



ETHICAL DILEMMAS EXPERIENCED BY TEACHERS IN SCHOOLS*

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Abstract

The aim of this research is to determine the ethical dilemmas experienced by teachers working in Imam Khateeb Schools. This research was conducted using the phenomenological design, one of the qualitative research methods. The study group determined by purposive sampling in the research consists of 21 branch teachers working in Imam Khateeb high schools in Yozgat province in the 2023-2024 Academic Year. In order to collect the research data, data on the ethical dilemmas experienced by teachers and their solutions were collected with a semi-structured interview form. It consists of three open-ended questions prepared in accordance with the purpose. The content of the questions asked was to assess what ethical dilemmas are and teachers' views on ethical dilemmas by asking what types of ethical dilemmas they experience and how they behave when they encounter ethical dilemmas, and what they do to minimize them. The collected data was analysed with content analysis. As a result of the content analysis, 5 categories of dilemmas, 13 themes, and 7 categories of solutions emerged. The ethical dilemmas that teacher's experience the most are situations related to students, fairness, curriculum, school administration and rules, and relations their colleagues. According to the research results, it was concluded that teachers are familiar with the concept of ethics, but they have difficulty solving ethical dilemmas when they encounter them. Teachers stated that they mostly solve ethical dilemmas by taking into account the principles of utilitarian behaviour, equality, and justice.

Key words: Ethics, ethical dilemma, teacher, imam khateeb high school

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ÖĞRETMENLERİN OKULLARDA YAŞADIKLARI ETİK İKİLEMLER

Özet

Bu araştırmanın amacı, İmam Hatip Okulların'da görev yapan öğretmenlerin yaşadıkları etik ikilemleri belirlemektir. Etik kavramı, insanı iyiye ve doğruya ulaştırmayı hedefleyen çabalar bütünüdür. Eğitim ve öğretim faaliyetleri yerine getirilirken birçok etik ikilem durumları yaşanmaktadır. Bu araştırma nitel araştırma yöntemlerinden olgu bilimi deseniyle yapılmıştır. Araştırmada amaçlı örnekleme yoluyla belirlenen çalışma grubunu Yozgat ilinde 2023-2024 Eğitim-Öğretim yılında İmam Hatip Liselerinde görev yapan 21 branş öğretmeni oluşturmaktadır. Araştırma verilerini toplamak amacıyla yarı yapılandırılmış görüşme formu ile öğretmenlerin yaşadıkları etik ikilemler ve çözümleri ile ilgili veriler toplanmıştır. Amaca uygun hazırlanmış olan üç açık uçlu sorudan oluşmaktadır. Sorulan soruların içeriğinde öğretmenlerin etik kavramı hakkındaki genel görüşleri, hangi tür etik ikilem yaşadıkları ve etik ikilemlerle karşılaştıklarında nasıl davrandıkları, en aza indirmek için neler yaptıkları sorularak etik ikilemlerin neler olduğu ve öğretmenlerin etik ikilem hakkında görüşleri değerlendirilmiştir. Toplanan veriler içerik analizi ile çözümlenmiştir. İçerik analizi sonucunda ikilemlere ait 5 kategori, 13 tema ve çözümlere ait ise 7 kategori ortaya çıkmıştır. Öğretmenlerin en çok yaşadıkları etik ikilemler; öğrencilerle ilgili durumlar, adil davranma, müfredat, okul yönetimi ve kurallar, meslektaş ilişkileridir. Araştırma sonuçlarına göre öğretmenlerin etik kavramına hâkim oldukları ancak etik ikilem durumlarıyla karşılaştıklarında çözüm için zorlandıkları sonucuna ulaşılmıştır. Yaşanan etik ikilemleri öğretmenler daha çok faydacı davranma, eşitlik ve adalet ilkelerini dikkate alarak çözdüklerini belirtmişlerdir.

Anahtar kelimeler: Etik, etik ikilem, öğretmen, imam hatip lisesi

INTRODUCTION

People are the only beings that need to be educated. Education and training constitute the positive part of education by subjecting the individual to the laws of humanity and forcing them to comply with them. Individuals need to be subjected to this education during childhood. Education has more than one meaning as a word. While educating, guiding, raising, training, implementing constitute the meanings of education, on the other hand, all of these are actually the processes that constitute education. In the nature of the education-training process lies an ethical effort that aims to lead people to goodness and truth.

“Education is the art of raising children and making them human” (J. J. Rousseau; akt. Çelikkaya, 1991). Ertürk (1988) defined education as aiming for individuals to acquire not only academic knowledge but also values, skills and attitudes. As a similar definition, Dirik (2015) stated that education is the process that helps individuals develop their knowledge, skills, values and attitudes. With education, a person can choose beneficial and harmful behaviors for themselves and apply positive behaviors towards their environment. In short, education is the process of change, development, acculturation and adaptation to society in social life. This process occurs through learning and experiences.

Some scientists associate education with morality, while others call it self-discipline. Haris al-Muhasibi (243/857) emphasized that education should be educated in a certain measure and balance between the heart, mind and soul, which form the dynamic structure of man and are the source of his positive and negative actions (Beken, 2022). Kant (2021) explained the importance of education as “human beings can only exist as humans through education”, while Plato stated; “Education is the art of turning this power of the soul towards good and finding the easiest and cheapest way for this”. Otherwise, it is not giving the soul the power to see; because the power is inherently in it; but it is turned towards evil. It looks towards the side that is not meant to be looked at. Education only directs it towards good (Erol & Erol, 2018). John Dewey (2023) It is a true belief that we need moral principles that can be effectively applied in education. Moral principles need to be brought to the basis by expressing them socially and psychologically. The most valuable part of education is the educator. The ethical effort of the educator during this education is important. Ethics is “a philosophical thought about moral problems, moral judgments and morality. In this sense, ethics is a state of consciousness that moral thinking gives us” (Poyraz, 2022). The word ethics is derived from the Greek word ‘ethos’, meaning ‘character’, ‘custom’, ‘method’ or

'tradition'. According to the Turkish Language Association (2023), ethics is defined as "the set of behaviors that parties must comply with or avoid among various professions". Ethics is the study of the basis of human behavior (Aydın, 2022). The history of the word ethics dates back to Aristotle. Aristotle contributed to the development of ethics by considering it as a discipline separate from moral philosophy. His ethical understanding emphasizes the importance of moral virtues in our practical lives. Ethics guides people in distinguishing good from bad in society. People decide which side of the road to follow. It is necessary to make an ethical decision when reaching the goal. This is where human will comes into play. Ethics is actually a voluntary action and imposes a conscientious responsibility on the person. Ethics, which deals with morality, refers to the action and practical aspect of human life (Cevizci, 2021). Aydın (2022) says, 'The most important thing that makes a person unique is the freedom to determine how to behave'. Ethics shows us the moral dimension of our actual behaviors. When a person incorporates the concept of ethics into his/her life, that is, when he/she implements the right actions into his/her life, he/she becomes free. Ethics can actually be said to be a whole of virtuous actions in itself. "Morality is about value. A moral choice is a decision made in the direction of a better alternative. Morality deals with behavior that is the result of a decision about attitudes exhibited between and in relation to conscious people" (Haynes, 2020).

