
ЕТИКА ВЧИТЕЛЯ ФІЗИЧНОГО ВИХОВАННЯ

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Abstract. *The objective of this study was to determine the knowledge of physical education teachers about the professional code of ethics in China. The significance of research is that knowledge of a professional code of ethics can help teachers to understand the nature of their work, the values they convey, and the consequences of their work for those with whom they work. Methods: literary analysis, system analysis and method of pedagogical observation. The results of the study will contribute to improving and maintaining the standards and reputation of the profession of physical education teacher through the introduction of advanced experience. It is determined that local teachers of physical education have appropriate knowledge about the professional ethics code. It is proved that there is a need to improve the program of professional development for teachers and to separate the coverage of moral and professional ethics in educational programs. It is recommended to apply a professional code of ethics for teachers to improve their professional level.*

Keywords: *physical education teacher, ethics, professional code of ethics.*

Анотація. Метою даного дослідження було визначення знань учителів фізичного виховання про професійний етичний кодекс в Китаї. Значущість дослідження полягає у тому, що знання про професійний етичний кодекс може допомогти вчителям зрозуміти характер їх роботи, цінності, які вони передають, і наслідки їхньої діяльності для тих, з ким вони працюють. Методи: літературний аналіз, системний аналіз і метод педагогічного спостереження. Результати дослідження сприятимуть поліпшенню та підтриманню стандартів і репутації професії вчителя фізичного виховання завдяки запровадженню передового досвіду. Визначено, що місцеві вчителі фізичного виховання мають відповідні знання про професійний етичний кодекс. Доведено, що існує необхідність поліпшення програми професійного розвитку для учителів і відокремлення висвітлення моральної та професійної етики в освітніх програмах. Рекомендовано для підвищення професійного рівня вчителями фізичного виховання застосовувати професійний етичний кодекс.

Ключові слова: *учитель фізичного виховання, етика, професійний етичний кодекс.*

Introduction.

Every profession considers the development and application of a Professional Code of Ethics and Conduct (PCEC) as a means of maintaining acceptable professional standards. As for the teaching profession, teachers are supposed to exhibit a high level of professionalism, responsibility, integrity, competence, character, respect and honesty [2]. Such moral virtues are imperative for Physical Education (PE) teachers since their work involves close interactions with students in and outside the classroom and school contexts.

Among the many changes occurring across Chinese society in the early years of the 21st century has been the construction and implementation of a new national curriculum which includes physical education (PE) as one of the main subject areas. Unlike the old PE curriculum with its sports performance-oriented criteria, the new curriculum puts the emphasis upon health and fitness, which is reflected in the change of name from 'physical education' to 'physical education and health' (HPE). The concept of the new HPE curriculum challenges many aspects of traditional PE theory and practices, and requires PE teachers to change their professional perspectives and pedagogic approaches [1]. As a result, the curriculum reform progresses with difficulty.

China's code of teacher's professional ethics has had four amendments. There were six rules for the

version in 1984 and it was revised in 1991. Then the code was revised to be eight rules in 1997 and it was added new connotations of the eight rules in 2000. The latest revision of the code was back to six rules with more detailed provisions in 2008. The major principles from the latest rules of the code are patriotic law-abiding, love and dedication, love student, teaching and cultivating, being a model for students, life-long learning [7]. The every revision is based on the characteristics of teacher's professional development and the new problems from the implementation process of the code.

Due to the importance of education and the responsibilities of teachers in the education and development of students, teachers are accountable to students and their parents/guardians and care takers, colleagues, the profession, their employer and the community. Consequently, teachers need to be aware of their responsibilities and vulnerabilities in their interactions and relationships with each educational stakeholder. In recognition of the multiple responsibilities of teachers, numerous investigators and educators have stressed for the need to abide to Professional Code of Ethics and Conduct (Anangisyue, 2010; Hinds, 2005; Ishumi, 2011). Hinds (2005), for example, maintain that a code of ethics makes room for moral principles that emphasize obedience to rules and authority and the primacy of duty in the professional setting. Fredriksson (2004) concludes

that codes of ethics or conduct should be established in order to contribute and ensure the prestige of the profession and the exercise of professional duties in accordance with the agreed principles.

The aim, tasks of the research, materials and methods.

The purpose of this study was to investigate how PE teachers understand, interpret, perceive and respond to the curriculum reform and to identify some key blockers that might prevent PE teachers from actively implementing the new HPE curriculum.

Methods: The research was conducted using a qualitative, case-study research framework. The following methods of the research were literature analysis, systematic analysis and the method of sociological observations. This is one of the designated experimental zones for Chinese curriculum reform. Data collection included analysis of government educational reform policies and other curriculum reform documents, as well as a review of the relevant academic literature. Informal talks were held with PE teachers from 11 schools in a city in the Northeast China and a series of sociological observations sociological observations were conducted with participants.

Results.

