



Full Length Research Paper

## A Study the Professional Ethics of Teachers of Secondary Schools

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### ARTICLE INFORMATION

### ABSTRACT

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*Professional ethics is a person's value which is important for success in teaching profession. When teacher feel confident and secure they're more likely to succeed in school and achieve personal goals because they follow professional ethics. The objective of the study was to measure the professional ethics of male and female secondary teachers as well as secondary teacher of government and private secondary school. The researcher has selected the sample through random sampling 70 teachers were selected from secondary schools from Prayagraj and Lucknow City. To collect the data Professional Ethics Inventory has used prepared by researcher. The salient finding of the study was the female teachers of secondary schools have comparatively high professional ethics than professional ethics of male teachers of secondary schools and teachers of government secondary schools have comparatively high professional ethics than professional ethics of teachers of private secondary schools.*

### Introduction

The teaching profession is one of the ideal professions that expect high standards of ethical behaviors from teachers. The society we are living in values the responsibilities of teachers in the education and development of students. "Teacher" is called 'Guru' which is most knowable person in his area of education than others and he is a role model in the society. In our literature the place of Guru higher than God:

गुरु गोविन्द दोग खडे, काके लागूं पांय।  
बलिहारी गुरु अपने गोविन्द दियो बताय।।

In most countries, "teacher" means a professional person who practices the profession under a teaching certificate or other equivalent certificate, issued by the education authority. We, as teachers, recognize the fact that teaching profession requires the high degree of professionalism. Therefore, with the public trust and professional responsibilities, teachers honor and follow the professional and ethical standards so that they are accountable to students and their parents, colleagues, employers and the community.

Each profession has its own culture derived from the role of its practitioners and the expectations that the society has with respect to the professional service. The term 'profession' is derived from the Latin word 'profiteor' which means to profess. The Oxford English Dictionary defines profession as 'a paid occupation, especially one that involves prolonged training and a formal qualification'. The nature of profession consists of the following components: Payment, knowledge and skill, responsibility, recognition and professional ideal of service.

When payment is considered the professional including teachers are paid but deal with this service. Professional teacher is not simply one who teaches but also one who has duty to teach the knowledge and skill required efficient practice of a profession. Knowledge and skill required for a profession include theoretical and practical knowledge it can be acquired only through training over the years. Responsibility towards own duty is must in any profession. A teacher is accountable for his work. The members of the profession not only see themselves as member of a profession but are also seen as a profession by the rest of the community. The community recognize the value of teaching service recognition therefore carries with its social

status in being recognition as both a skilled and responsible member of a community the professionals will get increased social prestige better pay and independence.

Buber (1970) suggests that teacher-student relationships ought to be characterized by a principle of reciprocity. Reciprocal relationship is built up by I-You rather than I-It. Code of ethics has started to play a significant role in teacher preparation programs. Ontario College of Teacher's ethical standards (2006) for the teaching profession aim to inspire members to reflect and maintain the honor and dignity of the teaching profession, identify the ethical responsibilities and commitments in the teaching profession, guide ethical decisions and actions in the teaching profession, and promote public trust and confidence in the teaching profession.

National Council for Teacher Education (NCTE) now requires professional ethical dispositions of teachers to be addressed in accreditation process. Professional ethics determines their responsibilities towards the students.

- Being with the students
- Safety for all students
- Commitment towards the profession
- Cooperating with colleagues
- Interaction with parents and community
- Putting Students First
- Showing Commitment on the Job
- Promote and Uphold Healthy Relationships
- Never Stop Learning

Teachers can be regarded as a guiding light as they play an important role in shaping the life of the students. They are strong role models and need to have a rational behavior towards the students. Following above ethics will help them in being impartial in their field and do the job honestly with professionalism.

*Objectives of the study*

1. To study the professional ethics of male and female teachers of secondary schools.
2. To study the professional ethics of teachers of government and private secondary schools.

*Research Hypothesis*

1. There is significant difference in professional ethics between male and female teachers of secondary schools.
2. There is significant difference in professional ethics between the teachers of government and private secondary schools.

*Null Hypothesis*

1. There is no significant difference in professional ethics between male and female teachers of secondary schools.
2. There is no significant difference in professional ethics between the teachers of government and private secondary schools.

**Research Method**

In this study survey method under the descriptive research has used.

*Population and Sample-* All the teacher of secondary schools of Prayagraj and lucknow city considered as the population and 70 teacher of secondary schools has randomly selected for this study.

*Tools Used-* Professional Ethics Inventory prepared by the researcher has used.

