



Ethical dilemmas in senior teacher educators' administrative work

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Abstract

The current study presents the professional experiences of senior teacher educators ('Associate Professors'), with an emphasis placed on ethical dilemmas they face during their administrative work. The main purpose is to characterize the critical incidents underlying these dilemmas, their interpretation, and the ways of balancing the different considerations in their resolution. A qualitative analysis of twelve narrative interviews pointed to four core values which underpinned the approaches taken by teacher educators in their handling of critical situations: perception of integrity, empathy and care, commitment to the institution, and the need to promote initiatives. Findings indicate that the concept of integrity is central to these educators' decision making processes, but that this concept is interpreted differently according to the personality characteristics, experience, and educational vision of the interviewees. It is proposed to conduct further studies that examine the interpretation of 'integrity' as a concept among senior teacher educators and the manner in which it emerges in their professional lives.

Keywords: ethical dilemma, teacher educators, administration

Introduction

Senior teacher educators, who are the focus of this study, constitute a unique professional group who need to demonstrate competence across a wide arc of domains that includes for example, teaching and guiding students, research and writing, leading professional committees, administering academic programs and managing faculty staff (Griffiths , Thompson & Hryniewicz, 2014; Murray, 2015). Naturally, teacher educators deal with a multiplicity of issues on a daily basis and are required to make decisions across this spectrum of areas. They must balance between human tendencies, emotions, instincts, personal interests, and socially acceptable behaviors, and at the same time, serve as a personal example of morality and justice for future generations of teachers. However, according to latest empirical studies (Edling &

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3 Mooney Simmie, 2015; Shapira-Lishchinsky, 2011), the decision makers are not
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5 always aware of the ethical implications of various situations and the essence of the
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7 concept of ethics in practice. This situation leads to a need for stimulating discourse in
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9 the research literature.
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12 The current study seeks to explore the most common ethical dilemmas faced by
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14 senior teacher educators who serve at teaching training colleges in Israel as part of
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16 their administrative work. The main aim is to map these dilemmas according to three
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18 axes (Cianci, Hannah, Roberts & Tsakumis, 2014): (a) *the critical incidents* and
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20 sensitive events in the professional lives of senior teacher educators that lead them to
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22 cope with ethical dilemmas; (b) the way they *interpret* these dilemmas in order to
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24 arrive at the optimal solution, (c) the *balance* between objective and subjective
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26 considerations, and the issues that were placed on the scales in these dilemmas.
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30 ***Critical Dilemmas and Seniority***

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33 Ethical dilemmas can be defined as an internal dialogue of the individual regarding
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35 two alternatives to solving a problem, with each alternative consisting of both
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37 advantages and disadvantages (Edling & Mooney Simmie, 2015; Shapira-
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39 Lishchinsky, 2009). According to Bukor (2015), the manner in which decisions are
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41 made around such dilemmas is a function of personal beliefs, perceptions, life wisdom
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43 and especially professional experience. The other authors (Edling & Mooney Simmie,
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45 2015; Pereira, Lopes & Marta, 2015; Strom, Abrams & Tammy, 2016) claim, as a
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47 supporting argument, that while the novices' work routines are characterized by a state
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49 of "incessant indecision" which is caused by ongoing interaction with different
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51 professional groups, and sometimes is accompanied by conflicts of interest, the
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53 seniors are expected to exhibit a clear agenda for problem resolution while
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3 overbalancing between different alternatives of the problematic issue. Thus, since
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5 dilemmas may occur simultaneously across a wide range of activities, the manner in
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7 which they are decided is determined not only by the professional self-concept, but
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9 also, primarily, by environmental and contextual constraints, professional experience
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11 and seniority (Langlois & Lapointe, 2007; Shapira-Lishchinsky & Rosenblatt, 2010).
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14 ***Critical Incidents and Ethical Tensions***

