REVIEW OF PROFESSIONAL ETHICS UNDERSTANDING OF PRE-SCHOOL TEACHER CANDIDATES IN TERMS OF SOME VARIABLES

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ABSTRACT

This research is fulfilled with purpose of reviewing the professional ethics understanding of pre-school teacher candidates in terms of some variables. The sample of this research consists of 200 students receiving education in 4th class in pre-school teaching department in Hacettepe, Gazi and Middle East Technical University. In this research, data is gathered by means of using "Personal Information Form" and "Pre-School Teacher's Ethical Behaviors Scale". Data obtained in this study is analyzed by SPSS 20.0 package software. The frequency and percentage distribution of data is given. As a result of normality test, when examining differences between groups, Mann-Whitney U test is used in normally undistributed variables in dual groups, while Kruskal-Wallis H test is used in normally undistributed variables in more than two groups.

While a significant difference is determined statistically in terms of subdimensions of Pre-school Teachers' Ethical Behaviors Scale and variables such as school type graduated, university graduate and mother's education status, no significant difference is determined statistically in terms of variables such as age, gender and father's education status. In addition, it is determined that the majority of teacher candidates who participated in this research have the professional ethics understanding.

Keywords: Ethics, professional ethics, pre-school

INTRODUCTION

The profession that has a great important in maintaining the social life is a vital phenomenon occurring as a result of the division of labor in the social life (Sönmez et al, 2000). An individual becomes a part of society thanks to his/her profession and earns income and thus meets his/her needs and form his/her future according to his /her profession. Personality and profession should be in harmony as the profession affects the personality of an individual. While the performance and achievement of individuals working in any profession complying with his/her personality increase, individuals working in any profession not complying with his/her personality cannot be expected any achievement and performance (Arıcak ve Dilmaç, 2003).

Ethics is to work on right and wrong as well as responsibility and obligation. Besides the ethics reveals critical reflections (such as leaving a track) related to morality and provides skills such as making a selection among values and questioning the moral dimension of the relationship (Feeney, 2010; Altınkurt and Yılmaz, 2011).

Ethics is a complex concept and evokes deeper explanations. Ethics draws the shape of people's tendencies, attitudes and behaviors; such as appreciating, making a selection, displaying a behavior etc. Ethics deals with our relationships and our responsibilities to others. Ethics is linked to popular acts (Akt. Shapira and Orland, 2009). Professional ethics

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helps us to express the difficult situations with which we face every day and to think about our responsibilities to children, families, communities and societies (Feeney, 2010).

Ethical rules direct the employees to behave well and refrain from bad behaviors. While raising the administrative standards, they also increase the confidence towards business organizations. Ethical rules help to establish a special link between the business organizations and people and provide that moral norms in business organizations become higher than norms in the private life. Ethics rules also contribute to punish the unethical attitudes and behaviors in business organizations (Öztürk et al, 2011; Uğurlu, 2008; Yaman, Mermer and Mutlugil, 2009).

According to Kırel (2000), the ethics is a field of philosophy and this field researches the values and rules creating the basis of individual and social relationships established by people in the frame of moral principles such as right-wrong or good-bad. The professional ethics is a sub-branch of ethical discipline. Professional life constitutes a large part of human life. Professional life also has its own rules and a sense of ethics. It is possible to express the professional ethics concept as a combination of ethical rules and truths affecting the attitudes and behaviors within professional life and guiding the individuals about what to do and what not to do.

Professional ethics is a professionalization process emerging as a result of sharing of works in the society and studies of individuals professionalized in such works (Aydın, 2003). Professional ethics has certain principles showing change according to the nature of the profession in each occupational group. These principles manage the behaviors of professional members and restrict their personal tendencies and desires and if requires damages the professional reputation of members not adopting these principles and also it manages the conflicts and competition in profession and aims to protect the vision related to rendering of services when performing these actions (Pehlivan, 2001; Yılmaz and Altınkurt, 2009).

Researches and studies conducted about the qualities of teachers are increasing day by day. The experiences, trainings, attitudes and perceptions of teacher candidates direct the large part of researches and studies. This situation arises from changes occuring in teacher and student models in changing world. While teacher provides training as in the class hard-tempered, fully disciplined and a dominant person in previous education system, teacher is obliged to participate in learning responsibility together with the student in contemporary education system where the student takes place in the center of education (Bozdoğan and et al, 2007).

Many authors assert that values education is important for tolerant communities having sense of responsibility and therefore such an education should start in pre-school period. Although some people defend that children have less experience than adults, it is accepted that children can actively contribute to the social order (Act. Ciril et al., 2014).

