

# STUDY REGARDING THE OBSERVANCE OF THE NORMS OF ETHICS AND PROFESSIONAL DEONTOLOGY WITHIN THE *HENRI COANDĂ* AIR FORCE ACADEMY IN BRASOV

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**Abstract:** *The present study aims to apply a questionnaire to the students of the Air Force Academy "Henri Coandă", in Brasov, with the main objective of researching the students' perceptions regarding the ethical and academic rules in Physical Education classes. A number of 100 students were interviewed and answered 15 items concerning the main aspects related to the operational framework in which specific activities were carried out in Physical Education classes.*

**Key words:** *questionnaire, ethics, teacher, deontology*

## 1. Introduction

Ethics and deontology are two branches of philosophy that deal with morality and ethics. While they are related, they differ in their approaches and principles. Ethics is concerned with moral principles and values that govern behavior, while deontology is a specific theory of ethics that focuses on the concept of duty.

Ethics is a broad field that encompasses various theories about what is right or wrong, good or bad, and just or unjust. It explores questions such as: What are our obligations to others? How should we

balance individual rights and the common good? How should we respond to moral dilemmas? Thus, ethics can be categorized into different theories such as consequentialism, virtue ethics, and care ethics, among others.

On the other hand, deontology is a specific theory of ethics that emphasizes the importance of duty, or "deontic" obligation. Deontologists believe that moral actions are those performed out of a sense of duty, regardless of their consequences. Immanuel Kant, a German philosopher, is considered the founder of deontology. According to Kant, moral

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actions must be universalizable, meaning that they can be willed as universal laws without contradiction. He also believed that moral actions must be performed for the sake of duty, rather than for any other reason.

In contrast, ethical theories such as consequentialism, argue that the morality of an action should be evaluated based on its consequences. Consequentialists believe that an action is good if it leads to positive outcomes and that the ends justify the means. This approach is sometimes in conflict with deontology, as it may lead to situations where a moral rule must be broken to produce a positive outcome.

The term morality (coming from the Latin word “mos, mores” – habit), designates a set of rules that all individuals must follow as members of society [5].

Ethics is a term that originated from the Greek word “ethos” – habit, character and it makes references to a philosophical discipline that studies theoretical and practical problems of morality. In common language, the term ethics is being used as a synonym for morality [6].

The term deontology originated from the Greek word “deon” which means duty, or obligation. Today, deontology signifies the set rules and ethical obligations in a specific profession and the application of certain particular morality norms. Ethics, morality, and deontology refer to what are “right”, “correct”, and “fair”.

Since we are talking about ethics and morality, we feel the need to define those terms. Defining the term ethics may be difficult because we should explain many other independent terms. According to [4], “Ethics is about what is right or wrong, responsibly or not, mandatory or permissive, laudable or condemnable. It is associated with guilt, shame, indignation,

resentment, empathy, compassion, and care. It is interested in both character and conduct. It addresses both public policy issues and personal issues”.

#### *Applied ethics*

Ethics represent a theory that is based on the research of principles of human action, values, and norms. It formulates the concepts that are at the basis of practical reasoning.

#### *Professional ethics*

It designates moral codes that belong to those who practice a certain job. The content is determined by specific particularities of every job, professional culture, and so on.

#### *Deontology – the base of professional morality*

Deontology represents the foundation of professional morality and also promotes the fundamental notion of “duty” as a necessity to fulfil an action as a moral obligation under which the individual must do or avoid something. At the same time, duty represents not only the obligation to others but also to oneself.

Didactic deontology is understood as a branch of general deontology and a very important component of educational sciences. It is also oriented to the duties of those who teach. It compels the teacher to respect a pupil's personality, their individual and age particularities, to maintain their reputation as well as their colleagues' reputation. They must also be preoccupied with the moral credibility of society towards this professional category [1].

To discriminate is to distinguish between objects, typically in ways that indicate a judgment about what is better or worse,

according to a very basic meaning of the term. For instance, when we say that someone has discriminating taste, we mean that they have the ability to recognize what is right or wrong (say with regard to food, wines, art, or music).