Ethics is a subject that should be addressed first in education. Ethics is a process for us to question and discover the reasons for our behaviors and our purpose. Within the ethical understanding based on sociological foundations, professional ethics covers generally accepted approaches, rules, attitudes and behaviors that people should primarily consider and adopt when practicing any profession. This helps to create a common ground and understanding in business life and among employees (Özmen and Güngör, 2008).

Teaching is not limited to the transfer of knowledge; it is a profession that contributes to the formation of a common ground that instills values in young people. Teachers' adoption of values and professional ethics principles ensures that values are correctly transferred to students and contributes positively to their character development (Aydın, 2022: 94). Teachers may encounter inappropriate resource sharing, negative communication with students and families, and ethical problems with school stakeholders (Lishchinsky, 2011; cited in Uzun & Elma, 2012). Professional ethics emerge at this point, where the professional duties that individuals must fulfill in the face of problems and general ethical rules come together. Professional ethics emphasizes behaving in accordance with the standards of a particular profession and the responsibilities

of the profession to society. Core values such as honesty, reliability, respect, and justice help maintain healthy professional relationships. At the same time, it provides guidance for individuals to cope with ethical dilemmas they encounter. Professional ethics contribute to the establishment of trust in society by protecting the reputation of not only individuals but also professional groups (Mc Hugh, 1996, 11-12; cited in Aydın, 2022). Each individual has their own unique world of thought and ethical values. However, these personal ethical values may conflict with ethical values in the public sphere. In this process, teachers face ethical dilemmas. Teachers struggle with many problems due to the problem of not knowing what to do in order to make an independent judgment and make an ethical decision. It is vital for teachers to comply with professional ethical rules while performing their professional duties and to apply professional ethical principles for the safety of students and the sustainability of a well-intentioned learning environment.

There is always a risk that teachers will conflict with ethical principles and be dragged into unethical behaviors. Teachers primarily experience ethical dilemmas in the process of adopting ethically appropriate behaviors when they encounter such situations (Arslan, 2018).

An ethical dilemma situation is generally a situation where a person or institutions have to choose between two action situations, requiring a decision on the appropriate action, and a choice must be made. Ethical dilemmas are value conflicts that occur at a level beyond rationality, where right and wrong principles can conflict with each other at the same time. Ethical dilemmas arise in situations that are equally necessary but mutually exclusive (Roche, 1997; as cited in Erdoğan, 2018). Another important issue about dilemma situations is the basis on which the choice is made. What or who should an individual decide according to? Should they decide according to their own truths or according to the good generally accepted by everyone? This is where ethics comes into play (Çelik & Saban, 2020).

Schools are one of the places where ethical dilemmas are most clearly experienced. Since schools are outward-looking organizations and are in constant interaction and communication, it is inevitable to experience ethical dilemma confusion (Yücel & Tankutay, 2023). Research shows that the basis of ethical dilemmas is generally value conflicts. However, it is difficult to say that value conflicts are the only variable. In the daily life of the school, administrators and teachers have to respond to legal demands, organizational requirements, student needs and parental expectations (Pope, Green, Johnson & Mitchell, 2009; cited in Erdoğan, 2018).

In schools, teachers and administrators making decisions only with their own personal values can lead to different ethical confusions. Teachers have to make some decisions by evaluating their personal values, professional ethical principles and legal issues (Reeves & Jones, 1993, cited in Erdoğan, 2018). This can make the decision-making process more complicated when they encounter ethical dilemmas. Teachers are in contact with many people in schools, including students, parents, school administration, and school service class, and they encounter many behavioral, political, structural and systemic ethical dilemmas. It has been observed that teachers experience ethical dilemmas in terms of protecting their colleagues, protecting justice, protecting students, complying with the rules, curriculum, and being sensitive to student problems. When the ethical dilemmas experienced by teachers working in Imam Khateeb schools are examined, it can be said that they experience ethical dilemmas similar to those experienced by teachers working in other schools. Although ethical rules seem to be clearly stated, it is seen that teachers clearly have difficulties in this regard. This situation reveals that the issue of ethical dilemmas in education is an area that should be emphasized (Yücel & Tankutay, 2023). In order for teachers to resolve ethical dilemmas in a more consistent and healthy manner, ethical principles need to be determined and they need to receive more guidance and training on this issue. Ethical dilemmas harm all-round communication in schools. It is important to identify the ethical dilemmas experienced by teachers and to reveal how they resolve them. As stated, teachers are the first to encounter ethical dilemmas, as they communicate with many groups such as school administration, students, and parents. The way teachers resolve the ethical dilemmas they encounter will have a positive or negative impact on students who have not yet completed their development. (Tezcan & Güvenç, 2019). In order to minimize these harms, it is very important to emphasize the ethical dilemma problems experienced by teachers. The scarcity of comprehensive and up-to-date data on ethical dilemmas experienced by teachers in particular reveals the importance of this research. The fact that the ethical dilemmas experienced by teachers are not clearly known brings with it many problems. The research is of great importance in terms of contributing to this problem in the literature, better understanding the effects of ethical dilemmas experienced in ethical decision-making in the education and training process, increasing the quality of education and contributing to the shaping of the education system. In this context, the data to be obtained is important in terms of providing applicable suggestions. In this context, it is thought that determining what kind of ethical dilemmas teachers experience with school stakeholders in schools will contribute to practitioners and researchers in the ethical decision-making process.

The purpose of this study is to reveal the ethical dilemma situations experienced by teachers working in religious schools and what they do to minimize these ethical dilemmas by obtaining teachers' opinions. In line with this purpose, the following questions were sought to be answered.

