

EDUCATION AND PEDAGOGICAL ETHICS IN SCHOOL

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Abstract

This research is focused on the attitude of the teachers to their profession and to different models of teaching, on the emotional communication and the ethics of appraisal (valuation). In this book, for the first time, there has been introduced "The Teacher's Oath", The Code and the Esthetical Principles of Teaching, Ethics of Practical Activities in Education, different ways of communication, relations between partners, the professional dilemma of the teacher, conflict of interests, the proportion of ethics to aesthetics and that of the philosophy of values to the psychology of education. To complete this research, different methods, means, and situations, have been brought into focus. Some of them have been questionnaires, deductions, opinions and objections, records and quotations of well known ideas, original conclusions, psychological and pedagogical attitudes. All these have been studied and considered in a social and ethics background.

Keywords: Human ethics, teacher ethics, communication psychology, morality and law, respect for ethical values

Introduction

This is a study that has a lot of experience in the world, but a few articles, but in recent years we notice the emergence of such efforts. Therefore, the pivotal idea of this study is to affirm the value of Pedagogical Ethics as Human Ethics, as a factor in education, and to emphasize that good knowledge of human nature does not lead merely to ethical relativism, but to the belief that the source of the norms of ethical behavior can be found in human nature.

Education for an educator today is legitimate, ethical, and honest, as a civic duty and responsibility to deal with the problems of the profession, where you have invested essentially intellectual efforts, where you have accumulated experience and experienced strong emotions for relatively long periods of time. No wonder the profession becomes an identity.

This identity is an inner essence, it is part of the educator's personality, a way of expressing it, not just a dress to fit, put on and become familiar with so much that you cannot easily change it with a new, better, more expensive and more beautiful one.

Humanistic ethics, in contrast to authoritarian ethics, which sets out what is good for people, sets laws and norms of behavior and seeks their implementation; it makes people aware of their own norms, their object and their subject; but at the same time it tends to be receptive, open and reflective of others' ethical codes.

Education in this sense expresses the right that every subject has to form his/her own mental structures and ethical principles. J. Piaget writes: *"Every human being has the right to remain during his period of education in such a school environment that will enable the processing until the full realization of those instruments necessary to adapt, which are nothing other than logic actions."* (Piaget, J. , 1948, page 51).

Education and Pedagogical Ethics in School

Pedagogical ethics is of special importance; it shapes its codes that are often embodied in life. In this sense, the ethics of the teacher will be seen as a professional ethics, and any deviation should be punished, not only morally but professionally, as if there is a profession that is first related to the moral figure of the person exercising it, i.e. the teacher.

The figure of a teacher can not agree with ignorance, immorality, dishonesty, deception, blind revenge, and ill-selfishness. There is no moral that can justify the physical or spiritual punishment of the students who are entrusted to the teacher to educate them as noble, capable, pure, and beautiful souls.

As much as teaching and learning are important, human, civic, and democratic education are even more important. (*Marie, P, D, & France, Jutras, L'éthique professionnelle Paris, June 14, 2012*).

Today, for an educator, it is legitimate, ethical, and honest, as a civic duty and responsibility, to deal with the problems of the profession, where you have invested essential intellectual efforts, where you have accumulated experience, and experienced strong emotions for relatively long periods of time. No wonder the profession becomes an identity.

This identity is an inner essence, it is part of personality, a way of expressing it, not just an outfit to put on and become familiar with it, so much that you cannot easily change it with a new, better, more expensive and more beautiful one. (*Carnegiu, D, Pegi, Tirana 2010, page. 382*).

Education of this part of society is the foundation of what is meant for the society to build norms of respect, love, humanity, etc.

Such education would not have its positive effect without the involvement of all key actors (teacher-student-parent) that form this triangle and who are considered to be indispensable today. It is this triangle that is the base or foundation of success within a school institution (we always discuss whether this triangle is built on the basis of mutual understanding, respect, and interaction).

In the school system there should be a more individualized approach to pupil education in general for all school students without distinguishing between them in gender and ethnicity.

Based on the results of this cooperation we conclude that it serves positively in many respects: it facilitates the work of these actors, advances the relations between them, highlights many weaknesses and qualities, but also helps in avoiding many disparities occurring at school, identifies co-operation between them, helps them to improve in the future.

