

A Study On Professional Ethics Of Higher Secondary School Teachers

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Abstract: The purpose of the study was to find out the Professional ethics among the sample of 600 higher secondary school teachers, selected using random sampling technique from Kanchipuram and Thiruvallur districts in Tamil Nadu. The investigator used normative survey method for the study. Professional ethics scale (2019) validated by the investigator and research supervisor was used for the study.. Mean, Standard Deviation. ‘t’ test, and ANOVA were used as statistical techniques to analyse the data. The findings of the study revealed that the teachers had moderate level of professional ethics. No significance difference was found in the Professional ethics of teachers in terms of gender. Regarding the type of school, Aided school teachers have more professional ethics on the dimension of professional performance, student’s protectiveness, confidentiality, teaching quality and school community than government and self –financing school teachers. Professional ethics of higher secondary school teachers from Kanchipuram district was better than the teachers from Thiruvallur district on the dimension of teaching quality and school community. The study highlighted the importance of professional ethics of teachers to train the students to become the responsible future citizens.

Key words: Professional Ethics and Higher secondary School Teachers

I. Introduction

Professional ethics may be defined as a set of self-imposed professional ideals and principles necessary for the attainment of professional excellence and professional efficacy. At present major parts of world communities are witnessing racial discrimination, terrorism, Regional hatred, value deterioration and hence, it is every ones responsibility to highlight the importance of ethical standards of teachers in particular because education along with ethics brings out vital changes in personalities, communities and in the whole universe promoting world peace and universal brotherhood. Professional ethics in teaching, being a multi-dimensional concept includes respecting, integrating, honesty, sincerity, truthfulness, decency, punctuality, virtual approach etc. Professional ethics is said to treat other members of the profession in the same manner as they wish to be treated by themselves. Progress and development of a nation is directly linked with the successful implementation of policies based on a good educational system. It needs careful planning and painstaking efforts. In this struggle, the role of a teacher is regarded as pivotal as he is the man behind the guns who leads to success. No educational system can rise above its teachers. Teachers should have

accountability, responsibility and commitment towards their profession. Teacher is the key person to make the educational system a success, therefore it is necessary that he/she should be provided all facilities so that he may discharge his/her duties earnestly and as it is universally accepted that a dissatisfied worker cannot do full justice with his/her job. Professional ethics guide teachers to carry out all their duties successfully and serves as a deriving factor in character formation. Thus, considering the importance of Professional ethics an attempt has been made to study the Professional ethics of higher secondary school teachers.

2. Need and Significance of the Study

Ethics basically is a science of discrimination between the right and the wrong. Professional ethics in teaching, being a multi-dimensional concept, includes honesty, sincerity, transparency, confidentiality, and respect towards student, colleagues, society and high quality of teaching. Conduct and character development should be considered an integral part of teaching profession. The teacher has a vital role to play to relate education to national development and social change (Shah, 1994). Teachers prepare the future responsible citizens of our country. Hence the teachers of India should resolve to adopt the

professional ethics in teaching because it is the only effective medium through which we can achieve peace, justice, love through the process of reconciliation. Professional ethics for teachers provides a framework of principles to guide them in discharging their obligations towards students, parents, colleagues and community. Professional ethics is influenced by many reasons like job stress, anxiety, physical conditions, perks and benefits at job place, professional motivation, love for profession, passion, professional training, organizational climate, social adjustment, intelligence and so on. The teachers of India should resolve to adopt the professional ethics to make the human relationship fruitful and productive. Professional ethics and professional skills would improve professionalism in teachers, Hence the researcher considered the importance of the higher secondary school teachers and the need of conducting this study