Through pre-school education that is first phase of basic education, the development of child is supported in many areas and thus child is prepared for life. The ethical values, like so many other things that child learns from his family, gain strength along with the socialization of child in pre-school educational institutions and the child finds an opportunity to put them into practice. In addition to this, child acquires new values in these institutions (Ömeroğlu and Yaflar, 2004).

According to the opinion of many authors, teachers take place among key peoples who can contribute to the development of values between pre-school students. There are two sets of values affecting teachers' giver ethics: teachers' personal values and values defined in the ethical codes of nurseries where they are employed. Most authors dealing with these issues

also emphasize the importance of teachers' training and personal development. Therefore, it is extremely important that teacher to provide training for child adopts the ethical values and reflects these values on his/her relationships (Cirila et al.,?).

Teachers' ethical values cannot be considered independently of their opinions in concern with their self-images and specialization areas as a teacher. In addition to these, it isn't discussed only as a result of the teachers' personalities. Instead, the ethical stance of a teacher is a social view on one hand affected by objective structure of professional field and on the other hand affected by interactions of his/her colleagues and students as well as teachers and affected by daily day in school, school traditions and changes leading to the modern society's growth and development (Kurt and Martiana,1993; Gözütok, 1999; Şentürk, 2009).

Pre-school teachers should have the necessary skills to make empathy; because they can understand the child's problem and can guide him/her only in this way. When guiding, pre-school teachers should also adopt the virtues such as morality and justice and transfer these values into their life. Pre-school teachers should place the ethical values and professional ethics in their education goals and share them with colleagues to ensure that these ethical values are accepted by institution in which they work. When using these skills and virtues and transferring them to institution in which he/she works, a teacher can develop children's sense of morality and justice (Sakin, 2007). In this case, how the ethical knowledge can be improved, shared and maintained by professional teachers community? This question covers the educational requirements of teachers undertaken the preparation mission that they will apply in the future for facts of education and teaching. Also pre-school teachers- as individuals- should deal with some kinds of ethical standards and basic moral values at the stage of their preparation and implementation in a formal way (Campbell, 2008). (Uzun and Elma, 2012).

Pre-school teachers give importance to the results of the moral attitudes and behaviors of children in determining the line of moral behaviors. In this way, teachers can prevent wrong attitudes and behavior (Johansson, 2002).

METHOD

Purpose

This study aims to review the professional ethics understanding of pre-school teacher candidates in terms of some variables.

Model of the Research

This research has the feature of relational screening model that is one of general screening models.

Working Group

The working group of this research consists of 200 students receiving education in 4th class in pre-school teaching department in Hacettepe, Gazi and Middle East Technical University in 2013-2014 academic year.

Data Collection Tools

In this research, "Personal Information Form", "Pre-School Teachers' Ethical Behaviors Scale" is used.

Personal Information Forms: In this research, a personal information form is created in order to collect the personal information regarding teachers. In this form, articles related to age, gender, graduated university and parent's education status take place.

Pre-School Teachers' Ethical Behaviors Scale (OÖEDÖ)

Preschool Teachers' Ethical Behaviors Scale (OÖEDÖ) has been developed and its validity and reliability has been provided by Ahmet SAKİN (Sakin, 2007). The interrelationship of subdimension scores has been examined in determination stage of structure validity in the scope of validity. The correlation coefficients of the subdimensions range from .215 to .501. The correlation coefficients between the whole of test and its subdimensions range from .277 to .657 (Sakin, 2007). The internal consistency coefficients of the whole of scale have been determined as Cronbach Alpha .894, Spearman Brown .835 and Guttman .935. According to these results, it may be said that the scale has quite a high reliability. The reliability coefficients of the subdimensions of the scale have been calculated by Cronbach Alpha technology and values obtained have been shown in the following way: .81 for subdimension regarding respect for Profession, Personality and Society, .75 for Professionalism subdimension, .80 for Responsibility And Righteousness subdimension, .66 for subdimension regarding the Establishment of a Healthy And Safety Environment, .69 for Democracy and Equality subdimension, .59 for Justice and Morality subdimension, .56 for Honesty And Helpfulness subdimension (Sakin, 2007).

FINDINGS

In this section, the findings related to age, gender, education status and parent's education status of teachers who constitute the sample group in accordance with questions included in Personal Information Form for Teacher Candidates are shown in terms of the number of individuals and in percentage and they are presented and interpreted in tables below.

