Ethical Conflicts in Teaching: 
The Novice Teacher’s Experience

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ABSTRACT: The purpose of this study was to explore the ethical conflicts and moral dilemmas experienced by novice teachers and how they dealt with them. The experience of novice teachers are unique because they are at the beginning of their careers and are highly immersed in learning how to manage the variety of tasks associated with teaching. Although novice teachers indicated that they perceived teaching as a value-laden profession and that they were moral agents, they were not comfortable openly expressing their values. The conflicts that novice teachers described related to their interactions with students, colleagues, administrators and parents. Numerous factors were identified as influencing their decisions. These included lack of job security, lack of experience, and conflict between personal and organizational values. Although novice teachers are not likely to think of the teachings of scholarly theorists when they discipline and evaluate students, or when they distribute limited resources such as classroom materials and teacher attention, it was found that novice teachers incorporated a rule utilitarian framework in their decision making. In our increasingly pluralist society, making the right decision may not be obvious. I propose that the study of ethics deserves a place in teacher preparatory programs and should be a frequent topic of discussion. A working knowledge of professional ethics and practice in applying them can make the difficult decisions that teachers have to make a little less stressful.
KEYWORDS: ethics, morals, values, teaching, decision making.

Statement of Research Problem

The purpose of this study was to explore the ethical conflicts and moral dilemmas faced by novice teachers in the Greater Victoria School District (#61).
Objectives

The four main objectives of this investigation were:

1. To explore whether or not novice teachers perceive teaching as a moral endeavor.
2. To explore to what extent values guide novice teachers in their daily work.
3. To describe the kinds of ethical conflicts and moral dilemmas experienced by novice teachers.
4. To identify the philosophical framework that novice teachers use in their ethical decision-making.

Methodology

Sample

This study was conducted in the Greater Victoria School District (#61) on Vancouver Island, British Columbia in the 2002/03 school year. A total of 48 novice teachers at five schools were asked to participate in the study. A 48% (23 participants) response rate was achieved. The novice teachers included contract teachers as well as teachers-on-call.

Data Collection Instruments

The data were collected by means of a questionnaire that contained both closed and open-ended responses. Questionnaires were distributed to novice teachers at their place of work. The completed questionnaires were returned to the researcher using the inter-school mail service. Confidentiality was ensured for all participants.

Data Analysis

The data obtained from the closed ended questions were tabulated onto an electronic spreadsheet (Microsoft Excel software). This type of data analysis provided background information on the respondents, (such as educational background, years of teaching experience, and employment status in School District #61), and percent of respondents who strongly disagreed, disagreed, agreed, strongly agreed or did not know with/about the question. In order to determine trends, strongly disagreed and disagreed were grouped and agreed and strongly agreed were grouped. This method of data analysis allowed for comparison between responses and ease in identifying patterns existing in the data. Frequencies and percentages were also generated when appropriate.
The data obtained from the open-ended questions were collated and grouped into themes. Content analysis of the open-ended data was performed in order to also try and identify any patterns.

Significance of the Study

Novice teachers may not be aware of the inherently value laden nature of teaching. This study may heighten awareness. It is important for novice teachers to contemplate the nature of their work, the values they transmit, and the implications of these values for those with whom they are engaged.

There appears to be very little literature on the kinds of ethical conflicts and moral dilemmas experienced by novice teachers and how novice teachers deal with these conflicts and dilemmas. A research study such as this may assist those with responsibilities for the professional growth of teachers to design programs that address how to address ethical conflicts in a professional manner.

Furthermore, an understanding of professional ethics, especially at the beginning of a teaching career, may make the first few critical years of teaching run a lot smoother. The British Columbia Teachers’ Federation reports that the attrition rates for teachers are highest in the first few years of teaching. Once teachers have gained 5 years of experience, they are less likely to leave the teaching profession than their colleagues who have less than 5 years of teaching experience (BCTF, 2000).

Literature Review

Tone of Current Literature

The tone of the current literature is one that calls for the increased awareness of teaching as an ethical endeavor. (Campbell, 1993; Colnerud, 1997; Jackson, Boosrom, & Hansen, 1993; Oser, 1989). For example, Campbell (1997) found that educators frequently denied that their problems in the workplace were ethical in nature; instead, they characterized them as being strategic, practical, professional, and political. She noted that ethical conflicts and moral dilemmas were seen as other people’s problems in which educators used decision-making and conflict resolution techniques to resolve.

