

Ethical Codes of Conduct in Teaching Practice: The Case of South African Universities

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Abstract

The lack of codes of ethics and codes of conduct in teaching practice is of international concern, with South African universities seemingly lagging behind in recent research. This study aimed to establish the status of ethical codes and procedures regarding teaching practice at South African universities, and what is included in such codes. Critical content analysis was conducted of the ethical policies posted on the universities' websites. The analysis revealed that most South African universities have not enacted dedicated ethical codes of conduct for teaching practice. It was also found that the elements included in the codes vary across universities. Due to the unique nature of ethical dilemmas relating to teaching practice, this is cause for grave concern. A lack of ethical codes poses potential risks for various role players in teaching practice. The concerns include, but are not limited to, unethical relationships between pre-service teachers and staff members, unfair treatment of learners, and teaching incorrect information due to a lack of competence.

Key words: pre-service teachers, teaching practice, code of conduct, code of ethics

L'absence de codes d'éthique et de codes de conduite dans la pratique de l'enseignement est une préoccupation internationale, les universités sud-africaines semblant à la traîne dans les recherches récentes. Cette étude visait à établir le statut des codes et procédures éthiques concernant la pratique de l'enseignement dans les universités sud-africaines, et ce qui est inclus dans ces codes. Une analyse critique du contenu des politiques éthiques affichées sur les sites Web des universités a été effectuée. L'analyse a révélé que la plupart des universités sud-africaines n'ont pas adopté de codes de conduite éthiques dédiés à la pratique de l'enseignement. Il a également été constaté que les

éléments inclus dans les codes varient d'une université à l'autre. En raison de la nature unique des dilemmes éthiques liés à la pratique de l'enseignement, cela est une source de grave préoccupation. L'absence de codes d'éthique pose des risques potentiels pour divers acteurs de la pratique enseignante. Les préoccupations incluent, mais sans s'y limiter, les relations contraires à l'éthique entre les futurs enseignants et les membres du personnel, le traitement injuste des apprenants et l'enseignement d'informations incorrectes en raison d'un manque de compétence.

Mots clés : futurs enseignants, activités d'enseignement, code de conduite, code d'éthique

1 Introduction and Background

The lack of ethical codes of conduct in the education sector is a global issue. Educator uncertainty as to what ethical procedures are in place and what protocols must be followed to address ethical dilemmas confirms the need to investigate this matter. The majority of universities with education faculties make use of teaching practice (TP) to prepare their pre-service teachers (PSTs) for teaching. During TP periods, students teach in schools and should thus be required to adhere to certain ethical protocols, as they form part of the school staff for this period of time. It is, however, unclear whether some or all the faculties of education at universities in South Africa have ethical protocols specific to TP.

While it is generally accepted that all higher education institutions (HEIs) have higher degree committees and research ethics committees to ensure ethical conduct in overall academic and research conduct, the same cannot be said for TP. Warnick and Silverman (2011) note that ethics is largely overlooked in teacher education programmes. They highlight that while education presents many ethical dilemmas, when ethics in education programmes are compared to those in other professional programmes, education lags far behind. Anangisye (2011) argues that the teaching of ethics should be integrated into the university curriculum. Glazer and Realm (cited in Warnick and Silverman, 2011) highlight that, although there are many opportunities to integrate ethics across the education curriculum, this rarely occurs. This poses the questions: Is a code of ethics available to PSTs during their teaching practice? If so, what is included in this code?

Educators at all levels (from classroom teachers to principals) are

encouraged to ensure that all learners are treated with respect and appreciation (Gluchmanova, 2015). Thus, PSTs should observe ethical procedures at school while they are engaged in TP. Gluchmanova (2015) stresses the importance of rules and requirements for learners to remain constant throughout the school year. Again, this highlights the importance of PSTs adhering to the ethical code of conduct set by the school and teachers during their TP. While there is a code of professional ethics for in-service teachers registered with the South African Council for Educators (SACE) (SACE, n.d.), many PSTs and even those in service are not registered (SACE, 2011). It can thus be assumed that they are not bound by the SACE code.

