because my aim is not earn money over the student, but to coach him. I think I did this since I am his teacher." (T33). "No, I would never ever get the money; it would have been a big shame, meaningless and sinner behaviour." (T22).

Answer 2- 7 people (%16) responded in a way that they would accept the money offered. "I would realise the transfer and get the money. My task is to spot talented children and send them to successful clubs. Nowadays, it is very hard to raise a successful sportsman. We shouldn't lose such a talent." (T18). "I would get the money" (T25). "I would realize the transfer and get the money offered. I would also want the sportsman I raised climb to the best places available. A person can both be a good person and good student. Sports is not an obstacle for education, and so education is not one for sports" (T36).

Answer 3- 7 people (%16) did not give clear answers on whether they would accept money offered or not. "Would I receive the money offered or not? I don't know but I would immediately tell him that while continuing handball, he could study for the exam as much as he should do and try to ensure that he continues to handball." (T15). "First, I would learn my student's opinion. Next, his mother and father's ideas are really important. But important thing for me is to carry out such sports actions alongside with formal education." (T24). "I would meet his family first, and question how he would like to shape his future. If he wants to be a sportsman then I would realize his transfer. If he sees sports as a hobby, I wouldn't realize it." (T38).

In this case study, the teacher made a significant contribution to his student's success in sports by discovering the student's talent. Steering the students towards sports and discovering talented students are among responsibilities of the physical education teachers. On the other hand, the student wanting to be prepare for the university entrance examination since he is successful from the academic perspective. The student is in a quandary between playing handball and preparing for the university entrance exam. Instead of profiting from transfer, the teacher had to leave the decision to his student by seizing an approach that considers the student's talents and will. %68 of the participants indicated that they would not get the money offered for the transfer. Teachers in this group have been observed that they gave appropriate decisions that are in line with respect, neutrality, and no malpractice principles. %16 of the participants did not give clear answers, leaving the decision to the student's mother-father. Teachers in this group gave appropriate decisions that are in line with respect, neutrality, and no malpractice principles. As for %16

of the participants openly told that they would get the money offered for the transfer. They gave a decision that is against no malpractice principle. In this situation, majority of the participating teachers gave a decision for the benefit of the student instead of profiting from transfer of the student.

Case Study: aspirin doping

A teacher called Cengiz was appointed to a high school at his third year in profession. At school, there was a physical education teacher called Hasan who has 20 years experience in profession. Together, they had been coaching students for the inter-school sports games. They went to the athletics field with the students for athletics selection races among high schools. Teacher Cengiz realized that the two best students of him were trying to hide the fruit juice from him. He asked why they were doing this. When he started to force them a little bit to answer, students told that there was a doping drug inside the juices, which would boost their power. Students also told that teacher Hasan gave the drugs. He immediately went next to Hasan and asked if this situation is for real or not. Teacher Hasan smiled and asked "Dear teacher, how come you think I do something which may harm children's health? The medicine I gave them is powdered aspirin and they think that this is a serious drug. So, they will think they can run better, they feel psychologically stronger, no need to worry". What if you were teacher Cengiz, how would you behave, and why?

Answer 1- 33 people (%75) told this is a wrong behaviour; I would talk to the teacher about wrongness of this behaviour. "I would tell the teacher that this behaviour is wrong. If he is not convinced, I would tell the children that this behaviour is wrong, drugs may harm their livers even if they are aspirin, that this does not increase their performances and try to keep to my students away from this behaviour." (T5). "Since such an application would create harm on sportsmen, I would tell that what teacher Hasan did was wrong. Because we can never know if sportsmen really use doping or not in the future. Even if they did not use doping in reality, thinking they really used it is encouraging continuously using doping in the future. Because of this, I would warn teacher Hasan. Moreover, I would also talk to students about wrongness of the issue, and train them on doping use" (T 2). "I would certainly be against this, and prevent students and sportsmen are being oriented in such a direction. Because there is an incentive although it is a secret one." (T17).