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17 The literature on ethics in education (Murphy, Pinnegar & Pinnegar, 2011; Pillen,
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19 Beijaard & Brok, 2013; Shapira-Lishchinsky, 2009) refers primarily to "tensions"
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21 between an individual and his/her environment in the workplace, in order to balance
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23 the formal issues (such as institutional rules, academic standards) and informal issues
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25 (related to climate maintenance in the institution and human relations with students
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27 and staff to which the individual belongs). Therefore, while the formal issues refer to
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29 aspiring to a high level of professionalism in the teaching area and compliance with
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31 the institution's policies, the informal issues draw attention to the social and emotional
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33 needs of the individual (Ehrich et al., 2011; Johns, McGrath & Mathur, 2008; Norberg
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35 & Johansson, 2007; Pope et al., 2009; Rogers & Sizer, 2010). According to
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37 researchers (Campbell, 2004; Sumsion, 2000; Zipin & Brennan, 2006), such tensions
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39 can arise when a teacher is faced with a decision about how to respond to critical
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41 situations and how to communicate this decision to colleagues or students. For
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43 example, when a colleague is in breach of the rules or acting in a manner which is
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45 counter to the culture of the institute, in relation to his or her professional conduct or
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47 in his/her interaction with students, the senior staff member is faced with an ethical
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49 dilemma that requires him/her to set priorities, and to respond in a manner that will
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51 provide an optimal solution to the issue (Pereira et al., 2015).
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3 These ethical dilemmas illustrate the complexity of the day-to-day activities of
4 teacher educators who serve in administrative positions at their institutions. Shapiro
5 and Stefkovich (2016) offer a model of real-life ethical dilemmas based on the
6 objective observation of the educational reality of senior teacher educators' work,
7 which is divided into four paradigms: the ethics of justice, the ethics of critique, the
8 ethics of caring and empathy, and the ethics of professionalism. The current research
9 presents these and other issues, which are reflected in the work of associate professors
10 in teacher training colleges, whose work culture is significantly different from other
11 professional sectors, but which is saturated with various ethical dilemmas such as the
12 ones mentioned above.
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24 25 ***Senior Teacher Educators*** 26

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28 Academic faculty members who work in teacher education colleges, also known as
29 "teacher educators", constitute a unique professional group that is required to combine
30 simultaneously many areas of activity: teaching, promoting professional initiatives
31 and holding academic administrative roles. Besides that, their uniqueness expresses
32 itself in the fact that their professional identity lies on the "seam line" between a
33 "teacher" in the education system and a "lecturer" in an institution of higher
34 education. In contrast to the last references which examined the educational aspects of
35 ethics (Sumsion, 2000; Zipin & Brennan, 2006), such as caring and empowering pre-
36 service teachers, the present study is interested in exploring ethical issues from the
37 perspective of tasks and experiences in the field of administration and team
38 leadership, due to two reasons. Firstly, this is primarily due to the lack of research on
39 the ethics of educational leadership and administration for this group. And secondly,
40 the above arguments point to the importance of examining such issues for the
41 professional group that stands at the top of the teacher training pyramid and is
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3 expected to serve as role models to the future generation of educators (Edling &
4 Mooney Simmie, 2015; Opazo, Aramburuzabala & García-Peinado, 2014; Shagrir,
5 2015).
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10 **Methodology**

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12 The current study was conducted by using a qualitative-narrative approach (Clandin,
13 2016) based on professors' life stories concerning the ethical dilemmas they have
14 dealt with, the considerations that were pivotal in their solution, and their
15 interpretations of unique events that gave rise to these dilemmas. This research
16 methodology allows for the exploration of authentic situations, tensions and dilemmas
17 that characterize the human decisions and actions by focusing on the special
18 characteristics of a unique professional group (Shkedi, 2011). According to this
19 approach, the open-ended questions should be formulated in a way that directs the
20 interviewees to share a life story with respect to the following elements: (a)
21 orientation - time, place, context; (b) sequence of events that preceded before or
22 during the presented situation; (c) complexity and sensitivity to the current dilemma;
23 (d) an assessment of the importance, meaning and implications of the alternative
24 solutions and modes of actions; (e) the end of the story - how the dilemma was
25 decided and what were the accompanying considerations for this decision.
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44 **Sample**

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46 Twelve associate professors from five Israeli teaching training colleges served as a
47 sample. The participants were selected by using the purpose-oriented criterion
48 method, according to predefined criteria, in line with the theory underlying the
49 research framework (Patton, 2002). In this case, the sample selection was based on the
50 following three criteria: (a) seniority (associated professor for two years or more), (b)
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3 experience in teacher education (15 years or more); (c) experience in academic
4 administrative position (4 years or more), as is presented in Table 1. I adhered to these
5 criteria in order to allow the interviewee to reflectively interpret the professional
6 challenges and dilemmas based on long-term seniority and experience (Clandin,
7 2016).
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13 *Procedure*