There is not a significant difference statistically in terms of scores related to respect for "profession, personality and society" among age groups (p> 0.05). There is not a significant difference statistically in terms of "professionalism" scores among age groups (p> 0.05). There is not a significant difference statistically in terms of "responsibility and rightneousness" scores among age groups (p> 0.05). There is a significant difference statistically in terms of "the establishment of a healthy and safety environment" scores among age groups (p< 0.05). It is seen that the average scores of pre-school teachers taking place in aged 25 and below groups are significantly higher than the average score of pre-school teachers taking place between 26-30 age group. There is not a significant difference statistically in terms of "democracy and equality" scores among age groups (p> 0.05). There is not a significant difference statistically in terms of "honesty and helpfulness" scores among age groups (p> 0.05). There is not a significant difference statistically in terms of "justice and morality" scores among age groups (p> 0.05). (Table 1)

There is not a significant difference statistically in terms of scores related to respect for "profession, personality and society" among gender groups (p> 0.05). There is not a significant difference statistically in terms of "professionalism" scores among gender groups (p> 0.05). There is not a significant difference statistically in terms of "responsibility and rightneousness" scores among gender groups (p> 0.05). There is not a significant difference statistically in terms of "the establishment of a healthy and safety environment" scores among gender groups (p> 0.05). There is not a significant difference statistically in terms of "democracy and equality" scores among gender groups (p> 0.05). There is not a significant difference statistically in terms of "honesty and helpfulness" scores among gender groups (p> 0.05). There is not a significant difference statistically in terms of "justice and morality" scores among gender groups (p> 0.05). (Table 2)

Table 1. Results of Mann Whitney U Test Related to Subdimension Scores of Pre-School Teachers' Ethical Behaviors Scale (OÖEDÖ)

Subdimensions	Age	N	Average	Median	Minimum	Maximum	SS	Mean Rank	U	P
									Mann Whitney U Test	
Respect for Profession, Personality and Society	aged 25 and below	188	55,45	57,00	32	66	8,07	102,34	783,0	0,076
	26-30	12	49,83	52,50	37	65	11,20	71,75		
	Total	200	55,12	57,00	32	66	8,36			
Professionalism	aged 25 and below	188	62,76	65,00	37	72	8,10	102,26	797,0	0,088
	26-30	12	57,92	60,50	41	71	10,18	72,92		
	Total	200	62,47	65,00	37	72	8,29			
Responsibility and Righteousness	aged 25 and below	188	71,43	74,00	36	84	10,28	101,35	968,5	0,412
	26-30	12	68,42	73,00	46	82	12,27	87,21		
	Total	200	71,25	74,00	36	84	10,40			
Establishment of a Healthy And Safety Environment	aged 25 and below	188	32,37	34,00	18	36	4,27	102,61	731,0	0,037
	26-30	12	29,58	31,00	19	36	5,35	67,42		
	Total	200	32,21	34,00	18	36	4,38			
Democracy and Equality	aged 25 and below	188	42,53	45,00	11	60	11,22	101,48	944,5	0,345
	26-30	12	39,75	37,50	28	56	9,67	85,21		
	Total	200	42,37	44,50	11	60	11,14			
Justice and Morality	aged 25 and below	188	34,79	37,00	15	42	7,49	101,72	899,5	0,236
	26-30	12	32,58	33,50	20	42	7,38	81,46		
	Total	200	34,66	37,00	15	42	7,48			
Honesty And Helpfulness	aged 25 and below	188	16,09	17,00	7	18	2,45	102,12	823,5	0,099
	26-30	12	14,92	16,00	10	18	2,81	75,13		
	Total	200	16,02	17,00	7	18	2,48			

Table 2. Results of Mann Whitney U Test Related to Subdimension Scores of Pre-School Teachers' Ethical Behaviors Scale (OÖEDÖ)

Subdimensions	Gender	N	Average	Median	Minimum	Maximum	SS	Mean Rank	Mann Whitney U Test	
									U	P
Respect for Profession, Personality and Society	Female	182	55,31	57,00	32	66	8,37	102,06	1354,0	0,225
	Male	18	53,11	52,00	39	66	8,31	84,72		
	Total	200	55,12	57,00	32	66	8,36			
Professionalism	Female	182	62,53	65,00	37	72	8,44	101,55	1447,5	0,415
	Male	18	61,78	60,50	50	72	6,66	89,92		
	Total	200	62,47	65,00	37	72	8,29			
Responsibility and Righteousness	Female	182	71,51	74,00	36	84	10,45	102,19	1330,5	0,189
	Male	18	68,67	68,50	51	83	9,74	83,42		
	Total	200	71,25	74,00	36	84	10,40			
Establishment of a Healthy And Safety Environment	Female	182	32,32	34,00	18	36	4,35	102,28	1314,5	0,159
	Male	18	31,00	32,00	22	36	4,59	82,53		
	Total	200	32,21	34,00	18	36	4,38			
Democracy and Equality	Female	182	42,56	45,00	11	60	11,34	102,13	1342,0	0,206
	Male	18	40,39	42,50	18	51	8,83	84,06		
	Total	200	42,37	44,50	11	60	11,14			
Justice and Morality	Female	182	34,62	37,00	15	42	7,54	101,13	1524,0	0,624
	Male	18	35,00	37,00	19	42	7,01	94,17		
	Total	200	34,66	37,00	15	42	7,48			
Honesty And Helpfulness	Female	182	15,99	17,00	7	18	2,55	100,71	1599,0	0,861
	Male	18	16,22	16,00	13	18	1,77	98,33		
	Total	200	16,02	17,00	7	18	2,48			