3. Statement of Problem

Disloyalties to the profession, lack of knowledge of the code of ethics, lack of interest in profession make the persons to meet failure in their field. In the field of education, awareness on ethical principles in teaching profession is essential to ensure 'professionalism' among teachers. The teachers' role in the growth and development of nation is undeniable. Teachers are the designers of the future society and influence the future generations towards successful achievement of the National Goals. The present study focuses on professional ethics, because the professionals are the foundation of every nation in order to develop harmony. It provides ability to the teacher to be able to maneuver his/her teaching tactics in the classroom as well as go about smoothly in dealing with the other teaching duties in an institution. Hence the study is entitled as "A study on professional ethics of higher secondary school teachers"

4. Review of Literature

Sheenam and Mamta Taneja (2021) studied on Professional Ethics among 300 school teachers in relation to Job satisfaction, selected randomly from Fazilka, Muktsar and Faridkot districts of Punjab. Professional ethics scale by Dr. Rajveer Kaur and Job satisfaction scale by Meera Dixit, (1993) were used to collect data and analyzed using Mean, Median, SD and correlation. The findings revealed that there was a significant relationship between professional ethics and job satisfaction of male and female secondary school teachers. The relation of professional ethics and job satisfaction in case of female secondary school teachers was lightly higher than the males.

Munwar Bagum and M. Ali Gardezi (2020) conducted a study on the attitude of secondary school Head teachers towards their teachers: Professional Ethics Perspective. A sample of six head teachers (3

males and 3 females) and twenty teachers (10 males and 10 females) were conveniently selected from Multan city. The data were collected through a semi structured interview protocol carrying nine questions and seven focused group discussion questions. The tape-recorded interviews and discussions were transcribed and thereafter the researchers made thorough examination of data in order to gauge trends of respondents' views. It was found that all teachers had positive attitude towards professional ethics. The study concluded that teachers who act more professionally and also aware of their duties, relatively observe teachers' professional code of ethics both in and outside the class.

5. Objectives

1. To find out the level of Professional ethics on its dimensions of higher secondary school teachers.
2. To find out the significant difference between the Professional ethics of higher secondary school teachers in terms of gender, teaching experience, type of school and district.

6. Hypotheses

1. Level of Professional ethics on its dimensions of higher secondary school teachers is high.
2. There is no significant difference between the professional ethics of higher secondary school teachers in terms of gender, teaching experience, type of school and district on the dimensions of professional performance, students' protectiveness, confidentiality, teaching quality, school community and society.

7. Method of study

To study the Professional ethics of higher secondary school teachers, the investigator used Normative Survey method for the present study.

8. Population and Sample

The population of the study means all the teachers of higher secondary schools of Kanchipuram and Thiruvallur districts in Tamil Nadu. The investigator selected a sample 600 higher secondary school teachers using random sampling technique.

9. Tools Used for the Study

1. Teacher's Personal Information Schedule
2. Professional ethics scale (2019) constructed and validated by the investigator with the guidance of research of supervisor.

10. Establishing Reliability and Validity

Reliability

The reliability of the tool was calculated from the statistical treatment of the obtained scores from the sample of 100 teachers by Test and retest method,

conducted in one month duration between the first and second test .The reliability of the tool was found out as 0.702 using Pearson's product moment correlation method.

Content Validity

The panel of experts consisting three seniors from higher higher secondary school teachers and two experienced college professors and two experienced university professors in Education scrutinized all the items of the tool with reference to suitability, structure and relevancy. The content validity was found that the item constructed were in a good manner and suitable for testing the professional ethics of higher secondary school teachers.

Establishing Validity

The validity of the tool was found out using test and retest method by Pearson's product moment correlation statistics. The value was found as 0.740 which had positive correlation and significant at 0.01 level.

11. Statistical Techniques Used for the Study

Mean, Standard Deviation. 't' test and ANOVA were used as statistical techniques for the analysis of data in the study.