Ethical Theories and Decision Making

Ethical theories can assist teachers in understanding, explaining and resolving the ethical conflicts and moral dilemmas that they encounter in their daily work.
(Malloy & Hansen, 1995). The conceptual base underlying this study assumes that ethics and morals are concerned fundamentally with principles of right and wrong and incorporates Kierstead and Wagner’s (1993) tripartite taxonomy of moral decision-making.

Kierstead and Wagner (1993) discuss a tripartite taxonomy of moral thinking that can be used in the analysis of moral decisions. The purpose of Kierstead and Wagner’s (1993) model is to “provide an efficient conceptual apparatus for addressing the moral domain of teachers working in today’s pluralist society” (p. 6). They identify three philosophical perspectives from which to work from. These are consequentialism, non-consequentialism and rule utilitarianism.

Consequentialist ethical theories maintain that the moral rightness of an act depends on the degree to which it produces an excess of good consequences. The morality or immorality of an action relies solely on its consequences. Consequentialists suggest that before deciding on a course of action, a morally right-minded person should calculate the total amount of good produced, minus any allowance for associated suffering or displeasure. The decision to go ahead with the proposed action can only be justified if the result of the calculation exceeds that of any proposed alternative. The determinant of morality is not the action itself, but its consequences. Today, matters of public policy are most often decided on the basis of a consequentialist ethic (Kierstead & Wagner, 1993).

Nonconsequentialist ethical theories maintain that an action is moral only if it is based on clearly defined moral principles guided by fundamental principles such as truth, courage, justice, friendship and compassion. The morality of an action is determined by the intentions of the agent. If people intend good by their actions and decisions, then no one can justly criticize the morality of their actions. The right intention is to regard every individual with absolute respect. A moral action is one in which no person is treated as a means to some other person’s or group’s goals (Kierstead & Wagner, 1993).

Rule utilitarianism theories include the best features of both utilitarianism and nonutilitarianism. This theory maintains that the moral appropriateness of an action is measured by the good consequences it produces and also by the fact that it requires every person to be treated with equal respect. Attention is drawn to the tangible consequences of an action and prohibits any consequence that might victimize another person. Individuals can never victimize another in the pursuit of further benefit, no matter how grand that benefit may seem. The universal requirement of rule utilitarianism is the profound respect for human dignity (Kierstead & Wagner, 1993).
Ethical Conflicts in Teaching

Distinguishing Between Values, Morals and Ethics

For the purposes of data collection for this study, the terms values/morals and ethics were understood to have similar meaning. However, although the terms are frequently used interchangeably, the author does recognize that there is a distinction between the terms.

Values and morals constitute a person’s identity. Sociologists explain that a person’s identity is developed in part by his/her individual morality. Individuals will have very strong feelings about what is right and wrong because of strong memories and feelings of their cultures’ or families’ teaching. An individual experiences great discomfort when his/her moral sensibilities are violated and they may not realize what his/her strongly felt values are until a value conflict creates discomfort and anxiety (Joseph & Efron, 1993).

Ethics is similar to morals in that both are concerned with doing what is right and good. However, ethics is more frequently thought of in a professional context. Ethics relates to a person’s behavior and the choices that person makes in conducting their daily work. Despite relating more to one’s work life than to one’s personal life, ethics is an extension of personal values and morals because personal values and morals undoubtedly influence how one behaves at work.

Teacher as Moral Agent

The concept of the teacher as a moral agent is not a new one. Since the earliest times, long before recorded history, the role of teachers has been to improve people’s lot in life. Humans came to see themselves as creatures able to learn form others through instruction. Formal instruction and the value of what was to be learned became a fact of moral life for teachers (Kierstead & Wagner, 1993).

Nature of the Teaching Task

The nature of the teaching tasks lends itself to being of a moral and ethical nature because at the core of the teaching task is the relationship between teacher and student. This relationship is of an unequal and dependent nature.

