

Research Article

EVALUATION STRATEGIES OF PROFESSIONAL-ETHICAL COMPETENCES OF TEACHERS IN AXIOLOGICAL DISCOURSE

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ABSTRACT

The discourse on the values and norms is rather common in those areas, in which above-average requirements are laid on the professionalism. The reason is a fact that the profession has been established in a historic way as a specific form of occupations offering the people services in those situations, in which their inclusion into the society is jeopardized as a result of medical, legal, moral reasons and such like. Children or pupils, students or adults in their professional education do commend themselves for a limited period of time into the hands of a professional. The professions do create professional forms of ethics, whose observance is overseen by the very profession itself - when having doubts on the professionalism or morality of the professionals, even the courts. Professional-ethical values and standards do become among other things a strategic tool, which is utilized by the professions for establishing autonomy, status and the social acknowledgement. It is even teaching as well as the other pedagogical professions which belong to those forms of occupation in which up to a very high extent, the affairs of a human being are decided upon, on their being, cultivation and the sustainability of human dignity. In the paper we have been focused on the description and evaluation of strategies, saturating intro- and extrospection of professional-ethical contexts of the teacher's personality, focusing on their axiological stratum.

Keywords: professional ethics, ethical competences, axiology, strategies, evaluation tools

INTRODUCTION

Undergraduate and continuous professional education of teachers should lead not only to acquiring, deepening and strengthening the professional competences, but at the same time to the interiorization of the system of standards and norms, which regulates the exercise of a teaching profession. It may be stated, however, that in the meantime there is no general agreement on the definition of values and standards in the education of the teachers as well as in the execution of the teaching profession. The very search for the definition may not be viewed with excessive reasons for enjoyment. Each definition, in fact, in a significant way reduces and limits. When viewed bearing in mind and incorporating the mutual understanding, it is needed to state that as educators-pedagogists, when thinking about values, ethical principles and standards, we may come across bordering the frontiers of one's own knowledge or behavior models. Legitimately, therefore, we may pose a question to us, so as how to assess those processes in an objective way, and what strategies to use with regard to the values of pedagogical profession, particularly though sui generis personality.

BEHAVIOR DESCRIPTION IN PROFESSIONAL-ETHICAL CONTEXT

Apart from cognitive performance tests and behavior observance of a teacher (as the tools of axiological discourse diagnostics in the personalities of educators), the description of such behavior represents another means of evaluation with regard to professional-ethical competences of teachers. It is equally with the assessment of behavior as well as its description that the concerned competences

are not measured directly but are inferred from the moral/ethical behavior of an educator. Both with the observation of behaviour

Retrospective Description of Professional-ethical Behavior

So called *situation of firm dates* (general data) are not directly observable means of teacher's behavior in a particular pedagogical situation, but rather their retrospective description. The behavior we are interested in is not, just in this case, monitored in a systematic way by trained assessors, but is rather perceived by "lay persons" who are later to describe this behavior as a part of a diagnostic situation in a comprehensive way.

With a given procedure, an entire range of further variables enters the process, which may impact on the final assessment of professional-ethical competences of an educator in an axiological discourse of their personalities. We do not know, up to what extent the former observance may be "degraded" by means of systematic mistakes, with regards to the evaluation by the other people (pupils, parents and such like.) (Kanning, 2019). These mistakes may be caused by the very fact that between non-systematic observation and observation, which is for instance depicted in the observance sheet, the period of several years elapses, whereas its role is played also by the memory of the observers, assessors.

Despite the above mentioned it may be concluded that within the context of the evaluation of professional-ethical competences of an educator, the above-quoted method makes sense. Its advantage is mainly the economy of data collection. In a short period of time, at a relatively small "cost" (time consuming, financial and such like.) we do get many pieces of valuable information.

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Description of Own Personality and Description by Another Person

In principle, we may differentiate between the two strategies of the professional-ethical behavior description. *Own personality description* is implemented, when a given form of behavior is described by a person (in our case the teacher), in whose professional-ethical behavior we are interested in. We ask such a person to provide their own characteristics, stressing the pensus of norms and values of which the person is known for (or which he or she prefers). *The description by another person* is carried out that the proband describes the professional-ethical behavior of another person - the other person concerned. As the other, second person, being entitled to describe professional-ethical behavior of a concerned person, in whose professional-ethical competences we are interested in, we may consider for instance parents of children/pupils, partners, school headmaster, colleagues and such like. Provided we are able to acquire the description of one's own personality as well as the description acquired from another person, then we can carry on with the implementation of a comparison. Particular experiments show that many times there is a difference between a self-image and another person's view, whereas the self-image tends to be more favorable than the assessment conducted by another person (Harris, Schaubroeck, 2018; Sundvik, Lindeman, 2018).

Note: Almost all the further methods (excluding an interview as a quantitative-scientific, as well as quality-humanitarian method) may be included into the group of questionnaires. The concerned one is a standardized diagnostics which had been created in a close observance of the classical quality criteria, and they may be acquired (bought) as the ready-made instrumentarium.

In the following text we are to focus on the first-mentioned strategy of the professional-ethical description as well as the social behavior of an educator, i. e. one's own personality description. We surmise, though, that the interiorization of values, norms and stances as well as the behavior models, namely their awareness become the premise for a particular person's actions (a teacher) in particular situations.