Our study aimed to identify the ethical policies adopted by universities for the TP of PSTs and the elements included in these policies. The next section presents a conceptual framework and literature review that offers insight into the relevant terms and existing research on ethics in TP. This is followed by a discussion on the methodology employed to conduct the study and the presentation and discussion of the results. The article ends with an overall conclusion, and recommendations.

2 Conceptual Framework and Literature Review

Understanding ethics and how ethics are addressed in initial teacher education curricula are key to identifying the ethical protocols that need to be established for TP. The theory of ethics should be taught to PSTs; however, it should be recognised that this theory cannot be taught in isolation from TP.

Defining Ethics

The word *ethics* is derived from the ancient Greek term 'ethikos' which means "arise from habit". It refers to distinguishing between right and wrong; good and evil; worthy and unworthy (Cornell Law School, 2020). Iacovino (2002) suggests that ethics should be regarded as a set of rules, moral codes and norms; a system of personal choice; or both. He emphasises that it cannot be universalised as social and cultural contexts vary. According to Iacovino (2002), ethics is a reasoned process, more than simply how one feels about something, but a habit that originates from values that are consistently applied. Ethics therefore reflects one's moral judgements and actions (Collste, 2012). Our study used applied ethics as an anchor concept as it relates to the duties of practitioners.

Applied Ethics

Applied ethics that emerged in response to the need to set out the moral duties of practitioners (such as teachers) is the bridge between theories of ethics and practice (Fossa, 2017). It includes interaction between "theory and practice, experience and reflection and institutions and principles" (Collste, 2012, p. 18). Fossa (2017) explains that applied ethics challenges situations which were not previously seen as moral problems. There is also a strong relationship between applied ethics and professional ethics; indeed, they may be regarded as mirror terms. While applied ethics' main focus is academic endeavours, professional ethics focus specifically on the practice of a profession (Collste, 2012). Professional ethics aims to provide a moral framework consisting of a common goal (code of ethics) and a set of rules (code of conduct) for a specific profession (Collste, 2012). These codes should, however, originate in theory and it should always be remembered that professional norms can be overridden by moral norms. Therefore, as suggested by applied ethics, it is necessary to expose students to the theory of ethics as well as professional ethics.

Codes of Ethics and Conduct

The aim of codes of ethics and codes of conduct for teachers is to ensure that they act professionally, are moral agents and that their behaviour builds the community (Forster, 2012). Van Nuland and Poisson (2009) note that the terms *codes of ethics* and *codes of conduct* are often used interchangeably as if they are synonymous. However, while they share similarities, they are not synonyms. Indeed, Forster (2012) suggests that they are two distinct forms of codes. Many institutions have separate codes of ethics and codes of conduct (Campbell, 2000; Forster, 2012).

Codes of ethics are discipline specific and address specific needs based on common principles such as honesty, integrity and respect (Woody, 2008). A code of ethics is 'aspirational' and describes an institution's core values (Victorian Institute of Teaching, 2016) which refers to the development of an inner sense to act morally (Forster, 2012). Professional codes of ethics (1) provide guidance when difficult decisions need to be made with regard to moral dilemmas; (2) offer a point of reference to guide people to act morally and correctly, and determine when someone does not; and (3) enhance the professional ethical standards of the institution (school or university) (Collste, 2012). Forster (2012) argues that the primary function of codes of ethics is not

to be used as a disciplinary tool, but rather to make teachers aware of guiding ideals, values and expected behaviour. Values are included in codes of ethics and conduct in order to guide ethical decision making. Researchers (Alcòn, 2017; Forster, 2012; Şahin, Öztürk, and Ünalımiş, 2009) agree that a code of ethics is generally implemented to ensure that teachers are trusted by the community.