The nature of teaching also lends itself to being of an ethical and moral nature because of the complexity of the teachers’ tasks. The complexity stems from the variety of tasks that a teacher performs. For example, teachers need to be able to act on the spot, respond effectively and fairly to students, deliver engaging lessons in a limited amount of time, and assess various levels of students’ work and abilities. There is often little time to reflect or dwell on ethical issues during the course of a day’s work.
Professional Socialization and Organizational Norms

Professional socialization is the process of learning the attitudes, values, and skills in one’s particular place of work. Professional socialization can take place formally, such as becoming aquatinted with the school’s earthquake manual and the attendance recording procedures, as well as informally, such as understanding the seating arrangements in the staff lunch room and who has traditionally coached the volleyball team.

Some argue that the informal socialization process is just as, (if not more), influential as the formal socialization process (Anderson, 1991; Greenfield, 1984). Through the informal socialization process, the novice teacher learns the unwritten rules of the profession. In his discussion of micropolitics in schools, Anderson (1991) writes that teachers “know the feeling of being labeled and marginalized if they are too outspoken. They know the feeling of being locked out of the centers of power where important information is shared” (p.136). Sometimes the established norms of a school conflict with a teacher’s personal values and morals.

Campbell (1993) found that teachers frequently felt obligated to display loyalty and comply with the values of their colleagues and organizational norms. She identifies the problem of teachers having a moral conscience but working within a school with its own, perhaps conflicting, ethical standards. She coined the term ‘suspended morality’ to refer to an individual’s capacity to compromise personal moral convictions and accommodate organizational ones.

Code of Ethics and the Teaching Profession

The definition used by social scientists to define “profession” invariably includes the mention of an adherence to a code of ethics. Ethical codes describe how the relationship between a group of specially educated practitioners and their clients, as well as with the larger society, ought to be. Freeman (1998) writes, “Knowledge of ethical codes and expertise in applying them can make difficult choices a bit less thorny, and teachers will find careful reasoned ethical resolutions more palatable and defensible in the end” (p.32).

Although the code of ethics is ingrained into minds of novice teachers in their preparatory programs, once they enter the classroom the code is not the at the forefront of their minds. Other, more immediate concerns, such as preparing the day’s lesson plan and producing teaching materials, are of greater priority than reflecting on the code. In the beginning of their teaching careers, novice teachers rely on their personal morals when confronted with an ethical conflict.
or moral dilemma. Siegel and Barr (1997, in Freeman, 1998) identify this as relying on personal instincts.

**Findings**

Four major findings were identified from the study. The four major findings were (1) novice teachers perceive teaching as a moral endeavor, (2) values guide novice teachers in their daily work and novice teachers are comfortable expressing their values in the classroom, (3) the majority of ethical conflicts that novice teachers experience involve students (and not colleagues, administrators or the parents of their students), and (4) the most common philosophical framework that novice teachers use in their ethical decision making is the rule utilitarian framework. Each of the four major findings from the study is discussed. Recommendations, based on the data, are made wherever appropriate.

**Discussion**

*Novice Teachers Perceive Teaching as a Moral Endeavor*

Based on the response rates (85% of items received an agree response) that related to the research objective to what extent do novice teachers perceive teaching as a moral endeavor, it is fair to say that novice teachers believe that teaching is indeed a moral endeavor. Table 1.1 summarizes these findings. Not only are novice teachers aware of their responsibility to work through curriculum, but also they are aware of the need to develop a sense of right and wrong in students. Novice teachers (96%, or 22 participants) agreed that they wanted to have a lasting effect on the students they teach by making them better students and better people.

Novice teachers also felt that they were held to a higher moral standard than other professionals because of the nature of their work (92%, 21 participants) and that they should demonstrate a high moral standard in the classroom (78%, 17 participants). This finding is perhaps not limited to the experience of only novice teachers, but teachers in general. It was interesting that the disagree and don’t know responses were relatively high for the item that stated novice teachers should demonstrate a high moral standard in their personal lives (13% or 3 participants disagreed and 9% or 2 participants didn’t know).

Some novice teachers made a clear distinction between professional life and personal life. Some researchers, including this one, would argue that the distinction should not be made; one’s professional life is very much linked to one’s
personal life in terms of practicing ethical and moral decision-making. The courts of the land also do not make the distinction. Traditionally, teachers have been held to a higher standard of conduct in both their professional and personal lives because of the nature of their profession.