Answer 2- 6 people (%14) told that they would be angry with the teacher, they wouldn't trust, and ensure fruit juice is analysed. "I would certainly don't trust. I would find a way and ensure a test is done. Because by doing so, I would protect both my student s and myself from any kind of criminal environment that may

emerge in the future. Additionally, I would advise them sports should be performed with the fair competition principle." (T 3). "I would be angry with the teacher because of this behaviour. I would make fruit juice is analysed. If result happens to be positive, I would make provisions accordingly. Health of my sportsmen comes before their successes" (T6). "I would send the fruit juice for analysis. Aim of the sports is to be healthy, human health is more important" (T7).

Answer 3- 5 Person (%11) told that the method is an efficient one although righteousness or wrongness is open to discussion; one should look at the impact of this method. "An athletic trainer I know has been using this method as well. I can tell that it is very effective." (T8). "It is open to discussion whether it is right or wrong, but everyone has their own ways of solving problems. If the aim is to solve problems and ensure success, solving the problem without making wrong things is definitely the most appropriate one." (T28). "I would definitely take words of a teacher who has 20 years of experience in his profession serious, and believe him. Moreover, this teacher still goes to athletics field with his students. He puts his efforts on them. To be honest, I wouldn't think that such a teacher can harm children." (T32). "I would observe what this method means for the students. I would compare their running performances without getting the drugs and after getting them." (T41).

In this case study, teacher Hasan motivates his students to earn sportive success, by giving them a non-doping substance which creates placebo effect on them. Although students took a substance which is not harmful to their health, they act with such thinking so that thinking they enter in an unfair competition. This thinking makes doping concept acceptable in their minds, guiding them to trust on additional and exterior substances instead of trusting in their capabilities. Teacher Cengiz is expected to object to this situation, and warn his colleague to give up this method. %75 of the participants told they would talk about wrongness of using doping and warn the teacher, and agrees with this behaviour encourages students to use doping. Teachers in this group gave a decision that is appropriate in the framework of respect, responsibility at service, providing healthy and secure environment principles. As for %14 of the participants told that they would be angry with teacher Hasan, send the fruit juice students were drinking to analysis. Teachers in this group gave a decision that is appropriate in the framework of honesty-righteousness and trust, responsibility at service, providing healthy and secure environment principles. %11 of the participants thinks positively on this method even this is indirect and approves teacher Hasan's behaviour. Teachers in this group gave a decision that is not appropriate in the

framework of respect, responsibility at service, providing a healthy and secure environment, and honesty-righteousness and trust principles.

Case Study: school sports equipments

Yavuz and Mehmet was very good friends who work at the same school as physical education teachers. Teacher Yavuz knew that teacher Mehmet had been taking balls, squads and volleyball net belonging to the school's volleyball team out of the school. One day, while teacher Mehmet was going out with a big box on his hand, he came across with teacher Yavuz. At that moment, the box on teacher Mehmet's hand dropped to the floor and contents of the box were spread all around. Amongst spread things, there were first aid materials located at the sports room, compression bandages, coolers, and training vests that belong to the school. When teacher Yavuz went to community hall, he witnessed that teacher Mehmet was giving private volleyball courses and using the materials belonging to the school. What if you were this teacher, would you report this incident to the school principal, why?

Answer 1- 28 people (%64) told that they wouldn't report, instead they would convince him and request to fix his mistake. "I would not report it to the school principal. I would try to solve the problem by myself by talking to him. Reporting it ruins our friendship and the trust between us. I would tell him that it would be better if school materials are used at school." (T7). "Of course not, reporting a fraud of my colleague I am working with just because I uncovered it is not a right behaviour. I would talk to him and suggest questioning himself on using materials belonging to school for his personal interests, and request him not to use these materials anymore in such a way." (T32). "No, I wouldn't report. If he trusts in our friendship I would talk him in person and ask why I don't know anything about this situation" (T41). "I wouldn't report this incident to the school principal. I would speak with the teacher by myself. If I am not comfortable with this situation, I would share this with an appropriate way." (T 37). "No, I would not report. First, I would tell my friend that his behaviour is not an ethical behaviour. I would ensure that he meets with the school principal and gets permission to use school materials. In addition, I would meet the school principal in person, and seek permission for my friend to use the materials during trainings. If I cannot get positive response, I would tell my friend that this is inconvenient and inspire him that he has to take care of his club on his own." (T34).