- 1- What do you think is an ethical dilemma?
- 2- What kind of ethical dilemma do you experience?
- 3- What do you do when you encounter ethical dilemmas? How do you cope? What do you do to minimize ethical dilemmas?

Importance of the Research

Multiple factors in the education system and the expectations of stakeholders can often lead to ethical dilemmas. Incompatibilities between school administrators and teachers can make these ethical dilemmas even more complicated. Therefore, it is important to identify ethical dilemmas and offer solutions. In studies on ethical dilemma situations experienced in schools, it is seen that teachers have difficulty in making decisions. Teachers experience many dilemmas with all groups they are in contact with, including students, school administrators, other teachers and parents. At this point, it is important to identify ethical dilemma situations and eliminate or minimize them. It is hoped that the study will raise awareness for the identification and elimination of ethical dilemma situations experienced by teachers in schools and contribute to the development of dilemma management skills and the minimization of dilemma situations. This study is also important in terms of providing teachers with information on what path and method to follow in the event of any dilemma.

METHODOLOGY

Study Group

The study group of this qualitative study consists of 21 teachers working in different branches at Imam Khateeb High Schools in Yozgat province in the 2023-2024 academic year. The distribution of the study group in terms of demographic characteristics is as follows: 14 female and 7 male participants in terms of gender variable, 5-37 years in the service year variable; 19 married and 2 single in the marital status variable. Attention was paid to the selection of teachers from different branches when creating the study group. In this way, maximum diversity sampling was aimed.

Data Collection Tools

In qualitative studies, structured or unstructured interview methods are used to deeply examine the meanings that individuals attribute to their experiences and events. These methods allow participants to express their thoughts and feelings more freely, thus providing researchers with rich and detailed data. Qualitative research also contributes to the process of developing hypotheses and helps to better understand the individual's life contexts (Berg, 2007; Baltacı, 2019; Türnüklü, 2000; Karahan, Uca, & Gedük, 2022).

In this study, semi-structured interview technique was used. The interview consisted of asking three open-ended questions prepared by the researchers to 21 participant teachers, 14 female and 7 male, working at Imama Khateeb High School in Yozgat and the responses given by the participant teachers to these questions. The questions were prepared by reviewing the literature on the subject and taking expert opinions.

Data Collection and Analysis

The data of the study was collected face to face using a semi-structured interview form, which was prepared in advance and finalized after receiving expert opinions, using Qualitative Data Collection Techniques. The interview form included three open-ended questions and these questions were asked to the participant teachers. The teachers were given the necessary and detailed explanations and were collected without any time limitation and given the opportunity to express their thoughts in detail at a place and time where they could comfortably express themselves. The participants answered the questions in writing, although audio recording was not allowed. The descriptive analysis technique was used in the analysis of the data. A code was created for each of the participant teachers and the confidentiality of personal information was protected. In order for the data to be transformed into information, the obtained answers were classified and tables were created. During the analysis, results were drawn from the answers given by the participants and these results were then interpreted. While these steps were being carried out, the participant teachers were included with numerical expressions such as T1, T2, T3..... in accordance with the principle of confidentiality.

Validity and Reliability

Validity is the ability of a measurement tool to accurately measure the feature it targets. This concept expresses how well the measurement reflects the concept it aims to measure without being confused with other features. (Tekin, 1993; Erkuş, 2003; Baykul, 2000; Aiken, 2000; Turgut, 1995; Atılğan, Kan, & Doğan, 2007; cited in Baştürk, Dönmez, & Dicle, 2013). In qualitative research, validity means reflecting the feature to be measured in the most impartial and realistic

way possible (Kirk & Miller, 1986; cited in Baştürk, Dönmez, & Dicle, 2013). Baştürk, Dönmez and Dicle, 2013, in this context, the researcher needs to minimize his/her biases in the collection and interpretation of qualitative data. Validity is of critical importance in qualitative research to understand in depth and accurately reflect the perspectives of participants. In this context, the context of the research, methods, and data analysis processes are factors that affect validity. Member checking requires asking participants whether the study findings accurately reflect their own thoughts (Baştürk, Dönmez, & Dicle, 2013). In this study, participant checking was used to increase credibility, and at the end of each interview, participants were asked to express their answers in their own words and whether they approved or not. Participants stated that they confirmed the statements they presented. This process was an important step in increasing the reliability and validity of the data.

FINDINGS

Findings Related to the Question:

What do you think is an ethical dilemma for teachers? The question was asked and the teacher's opinions are shown in Table 1. It is also given.

Table 1. Teachers' views on the concept of ethical dilemma.

Codes	Teacher codes	Number(n)
being stuck between two values	T1,T2,T3,T12,T17,T19	6
being undecided about two moral issues	T4,T5,T6,T7,T11	5
being stuck between two positive-negative situations	T9,T14,T18,T21	4
rules and practices conflict	T10,T15	2
choosing one of two positive processes	T13	1
being stuck between law and conformity with life	T8	1
interest-morality conflict	T16	1
approach-approach conflict	T20	1

When Table 1 is examined, the teachers who were interviewed expressed their opinions differently regarding the question "What is an ethical dilemma?". The majority of the teachers defined the concept of ethical dilemma as "being stuck between two values" (n=6), "being undecided about two moral issues" (n=5), "being stuck between two positive-negative situations" (n=4). The results

regarding the definitions of ethical dilemma by a small number of teachers were as follows: "Rules and my practice are in conflict (n=1)", "choosing one of two positive processes (n=1)", "being stuck between law and compliance with life" (n=1), "choosing one of two positive processes" (n=1), "interest-moral conflict" (n=1) and "approach-approach conflict" (n=1). The direct answers given by some teachers regarding this question are as follows.

"In my opinion, ethical dilemma can be roughly defined as an individual being stuck between his/her conscience and what he/she should do in the face of any situation. "To be stuck between two values to be done" (T6).

"It is the process I go through to choose which one among two positive processes." (T18).

"It is the situation of being undecided about a moral issue. It is the situation of being faced with conscience while doing a duty" (T5).

"It is the conflict between the ethical rules that must be followed while performing the duty and some situations we encounter during the application" (T15).

"To choose one of two positive processes" (T13).

"Ethical dilemma is the conflict between interest and morality" (T16).

Findings on Ethical Dilemmas Experienced by Teachers in Schools

What kind of ethical dilemma do you experience? The teacher's opinions were asked and given in Table 2.

