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Quality- and ethical expectations towards Christian educators and their codification problems

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Interdisciplinarity



Qualitative text analysis



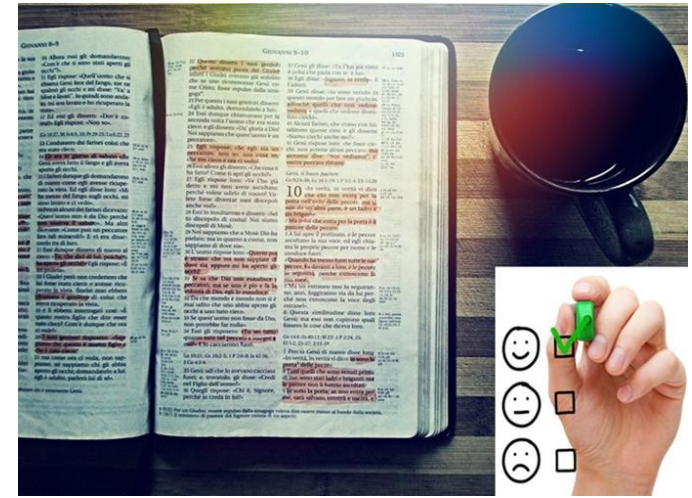
Quality expectations

Biblical guidelines

Regulation of educators' promotion system

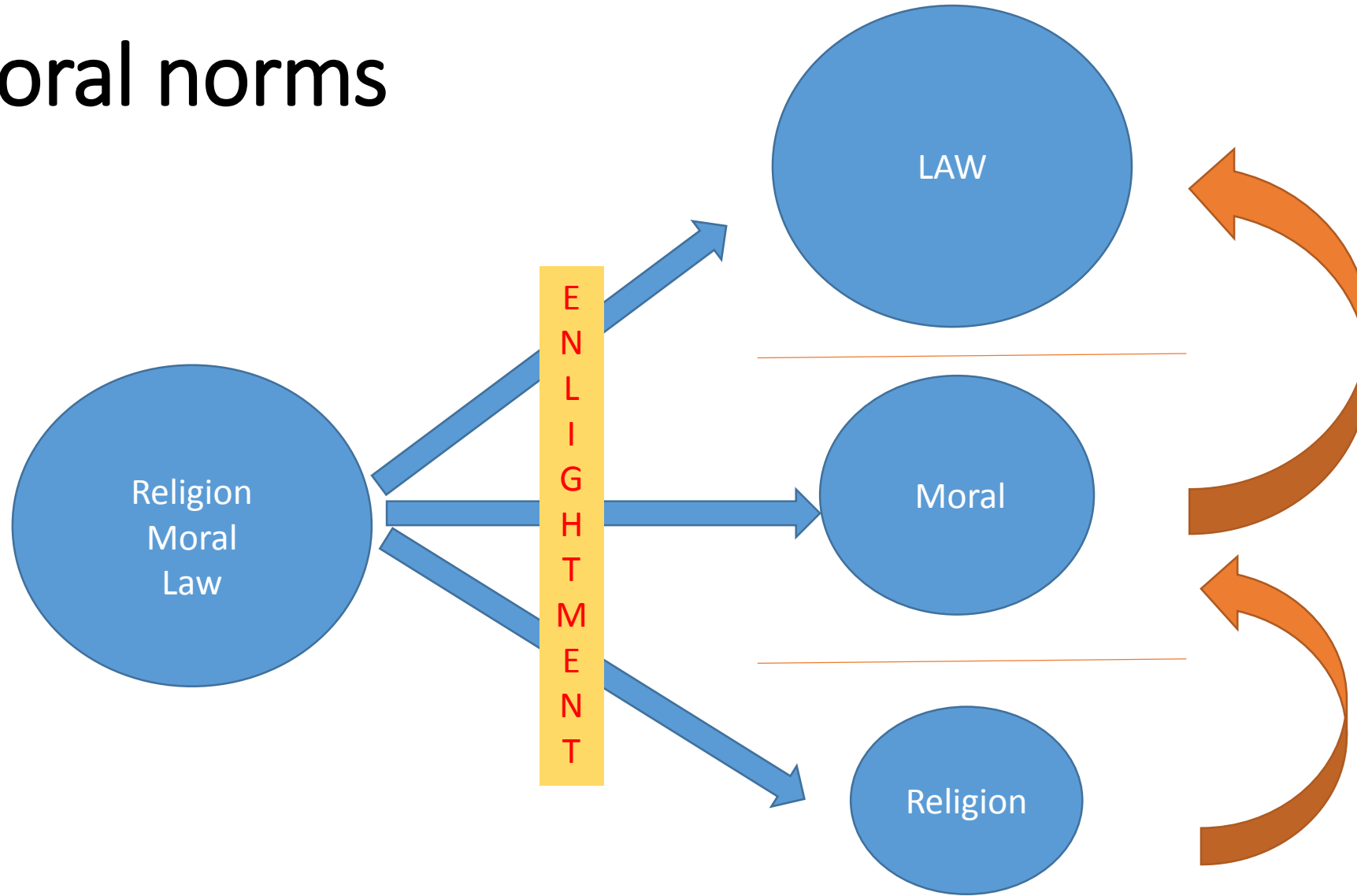
Hypothesis: The legal set of rules of Hungarian education management, quality expectations correspond to the moral teachings of the Bible (mainly the New Testament)