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17 Semi-structured interviews were conducted, and were based on a 'written topic guide'
18 with general issues for conversation. This procedure allowed the interviewee to
19 provide authentic life stories, with the possibility of raising spontaneous issues linked
20 to the story according to its development (Shkedi, 2011). In hindsight, the narrative
21 approach assisted the interviewees in sharing their professional experiences, while
22 allowing them to reflect on ethical dilemmas they had encountered, their emotional
23 reactions, deliberations, and beliefs regarding their situations. The interview guide
24 was constructed in four sections: (a) questions related to the current career stage, main
25 professional experiences and tasks; (b) stories and examples of the critical incidents
26 and ethical tensions with which the interviewee has recently experienced; (c)
27 presenting the essence of the dilemma (the strengths and weaknesses of each
28 alternative) and the deliberations engaged in, (d) the manner in which the dilemmas
29 were dealt with, the interviewees' professional views, and the reasons that ultimately
30 lead to the preferred resolution.
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48 To examine the validity of the intended tool, I conducted a pilot interview with
49 one of my colleagues who had the same characteristics as the sample group, and
50 following the pilot I revised my questions (Marshall & Rossman, 2011). At the
51 beginning of the interview, an overview of the interview schedule was presented, and
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3 the interviewees signed a form of consent. The transcriptions of each interview served
4 as a "raw data base" (Shkedi, 2011) that were processed by recognizing the main
5 themes underpinning the basis of each dilemma discussed, as well as identifying the
6 common words and phrases that occurred. This method enabled me to identify
7 similarities in a manner that would generate common focal points, in order to reach
8 conceptual generalization and to draw a model of prevalent ethical dilemmas among
9 this professional group.
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18 **Findings**

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21 Based on the interviewees' testimonies, ethical dilemmas are pervasive in their daily
22 routines, requiring them to decide on priorities and to reevaluate their fundamental
23 values when interacting with colleagues. The findings presented the main
24 characteristics of these dilemmas, perceptions, approaches, and considerations for
25 decision-making. A qualitative analysis of the twelve narratives led me to outline four
26 *core values* that constitute the foundations of their (in) decisions during critical
27 incidents and ethical tensions: (1) perception of integrity; (2) empathy and care; (3)
28 commitment to the institution; and (4) the need to promote initiatives. The testimonies
29 presented by the interviewees indicated a tension between the perception of integrity
30 and the three other core values, and thus the findings are presented in terms of these
31 three distinctions: (a) perception of integrity vs. empathy and care; (b) perception of
32 integrity vs. commitment to the institution; (c) perception of integrity vs. promotion of
33 initiatives.
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50 ***Perception of Integrity vs. Empathy and Care***

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53 A large part of the issues raised in the interviews concerned the decision between
54 emotion and common sense, which includes the issues of transparency and the
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3 appropriate way to share with colleagues what is going on in the institution, especially
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5 in situations of conflict and anxiety. In this section, conflicting evidence was heard
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7 regarding the need for transparency in the sharing of information with staff even in
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9 cases where it may create negative consequences for the individuals in their
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11 professional environment, and may disrupt their sense of wellbeing and confidence.
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13 The example is illustrated below by Prof. D.
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17 *There are many faculty members who come and ask me what would happen to them*
18 *in future. Everyone is worried about the [...] (organizational reform). Could they*
19 *survive it? Many (administrators) are vague, do not provide information. I try my best*
20 *to be honest and to respond transparently. Even if that means the colleague will not*
21 *love the answer.*
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27 Another example raised the need to engage with *sincerity and clarity*, even if this was
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29 unpopular with more junior faculty members. Thus for example, Prof. M. summed up
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31 his approach by saying: "I have to choose my battles".
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35 *In such a senior and leading position like mine, the dilemmas are constantly present.*
36 *You cannot run away from them. And one of the things you need to know when you*
37 *get a high position is that you will create enemies for you. There's nothing to do. I try*
38 *to be the most human in the world. But if there is no choice, if that is good for the*
39 *college, if faculty and department require it, I will allow that person not to love me for*
40 *several years.*
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45 This approach was supported by an incident from his professional experiences:
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49 *A well-known lecturer in Israel worked here. He really did a good job, my good*
50 *colleague; I collaborate with him a lot. But now he has reached retirement age (65)*
51 *and he should retire. And he doesn't want to retire. This person comes to me and*
52 *says: How is that? It cannot be. And he sees that I'm not fighting for him. Because it*
53 *is obvious that if I am dean of faculty then I can fix it for him. But it's wrong for me to*
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3 *fight for it. And I cannot tell him why. I have to make a very strong introspection of*
4 *what I'm fighting for and what I'm not fighting for. If integrity makes me walk with my*
5 *head against the wall all the time - I'm really not smart! You have to go a lot around!*
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7 *You have no choice!*
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10 Prof. N. added her own example to a similar situation.