Table 2. Teachers' views on ethical dilemmas they experience in schools.

Codes	Teacher codes	Number(n)
dilemmas with students	T1,T3,T6,T7,T8,T9,T10T11,T19,T20,T21	10
curriculum	T3,T6,T7,T11,T12,T13,T18,T19	9
fair assessment	T4,T6,T11,T12,T13,T18,T19	8
school management and rules	T5,T6,T16,T17	4
colleague relationships	T2,T6	2

When Table 2 is examined, it is found that the most common (n=10) dilemmas experienced by the interviewed teachers to the question "What kind of ethical dilemma do you experience?" were related to students. The second highest response (n=9) was the ethical dilemma of curriculum. The third highest response (n=8) was the ethical dilemma of fair evaluation. The views of teachers on ethical dilemmas they experience are least frequently expressed as school administration and rules (n=4) and colleague relations (n=2). The direct responses of some teachers to this question are as follows.

"One day, during a meeting with a student, the student talked about the trouble he had with his family. I said that I thought it would be right to include the family in the solution. However, the student did not like this idea very much. This was a dilemma for me", T3.

"I am stuck between the administration and the student. For example; I came across a situation in which the student was warned harshly about a situation (violation of school rules) in society. I was angry with the principal. I usually prefer to look from the student's perspective. However, school rules are also important. I am experiencing an ethical dilemma in this regard. Should I side with the administrator who angrily warns the student or should I side with the student and explain the situation later?" T1.

"When I shared an issue that our student shared with us with the school guidance counselor, my student perceived it as if I had shared his secret, but the school guidance counselor also needed to know." T7.

"As a vocational course teacher, I may be faced with the principle of <<no performance grade below the written grade can be given>> if my students who have previously completed this training in the Quran course show serious weaknesses in their circle of friends, their relationships with their teachers, or their individual moral and stance approach." T10.

"I am experiencing a dilemma regarding the curriculum. I am experiencing a dilemma between completing the curriculum quickly or covering the subject in depth in order to reinforce it." T3.

"Emphasis should be placed on exams in 12th grades. The majority of students are students who see vocational courses as unimportant. However, one or two questions come out of our courses in the exam. No matter how deep I want to go, I have to be superficial when no one listens. I have a dilemma in this regard." T7.

"Although I know that it is not ethical in terms of the school administration's demands, in some cases I put forward my desperation and go for the event that will cause the least trouble. In other words, I keep quiet so that I don't have a headache. However, I am aware that this situation is not right." T16.

"Students who participate in the activities organized by the ministry disrupt their culture lessons. For example, in Imam Khateeb High Schools, there are Arabic competitions, Quran competitions, and sometimes theater competitions. In terms of our field, regardless of the branch the competition is from, the child disconnects from the lessons. When they cannot attend the lessons, they fall behind in the lesson, and I have a dilemma when giving such a student a performance grade. Should I give the student a performance according to their contribution to the school, the award they receive, or should I give them a low grade because they did not attend my own lesson." T20.

"I have worked with many teachers in my 37-year education career. I have been both an administrator and a teacher. There were many aspects that I saw and criticized in my teacher friends. But you can't say to his face that you did this, you're doing it wrong. You make him empathize by giving different examples. This situation makes me experience a conscience dilemma. To warn or not to warn? I try to stay in the middle." T2.

Teachers' Behaviors while Facing the Dilemmas and Solution Suggestions for Experiencing Less Ethical Dilemmas

What do you do when you encounter ethical dilemmas? How do you cope? What do you do to minimize ethical dilemmas? The question was asked and the teacher's opinions are given in Table 3.

When Table 3 is examined, the third question asked to the teachers is "What do you do when you encounter ethical dilemmas? How do you deal with them? What do you do to minimize ethical dilemmas?" and as a solution to the ethical dilemma experienced by the student regarding disciplinary problems, T8 stated that he solved it by "...considering human interest...not taking the student's behavioral disorder into legal action...by persuading". T9, who stated that he experienced a dilemma in treating students who did not listen to the lesson and those who did listen during the lesson, stated that he coped by "taking care of those who listened to the lesson, informing those who did not listen...if it does not affect, informing the school administration and parents..."

Table 3. Solution suggestions for ethical dilemmas experienced by

Codes	Teacher codes	Number(n)
finding the middle way	T6,T11,T12,T15	5
talking about ethical rules	T3,T4,T5,T8	4
choosing what is right in my opinion	T14,T17,T18,T20	4
being sensible	T2,T3,T16	3
choosing what does the least harm	T7,T9	2
making the student an activity	T13,T21	2
i accept the gift according to its condition	T11,T13	2
i never accept the gift	T2	1
being clear	T1	1
consulting	T1	1
creating level classes	T19	1

T10, stated that he experienced the ethical dilemma he experienced in giving performance grades as "...applying professional-official procedure...". T11, explained the ethical dilemma he experienced in order to give a fair performance grade to students who were separated as those who knew and those who did not know in the Quran course by saying "We divide the class into

two groups and those who knew and those who did not know proceed at different speeds. We have to evaluate each group within itself and give grades.” T12, stated that he had an ethical dilemma between the foreign students in his class and the curriculum, “If the group I have a dilemma with is the majority, I do activities according to their deficiencies instead of the curriculum. I have them read short texts to establish a basis, and I try to develop their skills in expressing what they read.” T13, who had an ethical dilemma regarding the curriculum, said, “...I try to reinforce it with homework. I increase retention by giving examples.” T18, stated that “When I understand that the topics are reinforced according to the structure of the class over time, I move on to a new topic.”

In addition, the majority of teachers stated that they should “find the middle ground” (n=5) to minimize ethical dilemmas. The second most common opinion was expressed as “by talking about ethical rules” (n=4) and “by choosing the most correct one in my opinion” (n=4). Different from these views, the solution suggestions for ethical dilemmas were, respectively, “behaving with common sense (n=3), choosing the one that causes the least harm (n=2), having an activity (n=2), accepting the gift depending on the situation (n=2), never accepting the gift (n=1), being clear (n=1), consulting (n=1), creating level classes (n=1).” Some of the direct opinions received from teachers are as follows.

“It is difficult to keep the foreign students who do not know the language and the Turkish students in balance in the literature class, but I organize activities for them in classes where foreign students are the majority. The abundance of my class hours makes it easier for me to ensure that both parties participate in my class and reach both parties.” T12.