Table 3. Results of Kruskall-Wallis H Test Related to Subdimension Scores of Pre-School Teachers' Ethical Behaviors Scale (OÖEDÖ)

Subdimensions	University	N	Average	Median	Min.	Max.	SS	Mean Rank	H	P	Paired Comparison
Respect for Profession, Personality and Society	**METU**	31	59,00	60,00	46	66	4,62	124,19			
	Gazi	120	52,01	53,00	32	66	8,59	78,75	43,663	0,000	1-2 2-3
	Hacettepe	49	60,27	61,00	40	66	5,74	138,77			
	Total	200	55,12	57,00	32	66	8,36				
Professionalism	**METU**	31	66,13	67,00	59	72	3,95	120,79			
	Gazi	120	59,89	61,00	37	72	8,89	83,05	27,909	0,000	1-2 2-3
	Hacettepe	49	66,45	68,00	51	72	6,14	130,40			
	Total	200	62,47	65,00	37	72	8,29				
Responsibility and Righteousness	**METU**	31	76,74	78,00	59	83	5,85	129,47			
	Gazi	120	68,07	69,50	36	84	11,23	83,80	25,264	0,000	1-2 2-3
	Hacettepe	49	75,57	77,00	58	84	7,07	123,08			
	Total	200	71,25	74,00	36	84	10,40				
Establishment of a Healthy And Safety Environment	**METU**	31	34,61	35,00	30	36	1,91	129,47			
	Gazi	120	30,88	32,00	18	36	4,76	83,14	28,199	0,000	1-2 2-3
	Hacettepe	49	33,94	36,00	24	36	3,12	124,69			
	Total	200	32,21	34,00	18	36	4,38				
Democracy and Equality	**METU**	31	46,55	50,00	11	60	10,74	124,55			
	Gazi	120	39,83	40,00	14	59	11,42	87,49	15,483	0,000	1-2 2-3
	Hacettepe	49	45,92	48,00	19	58	8,86	117,14			
	Total	200	42,37	44,50	11	60	11,14				
Justice and Morality	**METU**	31	38,32	38,00	27	42	3,74	123,45			
	Gazi	120	32,25	36,00	15	42	7,98	82,91	28,297	0,000	1-2 2-3
	Hacettepe	49	38,22	41,00	21	42	5,40	129,05			
	Total	200	34,66	37,00	15	42	7,48				
Honesty And Helpfulness	**METU**	31	17,39	18,00	14	18	1,09	131,19			
	Gazi	120	15,22	16,00	7	18	2,73	82,51	32,371	0,000	1-2 2-3
	Hacettepe	49	17,10	18,00	12	18	1,52	125,14			
	Total	200	16,02	17,00	7	18	2,48				

There is a significant difference statistically in terms of scores related to respect for "profession, personality and society" among university groups (p< 0.05). It is seen that the average score of pre-school teachers taking place in METU group is significantly higher than the average score of pre-school teachers taking place in Gazi University group. It is seen that the average score of pre-school teachers taking place in Gazi University group is significantly lower than the average score of pre-school teachers taking place in Hacettepe University group.

There is a significant difference statistically in terms of "professionalism" scores among university groups (p< 0.05). While it is seen that the average score of pre-school teachers taking place in METU group is significantly higher than the average score of pre-school teachers taking place in Hacettepe University group, it is seen that the average score of pre-school teachers taking place in Hacettepe University group is significantly higher than the average score of pre-school teachers taking place in Gazi University group.

There is a significant difference statistically in terms of scores in terms of "responsibility and rightneousness" among university groups (p< 0.05). It is seen that the average score of pre-school teachers taking place in METU group is significantly higher than the average score of pre-school teachers taking place in Gazi University group. It is seen that the average score of pre-school teachers taking place in Hacettepe University group is significantly higher than the average score of pre-school teachers taking place in Gazi University group.