Inforce the hypothesis



- The analysis shows that Christian education is not a separate pedagogue's competence, but the special characteristics of the Christian educator also appear within the generally accepted competence areas.

Moral norms



Written or unwritten norms?

Peter Koslowski

- Always ethical
- Always unethical
- Ethical if the others are also ethical



Survey



Pedagogical ethics

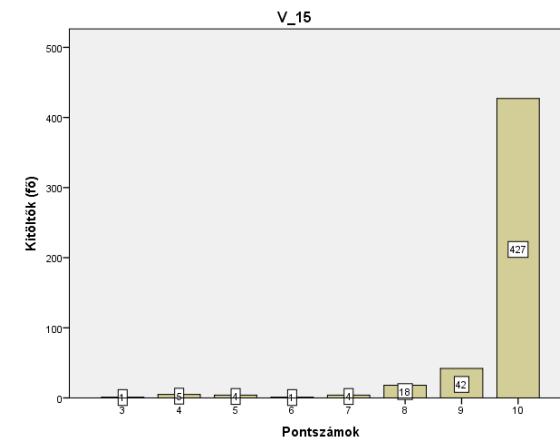
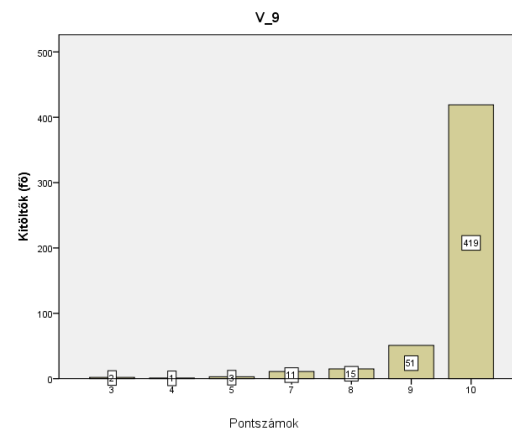
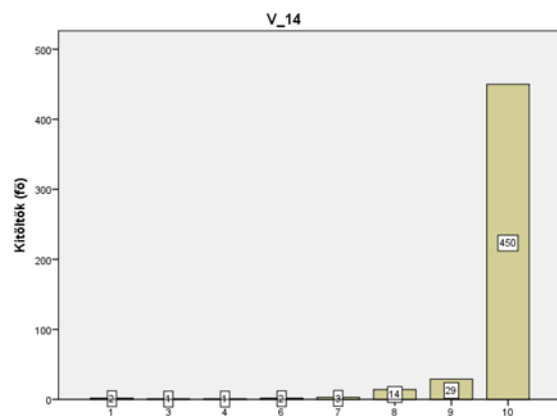
Codes of conduct for
pedagogues