“I try to be clear. In dilemmas, I try to act by considering both outcomes. If there is someone whose opinion I trust, I make decisions by consulting.” T1.

“To minimize ethical dilemmas, I try not to encounter them or choose the one that causes the least harm.” T7.

“In order to avoid ethical dilemmas, I help students solve problems by allowing them to come and ask questions, regardless of the subject, and explaining the solutions.” T8.

DISCUSSION AND CONCLUSION

In this study, the general purpose of which is to reveal the ethical dilemmas experienced by teachers in schools, teachers were asked what an ethical dilemma is and what types of ethical dilemmas they experienced, and their general opinions were obtained on how they resolved these dilemmas. The teachers interviewed expressed their views on the question of what is an ethical dilemma in different ways. While the vast majority of teachers explained the concept of ethical dilemma as “being stuck between two values”, they defined it as “being undecided about two moral issues” and “being stuck between two positive and negative situations” respectively. It was concluded that teachers

were knowledgeable about the concept of ethical dilemma, but they defined it with short and clear expressions where they could not go into too much detail. Ethical dilemmas are situations where two or more mutually exclusive moral principles that an individual or group encounters conflict. Such situations cause the individual to have difficulty in deciding which option to choose (Tosun, 2021). Ethical dilemmas usually occur due to the conflict between the rightness and wrongness of actions and the goodness and badness of the consequences of actions (Alicı, Deran, & Korkmaz, 2022). Ethical dilemmas often arise in situations where individuals have difficulty distinguishing between right and wrong, or when both options have significant value. It is a basic ethical problem where people have to choose between right and wrong (Çalıkoğlu, 2022). It can be said that the views of the participating teachers on the concept of ethics are similar to the research findings and the concepts of ethical dilemmas in the literature. For example, a person's need to protect a friend against the principle of being honest is a typical example of a dilemma. Such dilemmas require deep thinking and evaluating different perspectives in decision-making processes. This process can cause the individual to question their values and priorities.

Some of the participating teachers defined the concept of ethical dilemma as “the contradiction between the rules and the application”, “choosing one of two positive processes”, “being stuck between the law and compliance with life”, “choosing one of two positive processes”, “interest-moral conflict” and “approach-approach conflict”. This definition overlaps with the concept of ethical dilemma by Şallı and Levent (2019). Şallı and Levent (2019) explained the concept of ethical dilemma as the situation of being indecisive about making a choice regarding which of the existing alternatives will solve a problem.

Secondly, the teachers were asked the question “What type of ethical dilemma do you experience?” and it was found that teachers experience dilemmas related to students the most, these dilemmas are, respectively, dilemmas related to curriculum, fair evaluation, school administration and rules, and colleague relationships. The results regarding the dilemmas experienced by teachers with students are as follows.

According to the results of the research, teachers experience dilemmas regarding many different issues related to students. The ethical dilemmas they experience most with students are; performance grades for students, protecting students, whether to accept gifts, and whether to give homework to students. Participating teachers stated that they experience dilemmas when giving performance grades to students, teaching or evaluating students at different levels. This result of the research is similar to the study results of Yücel and

Tankutay (2023). The research results also show that teachers are in a dilemma about what kind of performance grade should be given to students who have low academic success but participate in competitions due to their success. Another ethical dilemma that teachers experience with students is the ethical principle of protecting students. The teachers who participated in the research stated that they experience a dilemma in protecting students. Teachers are sensitive to student problems, but in some cases, they experience a dilemma about sharing confidential information with the school counselor for the benefit of the student or talking to the student about a matter that should be reported to the administration and bringing them into society. The study results of Tezcan and Güvenç (2019), Yücel and Tankutay (2023) are similar to this study. According to the principle of teaching professional ethics, "The educator shall respect the confidentiality of the information obtained about the student, shall protect this confidential information except for legal obligations and emergencies, and shall not share it with anyone. The information about the student's private life shall not be disclosed to anyone other than the student's family." It has been concluded that teachers manage the ethical dilemma well within the framework of legal obligations.

Teachers also experience a dilemma about whether to accept a gift from a student. The dilemma experienced at this point is that if the gift is accepted, the student expects a good grade, and if the gift is not accepted, the student becomes upset. According to the results of the research, it was concluded that the majority of teachers think that the gift creates an expectation and that this situation is unethical, while others prefer to receive gifts for various reasons. Uzun and Elma (2012) stated in their research that gifts, regardless of whether they come from a parent or a student, create expectations, and in this respect, the findings of this study are parallel. "It has been determined that teachers use the "False requirements trap" approach while justifying and rationalizing these unethical decisions and behaviors. The first of the false requirements created by teachers is that the student will be upset if the gift is not received, that is, will be emotionally damaged. However, it is possible to say that accepting a gift so that the student does not become upset may lead to greater problems for the students" (Erdemli & Demir, 2018). As a result of all these findings and according to the principle of teacher professional ethics, "Except for gifts of symbolic nature that have no material value and are given on special days and weeks such as Teachers' Day, an educator shall not accept any gift that is likely to affect his/her professional judgment and impartiality." Accepting a gift may harm the fundamental principle of education and training, the principle of impartiality.

Another ethical dilemma that teachers experience regarding students is whether or not to give homework to students. It was found that the mathematics teacher, who had an ethical dilemma regarding whether or not to give homework to the students of Quran Memorization Programme in Imam Khateeb high school due to the intensity of their programs, ensured that the subject was fully understood in class and did not require repetition at home, and did not give homework upon the instructions of the ministry, thus no longer falling into a dilemma.