There is a significant difference statistically in terms of scores in terms of "the establishment of a healthy and safety environment" among university groups (p< 0.05). While it is seen that the average score of pre-school teachers taking place in METU group is significantly higher than the average score of pre-school teachers taking place in Gazi University group, it is seen that the average score of pre-school teachers taking place in Hacettepe University group is significantly higher than the average score of pre-school teachers taking place in Gazi University group.

There is a significant difference statistically in terms of in terms of "democracy and equality" scores among university groups (p< 0.05). While it is seen that the average score of pre-school teachers taking place in METU group is significantly higher than the average score of pre-school teachers taking place in Gazi University group, it is seen that the average score of pre-school teachers taking place in Hacettepe University group is significantly higher than the average score of pre-school teachers taking place in Gazi University group.

There is a significant difference statistically in terms of "justice and morality" scores among university groups (p< 0.05). While it is seen that the average score of pre-school teachers taking place in METU group is significantly higher than the average score of pre-school teachers taking place in Gazi University group, it is seen that the average score of pre-school teachers taking place in Hacettepe University group is significantly higher than the average score of pre-school teachers taking place in Gazi University group.

There is a significant difference statistically in terms of "honesty and helpfulness" justice and morality" scores among university groups (p< 0.05). While it is seen that the average score of pre-school teachers taking place in METU group is significantly higher than the average score of pre-school teachers taking place in Gazi University group, it is seen that the average score of pre-school teachers taking place in Hacettepe University group is significantly higher than the average score of pre-school teachers taking place in Gazi University group.

There is a significant difference statistically in terms of scores related to respect for "profession, personality and society" among mother's education status groups (p< 0.05). It is seen that the average scores of mothers taking place in illiterate/literate/primary school

groups is significantly higher than the average scores of mothers taking place in high school group.

There is a significant difference statistically in terms of "professionalism" scores among mother's education status groups (p< 0.05). It is seen that the average scores of mothers taking place in illiterate/literate/primary school groups is significantly higher than the average scores of mothers taking place in high school group and college/university graduate group.

There is a significant difference statistically in terms of "responsibility and righteousness" scores among mother's education status groups (p< 0.05). It is seen that the average scores of mothers taking place in illiterate/literate/primary school groups is significantly higher than the average scores of mothers taking place in high school group and college/university graduate group.

There is a significant difference statistically in terms of "establishment of a healthy and safety environment"scores among mother's education status groups (p< 0.05). It is seen that the average scores of mothers taking place in illiterate/literate/primary school groups is significantly higher than the average scores of mothers taking place in high school group and college/university graduate group.

There is a significant difference statistically in terms of "democracy and equality" scores among mother's education status groups (p< 0.05). It is seen that the average scores of mothers taking place in illiterate/literate/primary school groups is significantly higher than the average scores of mothers taking place in high school group.

There is a significant difference statistically in terms of "justice and morality"scores among mother's education status groups (p< 0.05). It is seen that the average scores of mothers taking place in illiterate/literate/primary school groups is significantly higher than the average scores of mothers taking place in high school and college/university graduate group.

There is a significant difference statistically in terms of "honesty and helpfulness "scores among mother's education status groups (p< 0.05). It is seen that the average scores of mothers taking place in illiterate/literate/primary school groups is significantly higher than the average scores of mothers taking place in high school and college/university graduate group. (Table 5)

There is not a significant difference statistically in terms of scores related to respect for "profession, personality and society" as well as "professionalism", "the establishment of a healthy and safety environment" and "honesty and helpfulness" scores among father's education status groups (p> 0.05).

There is a significant difference statistically in terms of "responsibility and rightneousness" scores among father's education status groups (p<0,05). It is seen that the average scores of fathers taking place in secondary school group is significantly higher than the average scores of fathers taking place in high school/university graduate/postgraduate group.

There is a significant difference statistically in terms of "justice and morality" scores among father's education status groups (p<0,05). It is seen that the average scores of fathers taking place in secondary school group is significantly higher than the average scores of fathers taking place in high school/ and college/university graduate/postgraduate group.