Table 1.1
Novice Teachers’ Perceptions of Teaching as a Moral Endeavor (N=23 except for Question #12 where N=21)

<table>
<thead>
<tr>
<th>Item</th>
<th>Disagree (%)</th>
<th>Don’t Know (%)</th>
<th>Agree (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. One of my major responsibilities as a teacher is to work through the curriculum with my students.</td>
<td>0</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>2. One of my major responsibilities as a teacher is to develop a sense of right and wrong in my students.</td>
<td>0</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>3. I hope that I can have a lasting effect on the students whom I teach, not only by making them better students, but also by making them better people.</td>
<td>0</td>
<td>4</td>
<td>96</td>
</tr>
<tr>
<td>4. I believe that teaching is a moral profession.</td>
<td>4</td>
<td>9</td>
<td>87</td>
</tr>
<tr>
<td>5. I believe that teachers should demonstrate a high moral standard in the classroom.</td>
<td>0</td>
<td>13</td>
<td>87</td>
</tr>
<tr>
<td>6. I believe that teachers should demonstrate a high moral standard in their personal lives.</td>
<td>13</td>
<td>9</td>
<td>78</td>
</tr>
<tr>
<td>7. Now that I am a teacher, I feel that I am in the public eye and should model moral behavior.</td>
<td>9</td>
<td>4</td>
<td>87</td>
</tr>
<tr>
<td>8. My colleagues expect me to be a role model both inside and outside of the classroom.</td>
<td>0</td>
<td>22</td>
<td>78</td>
</tr>
<tr>
<td>9. My administrator expects me to be a role model both inside and outside of the classroom.</td>
<td>0</td>
<td>22</td>
<td>78</td>
</tr>
<tr>
<td>10. Teachers are held to a higher moral standard than other professionals because of the nature of our work.</td>
<td>4</td>
<td>4</td>
<td>92</td>
</tr>
<tr>
<td>11. My administrator’s perceptions of my personal values affected me being hired by this district.</td>
<td>17</td>
<td>66</td>
<td>17</td>
</tr>
<tr>
<td>12. My administrator’s perception of my personal values has affected my tenure in this district.</td>
<td>19</td>
<td>48</td>
<td>33</td>
</tr>
<tr>
<td>13. I am proud to tell others that I am a teacher.</td>
<td>0</td>
<td>0</td>
<td>10</td>
</tr>
</tbody>
</table>
Values Guide Novice Teachers in Their Daily Work

Table 1.2 summarizes the findings that suggest that values guide novice teachers in their daily work. For example, 87% (20 participants) of novice teachers believed that their students were aware of their teacher’s personal values by what their teacher said and did, and, similarly, novice teachers indicated that they felt comfortable expressing their values in the classroom, as well as with colleagues, administrators and parents. Furthermore, all teachers responded extensively to the item that asked them to identify the values they believed were most important to teach students. The most common items on the values list were respect (19% or 20 participants), honesty & integrity (15% or 15 participants), followed by tolerance & acceptance (13% or 13 participants), and responsibility for self & actions (9% or 9 participants). Table 1.3 presents a summary of the values that novice teachers felt were most important to teach their students. It was interest-
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Table 1.3
Summary of the Values That Novice Teachers Felt Were Most Important to Teach Their Students (N=23)

<table>
<thead>
<tr>
<th>Value</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>19</td>
</tr>
<tr>
<td>Honesty &amp; Integrity</td>
<td>15</td>
</tr>
<tr>
<td>Tolerance &amp; Acceptance</td>
<td>13</td>
</tr>
<tr>
<td>Responsibility for self and actions</td>
<td>9</td>
</tr>
<tr>
<td>Strong work ethic &amp; Self discipline</td>
<td>7</td>
</tr>
<tr>
<td>Trust, Loyalty and Having Healthy Relationships</td>
<td>6</td>
</tr>
<tr>
<td>Kindness &amp; Consideration for others</td>
<td>6</td>
</tr>
<tr>
<td>Self Confidence</td>
<td>6</td>
</tr>
<tr>
<td>Critical and Independent thinker</td>
<td>4</td>
</tr>
<tr>
<td>Sympathy &amp; Compassion</td>
<td>4</td>
</tr>
<tr>
<td>Good manners</td>
<td>4</td>
</tr>
<tr>
<td>Patience, Perseverance &amp; Positive Attitude</td>
<td>4</td>
</tr>
<tr>
<td>Sense of Fairness</td>
<td>3</td>
</tr>
</tbody>
</table>

Note. All novice teachers indicated more than one value as being most important to teach their students.