Ethical situations

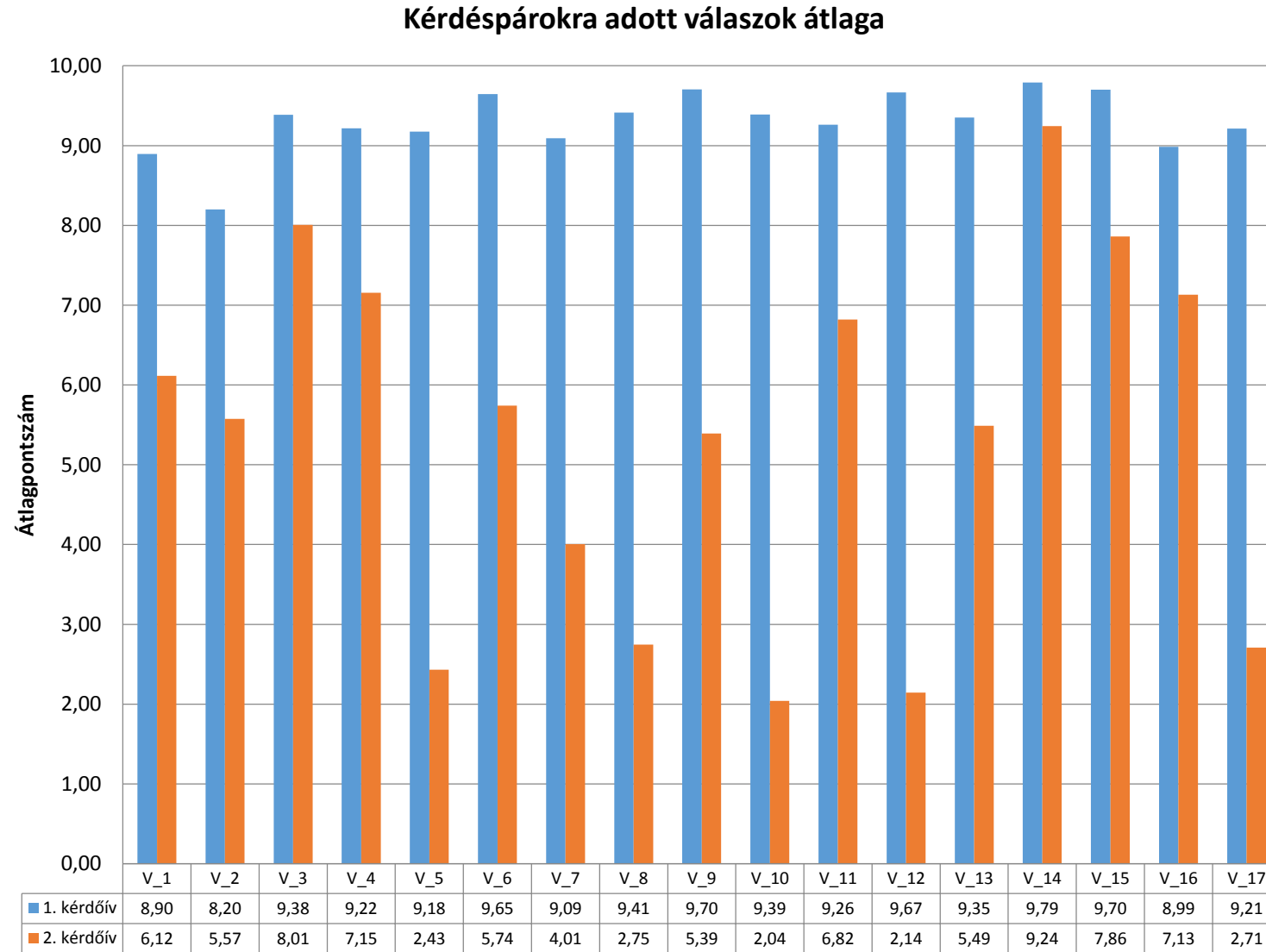
Hypothesis: In the case of black-letter rules of educators' professional ethics the pedagogues are stricter when it comes to creating rules, but more lenient when they deliver case-by-case ethical judgments of practical issues.