For its part, a code of conduct is 'regulatory' as it is used to govern teacher behaviour. According to Lovat and Toomey (2009), a code of conduct enhances professionalism in education as it is a set of rules to guide ethical behaviour (Shapira-Lishchinsky, 2011). However, Campbell (2000) asserts that a code of conduct often has a limited effect on practice. Forster (2012) warns that regulatory codes of conduct may discourage teachers from adopting moral agency as a rigid code implies that the decision is not within their judgement.

Ethical Dilemmas in Teaching Practice

The Minimum Requirements for Teacher Education Qualifications (MRTEQ) require PSTs to take part in work-integrated learning (WIL) during their initial teacher training (Department of Higher Education and Training [DHET], 2018) "title": "Minimum Requirements for Teacher Education Qualification (MRTEQ. Work-Integrated Learning refers to PSTs' observation of teachers in practice, as well as preparing and presenting lessons to learn from practice. Also known as 'teaching practice', it is regarded as essential in learning to teach (DHET, 2018) "title": "Minimum Requirements for Teacher Education Qualification (MRTEQ. McDonough (2015) points out that TP is an exceedingly challenging aspect of teacher training for supervisory staff due to the various ethical dilemmas that emerge.

Ethical dilemmas that arise during TP include PSTs being bullied, but also being bullies, as well as PSTs being unprepared for lessons and neglecting their work (Boon, 2011). A lack of competence, which includes poor subject knowledge, as well as a lack of methods and techniques to teach content properly, unfair treatment of learners at the school and a lack of informed consent or confidentiality are ethical dilemmas that arise on a regular basis during TP (Woody, 2008). Other issues include teaching sensitive curriculum content; dishonesty about assessment results; cultural intolerance; non-inclusive practices; inappropriate relationships between PSTs and learners or between PSTs and in-service teachers; sexual harassment of teachers by PSTs; PSTs' inappropriate behaviour in public places; sexual harassment

of PSTs by principals or in-service teachers; PSTs using learners' electronic devices to view pornographic material; and profanity by PSTs (Woody, 2008; Boon, 2011). Ulvik, Smith and Helleve (2017) observe that teachers need to be cautious about the content they teach, the conversations they have, and the experiences they provide for learners, as well as their own actions.

McDonough's (2015) study found that one reason for such ethical dilemmas is the lack of formal guidelines or training for teachers who supervise and work directly with PSTs. Furthermore, PSTs need to engage in conversations about ethical dilemmas with in-service teachers who are good ethical role models (Ulvik et al., 2017).

Existing Codes of Ethics and Conduct for Teaching Practice

According to Woody (2008), universities should adopt ethical codes that are in line with legislation. These codes should be discipline specific in order to address the possible ethical dilemmas of a specific field (Woody, 2008). Warnick and Silverman (2011) assert that many PSTs do not give thought to the possible moral consequences of their actions until they engage with the code of conduct. For example, when scrutinising the codes of international universities, it was found that the University of Canberra in Australia has a guide for PSTs' TP which includes a list of duties expected of them as well as a section on 'The Australian Professional Standards for Teachers' document. The guide highlights that PSTs have ethical obligations, including the following: ethical and professional conduct; appropriate interaction with teachers, students and community members; and adherence to ethical and legal requirements (University of Canberra, 2018). According to Boon and Maxwell (2016), teacher programmes in Australia are accredited through the Australian Professional Standards for Teachers, which means that PSTs are expected to portray certain ethical attributes and qualities in their behaviour in the classroom and community. The codes of conduct give a clear indication of what is expected of PSTs. In Australia, the codes of ethics and conduct are written by the professional body with which teachers register (Forster, 2012). In the United Kingdom and United States, universities seek to enhance PSTs' ethical behaviour by asking them to sign the code of conduct provided by the professional teachers' body (Braxton and Bayer, 2004; Walters et al., 2018).