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13 *There is no doubt that between friendships I have built here for many years and the*
14 *needs of the institution there is sometimes a very large gap. And I had an excellent*
15 *friend who was a respected teacher and was a beloved pedagogical instructor, but*
16 *she did not fit the system as she had no doctorate. Although she contributed greatly*
17 *to the college and the students, she did not meet the requirements of the Council for*
18 *Higher Education and I had to part ways with her.*
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24 25 ***Perception of Integrity vs. Commitment to the Institution*** 26

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28 This issue is intended to reflect a situation in which the need for moral behavior that is
29 consistent with the individual's beliefs collides with professional commitment to the
30 institution, the need to maintain a positive climate, good relations with colleagues and
31 senior administration, and the desire to demonstrate a responsible administrative
32 approach. Prof. O reflected on this dilemma as follows:
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40 *To pretend to be in favor of industrial quiet, to cooperate with unpleasant people in*
41 *favor of an important initiative, if it's right for the college, then, yes, sure.*
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44 In support of the statement, the following 'example of tension' was shared:
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47 *I have a lecturer in the faculty who is simply a catastrophe in terms of human*
48 *relations. And both the students and the staff members really feel it! But she is very*
49 *strong in her field, and she represents the faculty and the college well at international*
50 *conferences and in publications. So the question is what is right to do. To change it I*
51 *will not succeed because she is very stubborn. So I do think very strongly which tasks*
52 *and which courses are suitable to give her.*
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3 Prof. K presented his approach to manage dilemmas of this kind:
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6 *When you work with people, you have to place scales on your table and weigh the*
7 *pluses. If I think the plus is significant and I can build a system that will moderate the*
8 *minuses, I ask myself - how many potential lecturers do I have in the field who are*
9 *good? The conclusion is clear. All the time one has to look for compromises, to*
10 *straighten out holes and sacrifice certain areas in order to empower others. That's the*
11 *essence of the job.*
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17 According to Prof. E, his involvement in the policy-making committees at the college
18 often requires him to "recalculate" his perception of integrity against commitment to
19 the institutional committees/processes and solidarity with its members. This is what
20 he says:
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26 *During my work I saw all the preoccupation of the appointments/tenure committees*
27 *with politics, such as who to promote or what criteria to use, often not very objective.*
28 *Subjective considerations such as collegiality and cooperation were often considered.*
29 *There were a few cases where the committee I sat on decided not to give tenure or*
30 *even to dismiss for practical reasons people I worked with and knew well. Although*
31 *there are ostensibly practical reasons in any case, it is difficult to fire a person and*
32 *vote in favor of not giving him tenure. But sometimes there is no choice. So in the end*
33 *I voted with everyone but felt uncomfortable. And if the vote was secret I might have*
34 *avoided it. There is also the interest and the good of the college to consider.*
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44 Finally, Prof. B shared ethical issues with which she contends on a daily basis in her
45 work:
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49 *Our institution is recognized as a very pluralistic and multicultural college; and we*
50 *espouse a vision of openness and egalitarianism, which sometimes expresses itself*
51 *in affirmative action. And then I am a bit torn between the need for equality and*
52 *justice and the needs of many faculty members here. This leads me to dilemmas*
53 *during certain decisions. And ethically I decided that I was taking the best people, in*
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3 *terms of teaching ability and an expertise in a particular subject. This is the correct*
4 *decision, for my opinion. I am definitely against discrimination of any kind, and also*
5 *against affirmative action. If I have two people who vary in their abilities, I will take the*
6 *best one and only him.*
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10 **Perception of Integrity vs. Promotion of Initiatives**