12.Data Analysis and Findings

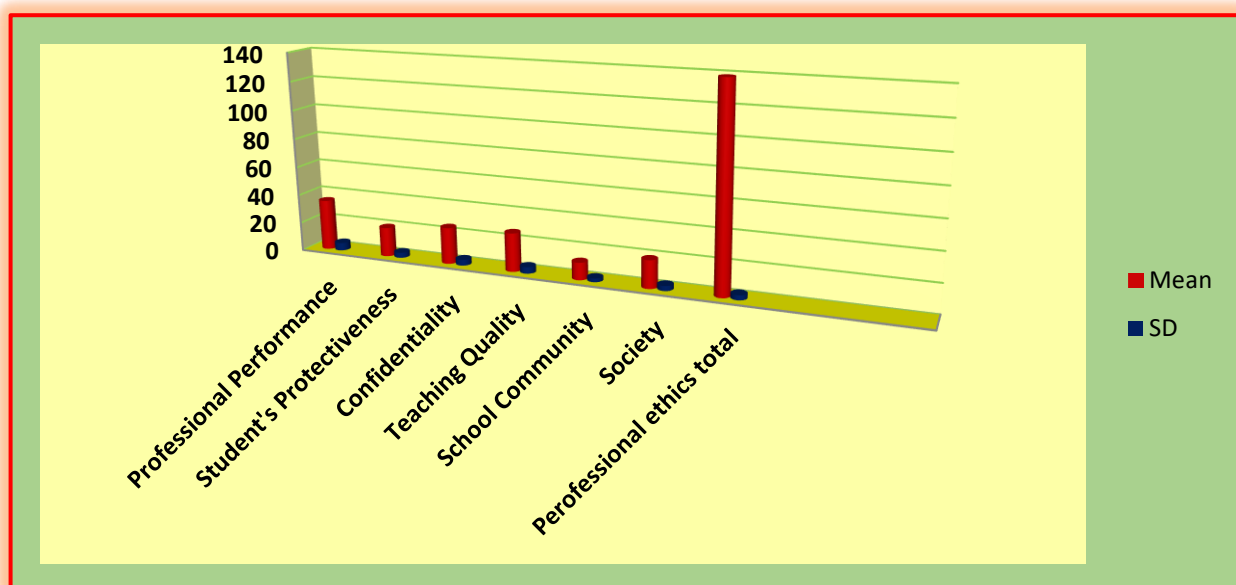
Hypothesis - 1 Level of Professional ethics on its dimensions among higher secondary school teachers is high

Table-1 Level of Professional ethics on its dimensions of higher secondary school teachers

Dimensions	N	Mean	Standard deviation
Professional performance	600	35.1666	5.3878
Student's Protectiveness	600	20.3533	3.6237
Confidentiality	600	25.3733	4.0784
Teaching Quality	600	26.7633	4.5965
School community	600	12.0333	2.5332
Society	600	19.3866	3.4259
Professional ethics total	600	139.0764	3.3699

It is inferred from the above table that the level of professional ethics of higher secondary school teachers in terms of overall sample is moderate (139.0764). The mean score of higher secondary school teachers on the dimension of professional performance is (35.1666). student's protectiveness

(20.3533), confidentiality (25.3733), teaching quality (26.7633), school community (12.0333) and society (19.3866). Hence it is concluded that the level of Professional ethics of higher secondary school teachers is moderate and the null hypothesis is rejected.



Graph -1 Mean score of Professional ethics on its dimensions of higher secondary school teachers

Hypothesis-2 There is no significant difference between the professional ethics of higher secondary school teachers in terms of gender, teaching

experience, type of school and district on the dimensions of professional performance, students' protectiveness, confidentiality, teaching quality, school community and society.