Most acceptable norms

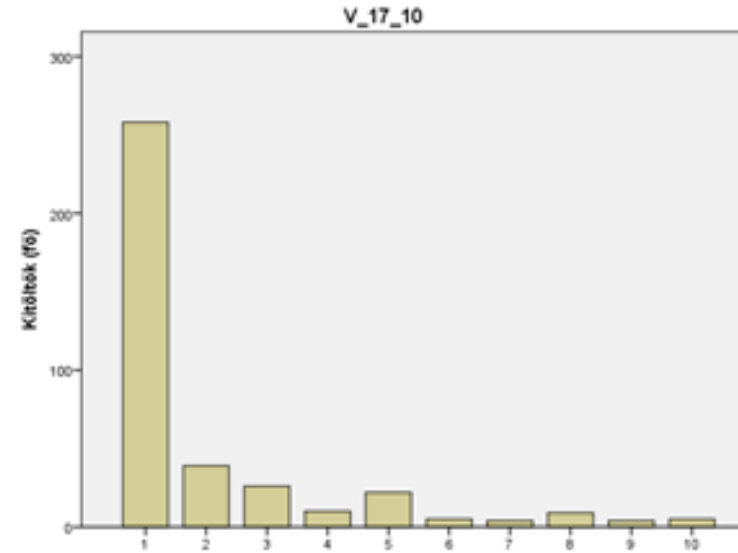
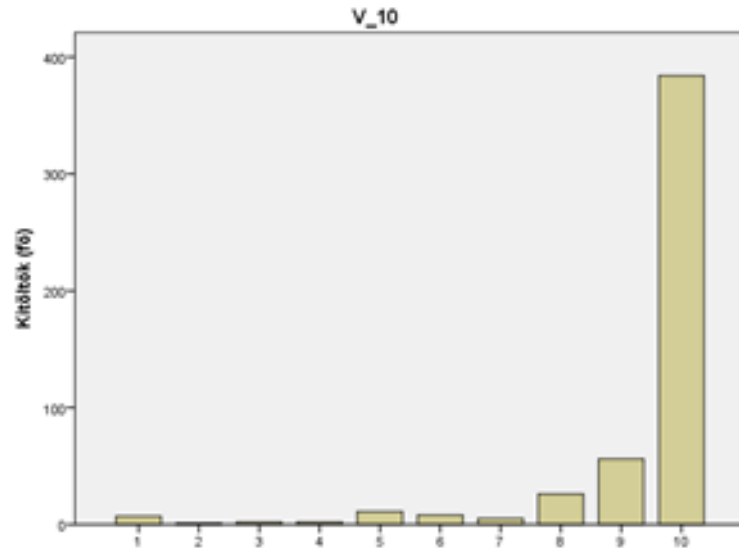
- Educators speak about their colleagues to student with respect, name them and their assignments in the same way as it is expected from the students by the institute.– 9,79
- Educators need to retain professional secrets even if they temporarily or permanently finish the work activity. – 9,703
- Educators represent their institute and teaching career properly, outside the institute, too. – 9,699