Answer 2- 11 people (%25) told that they would report the incident to the school principal after warning him. "First I would speak with my teacher friend I would tell him that what he has done was unethical, and he should never repeat it. If his irresponsibility

continues, I would be a part of it. I would convince him in one way or another. Reporting the incident to the school principal is the end stage for me" (T3). "I would speak to the teacher first. I would wait for him to speak with the school principal by himself, and would inform school management afterwards." (T23). "First I would speak with my teacher friend, and tell him that school materials should not be used anywhere outside the school. If we cannot solve it among ourselves, I would speak with the school principal at a final stage" (T26).

Answer 3- 5 people (%11) told that they would report to the school principal. "Yes I would report it but first I would tell my friend that it is wrong. After all, the teacher already knew the situation, in a way he connived at the crime. If I were this teacher, I would object it at the very beginning." (T4). "I would report it to the school principal. Since school team's equipment belongs to the students, they cannot be taken outside of the school. Even if his behaviour is a positive one, he should take permission of the school management. Hygienic measures about gears and equipments are ensured to be taken." (T18). "I would speak with the teacher first and try to convince him to talk with the school principal. If he does not, I would report it to the principal." (T19).

Teacher in this case study earns money in his private business by using the equipment belonging to the school outside of the school. Teacher's behaviour is not appropriate. Moreover, a legal process has to be started against him and taking criminal action against him is an option on the table. Anyone who witnesses this situation should have warned him and report the incident to the school principal. %64 of the participants told that they would not report this incident to the school principal. Teachers in this group gave a decision that is not appropriate in the framework of neutrality, efficient use of resources, honesty-righteousness and trust principles. It has been said that motivation of protecting their friend has been very effective in their decisions. %25 of the participants told that they would report it to the school principal at the latest stage after warning their colleagues. Teachers in this group gave a decision that is appropriate in the framework of efficient use of resources, and no malpractice principles. %11 of the participants told that they immediately report the incident to the school principal. Teachers in this group gave a decision that is appropriate in the framework of neutrality, efficient use of resources, honesty-righteousness and trust principles.

Study Case: student who got patient report

It has been just two weeks at the high school to which he was recently appointed. One school girl came next to him and told that she cannot attend to physical education

classes since she has patient report. After a minor search, he learned that the student actually does not have any health problems but instead she does not want to attend the class because she is not comfortable with wearing sportswear which she thinks makes her overweight body more visible, therefore she got an inappropriate health report that does not reflect reality. Afterwards, he tried to convince the girl to come to the classes. He told that there are other girls attending the class who are wearing sportswear without feeling uncomfortable, that the report she got does not reflect reality, that it is more appropriate if she attends the classes, that he can talk with her parents if necessary. At that moment, he couldn't know what to do in response to the student's answers. "Teacher, my father guided me to get the patient report, my father is the principal of this school as well, if you wish you may talk this situation with my father". If you were this physical education teacher, would you talk with the school principal, why?