Professional ethics and Gender

Table-2 Significance of difference in the mean score of Professional ethics of higher secondary school teachers with respect to gender

Dimension	Gender	N	Mean	Standard deviation	't' value	Level of significance
Professional Performance	Male	152	35.8750	5.4172	1.8697	NS
	Female	448	34.9263	5.3695		
Students' Protectiveness	Male	152	20.7565	3.6795	1.5706	NS
	Female	448	20.2165	3.6135		
Confidentiality	Male	152	25.2565	3.9194	1.0332	NS
	Female	448	24.8705	4.1545		
Teaching Quality	Male	152	27.0394	4.5996	0.8558	NS
	Female	448	26.6696	4.6153		
School Community	Male	152	12.1315	2.4593	0.5634	NS
	Female	448	12.0000	2.5695		
Society	Male	152	19.3421	3.3503	0.5366	NS
	Female	448	19.1718	3.4620		

The computed 't' values (1.8697, 1.5706, 1.0332, 0.8558, 0.5634 and 0.5336) are lesser than the critical value of 1.96 at 0.05 level in the Professional ethics on the dimensions of professional performance, students' protectiveness, confidentiality, teaching quality, school community

and society of higher secondary school teachers. So the null hypothesis is accepted.

Professional ethics and teaching experience

Table -3 Significance of difference in the mean score of Professional ethics of higher secondary school teachers with respect to teaching experience

Dimension	Source of variance	Sum of Squares	df	Mean square	'F' value	Level of significance
Professional Performance	Between group	56.5270	2	28.2638	0.9684	NS
	Within group	17422.8057	597	29.1839		
Students' Protectiveness	Between group	7941.0933	2	1.5326	0.1152	NS
	Within group	7938.0280	597	13.2965		
Confidentiality	Between group	105.3260	2	52.6630	3.1430	S
	Within group	10009.0722	597	16.7556		
Teaching Quality	Between group	128.8113	2	64.4056	3.0396	S
	Within group	12649.5819	597	21.1885		
School Community	Between group	45.49001	2	22.7450	3.5418	S
	Within group	3833.8433	597	6.4218		
Society	Between group	61.3138	2	30.6569	2.6079	NS
	Within group	7017.9511	597	11.7553		

S-Significant , NS-Not Significant, df 2,597,Critical value 2.996 at 0.05 level

The above table shows that the computed 'F' values (3.1430, 3.0396 and 3.5418) are greater than the critical value but the 'F' values of (0.9684,

0.1152 and 2.6079) are lesser than the critical value of 2.996 at 0.05 level. Hence the null hypothesis is rejected on the dimensions of confidentiality, teaching

quality, and school community but accepted on the other dimensions. So it is concluded that there is a significant difference in the mean score of Professional ethics of higher secondary school teachers with respect to teaching experience on the

dimensions of confidentiality, teaching quality, and school community but not significant on the dimensions of professional performance, student's protectiveness and society.

Table -3 (b) Scheffe test Scores on the confidentiality of Higher secondary School teachers in terms of Teaching Experience

Type of School	N	Subset for alpha=0.05	
		1	2
Below 5 years	226	24.7566	
5-10 years	231	24.7835	
Above 10 years	143		26.6013

The Scheffe test shows that the mean scores of teaching experience above 10 years (mean=26.6013) of higher secondary school teachers are better than the teachers of teaching experience 5-10 years

(mean=24.7835) and the teachers of teaching experience below 5 years (mean= 24.7566) in the professional ethics on the dimension of confidentiality.

Table -3 (c) Scheffe test Scores on the teaching quality of Higher secondary School teachers in terms of Teaching Experience

Type of School	N	Subset for alpha=0.05	
		1	2
5-10 years	231	26.4025	
Below 5 years	226	26.6283	
Above 10 years	143		27.5594

The Scheffe test shows that the mean scores of teaching experience above 10 years (mean=27.5594) of higher secondary school teachers are better than the teachers of teaching experience of below 5 years (mean=26.6283) and the teachers of teaching

experience (mean= 26.4025) in the professional ethics on the dimension of teaching quality.