Do these learning strategies or learning models, methods, techniques, and teaching technologies serve this purpose? Well, if not, then education is ineffective, as it does not educate values, virtues, and skills, but falsity and deception.

One of these building and liberating laws is the establishment of ethical standards in teaching, the role and the usefulness of pedagogic ethics as a factor in education.

Objectives

This paper aims to compare the education and values of teachers, students, and parents in school. The research was anonymous and it included 100 teachers, 100 students, and 100 parents, in several high schools in the city of Gostivar, including all ethnic groups.

In this research we used these measuring instruments:

- Questionnaire for teachers
- Questionnaire for students
- Questionnaire for parents

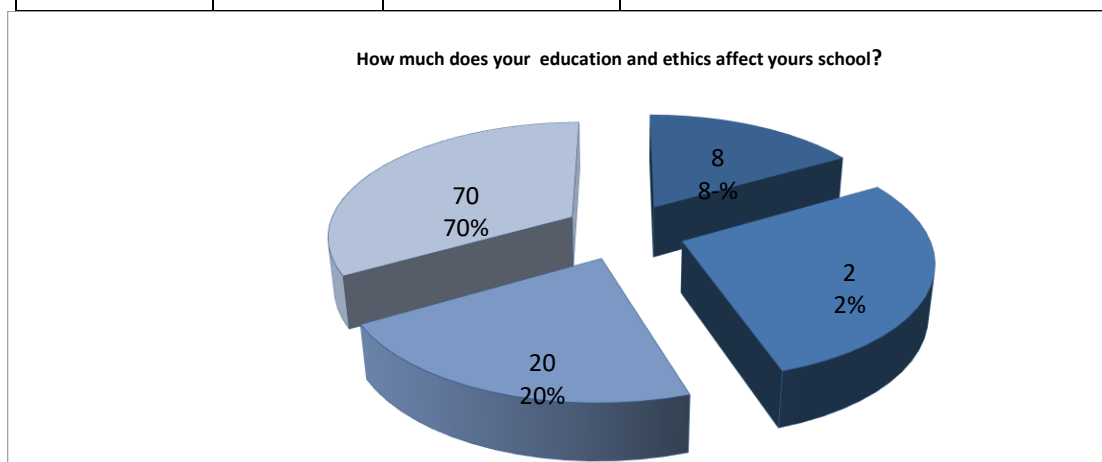
Questionnaire for teachers:

How much does your education and ethics affect your school?

- a) Very much
- b) Much
- c) Depends on their behavior
- d) Abstained

Table 1. Education and ethics affect in school

Very much	Much	Depends on their behavior	Abstained
70– 70%	20–20 %	8– 8%	2– 2%



Regarding the questions that teachers were asked:

How much does your education and ethics affect your school?

70% of teachers have stated that teachers respect very much the ethical rules for students.

20% of them think that learning and respect of ethical rules is at a good level.

8% declare that everything about education depends on the behavior of students themselves.

2% of teachers are reliant on pedagogical education and ethics.

Questionnaire for students:

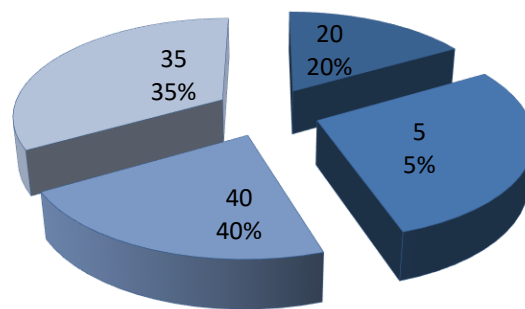
Do your teachers respect you and are they correct with you?

- a) Yes
- b) No
- c) To some extent
- d) Abstained

Table 2. Teachers respect

Yes	No	To some extent	Abstained
35-35%	40-40%	20 – 20%	5 – 5%

Do your teachers respect you and be correct with you?



On the question asked to students “Do your teachers respect you and are they correct with you at school?”