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13 During the conversation, the interviewees raised the issues of the moral aspect of the
14 way to lead academic or educational initiatives. Prof. A., whose main focus is on
15 educational-cultural activity, said that this challenge forces him to look in the 'mirror',
16 and re-examine his priorities against the scale of values.
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23 *I ask myself, for example, how willing I am to cooperate with people whom I identify*
24 *as my political enemies. But if I want them to help me, I must cooperate with them.*
25 *That is it, not to be a fanatic, and to choose my wars. On the other hand, there are*
26 *also dilemmas that I would not agree with. For example, If I'm supposed to go to a*
27 *familiar figure and ask her to make a donation to an event I hold, after hearing her*
28 *speak sharply about education and society, this is a serious dilemma. If I cooperate*
29 *with her, I cannot make statements against her. Like a person who markets health*
30 *food but whose main contribution is from Coca-Cola. In that case-I give it up. It is*
31 *clear.*
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40 Prof. D summed up these types of dilemmas in the following manner:
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43 *A solution to everything is finding the boundaries and how much I am willing to*
44 *compromise to achieve certain accomplishments. This is authenticity, a unity between*
45 *the external and internal parts of a person. I desire to stand straight with a clear road*
46 *ahead in order to allow people to trust me. I am not an opportunist. Not to be*
47 *manipulative. It is important to be honest with yourself and with others.*
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53 Prof. L. described the ethical dilemma that typifies the spirit of the college as part of
54 the process of change that the institution often undergoes:
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3 *In fact, we are perceived as a leading college in implementing educational*
4 *innovations and reforms which the Ministry of Education conveys to colleges as an*
5 *important goal. This is where we would love to stay. But when you reach the stage*
6 *where you need to lead change, you must know how to do it in a way that will recruit*
7 *partners who will be by your side in this change. You cannot do it alone! And you also*
8 *cannot sow panic over team players. The main question is when and how you give*
9 *over the information to all members. It is the art of management and team leading.*

16 The sensitive moments, the manner in which the administrator interprets the context
17 and reaches an optimal solution, that supports the "sustainability" factor required to
18 continue stimulating new initiatives in the college were described by Prof. L. in the
19 follow way:
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25 *I happened to hear complaints from people like: "They think we have a mobile*
26 *identity! We must change it in accordance with the constantly changing Ministry of*
27 *Education's agenda". Then I said: "We will do that without losing our identity. First, we*
28 *will reveal to all exactly who we are and then determine what prices we are willing to*
29 *pay if we go ahead with any reform. And if there are essential things for us, such as*
30 *our integrity and our mission; we will not give them up. We will try talking to them and*
31 *reaching compromises". What also gave me strength is the PR they (the Ministry of*
32 *Education) made for us. All can see the model we developed on the subject of*
33 *cooperation between academia and the educational field. And it is noted that we were*
34 *the pioneers to do so! They see us as experts in creating partnerships, so we will*
35 *continue to strengthen it, because it is our power.*

46 In conclusion, it should be noted that there is a certain degree of polarization in the
47 testimonies of teacher educators in this study. Some of them emphasize the need for
48 transparency in front of staff members, sincerity and the sharing of a picture in its
49 entirety. Others argue that they must exercise great caution, and sacrifice certain areas
50 in order to empower others in an institution where they work.
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Discussion

The current study attempted to examine the ethical dilemmas in the professional lives of senior teacher educators, and the way it come to the forefront in the administrative, interpersonal, cultural and political aspects of their work. The totality of these dilemmas, critical incidents, and examples of tension that underlie them, allowed me to generate a conceptual framework for the issue under discussion and to present core values, reflected in the testimonies of senior educators, in a polarized manner where they are pitched against their commitment to integrity. The findings provide a new perspective in terms of four core values and the interaction between them: perception of integrity, empathy and care, commitment to the institution, the need to promote initiatives. The cross-referencing of common terms that appeared in the professors' testimonies, their contextual characteristics, and the interpretations to justify the resolution of these dilemmas as tending to one side or another, presented a division of these core values into sub-definitions. The **perception of integrity**, which was discovered as a main core value, is associated with the concepts of honesty, fair use of authority, responsibility, transparency, sincerity, and clarity. The second core value, **'commitment to the institution'**, is described as a compliance with procedures and work regulations at the administrative level, and as a convention to create a positive organizational climate, a pleasant relationship with colleagues, and to stabilize the image of a responsible administrator and leader who represents the institution faithfully. The third core value, **'the need to promote initiatives'** was reflected in educational, cultural and academic activities and to assess future prospects for realizing all these aspirations and initiatives. Finally, the fourth core value, **'empathy and care'**, refers to ensuring a sense of security, well-being, welfare, and dignity towards staff members (Graph 1).