...ing to note that the values that teachers identified related more so towards the social development of students as opposed to the academic development of students. This finding supports the notion that schools continue to be places of not only academic preparation but also social preparation. This may explain the hesitation of novice teachers to openly state their values.

Although the majority of novice teachers indicated that values guide their daily work, the highest disagree response (26%, or 6 participants) and don’t know response (22%, or 5 participants) for the entire questionnaire was for the item that stated I believe that I should share my personal values with my students. It seems that novice teachers are comfortable expressing their values by what they say and do, but not by openly stating their values. When discussing values and morals, there is a religious connotation, and British Columbia is a province in which religion has been exempted from classroom life in public schools.

The Majority of Novice Teachers Experience Ethical Conflicts With Their Students (and Not With Colleagues, Administrators or Parents)

The majority of ethical conflicts that novice teachers experienced involved students (and not colleagues, administrators or the parent’s of their students). The data that led to this finding were that 70% (16 participants) of novice teachers...
reported having had an ethical conflict with a student compared to 48% (11 participants) of novice teachers reported having had an ethical conflict with a colleague, administrator or a student’s parents, respectively. This is perhaps because the greater part of a teacher’s day is spent with students and not with colleagues, administrators or parents. Additionally, because novice teachers are new to the profession everyday, or perhaps even every class, may bring a new situation that they have not experienced before. The novice teacher will have to act and respond on the spot. For example, what does one do when a student skips a class? Plagiarizes on a term paper? Asks to go to the bathroom? Unlike the novice teacher, the veteran teacher will already have an established routine and a wealth of experience on how to handle these kinds of daily conflicts. Table 1.4 presents a summary of the ethical conflicts that novice teachers described as having experienced with their students.

Many of the conflicts that novice teachers had with their students were behavioral. One novice teacher wrote, “I feel I am in constant ethical conflict. Behavior is essentially an ethical conflict.” Teachers are seen as moral agents for

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Table 1.4
Summary of the Ethical Conflicts That Novice Teacher Described as Having Experienced With Their Students

<table>
<thead>
<tr>
<th>Ethical Conflict</th>
<th>Percent (%)</th>
<th>N</th>
<th>Example of an Ethical Conflict Described by Novice Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal and Physical</td>
<td>32</td>
<td>6</td>
<td>“…a male grade 8 student slapped a female grade 8 student’s backside right in front of me.”</td>
</tr>
<tr>
<td>Abuse Student Marks</td>
<td>21</td>
<td>4</td>
<td>“A student said he was unsatisfied with the grade he had received…My mentor teacher suggested that I …average [the] mark…”</td>
</tr>
<tr>
<td>Substance Abuse</td>
<td>21</td>
<td>4</td>
<td>“A student came to class stoned and I was torn between my responsibility to ‘turn him in’ … and not wanting to break a personal bond of trust…”</td>
</tr>
<tr>
<td>Professional Ethics</td>
<td>10.5</td>
<td>2</td>
<td>“Students constantly bad mouth other teachers. I tell them that I cannot hear these statements. I try to follow the teacher code of conduct…”</td>
</tr>
<tr>
<td>Human Dignity</td>
<td>10.5</td>
<td>2</td>
<td>“Students frequently ask to go to the bathroom. I usually say ‘No’…I feel that I am denying a human being [a basic] right…”</td>
</tr>
<tr>
<td>Homophobia</td>
<td>5</td>
<td>1</td>
<td>“[Students frequently say] ‘That’s so gay’. If I have] zero tolerance; I never let comments like that slip…”</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>19</td>
<td></td>
</tr>
</tbody>
</table>

Note. The ethical conflicts described by novice teachers were grouped into themes listed in the table. Sixteen novice teachers provided 19 responses.
society because they are responsible for ensuring the development of good citizens. In fulfilling their responsibilities, teachers are essentially passing on their values.

Although the majority of ethical conflicts were with students, many novice teachers indicated that they purposely tried to avoid conflict, especially with administrators and parents.