However, in South Africa, the Personnel Administrative Measures (PAM) that describe teachers' core duties and responsibilities do not include a section on PSTs' duties and responsibilities (Department of Basic Education [DBE],

2016). All in-service teachers in South Africa are expected to register with the SACE. One of the objectives of the SACE Act No. 31 of 2000 is “to set, maintain and protect ethical and professional standards for educators by means of the functioning of the council” (South Africa, 2011). The Act also states that no person may be employed as a teacher without SACE registration and that anyone who breaches the code of professional ethics may be removed from the register of educators (South Africa, 2011). Various strategies have been employed to heighten teacher awareness of this code and to ensure that copies are available at every school (SACE, 2011). The fact that the codes of ethics and conduct are presented to teachers in various formats means that teachers are aware of what is expected of them in terms of ethical behaviour (Forster, 2012).

While PSTs are sometimes awarded provisional SACE registration, no ethical requirements specific to PSTs are attached to their registration (SACE, 2011). Given that their potential ethical dilemmas may differ from those of in-service teachers, it is important that universities adopt an ethical code of conduct specifically designed for PSTs. The 2017-2021 SACE Action Plan aims to compel education students to register with the SACE from their first year of study as well as to obtain a criminal clearance certificate from the South African Police Service (E. Mokgalane, personal communication, 25 April 2018). This means that PSTs are bound by the SACE ethical code although it is not specific to them. However, the large number of unregistered in-service teachers suggests that the SACE might struggle to secure the registration of PSTs (SACE, 2011).

Teaching Ethics Through Codes of Conduct in Teacher Education

Scholars (e.g., Boon and Maxwell, 2016; Boon, 2011; Kumar, 2015; Sawhney, 2015; Kruea-In and Kruea-In, 2015) highlight the importance of ethics in PST programmes to ensure that teachers are aware of and can cope with the ethical demands of teaching. One practice that is followed by universities internationally is to teach ethics by teaching a code of conduct (Bowie, 2003; Forster, 2012; Moswela and Gobagoba, 2014). According to Warnick and Silverman (2011), it has frequently been suggested that teacher education programmes include the national policy on ethics. The Australian Teacher Registration Boards expect teachers to internalise ethical codes of conduct before they begin teaching. The danger of this approach is that newly-qualified teachers might merely memorise the code of conduct without absorbing the

knowledge and skills necessary to apply it in an ethical dilemma (Boon, 2011). Warnick and Silverman (2011) agree that ethical training should involve learning an ethical code of conduct, but emphasise that PSTs must practice applying it in context.

3 Methodology

Quantitative content analysis was used to determine the public transparency of the online versions of ethical codes of conduct for TP at South African universities and to identify what should form part of a code of ethics or code of conduct. Quantitative content analysis involves “the systematic, objective, quantitative analysis of message characteristics” (Neuendorf, 2020, p.1). The reason for selecting this methodology was the fact that the available documents were downloaded from university websites and their characteristics were analysed.

Sampling and participants

Purposive sampling was used to select South African universities with an education faculty that offers a Foundation Phase Bachelor of Education degree. Twenty-one universities with education faculties were identified and each was assigned a research number to ensure anonymity. The first sifting criterion was identifying which universities offered Foundation Phase Bachelor of Education programmes, resulting in four universities (C3, D2, G1, and J1) being excluded. The reason for selecting the Foundation Phase was that the type of ethical dilemmas that may occur during TP differ between the various phases, due to differences in learners’ age. Content analysis was used to objectively count the frequency of the various policy documents (codes) and protocols that these universities have made available to the public.

Data Collection

Keywords were used to search for ethical policies on the universities’ official websites with the outcome recorded on a checklist. Although it was difficult to locate the documents, this process provided a relatively clear view of the transparency, or lack thereof, of South African universities’ ethical codes for TP. Furthermore, content analysis was employed to identify the frequency with which certain expectations are portrayed within these documents. For this phase, the documents located online were scrutinised for specific keywords. This made explicit how many universities have specific ethics

policies available for public viewing, as well as the procedures and expectations of PSTs elucidated in the policies available online.

Problems were experienced in retrieving the documents on certain university websites, such as official websites or links to the education faculty not working, or websites lacking information on this faculty. These functional issues resulted in three more universities (C2, G2 and I1) being excluded. The web searches were conducted on three different dates between 22 November 2019 and 8 January 2020 to enhance the probability of gaining access to the websites.