Ethics has an important place in education. The core of the ethics of education consists of student-related attitudes. Student and teacher relationship must be based on respect and love. In the school environment, we may come across teachers who are violent with students, who insult them, or threaten them with low grades. The fact that the concept of human's rights is being included more in the society's agenda has caused the student's rights to be placed in the agenda as well. With the increase in the consciousness level of the society, the relationships of teacher and student have started to be evaluated more carefully. Therefore, teachers must interrogate more whether their behavior is right or not, in their relations with students, students' families, school principals and other teachers (Haynes, 2012).

Studies towards the awareness of teachers about the individual responsibility in the ethical dimension and application of teaching shall facilitate this awareness. Ethical relations are expected to prevail in an education environment. That's why, ethics codes must be determined for education and the teachers must follow these codes. While ethics codes are defined international values (honesty, justice, faithfulness, respect) are focused on.

Main aims of ethics codes are to transform the application to the most useful state, to provide public interest, to protect the profession, to discipline the members, to guide and to be a source of help for teachers in coping with the dilemmas, which they may encounter in the daily applications. It is neces-

sary that ethics codes must be defined in order for teaching to be accepted as a real profession. Ethics codes have played an important role in professionalizing education and making it independent. Teachers who determine ethics codes and apply them create confidence in the society.

Physical education teachers are expected to follow vocational ethics codes for better qualified education in an environment where such an intensive relationship is experienced. Professional Ethics and Teaching Ethics scrutinizes objects and events' importance for human beings in order to determine how a good life is (Haynes, 2012). Ethics interests everyone who wants to shape and improve the communication and action forms together and decently.

Professional ethics is the entire set of general regulations considering the jobs performed by the members of the profession in an ethical way and complied with by most of the members. Ethics codes, which are determined by professional organizations and supported with sanctions, will guide the person who applies them and help him/her decide in possible dilemmas. Although professional ethics codes are shaped differently for each profession, there are many common codes.

The firsts of these are honesty, legality, reliance, professional loyalty, and respect (Wiley 2000). Ethics codes in education were developed first in 1915 in Canada. Professional ethics codes which were brought up by Canada Ontario State Ministry of Education have been developed continuously by theorists and applicators (Campbell, 2000). Professional ethics codes for educators were introduced clearly first in 1929 by National Education Association Physical Education Teachers 5 (NEA), the U.S.A. Ethics codes of NEA had its current form in 1975 (Travers & Rebore, 2000).

Each teacher has to reflect an ethical vision in order to be a good teacher. According to Ilzбек O., an ethically good teacher has to be honest, compassionate, wise, brave, and fair [5]. Teachers have various and intensive relationships with students, the parents, principals, the other teachers, and the society. It is inevitable to have ethics dilemmas in these relationships. When there is an ethics dilemma, according to which values a teacher should decide, has been a matter of discussion. Teachers experience ethics dilemmas more in very sensitive situations. For instance; when a teacher has to touch the student in accordance with his profession, he/she experiences dilemma. A teacher has to decide the limits of help he/she makes to the student. Mainly physical education teachers and private education teachers experience such dilemmas.

In practical ethics education given to teachers, rules and codes are emphasized. The rules and ethics codes comprise a wide area in decision making. They provide easiness to teachers because they make the

teachers acquire the skill of ethical decision making. Because rules and codes are judgments, truthfulness of them has been accepted. While teachers are making ethics decisions, they have to correlate these decisions to the suitable rules and codes. However, in educating teachers, it isn't sufficient to make them acquire the skills of ethical thinking and decision making depending on only codes and rules. In addition to this, there should be techniques such as sample event analysis, screenplays, dramatization [4].

Physical Education Teacher and Ethics Physical education is an important part of education process. The principal aim of physical education is to contribute to each individual's being in society through providing them with physical, intellectual, social and emotional development. Physical education could be defined as a process including physical activities, which get the individual acquire physical, psychological and social skills with the aim of providing long-term life quality [3]. The objective of physical education courses is not to discover and train inherent capabilities, and give skills, but to equip and train the individual in such a way as to allow the preservation of his/her social, physical and mental integrity. Physical education courses in schools focus on the dependency of life on physical actions. Physical education curricula intends to develop the basic motor skills of children through various games and movements.

Physical education teacher is assigned to make principal duties inside and outside the school and coaching in addition to the duty inside the class. A physical education teacher has the responsibility of being a model for the student and the society by his/her physical appearance and, his/her healthy life style while he/she is doing these duties. They should display the behaviors and life styles that would constitute good examples for the students not only inside but also outside the school. Physical education teachers encounter the situation of making ethical decisions while they get the students acquire the values they should have, in school and sportive activities. These decisions are evaluated according to ethics codes.

Ethics codes for physical education teachers were published first in 1950 with the recommendation of AAHPER (American Alliance for Health, Physical Education and Recreation) professional ethics committee. Janelle and Taylor (1994) have determined ethical codes for physical education teachers based on the literature. These ethics codes include the behaviors which physical education teachers should perform concerning their duties and responsibilities.

Physical education teachers who don't renew themselves and lose their professional ideas can make lessons without any aims and planning after a while and act with the understanding of "throw out

the ball" [5]. In inter-school sports competitions, educational aim has been left aside, ethics abuses have increased and the thought of wining at any rate has become a rule.