The fundamental concept of race, a category that seeks to establish similarities among varied people, presents a serious philosophical issue in debates of racial discrimination. Some people may consider that race and racial differences are important, saying that they are only superficial and that we should instead focus on achieving a sort of "colour-blind" equality of people. Others will counter that race is still a strong idea with a long history that helps to explain why discrimination and injustice still exist today. Critical race theory is a line of philosophical research that examines the issue of race [3].

The present study approaches the military students attending the Henri Coandă Air Force Academy in what concerns the norms of ethics and deontology.

Three categories are commonly covered by military ethics: the character of the military and military professionalism (including debates on moral education and training), the essence of the morality of war, and moral issues about the fair use of force.

In the military, two of the most important traits are courage and loyalty. Arguably the central virtue to any discussion about military ethics is "courage", which is considered to be an important virtue in war. This is not because of how we view the enemy or their perspective on us.

The definition of the virtue of loyalty is

no mystery. Dogs are loyal, best friends and spouses are valuable if they are loyal. We can say that to be loyal means that you "stand by" the object of loyalty and that you consider the claims of obligation related to that object of loyalty to outweigh other claims [2].

In conclusion, ethics and deontology are two important branches of philosophy that deal with morality and ethics. While they are related, they differ in their approaches and principles. Ethics is a broad field that explores various theories about what is right or wrong, while deontology is a specific theory of ethics that emphasizes the importance of duty and moral absolutism. Both approaches have their strengths and weaknesses, and they continue to be the subject of ongoing philosophical debate.

## **2. The Content of the Research**

### **2.1. Hypothesis**

If we apply the questionnaire to 100 students from all the years of study and all specializations included in our Bachelor degree programs, we assume that through this research, we can observe from an ethical perspective the behavior of the professor, their attitude and level of professional knowledge in direct interaction with the participants in the Physical Education activities included in the curriculum.

### **2.2. Research results and interpretation of the researched data**

The questionnaire consisted of 15 items, and the answer was mandatory for all of them. Only one answer was to be selected for each item.

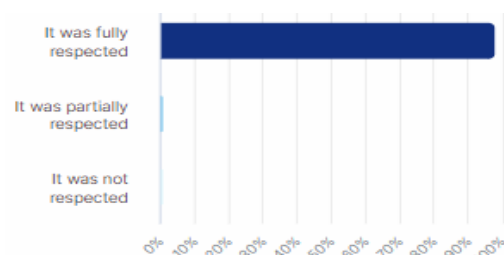
**STUDY REGARDING THE OBSERVANCE OF THE  
NORMS OF ETHICS AND PROFESSIONAL  
DEONTOLOGY WITHIN THE HENRI COANDĂ AIR  
FORCE ACADEMY IN BRASOV**

1. How do you assess the observance of the schedule by the teacher in the discipline of physical education?
  1. Not respected
  2. Partially respected
  3. It was fully respected
2. How do you assess the punctuality of the teacher in the physical education classes?
  1. Satisfactory
  2. Hi
  3. Very good
3. Do you consider that the course holder has treated students differently in physical education classes?
  1. Yes
  2. Sometimes
  3. No\Never
4. Did the teacher inform the students promptly about the objectives of the course?
  1. Not
  2. Partially
  3. Yes
5. Did the teacher announce promptly the methodology for evaluating the students?
  1. Not
  2. Partially
  3. Yes
6. Did the teacher indicate ways of individual training of the students according to their particularities?
  1. Not
  2. Sometimes
  3. Yes
7. Did the teacher give correct ratings during the evaluation process?
  1. Not
  2. Partially
  3. Yes
8. Was the evaluation of the students carried out by the teacher according to a unitary methodology?
  1. Not
  2. Partially
  3. Yes
9. Did the teacher correctly manage in your view the resources\teaching materials\installations that were used in the profile classes?
  1. Not
  2. Partially
  3. Yes
10. Did the teacher provide practical help\methodical indications during the practice in the physical education classes?
  1. Not
  2. Partially
  3. Yes
11. Did the teacher use an academic and specialized language in the physical education classes?
  1. Sometimes
  2. In most situations
  3. Every hour
12. Did the teacher use methodical methods\modern methods of teaching and practicing during the physical education classes?
  1. Not
  2. Partially
  3. Yes
13. Have you considered yourself discriminated against (religious, gender, ethnic) by the teacher in physical education activities?
  1. Not
  2. Partially
  3. Yes
14. How do you consider the approach of the topic of physical education classes in correlation with the level of preparation of the students?
  1. There is no direct correlation
  2. There is a partial correlation
  3. In total correlation
15. How do you assess the work of the teacher in the physical education classes?
  1. Unsatisfactory
  2. Good
  3. Very good