The information of the remaining 14 universities' websites was analysed. Universities with fully functional websites whose policies were not readily available to someone searching the website were retained in the tables and graphs to enable contact to be made with the TP coordinator in follow up studies to enquire about these documents. This was also decided on as some university websites require access codes to retrieve policy documents. However, these universities (D1 and E1) were scored at zero (0) in the content analysis as the analysis specifically aimed to consider documents readily available online, thereby enhancing the university's public transparency.

The fact that there were no human participants in this phase of the research reduced the risk of bias as well as ethical risks as there was no invasion of privacy. The challenges included irregular use of terms across various universities' policies. The original terms *code of ethics* and *code of conduct* often did not yield any results; however, documents with other names mirrored the content of these codes. Synonyms for various words and phrases were searched to increase the likelihood of locating a policy document or procedure within a policy document. Document repositories and education faculty policies were also accessed to enhance the probability of locating these policies if a keyword search failed to reveal them.

Data analysis

The data was analysed by converting it into numeric data which was coded. The codes were analysed by recording each aspect on a predetermined checklist (Addendum A). The checklists were used to determine the frequency of codes as well as various protocols in the codes of ethics or codes of conduct at faculties of education at South African universities. Due to the small population and therefore the small sample size, descriptive statistics were used to analyse the data, with the numerical data generated during content analysis presented in

tables and graphs for visual representation of the findings.

A checklist "content analysis of codes of ethics and conduct" was used to count the number of ethical codes of conduct and protocols in these codes within the sample of universities. The checklist also allowed for comments to stipulate the names of policies, provide explanations or make suggestions for other policies that the researcher attempted to locate. Graphs (Figures 1 and 2) were used to portray the frequency of ethical codes of conduct as well as certain elements of these codes for the quantitative content analysis.

One point was allocated to the criterion if the university had the specific code or if the element (protocol or expectation) appeared in one of the codes. Zero points were awarded if the Internet search did not reveal the codes or the codes did not reveal the specific element. If the university website had another policy (e.g., a faculty handbook) that contained some of the information that is expected to form a code of ethics or a code of conduct, 0.5 points were allocated to the criteria in the codes of conduct or ethics section. Although these universities' websites did not include a separate code, they did make their ethical expectations and values (code of ethics) and/or ethical protocols (code of conduct) available in other documents that were available in the public domain.

4 Results and Discussion

The data from the checklists were summarised in a table (Addendum B) which was converted into a series of graphs for visual representation of the existing codes and protocols.

After determining each university's available policies, the researcher searched for specific protocols included in these policies or other documents that the university made available online (e.g., a TP handbook to protect PSTs from ethical dilemmas in TP). If one of the policy documents addressed the criterion, one point was allocated to the criterion and a note was made of the policy document that contained the information. It is important to note that two of the universities, F1 and H1, make use of online systems to coordinate their TP. Therefore, it is possible that these systems provide more detail on procedures established to address ethical dilemmas. However, as the aim of the content analysis was to determine which policies and protocols are readily available online, the researcher did not look for information from any other source, for example, staff at the university, at this stage.

Figure 1 summarises the policies, protocols and expectations for TP

that each university made available online. It is evident that only two (A1 and E3) have multiple policies, protocols and expectations with regard to TP. Due to the high ethical risks involved in TP, the remaining universities' lack of documentation is of grave concern. As noted previously, while some universities have online systems which the researcher could not access, public availability of these policies, protocols and expectations would enhance their credibility and trustworthiness in the community (Braxton and Bayer, 2004; Forster, 2012). The majority of universities only have one of the expected criteria available online. The most common criterion met is the availability of the institutional code of conduct. Although this is a very important policy, it is not specific to the unique ethical challenges that PSTs and other role players in experience during TP.