PERSONALITY IN THE CONTEXT OF PROFESSIONAL-ETHICAL EVALUATION WITHIN THE EDUCATOR'S PERSONALITY DISCOURSE

The description of one's own personality shall enable us the self-image of the educator's personality. Provided we shall use this strategy, we limit ourselves within the very collection of data to the description of the self-image of a given person only. Generally we may not remain sure of the trustworthiness of the collected data and their quality is strictly dependent on the willingness of a proband / probands to realistically describe one's own professional-ethical dimension of a person. An efficient strategy with this regard proves to be the one of a so-called *individual description of one's own*.

Individual Description of Own Personality – Self-assessment

Strategy of individual description of one's own personality ranks, undoubtedly, to rather frequently utilized strategies, especially when the process of continuous or final evaluation of an educator on behalf of their superiors is concerned (deputy headmaster, headmaster and such like.). The methods concerned are mainly, the questionnaire-related forms (validated by a personal interview), by means of which an educator describes various strata of their professional portfolio, stances, approaches and such like., in our case strengthening the

importance of the value orientation. The questionnaire construct may become standardized or non-standardized (in any case it should meet at least elementary principles of validity and reliability, i. e., it should be conceived and laid in the form to measure what it is intended to measure). There are various strategies of one's own description in existence. One may come across with the general personality test and questionnaires, questionnaires determining the value orientations, approaches towards the values and the motivation of performance (HO-PO-MO), whose author is Vonkomer). Apart from those the constructs which have utilized specific moral-ethical and social (in)competences, as for instance social anxiety (Social questionnaire for pupils, Pettilon, 1984) or for instance orientation onto anxiety (Mnohorozmerná spätná väzba, (Multispectral feedback), Fennekels, 1999).

In the Table 1 we quote the survey of exploratory constructs (personality structure test, interests and attitudes and interests tests, school behavior tests and personality questionnaires as the forms of efficiently-usable methods/strategies) which may be considered to be scientific and which are at the same time also published. The initial source of the constructs referred to is the latest version of the BrickenKamp survey of test methods (Brähler, Holling, Leutner, Petermann, 2022).

Note: None of the presented constructs is focused entirely on a singular axiological or social dimension. As a matter of rule various professional-ethical and social strata and competences are identified.

Table 1: Selected exploratory constructs of establishing professional-ethical and social competences (according to Kanning, 2017)

Construct	Number of Scales	Scales for describing professional-ethical and social competences
Personality Structure Tests		
Personality Research Form (PRF) Stumpf, Angleitner, Wiek, Jackson, Beloch-Till, 1985	14	sociability, aggressiveness, dominance, need for attention, willingness to help, need for social recognition
Frankfurt Scale of Self-awareness (FSKN), Deusinger, 1987	10	group pressure resistance, social contact and ability to approach the others, getting angry because of the other predisposition, feeling and relationships towards/with the others
Giessen test (GT), Beckman, Brähler, Richter, 1991	6	social resonance, dominance, social potency
Tests of Attitudes and Interests		
Structure of Interests General Test (AIST/UST), Bergamann, Eder, 1999	6	social interests
Directive Attitudes Questionnaire (FDE), Bastine, 1977	2	directive attitudes, extroversion
Values Test, Roth, 1972	6	social value attitudes
School Behavior Tests		
Pupil Integration Questionnaire (FDI), Haeberlin, Moser, Bless, Klaghofer, 1989	3	social inclusion
Cooperation and Competitiveness	6	individualism, rivalry, hostility, defensiveness, collectivism,

Questionnaire (FKW), Litting, Saldern, 1989		altruistic orientation
School fear test (SAT), Husslein, 1978	5	social fear

A questionnaire entitled: *Interpersonal Competence Questionnaire* (ICQ) may be seen as a specific exploratory construct in the context of the presented paper whose authors are Buhrmeister (*et al.*, 1988), Riemann and Allgöver (1993). The questionnaire is exceptional because of the fact that it measures the level of social and moral-ethical competences highlighting their overlapping perspective into the cognitive stratum. ICQ measures five dimensions (refer to Table 2). With each dimension there are eight statements, towards which the proband takes their stand at the scale of one to five.

Table 2: Samples of entries from the ICQ [by Buhrmeister (*et al.*, 1988), Riemann and Allgöver (1993)]

Dimension	Statement Sample
Initiating interactions and relationships	I propose to a new colleague that we will go together with the pupils for a trip.
Enforcement of personal rights and the ability to criticize others	I will refuse when asked by a colleague to do something I do not want to do.
Provision of personal information	When talking to a colleague with whom we are on good terms, I am able to say things about myself which are private and personal.
Emotional support of the others	I am able to patiently and with understanding listen to my colleague who needs to talk things over and unwind in this way forgetting about the problems he / she might have with the other colleagues.
Effective management of interpersonal conflicts	I am able to acknowledge and confess that I might be mistaken, should the situation get heated and result into a serious quarrel, argument.

Five-stage Scale from 1 "I'm not doing well at all" up to 5 "I'm doing well"

CONCLUSION

There are many self-assessment methods and strategies in existence by means of which it is possible to determine and establish the professional-ethical competences of the teachers in the axiological discourse. Several of them enable the comparison of self-image and the foreign assessment. As a result of the fact that there is not generally acceptable taxonomy in place of the professional-ethical and social competences of the teacher, nor their integration, we are not taken by surprise that the evaluation strategies approach various dimensions, specifically the ones concerning the general competences. The majority of strategies is being implemented as a synergy of the main and complementary competences. Quite often they do not stick to a single, uniform theory, but become a sort of a selection of what appears to be interesting. If there is one who is looking for such an evaluation strategy which focuses on a single and authentic professional-ethical or social competence in the teaching profession, may be probably disappointed. It deems appropriate to always select a combination of several approaches, in order to achieve an objective perspective onto an evaluated structure.

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