Fig. 1. Study regarding the observance of the norms of ethics and professional deontology within the "Henri Coandă" Air Force Academy in Brasov

The graphs and the interpretation of the most important questions in the questionnaire that was applied to the 100 subjects are to be found below.

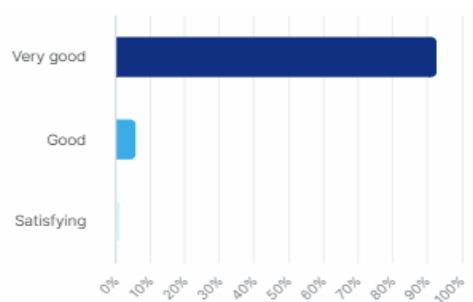
The first question, "How do you assess the observance of the schedule by the teacher in the discipline of physical education?", 98% of the respondents believed that the schedule was fully respected while only 1% believe that it was partially respected or not respected.



Graphic 1. The percentage of responses to the question 1

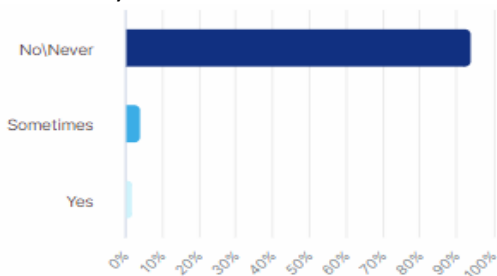
For the second question, "How do you rate the punctuality of the teacher in physical education classes?", 93% of the

respondents rated punctuality as very good, 6% as good and only 1% rated it as satisfying.



Graphic 2. The percentage of responses to the question 2

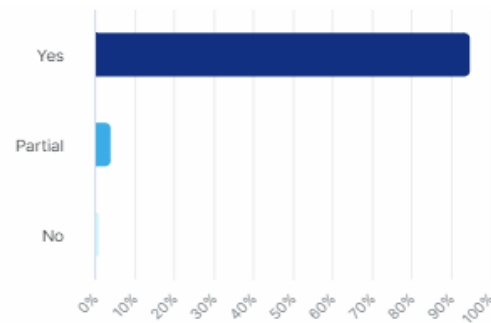
Concerning the question “Do you think that the course owner treated students differently in physical education classes?”, 94% of the subjects think that the teacher never treated the students in physical education classes differently, while only 4% selected “sometimes”, and 2% selected “yes”.



Graphic 3. The percentage of responses to the question 3

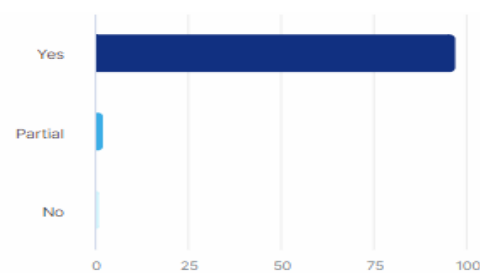
The fourth question in the questionnaire was “Did the teacher inform the students promptly of the objectives of the course?”. In this case, 95% of the students think they were informed by the teacher of the objectives of the course in due time. Conversely, a small percentage of 4% considered that they were only

partially informed, and 1% said they were not informed at all.