**Analysis and Interpretation**

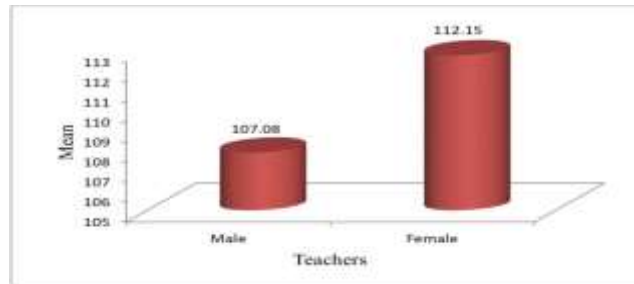
*Objective 1. To study the professional ethics of male and female teachers of secondary schools.*

**Table 1.**Mean, SD and t-ratio of professional ethics of male and female teachers of secondary schools

Teachers	N	Mean	Std. Deviation	Std. Error Mean	t-value
Male	35	107.08	11.560	1.996	
Female	35	111.13	7.773	1.255	2.248*

\*Significant at 0.05 level of significance

From the table 01 it is clear that the calculated value of t-ratio 2.248 is more than the table value of t-ratio at 0.05 level of significance. Therefore, the null hypothesis is rejected at 0.05 level of significance that ‘There is no significant difference in professional ethics between male and female teachers of secondary schools and the research hypothesis is accepted that ‘There is significant difference in professional ethics between male and female teachers of secondary schools. Hence, it is stated that there is significant difference in professional ethics between male and female teachers of secondary schools.



**Fig. 1.** Mean of professional ethics of male and female teachers of secondary schools

It is observed from table no. 01 that the mean of professional ethics of male teachers of secondary schools is 107.08 and the mean of professional ethics of female teachers of secondary schools is 112.15. It indicates that there exists significant difference in professional ethics between male and female teachers of secondary schools. So, it is stated that female teachers of secondary schools having high professional ethics than male teachers of secondary schools.

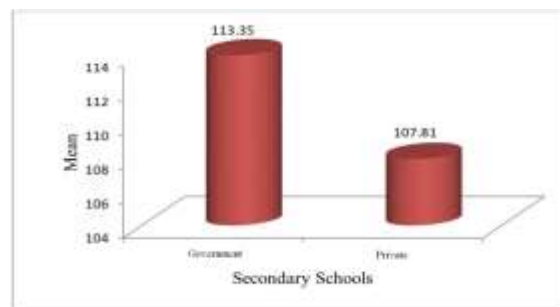
*Objective 2. To study the professional ethics of teachers of government and private secondary schools.*

**Table 2.** Mean, SD and T-ratio of professional ethics of teachers of government and private secondary schools

Schools	N	Mean	Std. Deviation	Std. Error Mean	t-value
Government	35	113.75	7.516	1.150	
Private	35	107.18	11.530	1.100	2.677*

\*Significant at 0.05 level of significance

From the table 02 it is clear that the calculated value of t-ratio 2.677 is more than the table value of t-ratio at 0.05 level of significance. Therefore, the null hypothesis is rejected at 0.05 level of significance that ‘There is no significant difference in professional ethics between teachers of government and private secondary schools and the research hypothesis is accepted that ‘There is significant difference in professional ethics between teachers of government and private secondary schools. Hence, it is stated that there is significant difference in professional ethics between teachers of government and private secondary schools.



**Fig 2.** Mean of professional ethics of teachers of government and private secondary schools

It is observed from table no. 02 that the mean of professional ethics of teachers of government secondary schools is 113.35 and the mean of professional ethics of teachers of private secondary schools is 107.81. It indicates that there exists significant difference in professional ethics between teachers of government and private secondary schools. So, it is stated that teachers of government secondary schools having high professional ethics than teachers of private secondary schools.

**Conclusion**

The previous researches indicated that professional ethics is most relevant in teaching. Teachers who are high in professional ethics teach students with multiple way and methods but teachers who are low in professional ethics tend to avoid problems solving and teach to students non-seriously. It was found that low professional ethics and low general self-efficacy led to low

performance in the class. On the contrary, high teachers' professional ethics was a reflection of high self-esteem. Professional ethics influenced not only in decision making, perceived education, ability to get cooperation from community, and in the development of positive school environment of teachers' efficacy but also influenced all the components of teaching learning environment. The supportive efforts to promote and facilitate for professional ethics in teacher education related by training classes, providing financial support for teaching activities, encouraging a culture of teaching values. Teacher educators should give not only constructive criticism to teacher trainees but also set realistic expectations in classroom and anywhere. Teacher educators who don't have a lot of professional ethics due to self-confidence tend to focus on only the negative aspects of what they are doing. Make it a point to praise and recognize teacher trainees when they do something correctly, both in personally and in front of their peers.

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