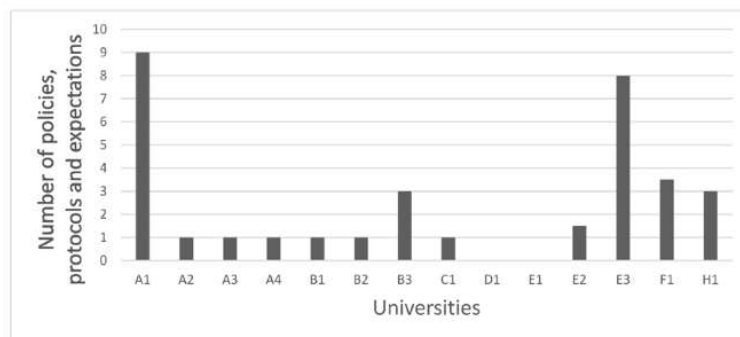


Figure 1: Frequency of policy documents, protocols and expectations available at individual South African universities

University A1 has a handbook for the institution which includes a code of conduct and a section resembling a code of ethics. It also has an education policy with a code of conduct specific to the education faculty. It is, however, important to note that this code does not include any information specific to TP. This university also has a *Teaching Practice Handbook* which includes a code of conduct for TP as well as various protocols and expectations from the content analysis checklist. Although the *TP Handbook* requires that teachers and heads of department (HODs) report any unethical behaviour on the part of PSTs to the supervisor, there is no specific description of how this process should occur. The same principle is found at university H1 that has a full

protocol to be followed by the university to address the unethical behaviour of a student reported to the TP coordinator. However, the procedure for reporting to the TP coordinator is not disclosed.

University B1 has a policy on WIL, but it does not include information specific to PSTs or TP. Due to the unique ethical dilemmas in teaching and education, this policy is not regarded as a code of conduct for TP. University E3 has codes of conduct for the university, the education faculty and TP. However, these are devoid of codes of ethics. University E3 also requires its PSTs to sign the SACE Code of Conduct, binding them to many of the ethical expectations set out in the criteria as well as to the South African law governing these criteria. This might also enhance overall PST ethical awareness at this university, and help PSTs to maintain ethical behaviour throughout their teaching careers, as they would already be used to following the in-service code while still PSTs. This practice resembles that of international universities (Braxton and Bayer, 2004; Walters, Heilbronn and Daly, 2018).

Figure 2 shows that the thorough online search revealed that the majority (75%) of the universities have a code of conduct to guide general student behaviour at the institution. However, only three (A1, E3 and F1) have a code of conduct for their education faculty and three-and-a-half for TP. Thus, three universities have a specific policy document for the code of conduct during TP and one referred to the conduct of PSTs during their TP in one of its other policy documents.

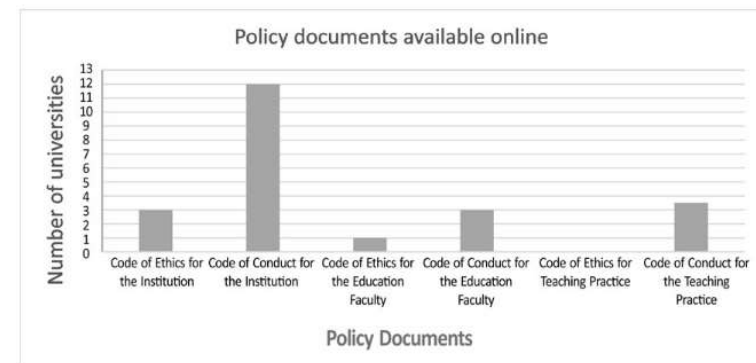


Figure 2: Types of ethical policy documents available on South African university websites

Codes of ethics seemed to be less frequently locatable in the online searches. Three universities have a code of ethics for the institution. However, in examining the table (Addendum B) of the combined checklists, only two universities (B3 and F1) have a specific policy document or code of ethics, while two of the others (A1 and E2) have sections resembling a code of ethics in one of their other policy documents. This could be due to the fact that the terms 'code of ethics' and 'code of conduct' are often used interchangeably and many regard them as synonyms (Van Nuland and Poisson, 2009). Therefore, many universities might have a combined code of conduct and ethics. Only one university has a code of ethics for their education faculty that requires their PSTs to sign a declaration (code of ethics) at the start and end of their studies. None of the universities' websites revealed a code of ethics specifically for TP.