Comparison of the two questionnaires



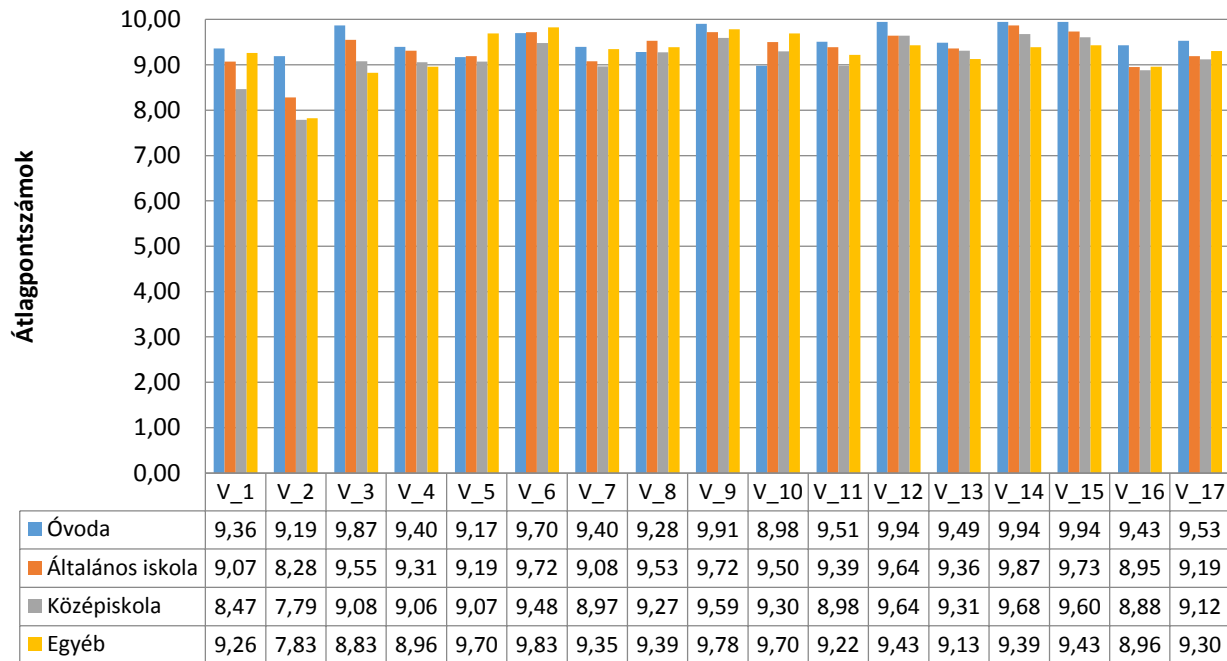
Educators should not use the students' work for private ambitions. –
9,39



It is well known that the young married and pregnant teacher is before moving.
Members of her high-school class with their parents' permission offer the help her move,
during the time of graduation break.
The teacher is grateful for the offer, and is waiting for the help team with sandwiches and
homemade raspberry syrup.
(The evaluation refers to the teacher's behavior.) - 2,04