Answer 1- 41 people (%93) told that they would talk with the principal, emphasize the importance of his the class and convince him. "Yes I would speak, future of the child is important here. It would be wrong if I don't speak just because I am beware of the school principal. There is a situation which somebody would be happy with. I believe, by providing her father information he lacks, I would convince him to ensure that the school girl attends to the physical education class." (T2). "I would speak with the principal. The principal and his daughter should be role models for others. If the principal thinks in a way like this, other students' and parents' perspectives towards the class would not be good. Educated people should be good role models." (T7). "Yes I would immediately talk with the principal, and tell him that his daughter does not attend to the class because she got patient report, and share my wish on about her participation. Because I would try to convince her that by doing sports during growth period, she can prevent from being overweight person and have a healthy spirit and body. I would defend that her family should be responsible for ensuring her to be in peace with herself" (T32). "I would talk with the principal, but I would try to learn the principal's approach to this incident. I would try to convince him if he really thinks in such a way that his daughter describes, but since he is my administrative chief I would only tell necessary things without confronting him too much." (T37).

Answer 2- 3 people (%7) told that they would not speak with the principal, but speak with the student. "I don't think I would speak with the father. I would directly ask my student what she wants to do, and act accordingly. I wouldn't force a child whose father is an educator to attend the class. I would examine the importance of this incident to the child and decide

what to do together with her." (T16). "No I wouldn't speak with the principal. I would speak the problem with the student, and tell her about benefits of physical education classes. I would ensure that she participates in the class and show close attention to her." (T20). "I would not speak with the principal, if he as being an educator, there has to be a reason behind." (T40).

In this sample incident, the teacher of the course has faced off against the school principal who is also the student parent. The student does not want to enter the course by using the health report as excuse. The teacher should convince the student parent who is also the school principal. In this incident the relationship of the teacher with the school principal should continue as teacher-parent relationship. The authorities of the student parent arising from his position as the school administrator should not affect this incident. 93% of the participants expressed that they will talk to the principal, explain the importance of physical training course and convince him. The teachers in this group decided in accordance with the principles of professionalism, equality, justice and impartiality. 7% of the participants expressed that they will not talk with the principal but with the student. The teachers in this group took a decision that is not in line with the principles of professionalism and impartiality.

4. Discussions

In the sample incident named "student transfer", it was observed that 68% of the participating teachers decided in accordance with the principles of respect, impartiality and non-corruption. These teachers took a decision taking into account the benefit of the student instead of obtaining benefits from the student transfer. 16% of the participants took a decision against the non-corruption principle by thinking their personal benefits. In the sample incident named "student who obtained sick report", 93% of the teachers took a decision in accordance with professionalism, equality, justice and impartiality. 7% of the teachers took a decision that is not in accordance with the principles of professionalism and impartiality.

In the sample incident named "aspirin doping", 75% of the teachers took a decision in accordance with the principles of responsibility in service, provision of a healthy and safe environment. 11% of the teachers found the use of doping positive although indirectly and took a decision that is not in accordance with the principles of respect, responsibility in service, provision of a healthy and safe environment, honesty-righteousness and trust. This result overlaps with the result in the study of Sezen and Yildiran (2007). In the study of Sezen and Yildiran (2007) it was detected that the physical training teachers set the team success as priority and emphasize winning at the competition at any cost. Doping practice is another way of winning at any cost.

In the case study titled "School sports equipment", 64% of the teachers reached conclusions, which are not compatible with principles of impartiality, effective use of resources, honesty-righteousness and trust. It can be said that warning and protecting the colleague has been a key point in decision making in this case. This conclusion is in line with that of Uzun and Elma's (2012) conclusions. On the other hand, 11% of the teachers have acted correctly upon principles of impartiality, effective use of resources, honesty-righteousness and trust. More than half of the teachers took decisions in line with professional moral principles in the cases "student transfer", "student with medical report" and "aspirin doping" where they did ethical analysis. Thus it can be said that these teachers have high ethical awareness. These conclusions of the present study show similarity with conclusions of Öztürk (2011). Ethical case studies improve the decision-making and critical analysis skills of the teachers (Bolt, 1998). It has been observed that in-service ethical training for teachers, enhance the theoretical and practical knowledge of teachers on ethical dilemmas, improve theoretical and practical ethical problem solving skills and make their solutions to ethical problems more successful (Bergem, 1993). In-service ethical training programs should be developed for teachers facing ethical dilemmas.

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2/24/2013