Professionalethics and type of school

Table-4 (a) Significance of difference in the mean score of Professional ethics of higher secondary school teachers with respect to type of school

Dimension	Source of variance	Sum of Squares	df	Mean square	'F' value	Level of significance
Professional Performance	Between group	17479.3	2	213.575	*7.4772	S
	Within group	17052.2	597	28.5631		
Students' Protectiveness	Between group	79.4109	2	39.7054	*3.0109	S
	Within group	7872.63	597	13.1870		
Confidentiality	Between group	10084.4	2	126.413	*7.6761	S
	Within group	9831.57	597	16.4683		
Teaching Quality	Between group	12774.4	2	144.915	*6.9297	S
	Within group	12484.6	597	20.9122		
School Community	Between group	3879.33	2	55.5466	*8.8002	S
	Within group	3768.24	597	6.31196		
Society	Between group	7079.27	2	28.3847	2.4130	NS

	Within group	7022.5	597	11.763		
*S-Significant at 0.05 level, NS-Not Significant, df 2,597, Critical value 2.996 at 0.05 level						

The above table shows that the computed 'F' values (7.4772, 3.0109, 7.6761, 6.9297, 8.8002) are greater than the critical value but the 'F' value of 2.4130 is lesser than the critical value of 2.996 at 0.05 level. Hence the null hypothesis is rejected and concluded that there is a significant difference in the mean score of Professional ethics of higher secondary

school teachers with respect to type of school on the dimensions of professional performance, students' protectiveness, confidentiality, teaching quality, school community but null hypothesis is accepted and concluded that there is no significant difference on the dimensions of society.

Table- 4 (b) Scheffe test Scores on professional performance of Higher secondary School teachers in terms of type of school

Type of School	N	Subset for alpha=0.05	
		1	2
Government	205	34.0732	
Self-financing	209	35.3828	
Aided	186		36.1290

The Scheffe test shows that the mean scores of Aided (mean=36.1290) school teachers are better than the self-financing (mean=35.3828) and Government

school (mean=34.0732) teachers in the professional ethics on the dimension of professional performance.

Table -4(c) Scheffe test Scores on student's protectiveness of Higher secondary School teachers in terms of type of school

Type of School	N	Subset for alpha=0.05	
		1	2
Government	205	19.9268	
Self-financing	209	20.4115	
Aided	186		20.7581

The Scheffe test shows that the mean scores of Aided (mean=20.7581) school teachers are better than the self-financing (20.4115) and Government school

(mean=19.9268) teachers in the professional ethics on the dimension student's protectiveness.

Table -4(d) Scheffe test Scores on confidentiality of Higher secondary School teachers in terms of type of school

Type of School	N	Subset for alpha=0.05	
		1	2
Government	205	24.1171	
Self-financing	209	25.1627	
Aided	186		25.6862

The Scheffe test shows that the mean scores of Aided (mean=25.6862) school teachers are better than the self-financing (25.1627) and Government school

(mean=24.1171) teachers in the professional ethics on the dimension confidentiality.

Table -4 (e) Scheffe test Scores on teaching quality of Higher secondary School teachers in terms of type of school

