

The Need For Ethics Commitees In The Post-Secondary Education System In Romania

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Received 06.05.2016; Accepted 24.06. 2016

Abstract

The educational system has undergone many changes since 1990 until nowadays. Today the teacher is seen as an extra worker in the public administration, thus the respect for his/her teaching efforts has diminished. Since the issue of the need for ethics in schools has been raised more and more often, we propose the ethics committee as a method of assessment. In this paper we want to bring a new proposal to the education system, i.e. the ethics committees, which are commissions able to determine the behaviors of individuals in educational institutions. We believe these committees are necessary since at institutions level there are deviations both among professionals and beneficiaries.

Keywords:ethics, commissions, deontology, teachers, educational , institutions, deviations

Introduction

The reality of the education system in Romania makes us think that all the attempts to improve the education system have failed, either because of those in power, either because of the educational policies, either because of the school managers. Given the issues we face every day, we consider it necessary to have a way to be able to oversee the work of the people involved in education, as there are attitudes that contradict good moral, ethics and morality. In this paper we propose the ethics committees to assess the individual behavior of the individual in the educational system in our country.

To speak of the ethics expertise in the secondary education institutions in our country one should first perform some conceptual clarifications (Ești, 2015, 93-98); therefore, ethics comes from the Greek word "ethos" meaning custom or habit. Ethics tries to provide answers to questions such as: what is good, what is evil, how to behave in society. Ethics appeared in ancient Greece, where we have the teachings of Socrates (who argued that ethics opposes concepts of justice and debt and the virtue dominated by reason is the basis of the happiness of the individual) and the writings of Plato

and Aristotle on the behavior within a city. For example, Plato's ethics is a eudaemonist ethics that is an ethics which states that the purpose of all individuals is to achieve happiness. The eudaemonist ethics is a naturalistic ethics, whereas it is considered that the natural order and the moral order are similar which reminds us that a thing or action is considered to be good if it is natural and bad if it conflicts with human nature. Plato's ethics is subordinated to politics, as it means supporting the eternal stability of values. The Greek philosopher imagines an ideal city (presented in the Republic) where its members are free only to fulfill the social functions prescribed in the name of the common good (Coroban, A.)

With Aristotle, the concept of ethics is closely related to the concept of virtue and good and the conduct reflects the unity of soul and body theory; Ana Bazac considers the issue of the division of soul in the rational and the irrational, especially the division of the latter part is unimportant for the analysis of the behavior especially in practical terms, but it is based on the knowledge of individual goals (Bazac, A., 2012). In the context of the contemporary society, ethics remains the key element in preventing and managing conflicts of interest, corruption and other forms of immoral conduct (Roll, H.A., 2008).

Over time ethics has developed in various other areas; thus the eco-ethics, the ethics in public administration, the bioethics, and the ethics of the new technologies have developed. Thus one can speak about:

- the normative ethics
- the descriptive ethics
- the explanatory ethics
- the applied ethics or professional ethics
- the scientific ethics.
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Therefore, we believe that ethics has penetrated all spheres of the social, economic and the behavior of the individuals can be assessed regardless of the practicing field thereof. In this paper we intend to introduce ethics commissions in secondary education schools in Romania Terec-Vlad, L., Trifu, A., 2014) for a fair evaluation of the behavior of individuals belonging to these structures.

1. Ethics and management

In any organization where the work involves interaction with individuals we can assess their behaviors from an ethical standpoint. Therefore, professional ethics is a very important pillar as it can be understood as an ethical reflection applied to a particular field of activity or the rules established by a particular professional group (Gavrilescu, L., 2011). J. Rawls says: "Is there a procedure for decision to be strong enough to determine the manner in which competing interests

should be awarded and that, in cases of conflict, we must give priority to a benchmark against another? Moreover, may one determine the existence of a procedure and its just character through rational research means? "(Rawls, 1951). We thus need a procedure through which we can evaluate the ethical behavior, a procedure which in our opinion should adapt the organization's values and also of the society the organization is part of.