The results of the study revealed that the second issue that teachers experience the most dilemmas is the ethical dilemma of "curriculum". In the ethical dilemma of curriculum and time constraints, it was concluded that teachers sometimes flex their curriculum and thus solve the time problem. Teachers stated that they have difficulty in completing the curriculum and that they fall into the dilemma of whether to reinforce the subject or complete the curriculum. They emphasized that the obligation of teachers to comply with the curriculum due to their duties causes them to be torn between completing the curriculum and eliminating the deficiencies of the students, and that falling behind in the course subjects causes them to experience a dilemma. It was also concluded that teachers cannot complete the curriculum due to the inadequacy of Turkish of foreign students and the level differences between the students, the course is not understood unless some deficiencies in knowledge from previous years are eliminated, and the difficulties in implementing the curriculum prepared by the Ministry of National Education cause teachers to experience indecisiveness and dilemma. In Imam Khateeb high schools, especially in Arabic classes, due to reasons such as the reluctance of children, Arabic education for the first time, the heavy curriculum, and the concentration of grammar in the 9th grade, it is seen that teachers are in a dilemma about whether to complete the curriculum or to progress by reinforcing it. While there was no writing section in the Arabic book a few years ago, it was concluded that this year the ministry resolved this dilemma experienced by teachers by organizing books on this subject and that vocational course teachers were relieved of the dilemma of curriculum and time constraints. It was concluded that vocational course teachers stated that their students were not interested in religious courses because the course subjects were not included in the university exam, therefore they needed more time to attract the students' attention and wanted to stretch the curriculum, but they also experienced a dilemma in this regard. In the study of Nisani and Uğurlunun (2024) "Unethical behaviors, ethical dilemmas and solution suggestions in a vocational technical and Anatolian high school", the result that students did not care about culture courses in line with their goals and gave importance to vocational courses

differs from this study. Findings similar to the ethical dilemmas regarding the implementation of curriculum and curriculum programs and annual plans in the study have been stated in many studies (Yücel & Tankutay, 2023; Çelik & Saban, 2019; Nisani & Uğurlu, 2024). This situation emphasizes that curriculums should be flexible enough to allow changes to be made in practice by taking into account the immediate environmental conditions and the individual development characteristics of the students.

The third issue that teachers experience the most dilemmas is the "fair evaluation" dilemma. In the ethical dilemma of giving a performance grade to a student, it is seen that in addition to the student's determination and diligence, their attitudes and behaviors are also important, this is especially important in Quran lessons, and students' attitudes and behaviors should be compatible with the lesson they learn, and that apart from high course success, irrelevant and disrespectful behaviors mean that they cannot comprehend that lesson, and at this point, teachers experience a dilemma when giving performance grades. It has been concluded that the attitudes and behaviors of the students cause a dilemma between the positive contribution of a student with low academic success to the grading process and the negative return for a student with high academic success but who exhibits negative behavior. This situation also falls into the ethical dilemma of fair evaluation, and it has been concluded that a student who does not make an effort throughout the year but has high exam success and a student who does not know their responsibilities should be aware of this situation, pay attention to their attitudes and behaviors in and out of class, and establish a connection between their performances throughout the term. It has been concluded that the culture course teachers working in Imam Khateeb High Schools have a dilemma when giving performance grades to students who participate in competitions organized by the ministry such as Quran, Arabic competitions and sports competitions, because these students neglect their culture classes. However, they do not give low performance grades to these students since they bring success to the school. It is stated that the teacher, who cannot get rid of the contrast effect when giving performance grades to students, cannot get out of the dilemma because he thinks that he is not behaving fairly and that he is being unfair to some students. This situation will discourage the student and therefore put the teacher in an ethical dilemma. These results are similar to the principle of equality, that is, equality by acting differently, which is also included in the ethical principles expected in compliance with the MEB (2021) teaching professional ethics. Similar results regarding ethical dilemmas and fair evaluation dilemmas related to students from the research results are similar to the research results of Erdoğan et al. (2019), Tezcan et al. (2020), Yücel et al. (2023). In addition, Keskin and Keskin

(2023) reached similar results and concluded that the ethical dilemma of not evaluating fairly will create a negative situation in the student and may decrease motivation.

Another ethical dilemma that teachers face is the ethical dilemma regarding school administration and rules. It was concluded that teachers experience an ethical dilemma regarding the intervention of the school administration and that the school administration's desire to guide the solution of the problems causes their relationship with the school administration to wear out. It was stated that teachers fall into a dilemma confusion because the school administration's attempt to guide the teacher does not comply with ethical values. It was concluded that teachers are worn out intellectually and psychologically in the face of this issue and cause a loss of energy, causing their relationship with the school administration to wear out. In addition to being disturbed by this situation, teachers stated that they act conscientiously by evaluating both situations. The research findings are similar to the research findings of Karayaman (2021) on school administrators.

Another ethical dilemma that teachers face is the ethical dilemma of colleague relationships. In order to solve this dilemma, teachers try to report their colleagues' mistakes through examples, sometimes they have to warn them, and sometimes it is appropriate to get support from the administration to solve the problem. In addition, Uzun and Elma (2012) also found in their research titled "How Preschool Teachers Solve Professional Ethical Dilemmas" that teachers get support from school administrators to solve the unethical behavior of their colleagues. The circular published by the Ministry of National Education (MEB) (2015) includes the phrase "They cooperate with their colleagues to ensure that students receive quality education and training, and they share the problems they encounter during this process with the school administration". This phrase emphasizes the difficulties teachers have regarding how they should react when they encounter an unethical situation and how their decision-making processes should be. Acting through administrators can be a more systematic approach than acting individually and can reduce individual risks. However, some teachers may prefer to intervene directly, despite personal and negative consequences. For this reason, having clear, understandable, applicable ethical rules and codes that will enable teachers to act based on ethical rules will be an important tool to guide them when dealing with the problems they will encounter. Such guidance will draw a more consistent and safer path for teachers on how to behave against unethical situations.

The teachers were asked the following question: "What do you do when you encounter ethical dilemmas? How do you deal with them? What do you do to minimize ethical dilemmas?" The majority of the teachers stated that they "try to find a middle ground, talk about ethical rules, and choose what is right in my opinion." Some of the teachers stated that they "resolve ethical dilemmas by acting sensibly, choosing the one that does the least harm, being clear, consulting, and creating level classes" in order to resolve the ethical dilemmas they experience. As can be seen, teachers try to resolve the ethical dilemma by making their own choice for the dilemmas they experience or they try to minimize them. It was concluded that teachers try to do their best to eliminate the negative consequences of ethical dilemmas and make an effort to create a positive school environment. The results of this study are similar to Erdoğan's (2019) study and stated that it is possible to cope with ethical dilemmas and minimize their negative consequences and to create a healthy ethical culture in organizations. Teachers, when they have difficulty in making individual decisions and in the process of solving ethical dilemmas, evaluate different perspectives and obtain new information, and turn to consultation and exchange of ideas. In this process, they enrich their decision-making mechanisms by also giving importance to the opinions of reliable individuals. Participants evaluate different perspectives and obtain new information, and turn to consultation and exchange of ideas. In this process, they enrich their decision-making mechanisms by also giving importance to the opinions of reliable individuals. "The National Education Council emphasizes the importance of consultation and persuasion that guide Turkish education, and shows that this understanding continues to be valid today (Şen & Akbaba-Altun, 2022)". In this context, it is seen that teachers can manage ethical dilemmas with consultation. Among the measures that can be taken to manage and reduce ethical dilemmas, it is important to create a clear, applicable, and understandable legislation, determine ethical standards and convey them to all parties in the form of ethical training. In addition, it is recommended that strategic steps be taken in this regard, such as allocating a budget for ethical education in public and private educational institutions, conducting frequent and transparent inspections, granting necessary authorities to school administrators and teachers, and supporting them with professional development. Regardless of their branch, teachers should receive professional training and be directed to practice their professions in the best way possible within the framework of ethical rules and to implement professional ethics rules (Özkan & Çelikten, 2018). The findings in the ethics studies of Özkan and Çelikten (2018) are similar to this study. With such strategic steps, an approach aimed at preventing the occurrence of ethical dilemmas can help prevent negative consequences for both the organization and its employees. These