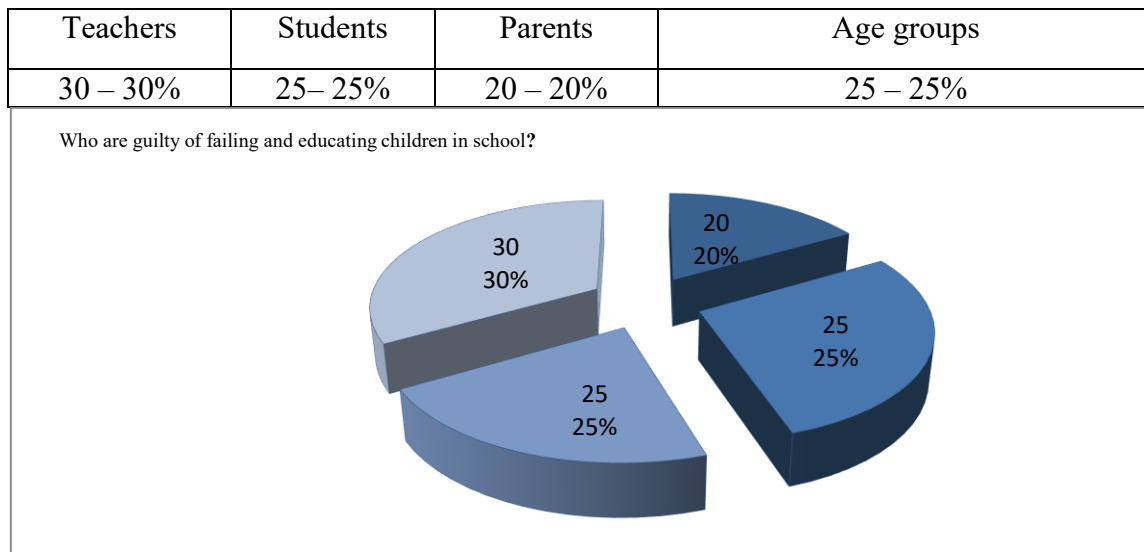
35% of students state that teachers are correct and respect the pedagogic ethics with students at school. 40% of students state that teachers are not educated enough and that they do not adhere to ethical rules in school. 20% of students say that there is a lot of ethical education and ethical behavior by teachers at school. 5% of students abstained in regard to education and pedagogical ethics of teachers at school.

Questionnaire for parents:

Who are the culprits of failing to educate children in school?

- a) Teachers
- b) Students
- c) Parents
- d) Age groups

Table 3. Guilty of failing and educating children in school



Regarding the question that parents were asked: **Who are the culprits of failing to educate children in school?**

30% of parents declare that teachers are guilty for the failure and ethics of teachers at school. 25% of parents state that students are guilty for the failure to attend school and the disrespect to teachers. 20% of parents claim that their parents are guilty of students' failing education at school. 25% of parent's state that age groups are guilty of the lack of self-success of their children at school.

Conclusions on Hypotheses

The results we have obtained from this research confirm the hypotheses and have a connection to the phenomena we have researched. From the study that was conducted, it was noted that pedagogical education and pedagogical ethics is a part and important factor for all the participants in the research. Teachers have a duty to encourage and preserve student's individuality, and respect their ethical rights. A very important factor for teachers and students, is to nurture civility and mutual education, since they spend a considerable part of their time at school.

Research revealed that students consider the educational and pedagogic ethics of the teachers in school as satisfactory.

In conclusion we can say that: Education, school, and parents, should influence students to distinguish their rights from responsibilities, and this should be done naturally and without imposing the respect of pedagogic ethics in school. Education of this part of society is the foundation of what is meant for a society to build norms of respect, love, humanity; Such education would not have its positive effect without the involvement of all key actors (teacher-student-parent), actors that form this triangle, which is considered to be indispensable today. It is this triangle that is the base or foundation of success within a school institution (we always discuss whether this triangle is built on the basis of mutual understanding, respect, and interaction).

Do learning strategies or learning models, methods, techniques and teaching technologies serve this purpose? Well, if not, then education is ineffective, as it does not educate values, virtues, and skills, but falsity and deception. One of these building and liberating laws is the

establishment of ethical standards in teaching, the role and the usefulness of pedagogic ethics as a factor in education.

In the programs, the textbooks, and didactic materials that the school has, besides the scientific criteria, psychological and pedagogical criteria are designed as well, taking into consideration the ethical and aesthetic criteria; thus, pedagogical ethics is accomplished through them.

Pedagogical ethics is embodied in the school practice of educators, teachers, pedagogues, and our best leaders, in their writings and publications, and in the memories of their students, who speak and write with reverence for them. (Marie, P, D, & France, Jutras, *L'éthique professionnelle Paris*, June 14, 2012).

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