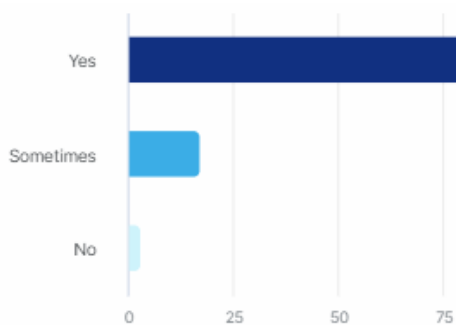
Graphic 4. The percentage of responses to the question 4

“Did the teacher announce the student evaluation methodology on time?” was the fifth question for the subjects, and 97% of them answered that the teacher announced the evaluation methodology promptly; very few students said “partially” (2%) and only 1% considered that the teacher did not announce the evaluation methodology on time.



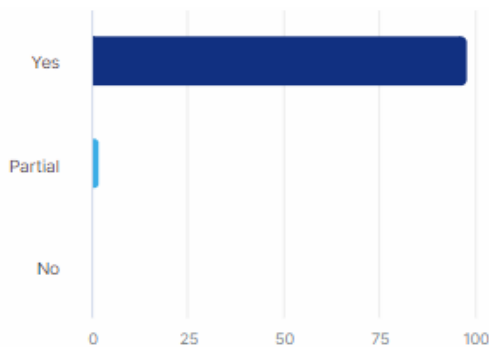
Graphic 5. The percentage of responses to the question 5

Question number six, “Did the teacher indicate ways of individual training of the students according to their particularities?”, lead 80% of the students to agree that the teacher indicated ways of individual training, meanwhile 17% said “sometimes” and 3% said the teacher did not indicate ways of individual training.



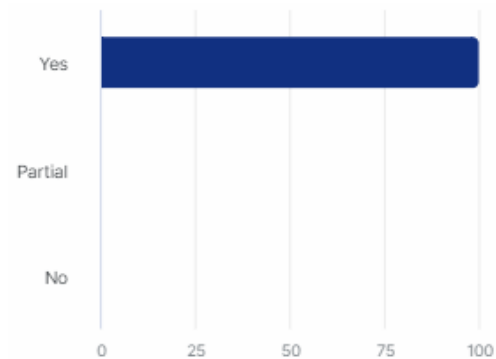
Graphic 6. *The percentage of responses to the question 6*

For question number seven, “Did the teacher give correct grades in the evaluation process?”, 98% of the students said that the teacher graded them correctly, and only 2% said that the grades were incorrect.



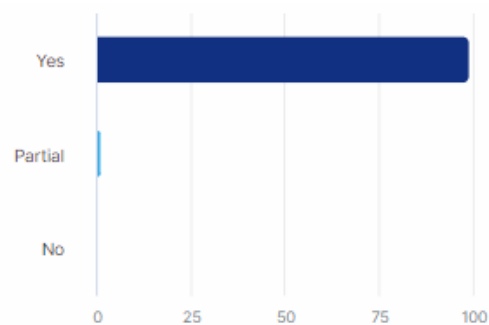
Graphic 7. *The percentage of responses to the question 7*

On question number eight in the questionnaire, “Was the evaluation of the students carried out by the teacher according to a unitary methodology?”, all the students involved in the research agreed that the evaluation was carried out according to a uniform methodology.



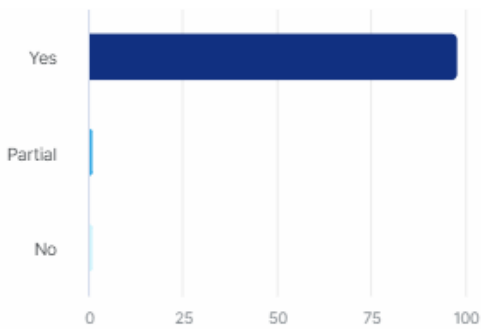
Graphic 8. *The percentage of responses to the question 8*

“In your opinion, did the teacher properly administer the resources/teaching materials/facilities that were used in classes?” was the ninth question that was brought to the student’s attention, and 99% of them said that the teacher administers the materials that were used in classes properly, while 1% considered that only partial use was made.