suggestions by Erdoğan (2019) reveal that a holistic approach should be adopted in terms of preventing ethical dilemmas. This, employees engaged in educational activities can be ensured to operate in a safer and more supportive environment within the framework of ethical rules. The suggestion that teachers can make decisions to solve ethical dilemmas as a result of their experiences, that more professional and effective solutions are needed to resolve the ethical dilemmas they experience, and that teachers should be provided with supportive training and a guidebook should be prepared in order to reach these solutions is similar to this study. Nisani and Uğurlu (2024) drew attention to the issue by emphasizing the instability of the regulations and the lack of disciplinary regulations.

In line with all these results, it was concluded that the ethical dilemmas experienced by teachers working in Imam Khateeb high schools are similar to the ethical dilemmas experienced by teachers working in other high schools.

RECOMMENDATIONS

In the context of the findings and results obtained from the research, the following suggestions can be made:

Ethical information activities can be carried out for school administrators, teachers and students. Awareness can be increased by organizing professional ethics training seminars and in-service trainings for teachers regarding ethical dilemmas. Environments can be created where high school teachers can share the ethical dilemmas they experience, and different studies can be conducted on how ethical dilemmas can be reduced. Mixed research can be conducted on the causes of ethical dilemmas. A clear and understandable legislation can be created. Ethical standards can be determined and the determined standards can be effectively conveyed to all relevant parties.

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Genişletilmiş Özet

Giriş

Etik toplumda iyi ve kötüyü ayırt etmede kişilere yön ve yol gösterir. Yolun hangi tarafından gidileceğine kişilerin kendisi karar verir. Amaca ulaşırken etik bir karar vermek gerekir. İnsan iradesi işte burada devreye girer. Etik aslında iradi bir eylemdir ve kişiye vicdani bir sorumluluk yükler. Ahlaklılığı konu edinen etik, insan yaşamının eylemsel ve pratik yönünü ifade eder (Cevzici, 2021). Eğitimde etik öncelikli olarak ele alınması gereken bir konudur. Öğretmenlik sadece bilgi aktarımıyla sınırlı değildir, gençlere değerleri aşıl原因 ortak bir paydanın oluşmasına katkı sağlayan bir meslektir. Öğretmenlerin değerlerini ve meslek etiği ilkelerini benimsemesi, öğrencilere değerlerin doğru bir şekilde aktarılmasını sağlar ve onların karakter gelişimine olumlu katkıda bulunur (Aydın, 2022: 94). Meslek etiği, tam bu noktada, bireylerin sorunlar karşısında gerçekleştirmeleri gereken mesleki görevleriyle genel etik kurallarının birleştiği noktada ortaya çıkmaktadır. Öğretmenlerin, mesleki görevlerini yerine getirirken mesleki etik kurallara uyum sağlamaları ve öğrencilerin güvenliği ve iyi niyetli bir öğrenme ortamının sürdürülebilirliği için mesleki etik ilkelerini uygulamaları hayati önem taşımaktadır. Öğretmenlerin etik ilkelerle sürtüşme ve etik dışı davranışlara sürüklenme riskleri her zaman vardır. Öğretmenler öncelikli olarak bu tarz durumlarla karşılaştıklarında etik açıdan uygun olan davranışları benimsemeleri sürecinde etik ikilemler yaşarlar (Arslan, 2018).

Etik ikilem durumları okullarda her yönlü iletişime zarar verir. Bu zararların aza indirilmesi konusunda öğretmenlerin yaşadıkları etik ikilem problemleri üzerine vurgu yapmak oldukça önemlidir. Özellikle öğretmenlerin yaşadıkları etik ikilemlere dair kapsamlı ve güncel verilerin azlığı, bu araştırmanın önemini ortaya koymaktadır. Öğretmenlerin yaşamış oldukları etik ikilemlerin açık olarak bilinmemesi birçok sorunu beraberinde getirmektedir. Çalışmanın, öğretmenlerin okullarda yaşadıkları etik ikilem durumlarının tespit edilmesi ve giderilmesi için farkındalık katacağı ve ikilem durumlarını yönetebilme becerisinin geliştirilmesine ve ikilem durumlarının ez az seviyeye indirgenmesine katkı sağlayacağı umulmaktadır. Herhangi bir ikilem durumunda öğretmenlerin nasıl bir yol ve yöntem izleyeceklerine dair bilgi sahibi olmaları açısından da bu çalışma önem arz etmektedir.

Bu çalışmanın amacı, imam hatip okullarında görev yapan öğretmenlerin okullarda yaşadıkları etik ikilem durumlarının ve bu etik ikilemleri en aza indirmek için neler yaptıklarını öğretmen görüşleri alınarak ortaya çıkarmaktır. Bu amaç doğrultusunda aşağıdaki sorulara cevap aranmıştır.

1-Sizce etik ikilem nedir?

2-Hangi tür etik ikilem yaşamaktasınız?

3-Etik ikilemlerle karşılaştığınızda neler yapıyorsunuz? Nasıl başa çıkıyorsunuz? Etik ikilemleri en aza indirmek için neler yapıyorsunuz?