After counting the existing policy documents, the researcher assembled the documents to determine which protocols and expectations of PSTs are included in each document (Table 1). This part of the study revealed that very few universities included the criteria that the researcher identified from the literature as necessary to improve ethical behaviour during TP.

Table 1: Protocols and expectations in online policy documents of South African universities

Protocols and expectations in policy documents	# of universities
Protocol for students to respond to unethical behaviour of teachers, HODs or principals	1
Protocol for PSTs to respond to unethical behaviour of learners	0
Protocol for teachers, HODs or principals to report unethical behaviour/conduct of PSTs	1
Expectations of PST relationships with learners	2
Expectations of PST relationships with staff at the school	2
Expectations of PST relationships with parents, care givers and the community	2
Expectations of PST personal conduct which can influence learners	1
Expectations of PST with regard to knowledge and expertise	1
Expectations of PST towards the law	1
Values expected of PSTs	0

Only one university (A1) has a protocol in place for PSTs to respond to unethical behaviour of teachers, HODs or principals. None of the universities' policy documents revealed a protocol for PSTs to respond to the unethical behaviour of learners. Only one university's policy included a protocol for teachers, HODs and principals to report PSTs' unethical behaviour during TP (H1), while one (A1) merely states that ethical dilemmas should be reported to the supervisor, with no procedure elucidated. Only two universities' (A1 and E3) policies stipulate direct expectations of PST relationships with learners, staff, parents, caregivers and the community. It is interesting to note that these same two universities have incorporated all three of these criteria in their policies.

Only one university's (E3) policies includes a section specific to the personal conduct expected of PSTs (e.g., dress code and timeliness). Although various researchers and government policies (Woody, 2008; Rusznyak, 2018; DHET, 2018) this paper analyses the messages of teacher professionalism transmitted to pre-service teachers. Findings show that professionalism in teaching is variously conveyed to pre-service teachers as being located in their personal appearance and attributes; within their personal morals and shared ethical imperatives; in the kinds of workplace relationships they build, and in their use of formal knowledge for reasoned judgment in practice. The Specialisation Dimension of Legitimation Code Theory (LCT) acknowledge the importance of sound subject knowledge as a prerequisite for ethical teaching, only one university includes expectations of PST knowledge and expertise in its ethical policies. Only one university (E3) includes PSTs' legal obligations in its policies. This university requires all student teachers to sign the SACE Code of Conduct, requiring them to abide by the rules and laws pertaining to in-service teachers. None of the universities has a policy document that states the values expected of their PSTs during TP. This result was to be expected since none of them has a code of ethics for TP. The Victorian Institute of Teaching describes a code of ethics as an aspirational code consisting of core values (Victorian Institute of Teaching, 2016). Clearly, the lack of a code of ethics will lead to a lack of values in describing expectations of PSTs.

5 Conclusion

Previous research (e.g., Sawhney, 2015; Gluchmanova, 2015; Kumar, 2015; Colnerud, 2015; Kruea-In and Kruea-In, 2015; Boon and Maxwell, 2016) notes that teaching is characterised by numerous ethical demands. The general

lack of ethical policies, protocols and expectations of TP at most faculties of education at South African universities is of grave concern. It seems that very few universities have proper ethical guidelines in place, or at least make these guidelines available to the public, which would enhance their credibility and trustworthiness. The most significant concern is the lack of codes of ethics at most universities, not only for TP, but also for education faculties and universities in general. Codes of ethics enhance professional behaviour by seeking to develop an inner sense of morality in PSTs (Forster, 2012). The literature notes that professional responsibilities sometimes entice the teacher to behave unethically, highlighting the need for a code of ethics which would encourage PSTs to make professional and ethical judgements (Bowie, 2003; Forster, 2012).