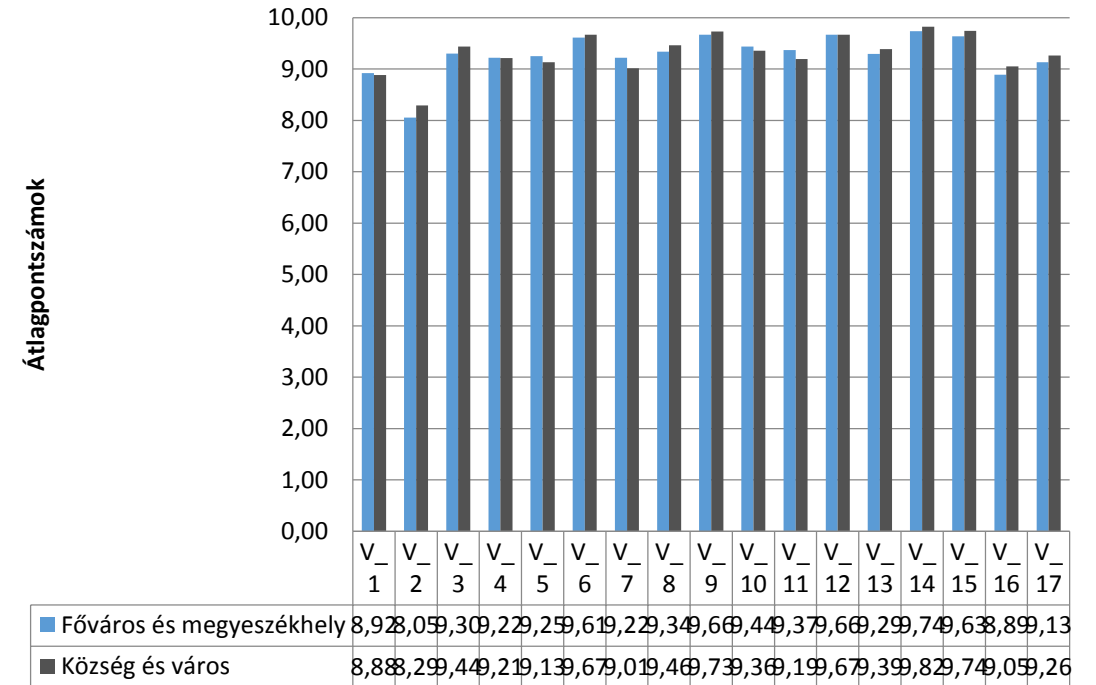
Comparison by the type of school

Intézménytípusok szerinti összehasonlítás - első kérdőív



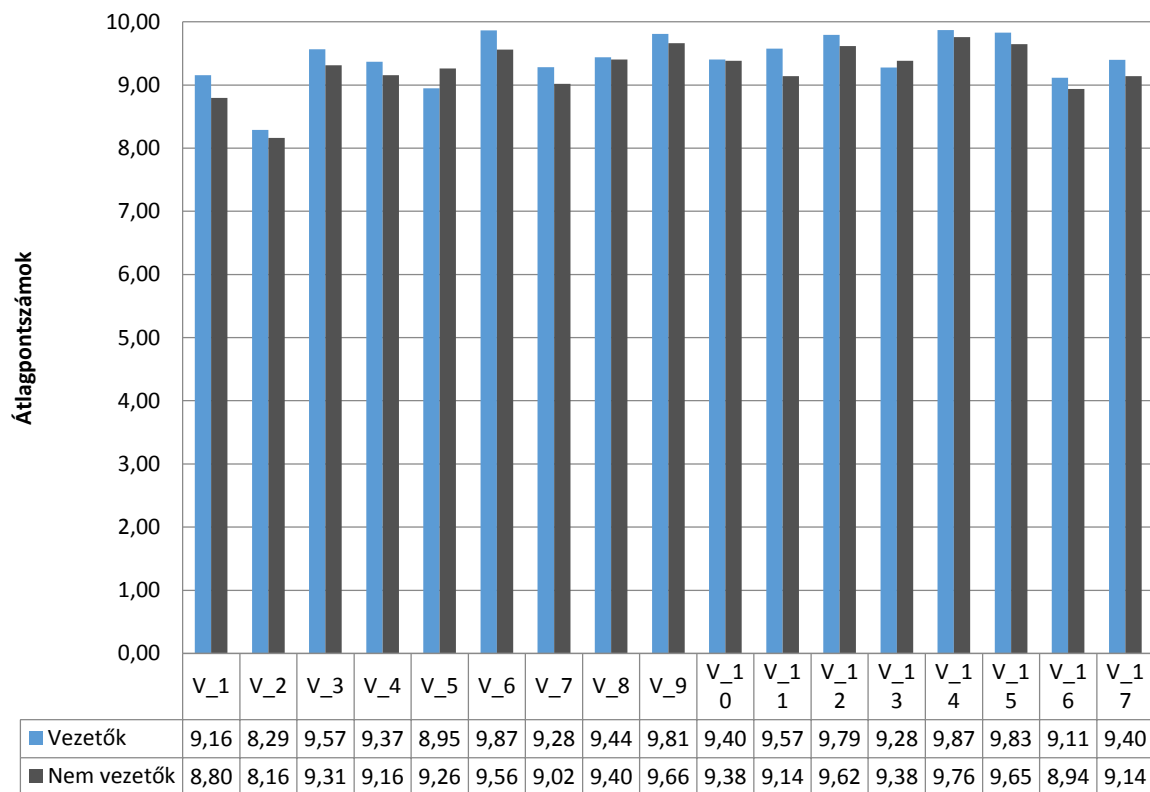
Comparison by the residence

Településszerkezet szerinti összehasonlítás



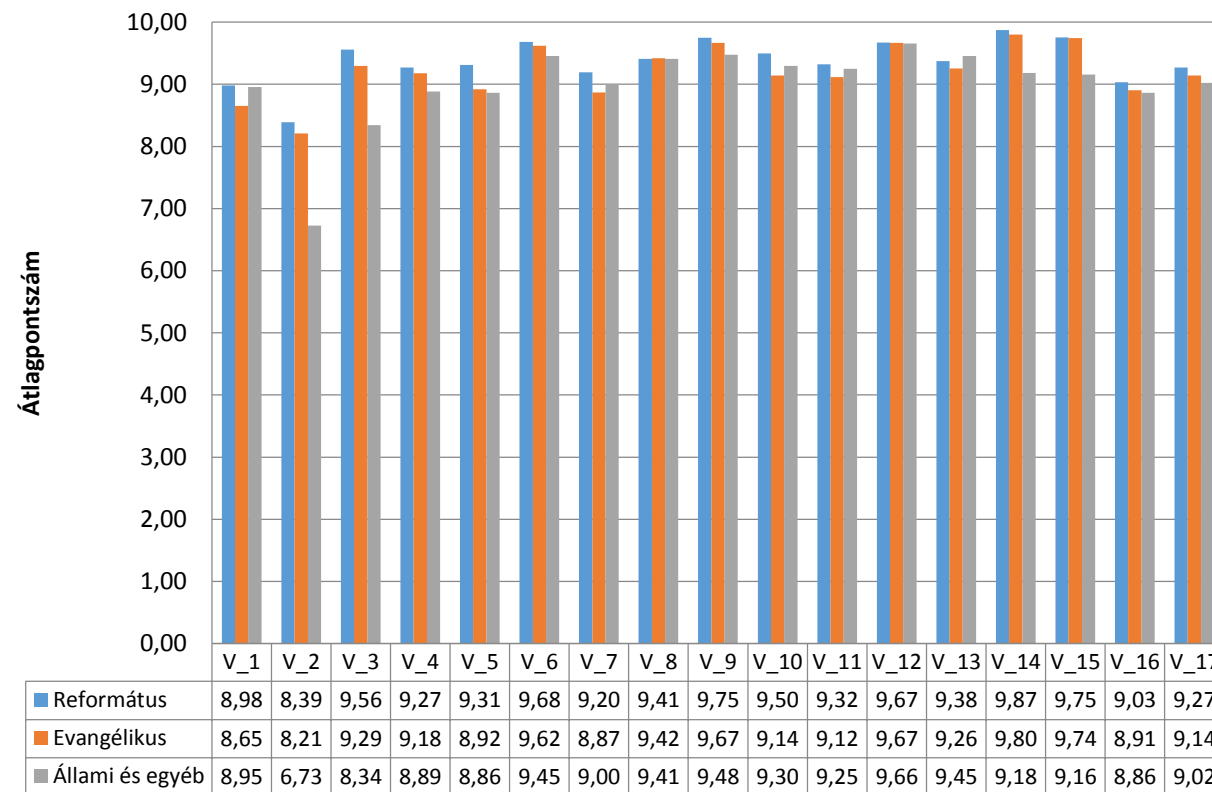
Comparison by position

Beosztás szerinti összehasonlítás



Comparison by the religion

Fenntartó szerinti összehasonlítás



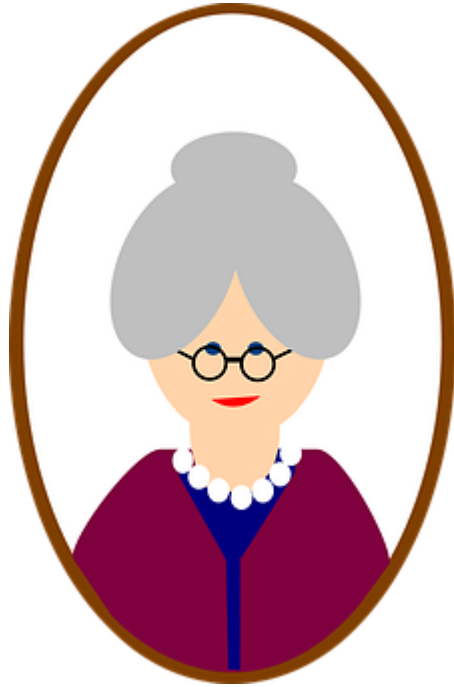
Ethical expectations

A small town, female head of nursery of a reformed church, between the ages of 51-60.



Subordinate male teacher of city (or capital city) middle schools, short before retirement.

Ethical cases



A female leader of a small-town arts school or special education institute, possibly of a professional service provider or specialized service institute, just before retirement,

Male, subordinate teachers of a city (capital city), state-owned middle school, who are under the age of 40.



Inforce the hypothesis



- Though to a different extent for each breakdown, the fact that agreement with the rules phrased in legalese does not necessarily mean judgment of moral issues/acting in situations posing a moral challenge in accordance with the rules was reinforced in all respondent groups.
- The pedagogues are stricter when it comes to creating rules, but more lenient when they deliver case-by-case ethical judgments of practical issues.

Survey



Pedagogical ethics