Two respondents poignantly stated the general sentiment amongst novice teachers: “Because I have a temporary contract, I avoid conflict with administrators at all costs!” and “You can’t really say, ‘No’ to an administrator when you’re a rookie (as we all know)”. The Philosophical Framework That Novice Teachers Most Frequently Use is the Rule Utilitarian Framework

The most common philosophical framework that novice teachers used in their ethical decision-making was the rule utilitarian framework. The data that led to this finding were that 48% (25 decisions) of the ethical decisions described by novice teachers corresponded to a rule utilitarian framework, compared to 15% (8 decisions) consequentialist, 27% (14 decisions) nonconsequentialist and 10% (5 decisions) not identifiable. Table 1.5 presents a summary of the decisions that were consequentialist, nonconsequentialist or rule utilitarian.

Poignant examples of the rule utilitarian framework being incorporated by novice teachers included situations such as dealing with bathroom breaks, determining a fair mark, and drug use. Novice teachers were conscientious about making decisions that were fair while at the same time maintaining the dignity of the student and the relationship between the student and the teacher. In comparison to the ethical decisions that novice teachers had to make with others, the rule utilitarian framework was most common amongst the ethical decisions that involved students. This finding fosters the notion that teachers care about the relationships that they have with their students and make decisions in the student’s best interest.

Conclusions and Implications

Novice teachers recognize that teaching is a value-laden profession and that they are moral agents for society. Although novice teachers feel somewhat wary about imposing their values upon students, they seem comfortable role modeling their own values. This being the case, it is important to examine the social, cultural, and religious influences that underlie novice teachers’ values.
Ethical Conflicts in Teaching

The study of ethics deserves a place in university teacher preparatory programs and should be a frequent topic at continuing education and in-service workshops as well. Teachers frequently discover that the interests of students, colleagues, administrators and parents intersect and at times collide in their classrooms. A working knowledge of professional ethics and practice in applying them can make the difficult decisions that teachers have to make a little less stressful.

Novice teachers are not likely to think of the teachings of scholarly theorist when they discipline and evaluate students, or when they distribute limited resources such as classroom materials, time or attention. In our increasingly pluralist society, a student’s family values may not always correspond with their teacher’s values. Making the right decision may not be obvious. The reliance on philosophical frameworks for ethical decision-making may help teachers in their daily work.

Recommendations

1. The School District should consider giving greater attention to the recruitment and retention rates of novice teachers in the Greater Victoria School District. The School District should work towards recruiting and retaining the best and brightest graduates by offering job continuity.

2. University faculty advisors and teacher educators should encourage prospective and novice teachers to become qualified in at least two teaching areas when completing university teacher preparatory programs.

Table 1.5
Summary of the Decisions That Were Consequentialist, Nonconsequentialist or Rule Utilitarian

<table>
<thead>
<tr>
<th></th>
<th>Consequentialist (%)</th>
<th>Nonconsequentialist (%)</th>
<th>Rule Utilitarian (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical conflict with students (N=16)</td>
<td>19</td>
<td>12</td>
<td>69</td>
</tr>
<tr>
<td>Ethical conflict with colleagues (N=11)</td>
<td>9</td>
<td>36</td>
<td>55</td>
</tr>
<tr>
<td>Ethical conflict with administrators (N=9)</td>
<td>22</td>
<td>45</td>
<td>33</td>
</tr>
<tr>
<td>Ethical conflict with parents (N=9)</td>
<td>22</td>
<td>22</td>
<td>56</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>27</td>
<td>48</td>
</tr>
</tbody>
</table>

Note. The sample size did not include responses that could not be identified as either consequentialist, nonconsequentialist or rule utilitarian in nature.
3. Mentorship programs with the purpose of mentoring novice teachers through their first years in the profession should be considered in order to ensure the professional development and mental well-being of novice teachers.

4. University teacher preparatory programs should consider formally addressing the ethical and moral nature of teaching and offering course work in professional ethics. More specifically, novice teachers need to become familiar with the legal aspects of professional ethics in the workplace, as well as the social and cultural aspects of being in a position where children are under their care.

5. Greater attention needs to be given to the development of classroom management skills of novice teachers. Role-playing and conflict analysis strategies are appropriate in both the university setting with professors and the school setting with colleagues and administrators.

6. Administrators need to be aware of the perceived imbalance of power between themselves and novice teachers.

References


Ethical Conflicts in Teaching


