

PROFESSIONAL ETHICS OF TEACHERS

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ABSTRACT

As teaching fulfills almost all the requirements of a profession we could conclude that teaching is a profession. As a profession teaching is no more an occupation but it is a call – A Vocation. Hence what the Greeks called “ Summum Bonum” or the highest good consists of all round growth and development of one’s being in all its aspects: physical, intellectual, social, aesthetic and moral or spiritual. Hence it needs commitment more than other constructs – competency, capacity and concern for its fruitfulness. Any person who is chosen for this profession is a sculptor of youth who moulds the future citizens and lays the foundations for tomorrow. The researcher made a scientific study on the scholastic achievements of Dalit students in Andhra Pradesh, as a part of his research he made an extensive study on the professional ethics of the teachers by using random method of samples and administered among the teachers and used questionnaire method to draw information from the teachers and used T test and x2 to find out the results. Thus the researcher made a good study on the professional ethics of the teacher as the teacher is committed to students, parents, school and society.

PROFESSIONAL ETHICS OF TEACHERS

The ethics of a certain profession is the code by which it regulates actions and sets standards for its members. The professional code attempts to assure high standards of competence in a given field strengthen the relationship among its members and promote the welfare of the whole community. A professional code does not automatically achieve these goals, but it does serve to guide and remind people of them. The professional code sometimes makes provisions for dealing with members who violate the professional ethics. Public laws may regulate a profession where the public interest is at stake. Some professional codes have long history and physicians, lawyers and ministers of religion who have always worked according to careful and exact standards. One of the best-known codes is the Hippocratic Oath, in which the Greek physician Hippocrates pledged the medical profession to the preservation of the life and the service of humanity in the entire text of the Oath.

Today there is a growing tendency to maintain by a code of ethics the professional standing and responsibility of engineers, nurses, those in the field of mass communications and other groups with an impact on the community.

Today teachers too need to follow the same ethics with regard to their noble profession of teaching, because they are committed to three areas in life: Commitment to learner, Commitment to society and Commitment to the profession

Professional commitment is very much needed for each and every teacher, which is an important aspect in the field of education. Committed teachers can do excellent service to the society. Hence, commitment to the society, the learner and the profession would certainly contribute to the achievement of professional excellence.

NULL HYPOTHESES

1. There is no significant difference between male and female teachers in their commitment to students, commitment to the society, commitment to profession and professional ethics.
2. There is no significant difference between rural and urban teachers in their commitment to students, commitment to the society, commitment to profession and professional ethics
3. There is no significant difference among government, aided and un-aided school teachers in their commitment to students, commitment to the society, and commitment to profession and professional ethics
4. There is no significant difference among boys, girls and co-educational school teachers in their commitment to students, commitment to the society, and commitment to profession and professional ethics.
5. There is no significant association between teaching experience of the teachers and professional ethics.

METHOD

The investigator adapted survey method for the study.

SAMPLE

The investigator selected randomly 28 schools from five southern districts of A.P. The selection was done on the basis of the type of the school and the location of the school. From these schools, 200 students were selected by stratified random sampling technique. The stratification was done on the basis of medium, type of school, location of the school and nature of the School.

TOOL

The investigator used the following tool for data collection

Professional Ethics of Teachers -- Sathiyagirirajan

STATISTICAL TECHNIQUES

The investigator used mean, standard deviation, t-test, Chi-square test, Anova, for analysing the data

Table 1

LEVEL OF PROFESSIONAL ETHICS OF THE TEACHERS

Professional Ethics and its Dimensions	Low		Moderate		High	
	No.	%	No.	%	No.	%
Commitment to Students	22	11.0	133	66.5	45	22.5
Commitment to Society	20	10.0	175	87.5	5	2.5
Commitment to Profession	37	18.5	134	67.0	29	14.5
Professional Ethics	32	16.0	156	78.0	12	6.0

It is inferred from the above table that 16.0 percent, 78.0 percent and 6.0 percent of the teachers have low, moderate and high level of professional ethics respectively.

Null Hypothesis1

There is no significant difference between male and female teachers in their commitment to students, commitment to the society, commitment to profession and professional ethics.

Table 2

DIFFERENCE BETWEEN MALE AND FEMALE TEACHERS IN THEIR PROFESSIONAL ETHICS

Professional Ethics and its Dimensions	Male (N=127)		Female (N=73)		Calculated value of 't'	Remarks at 5% level
	Mean	SD	Mean	SD		
Commitment to Students	7.65	1.05	7.74	0.95	0.59	Not significant
Commitment to Society	18.76	2.42	18.93	1.58	0.59	Not significant

Commitment to Profession	7.46	0.99	7.45	1.06	0.09	Not significant
Professional Ethics	33.87	3.23	34.12	2.31	0.63	Not significant

[At 5% level of Significance the table value of 't' is 1.96]

It is inferred from the above table that there is no significant difference between male and female teachers in their commitment to students, commitment to the society, commitment to profession and professional ethics.

Null Hypothesis 2

There is no significant difference between rural and urban teachers in their commitment to students, commitment to the society, commitment to profession and professional ethics.

Table 3

DIFFERENCE BETWEEN RURAL AND URBAN TEACHERS IN THEIR PROFESSIONAL ETHICS

Professional Ethics and its Dimensions	Rural (N=98)		Urban (N=102)		Calculated value of 't'	Remarks at 5% level
	Mean	SD	Mean	SD		
Commitment to Students	7.76	1.03	7.62	1.00	0.96	Not significant
Commitment to Society	19.08	1.67	18.58	2.51	1.67	Not significant
Commitment to Profession	7.51	0.99	7.40	1.04	0.75	Not significant
Professional Ethics	34.35	2.48	33.60	3.26	1.83	Not significant

[At 5% level of Significance the table value of 't' is 1.96]

It is inferred from the above table that there is no significant difference between rural and urban teachers in their commitment to students, commitment to the society, commitment to profession and professional ethics.

