



## PROFESSIONAL ETHICS OF TEACHERS AMONG HIGHER SECONDARY SCHOOL TEACHERS IN COIMBATORE DISTRICT

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### ABSTRACT

Someone connected with a job that needs special training or skill, especially one that needs a high level of education and does this as a paid job rather than as a hobby. The study aimed to examine the professional ethics of teachers among higher secondary school teachers in Coimbatore district. The investigators adopted normative survey method to study the professional ethics of teachers. For this study a sample of 200 higher secondary school teachers from nine Govt and Private schools which are situated in and around Coimbatore district in Tamil Nadu were selected by the investigators using stratified random sampling technique. The findings reveal that there is a significant influence of professional ethics of teachers among higher secondary schools teachers in Coimbatore district.



**KEYWORDS :** Teaching Profession, Teacher, Education & Ethics.

### INTRODUCTION

It is universally felt that like all other professions, the teaching profession should also have its own Code of Professional Ethics which indeed is a pre-requisite to ensure its dignity and integrity. It is also significant that the Right of Children to Free and Compulsory Education Act, 2009 entrusts teachers with some onerous professional responsibilities to be internalized by them in the performance of their duties. Accordingly, it is considered necessary that the Code of Professional Ethics be evolved and adopted by the teaching community.

For the purpose of this Code, the term “teacher” covers all school teachers, whether in government or private schools, on full-time or part-time basis, at the elementary and secondary levels and the teachers holding administrative and supervisory positions

The Code of Professional Ethics for teachers provides a framework of principles to guide them in discharging their obligations towards students, parents, colleagues and community. Increased awareness of the ethical principles governing the teaching profession is essential to ensure ‘professionalism’ among teachers.

### OBJECTIVES

The objectives of the study are:

- To find out the level of professional ethics of teachers among higher secondary school teachers.
- To find out the significant difference in professional ethics of teachers among higher secondary teachers based on the demographic variables such as gender and locality.

**Method**

The investigators adopted normative survey method to study the professional ethics of teachers among higher secondary school teachers in Coimbatore district. For this study, samples of 200 higher secondary school teachers from nine Govt and Private schools which are situated in and around Coimbatore district in Tamil Nadu were selected by the investigators using stratified random sampling technique. Professional ethics scale were adopted and used by the investigators as research tools for the study. Quartile deviation analysis is used as the inferential statistical technique to find out the professional ethics of teachers.

**HYPOTHESES**

- There will be a difference in the level of professional ethics of teachers among higher secondary school teachers.
- There will be a significant mean score difference in professional ethics of teachers between the groups based on sex among the higher secondary school teachers.
- There will be a significant mean score difference in the professional ethics of teachers between urban and rural higher secondary school teachers.

**TESTING HYPOTHESES**

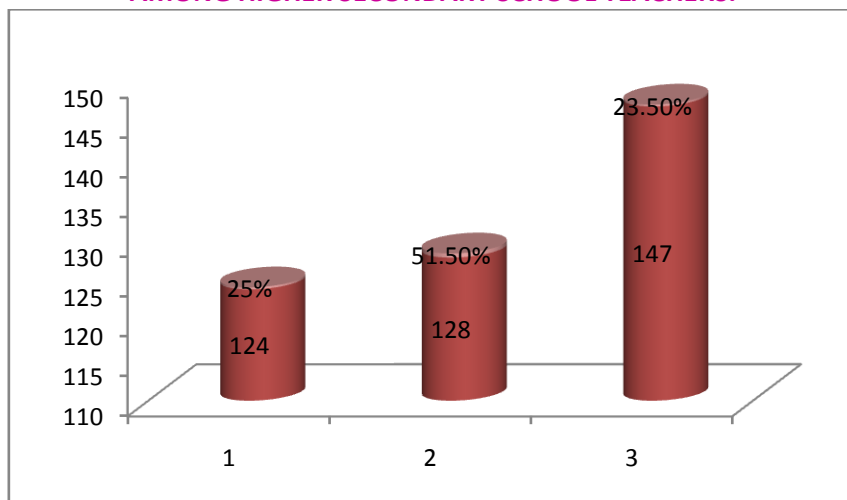
**Hypotheses: 1**

**Table 1 Frequency and percentage difference in the level of professional ethics of teachers among higher secondary school teachers.**