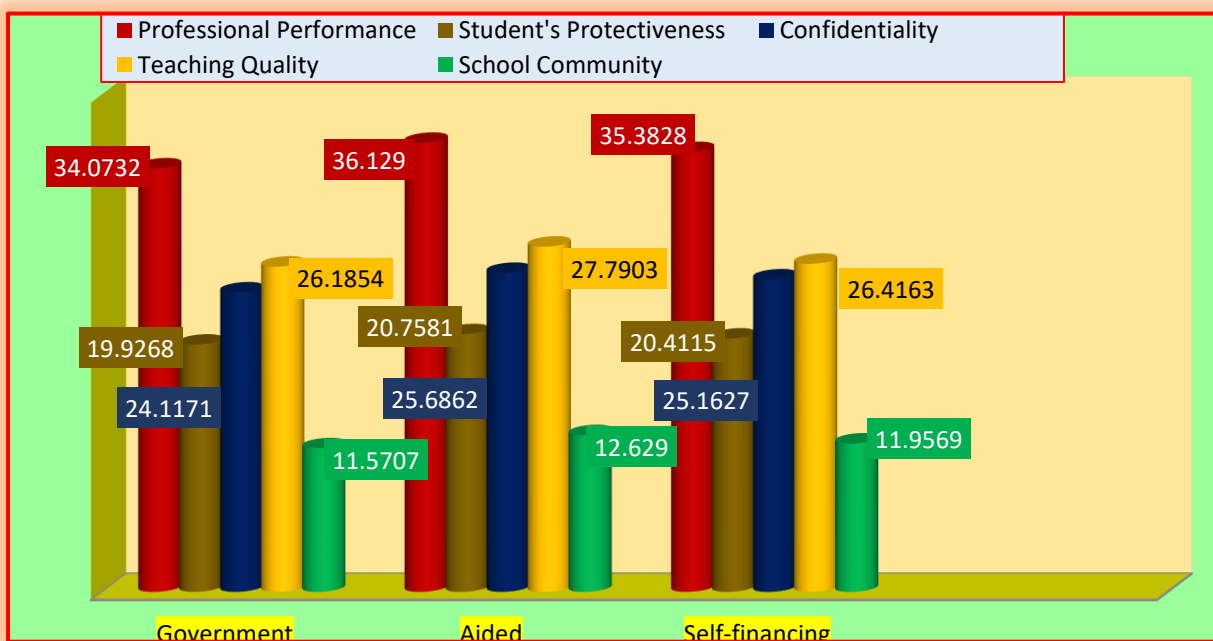
Type of School	N	Subset for alpha=0.05	
		1	2
Government	205	26.1854	
Self-financing	209	26.4163	
Aided	186		27.7903

The Scheffe test shows that the mean scores of Aided (mean=27.7903) school teachers are better than the self-financing (26.4163) and Government school (mean=26.1854) teachers in the professional ethics on the dimension of teaching quality.

Table -4 (f) Scheffe test Scores on school community of Higher secondary School teachers in terms of Type of School

Type of School	N	Subset for alpha=0.05	
		1	2
Government	205	11.5707	
Self-financing	209	11.9569	
Aided	186		12.629

The Scheffe test shows that the mean scores of Aided (mean=12.6290) school teachers are better than the self-financing (11.9569) and Government school (mean=11.5707) teachers in the professional ethics on the dimension of school community.



Graph-2 showing the Mean score of Professional ethics of higher secondary school teachers in terms of type of school

Professionaethics and District

Table-5 Significance of difference in the mean score of Professional ethics of higher secondary school teachers with respect to district

Dimension	District	N	Mean	Standard deviation	't' value	Level of significance
Professional Performance	Kanchipuram	300	35.0766	5.6965	0.4084	NS
	Thiruvallur	300	35.2566	5.0791		
Students' Protectiveness	Kanchipuram	300	20.3200	3.9443	0.2244	NS

	Thiruvallur	300	20.3866	3.3031		
Confidentiality	Kanchipuram	300	25.9000	4.4768	0.7272	NS
	Thiruvallur	300	24.8466	3.6801		
Teaching Quality	Kanchipuram	300	27.1500	4.6912	*2.0599	S
	Thiruvallur	300	26.3766	4.5027		
School Community	Kanchipuram	300	12.2466	2.4857	*2.0623	S
	Thiruvallur	300	11.8200	2.5808		
Society	Kanchipuram	300	19.3866	3.6051	1.2257	NS
	Thiruvallur	300	19.0433	3.2467		
*S-Significant , NS-Not Significant, df 2,597,Critical value 1.96 at 0.05 level						