Null Hypothesis 3

There is no significant difference among government, aided and un-aided school teachers in their commitment to students, commitment to the society, commitment to profession and professional ethics.

Table 4

DIFFERENCE AMONG THE GOVERNMENT, AIDED AND UN-AIDED SCHOOL TEACHERS IN THEIR PROFESSIONAL ETHICS

Professional Ethics and its Dimensions	Source	Sum of Squares	Degrees of freedom	Mean Square value	Calculated value of 'F'	Remarks at 5% level
Commitment to Students	Between	11.53	2	5.77	5.81	Significant
	Within	195.62	197	0.99		
Commitment to Society	Between	3.08	2	1.54	0.33	Not Significant
	Within	925.80	197	4.70		
Commitment to Profession	Between	3.51	2	1.76	1.69	Not Significant
	Within	204.08	197	1.04		
Professional Ethics	Between	30.33	2	15.16	1.77	Not Significant
	Within	1688.44	197	8.57		

[For 2, 197 degrees of freedom at 5 % level of significance, the table value 'F' is 3.04]

It is inferred from the above table that there is significant difference among government, aided and un-aided school teachers in their commitment to students. But there is no significant difference among government, aided and unaided school teachers in their commitment to the society, commitment to profession and professional ethics.

Null Hypothesis 4

There is no significant difference among boys, girls and co-educational school teachers in their commitment to students, commitment to the society, commitment to profession and professional ethics.

Table 5

**DIFFERENCE AMONG BOYS, GIRLS AND CO-EDUCATIONAL SCHOOL
TEACHERS IN THEIR PROFESSIONAL ETHICS**

Professional Ethics and its Dimensions	Source	Sum of Squares	Degrees of freedom	Mean Square value	Calculated value of 'F'	Remarks at 5% level
Commitment to Students	Between	5.74	2	2.87	2.81	Not Significant
	Within	201.42	197	1.02		
Commitment to Society	Between	0.76	2	0.38	0.08	Not Significant
	Within	928.12	197	4.71		
Commitment to Profession	Between	0.07	2	0.04	0.04	Not Significant
	Within	207.52	197	1.05		
Professional Ethics	Between	4.67	2	2.34	0.27	Not Significant
	Within	1714.09	197	8.70		

[For 2, 197 degrees of freedom at 5 % level of significance, the table value of 'F' is 3.04]

It is inferred from the above table that there is no significant difference among boys, girls and co-educational schoolteachers in their commitment to students, commitment to the society, commitment to profession and professional ethics.

Null Hypothesis 5

There is no significant association between teaching experience of the teachers and their commitment to students, commitment to the society, commitment to profession and professional ethics.

Table 6

ASSOCIATION BETWEEN TEACHING EXPERIENCE OF THE TEACHERS AND PROFESSIONAL ETHICS

Professional Ethics and its Dimensions	Degrees of freedom	Calculated value of χ^2	Remarks at 5% level
Commitment to Students	4	7.68	Not Significant
Commitment to Society		5.69	Not Significant
Commitment to Profession		4.48	Not Significant
Professional Ethics		13.31	Significant

[At 5 % level of significance the table value of χ^2 is 9.48]

It is inferred from the above table that there is no significant association between age of the teachers and their commitment to students, commitment to the society, commitment to profession. But there is significant association between them in their professional ethics.

FINDINGS AND DISCUSSION

1. There is no significant difference between male and female teachers in their commitment to students, commitment to the society, commitment to profession and professional ethics.
2. There is no significant difference between rural and urban teachers in their commitment to students, commitment to the society, commitment to profession and professional ethics.
3. There is a significant difference among government, aided and un-aided school teachers in their commitment to students. But there is no significant difference among government, aided and unaided school teachers in their commitment to the society, commitment to profession and professional ethics. The unaided school teachers are having more commitment to students, This may be due to the fact that the unaided private schools motivate and demand the teachers to have more involvement with the students. They may also give better orientation to the teachers and their job is protected if they are committed to the students.
4. There is no significant difference among boys, girls and co-educational schoolteachers in their commitment to students, commitment to the society, commitment to profession and professional ethics.
5. There is no significant association between teaching experience of the teachers and their commitment to students, commitment to the society and commitment to profession. But there is a significant association between teaching experience of the teachers and their professional ethics. This may be due to the fact that the more and more experienced teachers show greater interest to professional ethics as they learnt from their own experience.

SUGGESTIONS

1. The teachers who work in dalit schools and tribal areas must be given incentives like risk allowance, hill allowance, talent allowance, effective teacher award, creative teacher award and committed teacher award to encourage and motivate them for the development of the students.
The Teachers in general have very low percentage with regard to their high level of commitment. Teachers could be motivated through various group activities, social activities and moral implication training programmes to increase their professional ethics.
2. Every teacher could be evaluated at the end of their teaching carrier or every ten years. Teacher could be evaluated for the above mentioned awards.

3. Educational professional ethics can be developed and administrated to teachers to follow certain norms and standards. Thus teachers themselves would become examples of professional ethics.
4. The professional ethics of the teachers would make students to become aware of the need to be morally correct and make them work hard without compromising their true values. The professional ethics of the teachers would make students to be examples of professional ethics. If students learn correct methods and standards they will in turn spread the professional ethics of teachers and standards to the society.

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