Professional ethics								
Low			Moderate			High		
Q1	F	%	Q2	F	%	Q3	F	%
124	50	25%	128	103	51.5%	147	47	23.5%

Table 1 exhibits the result of professional ethics of teachers among higher secondary school teachers. According to the table totally 25% of higher secondary school teachers belong to low level of professional ethics, 51.5% of higher secondary school teachers belong to moderate level of professional ethics, 23.55% of higher secondary school teachers belong to high level of professional ethics. So the hypothesis No: 1 is accepted. Thus it is inferred that there is a difference in the level of professional ethics of teachers among higher secondary school teachers.

**CHART: 1 FREQUENCY PERCENTAGE DIFFERENCE IN THE LEVEL OF PROFESSIONAL ETHICS OF TEACHERS AMONG HIGHER SECONDARY SCHOOL TEACHERS.**



**1=LOW LEVEL OF PROFESSIONAL ETHICS-25%**  
**2=MODERATE LEVEL OF PROFESSIONAL ETHICS-51.5%**  
**3=HIGH LEVEL OF PROFESSIONAL ETHICS-23.5%**

**HYPOTHESIS: 2**

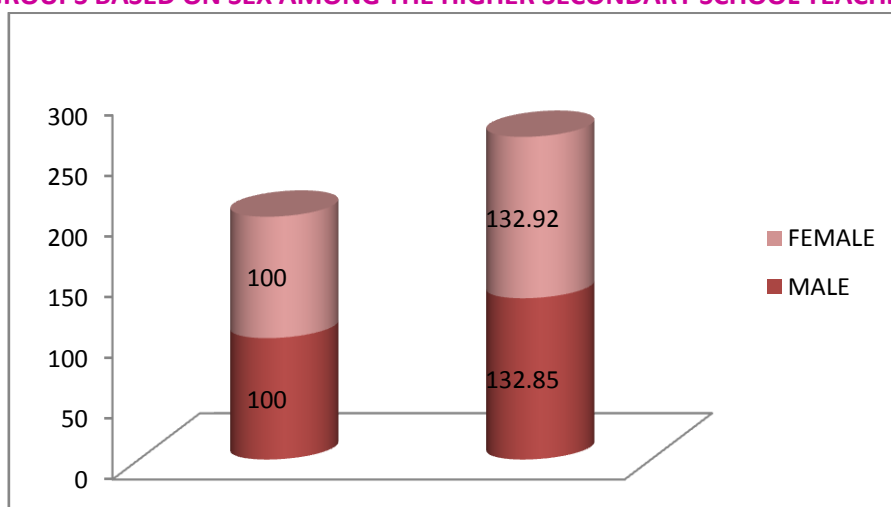
There will be a significant mean score difference in professional ethics of teachers between the groups based on sex among the higher secondary school teachers.

**Table: 2 Means score difference and t-test of professional ethics of teachers between the groups based on sex among the higher secondary school teachers.**

S.No	Subject	Gender	N	Mean	S.D	Df	T-Value	P-Value	Result
1.	PROFESSIONAL ETHICS	MALE	100	132.85	11.466	199	.043	.966	N.S
		FEMALE	100	132.92	11.736				

The **Table 2** shows the mean score difference in professional ethics of teachers between the groups based on sex among the higher secondary school teachers. The calculated t-value is statistically not significant at 0.05 levels and hence, the hypothesis 2 is rejected. It can be concluded that there is no significant difference in professional ethics of teachers between the groups based on sex among the higher secondary school teachers.