Yöntem

Bu araştırma nitel araştırma yöntemlerinden olgubilimi deseninde yürütülmüştür. Nitel araştırma desenlerinden olgu bilim deseni, bireyin belli bir olguyu tecrübe etmesi ve deneyimlemesi sonucu oluşturduğu anlamlar üzerinde derinlemesine durduğu araştırdığı bir araştırmadır (Creswell, 2021; Tekindal, 2021; akt. Çapar & Ceylan, 2022). Bu araştırmada, yarı yapılandırılmış görüşme tekniği kullanılmıştır. Görüşme, daha önceden araştırmacılar tarafından hazırlanan üç tane açık uçlu sorunun Yozgat ilinde bulunan İmam Hatip Lisesinde görev yapan 14 kadın, 7 erkek toplam 21 katılımcı öğretmene sorulması ve katılımcı öğretmenler'in bu sorulara verdikleri cevaplardan oluşmaktadır. Sorular konu ile ilgili literatür taraması ve uzman görüşü alınarak hazırlanmıştır.

Bulgular

Araştırma bulgularına göre, görüşme yapılan öğretmenlerin Etik ikilem nedir? Sorusuna sekiz farklı görüş bildirmişlerdir. Etik ikilem kavramını öğretmenlerin çoğunluğu 'iki değer arasında kalma durumu', 'ahlaki iki hususta kararsız kalma', 'olumlu-olumsuz iki durum arasında kalma' olarak tanımlamışlardır. Öğretmenlerin az bir kısmının etik ikilem tanımlamalarına ilişkin sonuçlarda şu şekilde olmuştur; 'kurallarla uygulamanın ters düşmesi', 'iki olumlu süreçten birini seçmek', 'kanunla – yaşama uygunluk arasında kalma', 'iki olumlu süreçten birini seçmek', 'menfaat – ahlak çatışması' ve 'yaklaşma – yaklaşma çatışması' olarak tanımlanmıştır.

Görüşme yapılan öğretmenlerin "Hangi tür etik ikilem yaşamaktasınız?" Sorusuna en çok öğrencilerle ilgili ikilemler yaşadıkları bulgusuna ulaşılmıştır. İkinci en yüksek cevap müfredat etik ikilemi olmuştur. Üçüncü en yüksek cevap ise adil değerlendirme etik ikilemi olurken, öğretmenlerin yaşadıkları etik ikilemlere ilişkin görüşlerinde en az okul yönetimi ve kurallar ve meslektaş ilişkileri görüşü belirtilmiştir.

Öğretmenlere üçüncü soru olarak "Etik ikilemlerle karşılaşınca neler yapıyorsunuz? Nasıl başa çıkıyorsunuz?" "Etik ikilemleri en aza indirmek için neler yapıyorsunuz?" sorusu sorulmuş ve etik ikilemleri en az seviyeye indirmek için "orta yolu bulmak" şeklinde görüş bildirmişlerdir. İkinci en çok görüş ise "etik kurallardan bahsederek" ve "kendimce en doğru olanı seçerek"

şeklinde ifade edilmiştir. Bu görüşlerden farklı olarak etik ikilemlere çözüm önerileri sırasıyla “aklı selim davranarak, en az zarar vereni tercih ederek, etkinlik yaptırma, hediye kabul etmeye göre kabul etmek, hediye asla kabul etmemek, net davranarak, istişare ederek, seviye sınıfları oluşturularak,” şeklinde görüş bildirmişlerdir.

Tartışma ve Sonuç

Görüşme yapılan öğretmenlerin etik ikilem kavramına dair bilgi sahibi oldukları ancak çok fazla detaya giremedikleri kısa ve net ifadelerle tanımladıkları sonucuna ulaşılmıştır. Katılımcı öğretmenlerin etik kavramına ilişkin görüşleri ile araştırma bulguları ve literatürdeki etik ikilem kavramlarının benzeşmektedir.

Katılımcı öğretmenler öğrenciye performans notu verirken, farklı seviyedeki öğrencilere ders anlatırken alt seviyedeki öğrenciye göre ders anlattıkları, orta yolu bulmaya iki tarafı eşitlemeye çalıştıkları sonucuna ulaşılmıştır.

Öğretmenlerin büyük bir çoğunluğunun hediye almadıkları hediye not beklentisine sebep olduğu sonucuna ulaşılmıştır. Öğrencilerin paylaştıkları özel bilgileri şart ve duruma göre öğretmenlerin başkalarıyla paylaştıkları ve bunun önem arzettiği sonucuna ulaşılmıştır.

Müfredat ve zaman sıkıntısı etik ikileminde, öğretmenlerin zaman zaman öğretim programlarını esnettiği ve böylelikle zaman problemini çözdükleri sonucuna ulaşılmıştır.

Öğrenciyi adil değerlendirmek isteyen öğretmen ikilem yaşarken, çözümü; MEB'in (2021) öğretmenlik meslek etiğine uyulmasında beklenen etik ilkeler içerisinde de yer alan eşitlik yani farklı davranarak eşitlik (equity) ilkesi ile benzer davrandıkları sonucuna ulaşılmıştır.

Okul yönetiminin müdahalesi sonucu ikilem yaşayan öğretmenlerin iki koşulu da değerlendirerek vicdanlı hareket ettikleri sonucuna ulaşılmıştır. Araştırma bulguları Karayaman'ın (2021) okul yöneticileriyle ilgili yaptığı araştırma bulgularıyla benzeşmektedir.

Meslektaşlarıyla ilişkilerde ise çözümü okul yönetimiyle paylaşarak çözdükleri sonucuna ulaşılmıştır. Öğretmenlerin etik ikilemleri çözümleme ve en aza indirmek için istişare ettikleri, orta yolu bulmaya çalışarak hareket ettikleri sonucuna ulaşılmıştır. Milli eğitim şurasının önemini burada açıkça ortaya çıktığı görülmektedir.

Öneriler

Araştırmadan elde edilen bulgular ve sonuçlar bağlamında aşağıdaki öneriler sunulabilir:

Okul yöneticileri, öğretmenler ve öğrencilere etik bilgilendirme çalışmaları yapılabilir. Etik ikilem hususunda öğretmenlere eğitimde mesleki etik eğitim seminerleri, hizmet içi eğitimler düzenlenerek farkındalık artırılabilir. Lisede görev yapan öğretmenlerin yaşadıkları etik ikilemleri paylaşacakları ortamlar oluşturulabilir ve etik ikilemleri nasıl daha aza indirilebilir bunun üzerinde farklı çalışmalar yapılabilir. Etik ikilem nedenleri ile ilgili karma araştırma yapılabilir. Açık ve anlaşılabilir bir mevzuat oluşturulabilir. Etik standartlar belirlenebilir ve belirlenen standartlar tüm ilgili taraflara etkili bir şekilde aktarılabilir.