Table 4 . Results of Kruskall-Wallis H Test Related to Subdimension Scores of Pre-School Teachers' Ethical Behaviors Scale (OÖEDÖ)

Subdimensions	University	N	Average	Median	Min.	Max.	SS	Mean Rank	H	P	Paired Comparison
Respect for Profession, Personality and Society	**Illiterate/ Literate/ Primary School**	83	57,52	59,00	34	66	6,86	116,11			
	Secondary School	29	56,79	57,00	39	66	6,52	107,72	14,286	0,003	1-3
	High School	60	52,22	52,00	36	66	9,15	82,22			
	College/ University Graduate	28	52,46	55,00	32	66	9,95	85,93			
	Total	200	55,12	57,00	32	66	8,36				
Professionalism	**Illiterate /Literate/ Primary School**	83	65,24	67,00	41	72	7,06	120,49			
	Secondary School	29	63,21	65,00	41	72	7,52	103,53	20,439	0,000	1-3
	High School	60	59,85	61,00	37	72	8,53	81,08			1-4
	College/ University Graduate	28	59,07	61,50	41	72	9,27	79,71			
	Total	200	62,47	65,00	37	72	8,29				
Responsibility and Righteousness	**Illiterate /Literate / Primary School**	83	74,72	77,00	48	84	8,40	119,37			
	Secondary School	29	72,10	73,00	51	84	8,83	101,21	17,661	0,001	1-3
	High School	60	67,78	70,00	36	84	12,05	84,60			1-4
	College/ University Graduate	28	67,50	68,50	46	84	10,27	77,89			
	Total	200	71,25	74,00	36	84	10,40				
Establishment of a Healthy And Safety Environment	**Illiterate /Literate / Primary School**	83	33,60	35,00	21	36	3,46	118,77			
	Secondary School	29	32,59	34,00	22	36	4,22	105,90	18,745	0,000	1-3
	High School	60	30,72	31,50	20	36	4,75	81,00			1-4
	College/ University Graduate	28	30,86	31,00	18	36	4,92	82,54			

Democracy and Equality	**Total**	200	32,21	34,00	18	36	4,38			
	Illiterate /Literate /Primary School	83	44,88	48,00	11	60	11,10	114,76		
	Secondary School	29	43,21	46,00	18	59	11,31	104,34		
	High School	60	39,57	39,00	18	58	10,39	84,64	10,940	0,012	1-3
	College/ University Graduate	28	40,04	41,00	21	58	11,31	88,23			
	Total	200	42,37	44,50	11	60	11,14				
Justice and Morality	**Illiterate /Literate / Primary School**	83	36,93	39,00	22	42	6,21	118,24		
	Secondary School	29	35,48	37,00	18	42	7,25	105,98		1-3
	High School	60	32,00	34,00	15	42	7,82	80,08	17,547	0,001	1-4
	College/ University Graduate	28	32,75	37,00	18	42	8,42	86,00			
	Total	200	34,66	37,00	15	42	7,48				
Honesty And Helpfulness	**Illiterate /Literate /Primary School**	83	16,80	18,00	9	18	2,06	119,59		
	Secondary School	29	16,17	16,00	12	18	1,97	100,17		1-3
	High School	60	15,12	16,00	7	18	2,96	82,34	19,347	0,000	1-4
	College/ University Graduate	28	15,46	16,00	10	18	2,33	83,16			
	Total	200	16,02	17,00	7	18	2,48				

Table 5. Results of Kruskall-Wallis H Test Related to Subdimension Scores of Pre-School Teachers' Ethical Behaviors Scale (OÖEDÖ)

Subdimensions	Father's Education Status	N	Average	Median	Min.	Max.	SS	Kruskall-Wallis H Test			
								Mean Rank	H	P	Paired Comparison
Respect for Profession, Personality and Society	Illiterate / Literate / Primary School	34	56,74	58,00	34	66	7,27	109,56			
	Secondary School	23	57,61	58,00	40	66	7,83	119,02			
	High School	69	54,09	55,00	36	66	8,04	91,99	4,780	0,189	
	College/ University Graduate	74	54,55	57,00	32	66	9,15	98,52			
	Total	200	55,12	57,00	32	66	8,36				
Professionalism	Illiterate / Literate / Primary School	34	64,97	66,50	42	72	7,23	118,34			
	Secondary School	23	64,52	66,00	41	72	7,46	113,89			
	High School	69	61,52	62,00	37	72	8,28	92,54	6,331	0,097	
	College/ University Graduate	74	61,55	63,50	41	72	8,78	95,57			
	Total	200	62,47	65,00	37	72	8,29				
Responsibility and Righteousness	Illiterate / Literate / Primary School	34	73,79	77,50	51	84	9,20	115,06			
	Secondary School	23	75,52	78,00	48	84	8,91	126,02			
	High School	69	69,97	72,00	46	84	10,54	92,58	9,088	0,028	2-4
	College/ University Graduate	74	69,95	72,50	36	84	10,82	93,26			
	Total	200	71,25	74,00	36	84	10,40				
Establishment of a Healthy And Safety Environment	Illiterate / Literate / Primary School	34	33,21	35,00	21	36	3,70	113,21			
	Secondary School	23	33,43	34,00	23	36	3,47	111,89	3,687	0,297	
	High School	69	31,93	33,00	20	36	4,34	96,19			
	College/ University Graduate	74	31,62	34,00	18	36	4,85	95,14			