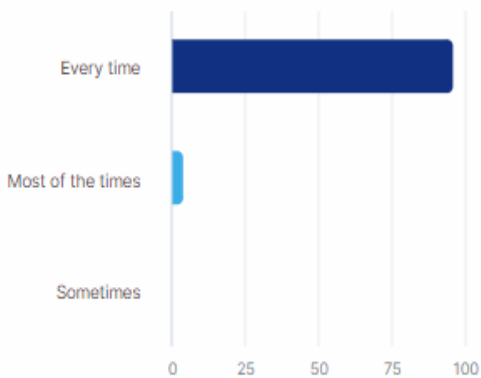
Graphic 9. *The percentage of responses to the question 9*

As far as question number ten is concerned, “Did the teacher give practical help/methodical instructions during the physical education lessons?”, 98% of the respondents think that the teacher gave practical instruction during the classes, while only 1% partially agreed or fully disagreed.



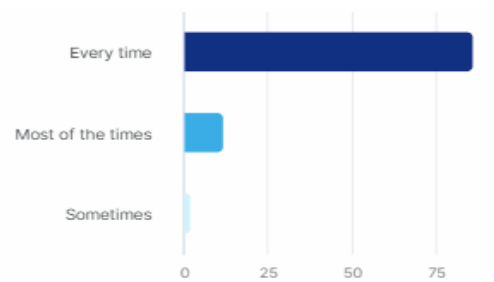
Graphic 10. The percentage of responses to the question 10

The students were also asked if the teacher had used academic and specialized language in physical education classes, and 96% of them answered that the specific academic language had been used every time. Also, 4% said that this kind of language was used most of the time.



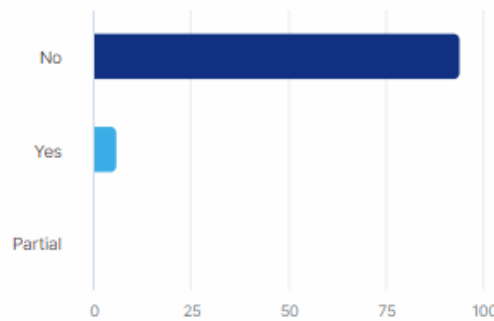
Graphic 11. The percentage of responses to the question 11

At the same time, when asked if the teacher had used methodical procedures/modern teaching methods and practices, 86% of the individual students involved in the research answered “every time”, 12% said “most of the time”, and 2% answered “sometimes”.



Graphic 12. The percentage of responses to the question 12

In this study, the problem of discrimination was also a very important topic. With regard to this issue, 94% of the students said that the teacher had not discriminated them in any way, 6% said “partially” and none of them felt properly discriminated.



Graphic 13. The percentage of responses to the question 13

Cronbach's Alpha measures the internal consistency or reliability of a set of survey items. This statistic can be used to determine whether a collection of items consistently measures the same characteristic. Cronbach's alpha quantifies the degree of agreement on a normalized scale from 0 to 1. Higher values indicate greater agreement between items.

The questionnaire was validated by means of the statistical program SPSS, and the Alpha Cronbach coefficient was 0.957. This allows us to affirm that the questions used in the research are correlated with

them and converge consistently towards the specific research question addressed.

### Reliability Statistics

Cronbach's Alpha	N of Items
.957	15

Fig. 2. Alpha Cronbach coefficient for the applied questionnaire

### 3. Conclusion

After conducting the research among the students in our academy, in the case of physical education as a discipline, we can formulate the following conclusions:

1. The teachers exhibit an ethical behavior, based on the observance of the professional deontological norms.
2. Informing the students about the requirements of the discipline was carried out both at the beginning of the semester and during it.
3. The evaluation process was in direct correlation with the information contained in the subject sheet and with the topics treated during the profile classes.
4. The evaluation of the students was uniform, by constantly applying the same evaluation methodology.
5. During the activity, the teacher used specific teaching materials and constantly offered methodical indications to the students.
6. The teacher used polite, formal language and specialized, academic terminology.
7. There are no reported cases of discrimination, with only a small number of students, namely 6% stating

that they partially noticed slight, insignificant differences made between students during classes.

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