The above table shows that the computed 'F' values (0.4084,0.2244, 0.7272 and 1.2257) are lesser than the critical value but the 'F' value of (2.0599,2.0623) are greater than the critical value of 2.996 at 0.05 level. Hence the null hypothesis is accepted and concluded that there is no significant difference in the mean score of Professional ethics of higher secondary school teachers with respect to district on the dimensions of professional performance, students' protectiveness, confidentiality and society but null hypothesis is rejected and concluded that there is a significant difference on the dimensions of teaching quality and school community. Mean score (27.1500) of Professional ethics of higher secondary school teachers from Kanchipuram district is more than the mean score(26.3766) of teachers from Thiruvallur district on the dimension of teaching quality. Mean score (12.2466) of Professional ethics of higher secondary school teachers from Kanchipuram district is more than the mean score (11.8200) of teachers from Thiruvallur district on the dimension of school community.

13.Educational Implications Based on the Findings of the Study

1.The findings of the study indicated that the professional ethics of Aided school teachers (25.6862) was better than the Self-financing (25.1627) and Government school (24.1171) teachers in the professional ethics on the dimension confidentiality. The findings make the concerned department to arrange special training programmes on the code of ethics to improve their level on the components of professional ethics especially in Government and Self-financing school teachers.

2.The study helps the teachers with high standards of professional ethics contribute their thoughts and awareness in the form of articles and research papers in various journals which benefit the educational policy makers and authorities of education department to enhance their knowledge for further development.

3.The findings of the study revealed that the professional ethics (27.1500) of higher secondary

school teachers in Kanchipuram district was better than the professional ethics (26.3766) of teachers of Thiruvallur district on the dimension of teaching quality. Hence the findings of the study make the concerned authorities of State Council of Educational Research and Training –Tamil Nadu organize district wise theme specific programme to improve the level of professional ethics of higher secondary school teachers on the dimension of teaching quality.

14.Recommendations Based on the Findings of the Study

1.The findings of the present study revealed that the mean scores of teaching experience above 10 years (26.6013) of higher secondary school teachers are better than the teachers of teaching experience 5-10 years (24.7835) and the teachers of teaching experience below 5 years (24.7566) in the professional ethics on the dimension of confidentiality. Study recommends that a code of ethics for teachers is very necessary in order to raise the image of teaching. The higher secondary school teachers should be encouraged to attend induction training programmes for their professional development.

2. The findings of the present study revealed that the mean scores of teaching experience above 10 years (12.5244) of higher secondary school teachers are better than the teachers of teaching experience 5-10 years (11.9004) and teaching experience below five years (11.8584) in the professional ethics on the dimension of school community.Hence it is recommended to arrange training programme on professional ethics for fresh teachers is necessary.

3. The findings of the study revealed that the mean scores of Aided (20.7581) school teachers are better than the Self-financing (20.4115) and Government school (19.9268) teachers in the professional ethics on the dimension student's protectiveness.Student's protectiveness is the very essential component of professional ethics of teachers. So the concerned school authorities should provide the code and

conduct of professional ethics prescribed for higher secondary school teachers.

4. The study indicated that the mean score (12.2466) of Professional ethics of higher secondary school teachers from Kanchipuram district is more than the mean score (11.8200) of teachers from Thiruvallur district on the dimension of school community. It is recommended that government should take initiative to give district and state level awards for the teachers who possess more professional ethics which will tempt other teachers to increase their professional ethics on the dimension of school community.

15. Findings and Conclusion

The findings of the study revealed the level of professional ethics of higher secondary school teachers was moderate and no significant difference in terms of gender. Teachers having more than 10 years teaching experience were better than other teachers in their professional ethics on student's protectiveness, confidentiality and teaching quality. Regarding the type of school, Aided school teachers have more professional ethics on the dimension of professional performance, student's protectiveness, confidentiality, teaching quality and school community than government and self-financing school teachers. Professional ethics of higher secondary school teachers from Kanchipuram district was better than the teachers from Thiruvallur district on the dimension of teaching quality and school community. The study highlighted the importance of professional ethics of teachers to train the students to become the responsible future citizens.

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