The ethical management as Gavrilescu Liviu believes deals with the development of those tools that contribute to the development of ethical management of an organization and methods that can be used to determine in which direction organizations should develop (Gavrilescu, L., 2011). So, as the author states the ethical management describes and analyzes the current situation in terms of Ethics to determine the desired situation and the measures to be adopted (Gavrilescu, L., 2011). Valentin Muresan believes that distinguish separately developed quality assurance management ethics, ethics in education but the problem goes beyond the act of education, whereas the philosophical concept, the teacher is the guarantee of morality (Muresan 2010). But - believe us, in practice things (Ești, M.C. 2010, 24-34) are not so. I will not stop in any real-life examples, either from the media, since the purpose of this article is to highlight the inappropriate behavior of teachers, but need expertise in ethics education in Romania. The philosopher Valentin Muresan stresses that quality of work is defined by performance indicators: on the one hand it is about increasing the internal strength of the organization and on the other hand about increasing flexibility and compatibility of the organization in relation to certain regulations and external standards (Costreie S., Ianole, R., Dinescu, R., cited Muresan, V.2010). However, the core of management ethics is ethics management system.

From the organizational standpoint (Terec-Vlad, L., Trifu, A., Terec-Vlad, D., 2015), there are several ways through which we can address the ethics management: on the level of bureaucracy or in terms of the sole responsibility of the managers (Roll, H.A., 2008).

1.1 Ethics and management tools

- Ethics Committees;
- Codes of ethics;
- Ethical leadership;
- Ethical training programs;
- Ethics audit;
- Hotline sites/helpline sites;

- Specific policies and procedures.

The experts in ethics determine what is moral to do in a given situation according to the values, principles and moral rules which an organization shares. Thus, in accordance with Cristian Ducu states, the ethics expert requires ethical theories in judging specific situations within organizations and the ethical expertise provides support for decision-making processes (Ducu, C., 2010).

Within organizations some tools are required to promote the ethical management amongst employees. Thus we could bring into question the ethical training and workshops on ethics, since it is particularly important to explain to employees what is needed to provide ethical products to the partners and beneficiaries of our services (Simon Simescu, A. Simion Simescu Martinho Nunes, C., 2013). Simion Simescu, A. Simion Simescu Martinho Nunes, C. (2013) believe that the ethics training should cover issues such as: understanding the need for ethics in decision-making, creating scenarios, observing ethical dilemmas, the objective approach to ethical dilemmas, the need for the exposure of ethical application of all instruments within the organization (Simon Simescu, A. Simion Simescu Martinho Nunes, C., 2013).

The workshop-type programs aim at communicating the objectives of the organization in order to improve the image that the organization has in society but also to increase its efficiency and effectiveness (Simon Simescu, A. Simion Simescu Martinho Nunes, C. 2013) (Trifu, A., Terec-Vlad L., 2013).

The purpose of this paper is to propose an ethical expertise evaluation of the behavior of the members of secondary education institutions in Romania.

2.2 The Ethics expertise

As we previously stated, ethics has penetrated all spheres of activity of the individual in order to analyze what is good and what is not according to the values of the society to which it belongs (Ești, 2010, 27-38). Since the situations the individual meets at the workplace are increasingly controversial (Ești, M.C., 2014, 87-92), we consider the ethics expertise and the ethical experts to be necessary as a measure to prevent unethical behavior. "Ethical expertise is defined as the degree to which one is knowledgeable about and skilled at applying moral values within a given work context" (Dane, E., Sonenshein, S., 2014). On the one hand, through the expertise we appreciate the ethical values of the organization. On the other hand, as Dane, E., Sonenshein, S. 2014 consider "ethical expertise enables individuals to overcome a range of challenges associated with ethical decisions making". In this context we believe that decision making within the secondary education institutions in Romania should be based on the ethical values of the organization. To achieve an ethical expertise of organizations one should primarily promote ethics through trainings and workshops, as stated above. We believe it is much easier to achieve an ethical expertise when the

members of the organization already know the true ethical values and can make the difference between what is right to do and what is not.

3. Conclusions

Given the situation in secondary education in our country, we considered it appropriate to propose ethical expertise as an assessment of the behavior of individuals working in schools. In order to promote an ethical society we need to first teach individuals what ethics means, which values are ethical, etc., as an ethical institution is the institution that provides confidence both to partners and to beneficiaries

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