Democracy and Equality	**Total**	200	32,21	34,00	18	36	4,38				
	Illiterate / Literate / Primary School	34	44,09	47,50	14	58	11,70	110,50			
	Secondary School	23	46,70	49,00	23	59	8,24	120,24	5,062	0,167	
	High School	69	41,61	42,00	19	60	11,24	96,07			
	College/ University Graduate	74	40,93	43,50	11	58	11,32	93,91			
Justice and Morality	**Total**	200	42,37	44,50	11	60	11,14				
	Illiterate / Literate / Primary School	34	36,53	39,00	22	42	6,82	116,74			
	Secondary School	23	38,22	41,00	24	42	5,53	131,48	13,025	0,005	2-3
	High School	69	33,83	37,00	18	42	8,01	94,07			2-4
	College/ University Graduate	74	33,46	36,50	15	42	7,40	89,41			
Honesty And Helpfulness	**Total**	200	34,66	37,00	15	42	7,48				
	Illiterate / Literate / Primary School	34	16,50	18,00	9	18	2,25	111,40			
	Secondary School	23	16,30	18,00	9	18	2,62	111,93	3,341	0,342	
	High School	69	15,83	17,00	9	18	2,49	94,72			
	College/ University Graduate	74	15,88	17,00	7	18	2,55	97,33			
	Total	200	16,02	17,00	7	18	2,48				

DISCUSSION AND RESULT

While the majority of pre-school teacher candidates participated in the research group is composed of candidates taking place in aged 25 and below group, group in minimum number is composed of candidates taking place in aged 20 and below group. Gender of a great majority of the candidates is female. While the majority of mothers of candidates is composed of illiterate / literate / primary school graduate persons in terms of their education status, the majority of fathers of candidates is composed of college/university graduate persons in terms of their education status. The majority of the group lives in middle-income families.

According to results of this research, it is reached the conclusion that there is a differentiation in the subdimension regarding the establishment of a healthy and safety environment of professional ethics understanding of teacher candidates depending on their age variable. According to this result, the professional ethics understanding of candidates taking place in aged 25 and below group in this dimension is higher than candidates taking place between 26-30 age group. In other subdimensions, no a significant difference is available. The age of candidates has an effect on some subdimensions of their professional ethics understanding.

Depending on the gender, it is determined that there is no significant difference in the subdimensions of professional ethics understanding of teacher candidates. The gender has no effect on professional ethics understanding of candidates.

It is reached the conclusion that there is a differentiation in subdimensions regarding respect for profession, personality and society as well as honesty and helpfulness of professional ethics understanding of teacher candidates according to university where they received education. According to this result, professional ethics understanding of teacher candidates who graduated from science high school is higher than teacher candidates who graduated from Anatolian high school and professional ethics understanding of teacher candidates who graduated from Anatolian high school is higher than teacher candidates who graduated from teacher high school in this dimensions. In other subdimensions, no a significant difference is available. The university where candidates received education has an effect on some subdimensions of their professional ethics understanding.

Education status of mothers of candidates creates differences on the whole of subdimensions of their professional ethics understanding. According to this result, the professional ethics understanding of candidates whose mother takes place in illiterate / literate / primary school group is higher than candidates whose mother takes place in high school and college/university graduate group in all dimensions. Mother's education status has a direct impact on the professional ethics understanding.

It is understood that education status of fathers of candidates creates differences on the whole of "responsibility and rightneousness" and "justice and morality" subdimensions of their professional ethics understanding. According to this result, the professional ethics understanding of candidates whose father takes place in secondary school group is higher than candidates whose father takes place in high school and college/university graduate/postgraduate group in these dimensions. In other subdimensions, no a significant difference is available. Father's education status has an effect on some subdimensions of professional ethics understanding of teacher canditates.

In Tekerci's study (2008) where the professional attitudes of pre-school teachers working in different institutions are examined, it is observed that the score of 18- 25 age group and the score of 25-30 age group is equal and at same level when compared to the subdimension

scores related to development and promotion. This study carried out by Tekerci also supports the results of this research.

In Dilmaç's and et al.'s (2008) research where the values perception of teacher candidates is reviewed, it is determined that there is a significant difference in the score averages of teacher candidates taking place between 17-20 age group and 21-24 age group in values dimension of teacher candidates taking place between 17-20 age group and 21-24 age group (p <0.05). In the result of the research, it is understood that values given very much importance by teacher candidates are values such as universality, security, benevolence and subjective orientation. This study performed does not coincide with the result of the research.