**CHART: 2 MEANS SCORE DIFFERENCE AND T-TEST OF PROFESSIONAL ETHICS OF TEACHERS BETWEEN THE GROUPS BASED ON SEX AMONG THE HIGHER SECONDARY SCHOOL TEACHERS**



**HYPOTHESIS: 3**

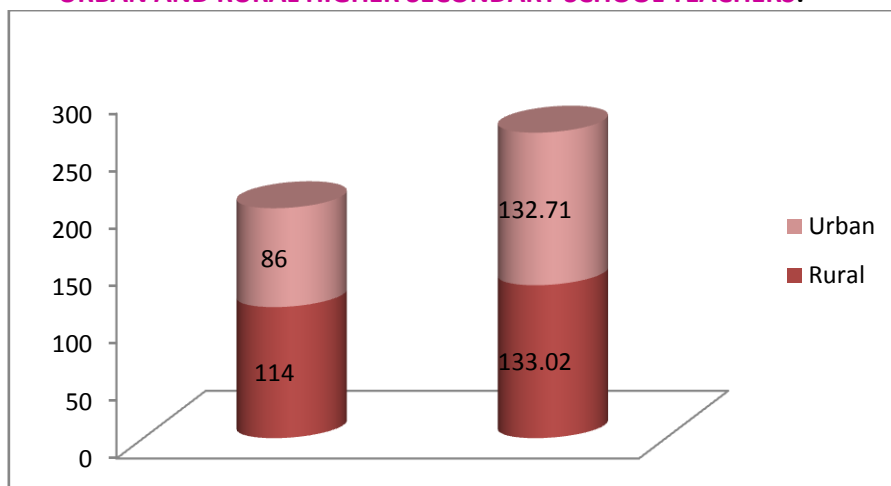
There will be a significant mean score difference in the professional ethics of teachers between urban and rural higher secondary school teachers.

**Table: 3 Means score difference and t-test of professional ethics of teachers between urban and rural higher secondary school teachers.**

S.No	Subject	Locality	N	Mean	S.D	Df	T-Value	P-Value	Result
1.	PROFESSIONAL ETHICS	Rural	114	133.02	11.797	199	.186	.853	N.S
		Urban	86	132.71	11.334				

The **Table 3** shows the mean score difference in professional ethics of teachers between urban and rural higher secondary school teachers. The calculated t-value is statistically not significant at 0.05 levels and hence, the hypothesis 3 is rejected. It can be concluded that there is no significant difference in professional ethics of teachers between urban and rural higher secondary school teachers.

**CHART: 3 MEANS SCORE DIFFERENCE AND T-TEST OF PROFESSIONAL ETHICS OF TEACHERS BETWEEN URBAN AND RURAL HIGHER SECONDARY SCHOOL TEACHERS.**



**FINDINGS AND DISCUSSION**

The findings reveal that totally 25% of higher secondary school teachers belong to low level of professional ethics, 51.5% of higher secondary school teachers belong to moderate level of professional ethics, 23.55% of higher secondary school teachers belong to high level of professional ethics. So the hypothesis No: 1 is accepted. Thus it is inferred that there is a difference in the level of professional ethics of teachers among higher secondary school teachers

The findings show that the professional ethics of the selected teachers are found to be moderate. Steps are to be taken to transmit the same to high level. Teacher is considered as the main pillar of the teaching learning process. The whole educational system is paralyzed in the absence of good and effective teachers. He is responsible for the all round development of the child. He has to update his knowledge of the subject matter to be taught and should be able to use effectively the available resources and the teaching aids. So when the teacher follows ethics to teaching process it also reflect their students learning.

**CONCLUSION**

Teaching is not only a cognitive process but also a process involves the affective as well as cognitive aspects as all these affect teaching and learning in their own way. Therefore teacher educators, curriculum framers and administrators should not neglect the human dimensions i.e. the personal, social and emotional characteristics of the teachers rather they should pay adequate attention. This study is an excellent work for

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those teachers who are highly ambitious and wish to improve on their teaching capabilities.

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