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3 According to the literature review (Langlois & Lapointe, 2007; Leroy,
4 Palanski, & Simons, 2012; Norberg & Johansson, 2007; Thiel et al., 2012) ethical
5 behavior is the one that neutralizes personal needs, preferences, motivations and
6 desires, and demonstrates the balancing process that expresses the analysis of the
7 existing situation and of the contextual circumstances (social, cultural and personal)
8 before making decisions. In this process the individual must examine creative
9 solutions that will help to reach an optimal balance - the desired outcome with the
10 moral price that will be charged. It must also exercise "self-regulation" which shows
11 that it is guided by clear internal ethical standards, and as a result, behaviors and
12 decisions are consistent with its internal values.
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25 An interesting distinction was argued in the professional literature (Bullough,
26 2011) dealing with the experience and perception of ethics among school teachers,
27 according to which their interpretation of the concept of ethics is expressed in a
28 variety of behaviors related to professional commitment and compatibility with school
29 culture and work practices. Alongside this is the neglect and blurring of other
30 significant values in ethics, such as morality, humanity, justice and recognition of the
31 diversity of students (Macfarlane, 2004). Unlike the previous research, the teacher
32 educators who participated in this study do not avoid managing the ethical dilemmas.
33 At the same time, they explain their pattern of behavior in that the existing problem is
34 not significant enough to create a storm in the environment, and that the current
35 situation has a relative advantage, and that the increased preoccupation with it may
36 harm the social climate and the sense of solidarity with colleagues. It was noted that
37 the interviewees felt free to openly discuss their ethical dilemmas and tensions in an
38 attempt to outline principles for solving similar problems and to advance their
39 solution.
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3 The phenomenon of tensions in the work of teacher educators has been
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5 discussed extensively in the academic literature (Flores, 2018; Griffiths , Thompson
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7 & Hryniewicz, 2014; Tack et al., 2018; Yamin-Ali, 2018). It has been studied in the
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9 context of teacher educators' professional development, emotional needs, collegial
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11 aspects, and expectations of the institution. For example, researchers (Flores, 2018;
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13 Tach et al., 2018) relate to the existence of tension between the complexity of the
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15 professional identity of teachers' educators and their need to make their work more
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17 visible and explicit to colleagues and to establish their professional status. The other
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19 researchers (Griffiths, Thompson & Hryniewicz, 2014) argue that the tensions
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21 between cultivating a pedagogical professional identity, professional autonomy,
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23 commitment to teamwork, and loyalty to the academic institution, create difficulties
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25 in professional integration. These issues, which were mentioned in the context of
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27 teacher educators in early and mid-career stages, are consistent with the findings of
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29 this study, which deals with senior teacher educators in their later career, whose
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31 professional identity as administrators is linked to integrity. Ethical dilemmas, which
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33 are explained by conflict between them and their commitment to the institution, their
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35 responsibility to demonstrate empathy and care for those around them, and the need to
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37 raise their status by promoting initiatives, and the desire to make their leadership
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39 meaningful and visible, undoubtedly contributes to the complexity of this professional
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41 group.
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47 In regard to the division into the three types of ethical dilemmas presented in
48
49 the findings section, a number of conclusions can be drawn. First, there is a tendency
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51 among the interviewees to adhere decisively to the concept of integrity, especially
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53 when they have to decide between this approach and the opportunity to promote