In Bulut's research (2009) where the attitudes of teacher candidates related to teaching profession are evaluated (Dicle and Fırat University sample), it is seen that the attitudes of teacher candidates related to teaching profession don't show a significant difference in terms of gender variable (p> 0.05). Bulut has interpreted this result in a way that gender variable has no impact on the attitudes of teacher candidates related to teaching profession. These results also support the research.

In Çapa and Çil's reserach (2000) where the attitudes of teacher candidates related to teaching profession are evaluated in terms of different variables, it is ascertained that while some subdimensions determined according to gender of teacher candidates are in favor of men, some subdimensions are in favor of women. These results don't support the research.

According to Sakin's research (2007) where the opinions, attitudes and ethical judgement levels of pre-school teachers about professional ethical behaviors are examined, it is determined that there is a significant difference statistically (p <0.05) according to education status variable of pre-school teachers in the pre-school teachers' ethical scores belonging to subdimensions related to Respect For Profession, Personality and Society, Professionalism, Democracy and Equality, Honest and Helpfulness of pre-school teachers. This study also supports the result of this research.

In Bozdoğan and et al.'s research (2007) where the attitudes of teacher candidates in concern with teaching profession are considered, it is determined that there is not a significant relationship between students' total scores related to teaching profession and graduated high school type (p>0,05). Researcher has interpreted this situation in a way that it may be connected with relationship between family income levels and graduated high school type. This result does not coincide with the result of the research.

In Bulut's research (2009) where the attitudes of teacher candidates in concern with teaching profession are evaluated (Dicle and Fırat University sample), it is determined that the attitudes of teacher candidates in concern with teaching profession do not differentiate in terms of "university" variable. Findings obtained from the research do not support the result of this research.

In Pelit ve Güçer's research (2006) where perceptions regarding factors that direct the teacher candidates to make unethical behaviors and direct the teachers to make unethical behaviors in concern with teaching profession are examined, it is been observed that, when teacher candidates' ethical perceptions are compared according to mother's education status and father's education status, there is not any difference at significance level in teacher candidates' perceptions related to unethical practices concerning relationships with students, work-related responsibilities and relationships with colleagues (p> 0.05). This result do not support the result of the research.

According to Sakin's research (2007) where the opinions, attitudes and ethical judgement levels of pre-school teachers about professional ethical behaviors are examined, it is

determined that there is no a significant difference according to mother's and father's education status variable of pre-school teachers in the pre-school teachers' ethical scores belonging to subdimensions related to Professionalism, Responsibility and Rightneousness, the Establishment of a Healthy and Safety Environment, Democracy and Equality, Justice and Morality of pre-school teachers. Results obtained from this research do not support the majority of results of the research.

RECOMMENDATIONS

Studies should be fulfilled towards applications to support and stimulate the affective domain of teacher candidates. It is of an important impact on putting the professional ethics understanding into practice. According to the results of this research, it is seen that the opinions of pre-school teachers on professional ethical behaviors are influenced by the school factor. Therefore, teaching programs supporting the ethical behaviors should be given wide coverage to train the teachers before profession and after profession. The necessary arrangements should be made to enable guidance and counseling services in school to operate in a more systematic way with purpose of solving the problems with which pre-school teacher candidates face in concern with the children, oneself and their friends and to meet the needs of teachers on this matter. Teacher candidates should be informed during their university education in a way that they can have adequate knowledge and skill about professional ethics.

Target population of this research consists of 4th class students receiving education in pre-school teaching department in Universities in Ankara 2012-2013 academic year. It is possible to reach many teacher candidates in order to generalize obtained data. The professional ethics understanding of teachers can be examined in terms of more different variables apart from variables existing in researches fulfilled.

Selection methods such as interview, attitude test, etc., in addition to university exams in entering into relevant departments, can be used in order to determine the interests and skills of teacher candidates who wish to receive train in pre-school education field. Pre-school education institutions should be opened after conditions are suitable in all respects and education levels and professional ethics understanding of teachers enrolled in these institutions should be taken into account. The financial possibilities should be developed to ensure that teachers may be sure about their future. These studies shall greatly increase the professional ethics understanding of teachers. When importance given to pre-school education is adequately understood and the pre-school education is made necessary, it will lead the teachers working in this field to gain a more positive perspective and it will positively affect their attitudes towards children. Positive attitudes and actions towards professional ethics should be appreciated and rewarded; also inappropriate behaviors should be condemned and the necessary punishment should be imposed by the ethics committee.

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