Practitioner teachers

Teacher candidates

Hypothesis: Teacher candidates are more tolerant in judging ethical rules, and in the case of concrete moral situations they are more stringent than practitioner teachers, so in their case the difference between the theoretical and the practical judgment is smaller than among practitioner teachers.

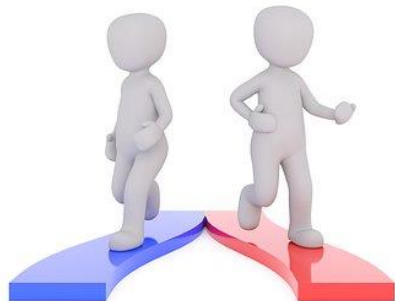
Priorities of candidates



- Educators communicate only knowledge and opinion they believe in, they do not mislead, do not tempt their students, but keep an open mind to commentate other opinions. (9,54)
- Educators should evaluate students consistently and rightfully. Evaluation can never be the tool of retaliation or discipline.(9,49)
- **Educators speak about their colleagues to student with respect, name them and their assignments in the same way as it is expected from the students by the institute. (9,41)**

Differences between teachers and candidates

- Educators should not use the students' work for private ambitions.
 - (Candidates: 8,26; Teachers: 9,39)
- Educators should be self-critical of their work, check and reflect on it constantly. They should be cooperative and open-minded, receive the external professional monitoring and evaluation.
 - (Candidates: 9,23; Teachers: 9,09)



Differences between teachers and candidates.



- At the twentieth class reunion, the headteacher of the class - says „the teacher is also a human” – and also tells funny stories about old carnivals and faculty trips to entertain the former students.
 - (Candidates: 3,30; Teachers: 5,39)
- The qualifier experts get the information only before the visited class that the teacher they visit has buried her high-school son a few weeks ago. The visited educator is remarkably disorganized during the class visit, her work leaves much to be desired. At the same time, her portfolio reflects a talented and dedicated teacher. During the professional discussion, the teacher talks about it is essential for her to get a higher degree because of financial and moral aspects. This situation is decided by the experts after overvaluing. Considering all of the facts and possibilities - for the request of the director - experts decide to ensure the possibility of progress for the teacher, by overvaluing her/his class work. (The evaluation refers to the experts' behavior.)
 - (Candidates: 3,35; Teachers: 2,75)

Inforce the hypothesis



In terms of ethical rules, teacher candidates are far less accepting than practitioner teachers (average 8.86 vs. 9.30), neither, in ethical situations they did not prove to be stricter than experienced teachers (5.05 and 5.33). However it is demonstrated, that in the case of teacher candidates the theoretical and the practical judgement are less (3.81) far from each other than in the case of practitioner teachers (3.97).



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