The physical education teacher is expected to take certain precautions to provide student's participation in the lessons. Physical education lessons have an important role in helping disabled students to be included in the society and in the improvement of their personality. In this lesson, the disabled student may feel bad but it may be vice versa, too. In such a matter, the attitude of the teacher is very important.

As results of investigations show, the main aims of the professional code of ethics and conduct for teachers are to transform the behaviour of the members in the teaching profession, preserve public interest, protect the profession, discipline the members, guide and be a source of help for teachers in coping with the dilemmas which they may encounter in their daily professional duties. Given the responsibility entrusted to teachers of molding young people, it is imperative that they should be knowledgeable about their professional code of ethics and conduct. This is because teachers spend most of their time with students in their process of teaching and giving guidance to them. Additionally, teachers who recognize ethics codes and apply them create confidence in the society. In this regard, a code of ethics has an important place in education.

Physical Education as a discipline shows differences when compared to other academic disciplines in education because PE lessons mainly involve physical performances in both outdoor and indoor facilities. Through PE and sports activities, teachers and students come together more often. This makes both PE teachers and students to break some social barriers and be free with one another and may develop some bonds. For example, during instruction, there is physical handling of the learners and shouting especially when demonstrating and assessing a skill. Additionally, sports demand minimal clothing which can lead to unintended intimate desires. Moreover, other than being classroom teachers, PE teachers, most often double as the sports coaches. This aspect compels them to travel outside school with their students. This creates the teacher (coach/trainer)-learner relationship which most often is a multidimensional and continual relationship that flourishes within and outside the school. With the increase in the consciousness level of the society, and the concern of parents and society as a whole for high personal standards in the teaching profession, the teacher and student relationships have started to be evaluated more carefully.

Therefore, Physical Education teachers are expected to be aware of their professional ethics for better execution of their duties within the school

and outside the school environment where such a relationship is experienced. Knowledge of the Professional Code of Ethics and Conduct (PCEC) helps (PE) teachers to understand the nature of their work, the values they transmit, and the implications of those values for those with whom they are engaged; thus it helps to improve and sustain the standards and reputation of the teaching profession and helps to perpetuate the public confidence in PE and the teaching profession. Moreover, understanding and addressing issues of professional code of ethics and conduct can help teachers learn and uphold the best practices and conduct so that they work towards molding students into good citizens. It was against this background that this study thought the need to understand whether or not PE teachers were knowledgeable on the professional code of ethics and conduct in China.

Conclusions.

Generally, findings of the current study indicate that PE teachers in China have high knowledge on the PCEC. This is indicated by the common perception that teachers are concerned with the behaviours which make one to be a competent teacher. PE teachers were of the view that for one to maintain professionalism, he/she must not only possess subject and pedagogical knowledge but must also fulfill other functions which are part of the teaching profession. In this study, PE teachers indicated that they needed to work with students and parents, fellow teachers, the school administration and the state. They were also of the view that they have to be role models, committed, good communicators, participate in decision making and strive for self-improvement.

These findings concur with those of Tichenor and Tichenor (2009), who in their study that compared teachers' and administrators' perspectives on multiple dimensions of teacher professionalism found that both teachers and administrators placed the same level of priority to character, subject and pedagogical knowledge. Their findings also noted the importance of communicating to a wider audience of their professional activities. As for commitment to change and continuous improvement, PE teachers in this study, were aware of the attributes related to the commitment to change and continuous improvement. For example, PE teachers indicated that professional teachers are those who understand current trends in PE and education, actively seek

opportunities to grow professionally, participate in meaningful professional development activities and initiate change.

As for subject knowledge, the PE teachers were aware that an ideal teacher is one who possesses content knowledge in his/her field of specialization. In terms of pedagogical knowledge, PE teachers were aware that an ideal teacher is the one who exhibits innovative teaching, is reflective, effectively implements the curriculum, knows how to assess learning and plans lessons accordingly. These findings concur with those of Kramer (2003) and Morrell (2003) who argue that any professional in the teaching field is supposed to possess content knowledge, pedagogical knowledge, character and cooperate with the administration, government and the community s/he serves. They must also respect the learners whom they teach.

Perspectives of further researches.

It is known that theoretical and practical information concerning ethical dilemmas are increasing and solutions and recommendations for ethical problems are becoming more successful in the formal education received by teacher candidates. Therefore, more efficient ethical training must be included in pre-service education. Some problems may be encountered in applying ethical principles. It is always possible for a teacher to find himself/herself in an ethical dilemma and experience conflicts with the roles s/he has undertaken. In this context, ethical behavior is a hard job. This difficulty will be alleviated if teachers acquire the characteristics that constitute ethical conduct, such as doing the right thing and being fair, honest, and helpful, during the pre-service education.

The findings of this study call for three important areas of further researches. First, the study calls for strengthening the professional development of (PE) teachers and emphasize the teaching of moral and professional ethics in the teacher education programs. As professional teachers, they must however be encouraged to obtain copies of professional code of ethics and conduct. Second, the study calls for the Government and other educational administrators to emphasize and implement the professional code of ethics and conduct for teachers. Third: there is a need for further studies to examine the knowledge of teachers in other subject specializations on the professional code of ethics and conduct.

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