In conclusion, visible ethical codes could enhance the relationship between schools and universities and enhance the probability of partnerships between these institutions. A code of ethics would also improve community and public opinion of universities, as it will protect learners and school staff. Such policies would also protect PSTs and enhance their awareness of ethics in TP and teaching in general. Only two universities in the sample seemed well prepared to address ethical dilemmas in TP through ethical policies and protocols.

Colnerud (2015) asserts that a lack of ethical policies may lead to ethical dilemmas, while French-Lee and Dooley (2015) highlight the need for such policies to guide teachers in making decisions when confronted by ethical dilemmas. Ethical policies should therefore include sections on what is expected of PSTs in terms of ethical relationships with learners, school staff and parents and the community. Furthermore, they should stipulate the personal conduct, knowledge and values that PSTs are expected to portray as this will guide them to act ethically. A section on the expectations of the law might also enhance PSTs' ethical behaviour. However, none of these elements will ensure ethical behaviour during TP. Therefore, all universities' codes of ethics and codes of conduct should include protocols to be followed by the various role players should ethical dilemmas arise during TP, as they inevitably will.

Implications and recommendations

Based on the study's findings, it is recommended that universities ensure that their websites have working links to the education faculty and from

the education faculty to the WIL, SL or TP pages, so as to facilitate access to information dealing with ethics in TP. It is also recommended that universities upload their codes of conduct and ethics as well as other policies on TP to their websites for public viewing as this will enhance transparency and strengthen public accountability. Online ethics courses to prepare PSTs for TP are also highly recommended to ensure that PSTs are not only aware of ethical codes of conduct, but are able to apply them.

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Addendum A: Checklist for Content Analysis of Codes of Ethics and Conduct

Name of University: Pseudonym:

Criteria	✓ / x	Comment
Code of ethics for the institution		
Code of conduct for the institution		
Code of ethics for the education faculty		
Code of conduct for the education faculty		
Code of ethics for teaching practice		
Code of conduct for teaching practice		
Protocol for students to respond to unethical behaviour of teachers/HODs or principals		
Protocol for students (pre-service teachers) to respond to unethical behaviour of learners		
Protocol for teachers/HODs or principals to report unethical behaviour/conduct of students (pre-service teachers)		
Professional conduct		
Expectations of pre-service teachers' relationships with learners		
Expectations of pre-service teachers' relationships with staff at the school		
Expectations of pre-service teachers' relationships with parents, caregivers and the community		
Personal conduct		
Expectations of pre-service teachers' personal conduct which can influence learners		
Professional competence		
Expectations of pre-service teachers with regard to their knowledge and expertise		
Expectations of pre-service teachers towards the law		
Values expected of pre-service teachers		

Additional Comments:

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Addendum B: Content Analysis Results

Criteria	A1	A2	A3	A4	B1	B2	B3	C1	D1	E1	E2	E3	F1	H1	TOTAL per policy/ element
Code of ethics for the institution	0,5						1				0,5		1		3
Code of conduct for the institution	1	1	1	1	1	1	1	1			1	1	1	1	12
Code of ethics for the education faculty							1								1
Code of conduct for the education faculty	1											1	1		3
Code of ethics for teaching practice															0
Code of conduct for teaching practice	1											1	0,5	1	3,5
Protocol for students to respond to unethical behaviour of teachers/HODs or principals	1														
Protocol for PSTs to respond to unethical behaviour of learners															1
Protocol for teachers/HODs or principals to report unethical behaviour/conduct of PSTs	0,5													1	1,5

Expectations of PSTs' relationships with learners	1											1			2
Expectations of PSTs' relationships with staff at the school	1											1			2
Expectations of PSTs' relationships with parents, care givers and the community	1											1			2
Expectations of PSTs' personal conduct which can influence learners												1			1
Expectations of PSTs with regard to their knowledge and expertise	1														1
Expectations of PSTs towards the law												1			1
Values expected of PSTs															0
TOTAL per university	9	1	1	1	1	1	3	1	0	0	1,5	8	3,5	3	