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55 initiatives. On the other hand, the perception of integrity is of secondary importance
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3 in cases where professional values, such as commitment to the institution, are at stake.
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5 It is possible that the situation arose out of the teacher educators' clear need to lead
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7 changes and empower staff at the institution in keeping with its culture (Griffiths,
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9 Thompson & Hryniewicz, 2014). Regarding the dilemma of empathy and caring vis-
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11 à-vis the concept of integrity, the respondents do not make a clear decision, and the
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13 examples of the cases provided by them show a great variety of ambivalent
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15 considerations. It is possible that ambiguity in this area stems from the fact that
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17 coping with these dilemmas depends on a variety of personal, professional and
18
19 cultural aspects (Yamin-Ali, 2018). This distinction calls for the need for in-depth
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21 research to learn in a fundamental way about integrity and how it is reflected in the
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23 professional lives of senior teacher educators. Another conclusion that emerges from
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25 the stories and interpretations of teacher educators is their tendency to demonstrate a
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27 clear agenda and to formulate administrative principles for dealing with similar
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29 dilemmas in the future. Teacher educators interpreted the incidences and the cases of
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31 tension experienced, as opportunities to learn and to address important issues.
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36 These conclusions, which emphasize the place of common core values in the
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38 work of an administrator in a teacher training institution, accurately reflect the daily
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40 challenges of diverse professional groups in the field of education. Their
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42 interpretation may also contribute to other aspects of teacher education, including the
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44 conceptualization of instructing student teachers to deal with sensitive tensions which
45
46 are likely to arise during their teaching and work in schools (De Neve & Devos, 2017;
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48 Flores, 2017). The present study is a 'spearhead study' of the ethical dilemmas
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50 expressed in the administrative work of senior teacher educators, a subject that
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52 remains in the shadows, probably due to the sensitivity of the issue, the complexity of
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54 this professional group, the difficulty in accessing it, and the challenge of
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3 implementing of these findings. The relationship between an educational vision of an
4 individual and his/her style when dealing with ethical dilemmas, which was discussed
5 here, is one that requires further research, particularly where the leaders are also in the
6 field of teacher education,. Finally, the research provides initial insights with an
7 emphasis on the ethical issues facing teacher educators when they are required to
8 make managerial and organizational decisions, thus creating an opportunity to
9 interrogate the concept of integrity. It is evident that this is a rich seam of future
10 research in the field of higher education and academic administration.
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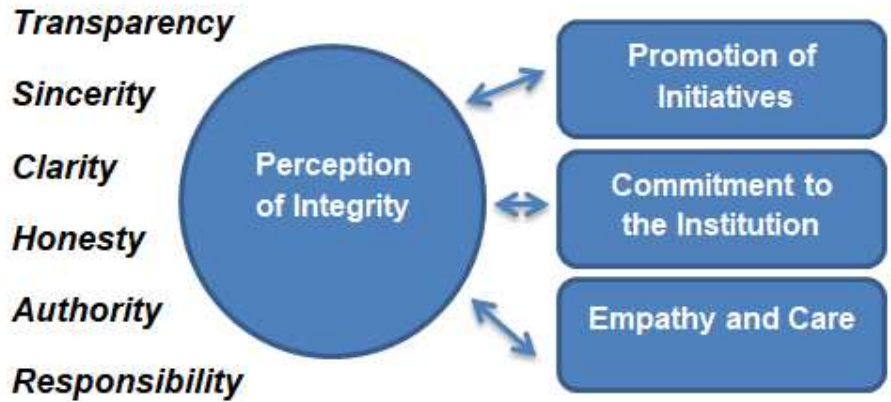
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Table 1: The Sample Data

#	Pen Name	Age	Gender	College Location	Position	Period of			
						Professorship (years)	Holding the position (years)	Working in the college (years)	Teacher educating (years)
1	Prof. A	61	M	Center	Head of Chair	8	4	30	30
2	Prof. D	55	F	Center	Dean of Facility	6	4	22	24
3	Prof. G	67	M	Center	Head of Research Authority	6	2	24	24
4	Prof. O	65	M	Center	Dean of Facility	18	4	4	32
5	Prof. L	62	F	Center	Dean of Facility	15	3	15	15
6	Prof. P	62	F	Center	Head of MA program	6	4	30	30
7	Prof. T	58	M	South	Head of Research Authority	8	4	22	22
8	Prof. M	65	F	North	Head of MA program	4	4	4	16
9	Prof. R	65	M	Jer.	Head of MA program	7	7	7	28
10	Prof. S	57	M	Center	Head of school	8	2	2	23
11	Prof. K	68	M	Center	Head of Program	15	3	30	30
12	Prof. B	66	F	Center	Dean of Facility	7	4	32	32

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Graph 1: Four Core Values of Ethical Dilemmas



Peer Review Only