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## ETHICAL VALUES OF SCHOOL TEACHERS IN CHENNAI DISTRICT

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### ABSTRACT:

*In this study the investigators tried to find out the ethical values of school teachers in Chennai district working for classes VI to XII. "You can pay teachers to teach, but you can't pay them to care" says Marta Collins. Therefore, a teacher with values is a priceless gift to the society. Ethical values are concerned with every activity and goal in its place. They are concerned with knowing what is worth doing and*

*what is not worth doing and knowing what is worth wanting and knowing what is not worth wanting. Abraham Lincoln says that "The Philosophy of the schoolroom in one generation will be the philosophy of government in the next." Hence, being ethical and a role-model to the upcoming generation is the foremost expectation of a teacher. For this study, a simple random sample of 310 teachers from government, aided and private schools was chosen in Chennai district. Self-made tool was used for the present study. The collected data was analysed using descriptive and differential statistical techniques. The study revealed that there is no significant difference between the mean scores of ethical values of school teachers based on gender, type of family, birth order and years of experience.*

**KEYWORDS:** Ethical Values, School Teachers.

### INTRODUCTION:

"Education is the deliberate and systematic influence, exerted by the mature person upon the immature through instruction, discipline and harmonious development of physical, intellectual, aesthetic, social and spiritual powers of the human being, according to individual and social needs and directed towards the union of the educand with his creator at the final end" - Redden.

Education is the foundation stone of nation's intellectual

power which shapes the power profile of a nation in the Community of world nations. It is rightly said that the progress of a country particularly of a democratic country depends upon the quality of teachers and for this reason teaching is the noblest among all professions. "The destiny of India is shaped in its classrooms" is a strong remark made by the Kothari commission. India's National Policy on Education (1986) boldly opined that the "Status of the teacher reflects the socio-cultural ethos of a society". The society is indebted to the teachers for shaping the destiny

of the nation through the education of young minds. Over the years there has been a misconception that India is losing quality teachers to a remarkable extent. This research article thus reflects the ethical values of school teachers working in Chennai district of Tamil Nadu.

### NEED FOR THE STUDY

Teacher Education is said to be very significant investment for bringing qualitative improvement in education. In the early part of the twentieth century, traditionally teachers were enjoying a position of great respect in India. Hundreds and

also thousands of teachers were held in high esteem by their pupils and community. However, on the whole the status of teachers has diminished during last decades in particular therefore teacher education is not only our national and social need but it is the need of teachers professional and social image. Therefore, Teacher Education is considered today as a subject of vital significance. I like to record the fantastic lines of Dellors Raport about the profession of teaching which goes on as "Our Vision is one in which the pursuit of learning is valued by individuals and by authorities all over the world, not only as a means to an end in itself. Each person will be encouraged and enabled to take up learning opportunities throughout life. Hence much will be expected, and much demanded, of teachers, for a largely depends on them whether the vision can come true. Teachers have crucial roles to play in preparing young people not only to face the future with confidence but to build it with purpose and responsibility". Teacher Education has to go for a drastic change to meet out the demands of the 21<sup>st</sup> century learners. The teacher education programme should be in the forefront in preparing competent, self-confident leaders who are committed to educating children in rural and urban multicultural and international communities. The Ethical values of Teachers play a significant role in transformation of the system.

### OBJECTIVES OF THE STUDY

- To find out the difference between the mean scores of ethical values among school teachers based on gender, type of family, birth order and years of experience.

### HYPOTHESES

1. There is no significant difference between the mean scores of ethical values among school teachers in terms of gender.
2. There is no significant difference between the mean scores of ethical values among school teachers in terms of type of family.
3. There is no significant difference between the mean scores of ethical values among school teachers in terms of birth order.
4. There is no significant difference between the mean scores of ethical values among school teachers in terms of years of experience.

### LIMITATIONS OF THE STUDY

- The investigation is limited to high school and higher secondary school teachers only.
- The study is restricted to a few higher secondary schools in Chennai district.
- The sample size is restricted to 310 teachers in Chennai district.
- Ethical values of teachers alone have been considered in the present study.

### METHODOLOGY

In the present study, normative survey method was applied by the investigators. The sample of the present study mainly comprises the high school and higher secondary teachers working for private, aided and government schools in Chennai district. Simple random sampling technique was used to select the sample.

### Tool

Ethical Values for Teachers Scale was developed by the investigator under the guidance of the Research Supervisor to make it apt for the present study. This scale consists of 30 items with three alternatives namely always, sometimes and never. All items in the scale are positive items.

## Data Analysis

**Table 1: Distribution of the Sample with respect to Gender**

Gender	N	Percentage
Male	152	49%
Female	158	51%
Total	310	100%

**Table 2: Distribution of the Sample with respect to Type of Family**

Type of Family	N	Percentage
Nuclear	208	67.1%
Joint	102	32.9%
Total	310	100%

**Table 3: Distribution of the Sample with respect to Birth Order**

Birth Order	N	Percentage
First	117	37.7%
Second	88	28.4%
Third	105	33.9%
Total	310	100%

**Table 4: Distribution of the Sample with respect to Years of Experience**

Years of Experience	N	Percentage
Less than 5 years	88	28.4%
5-10 years	88	28.4%
11-15 years	91	29.4%
16-25 years	43	13.8%
Total	310	100%

**Table 5: Mean, SD and t-value of Ethical Values of School Teachers in relation with Gender**

Dimensions	Gender	N	Mean	SD	t-value	p-value
Trustworthiness	Male	152	16.59	1.284	-.701	.484
	Female	158	16.68	1.179		
Respect	Male	152	16.26	1.539	-1.837	.067
	Female	158	16.55	1.203		
Responsibility	Male	152	16.56	1.360	-.590	.556
	Female	158	16.65	1.216		
Professionalism	Male	152	16.81	1.280	1.206	.229
	Female	158	16.64	1.201		
Citizenship	Male	152	15.99	1.636	1.606	.131
	Female	158	16.27	1.606		
EV-TOTAL	Male	152	82.20	5.230	-1.041	.299
	Female	158	82.78	4.580		

Table-5 shows that the t-values calculated for the five dimensions of ethical values of teachers with respect to gender revealed that male and female teachers did not differ significantly even at ( $p < .05$ ) level. It is also observed that the p-value for overall ethical values of teachers and its dimensions are not significant for ( $p < .05$ ). So it is inferred that there is no significant difference in the ethical values of teachers based on gender. Moreover the mean scores of female teachers show slightly higher ethical values than male teachers. Hence, the hypothesis-1 is accepted.

**Table 6: Mean, SD and t-value of Ethical Values of School Teachers in relation with Type of Family**

Dimensions	Type of Family	N	Mean	SD	t-value	p-value
Trustworthiness	Joint	102	16.71	1.240	.705	.481
	Nuclear	208	16.60	1.227		
Respect	Joint	102	16.45	1.340	.368	.713
	Nuclear	208	16.39	1.406		
Responsibility	Joint	102	16.61	1.260	.044	.965
	Nuclear	208	16.60	1.304		
Professionalism	Joint	102	16.76	1.220	.418	.676
	Nuclear	208	16.70	1.254		
Citizenship	Joint	102	16.06	1.616	-.532	.595
	Nuclear	208	16.16	1.631		
EV-TOTAL	Joint	102	82.59	4.693	.221	.825
	Nuclear	208	82.46	5.023		

Table-6 depicts that the t-values calculated for the five dimensions of ethical values of teachers with respect to type of family revealed that joint and nuclear family teachers did not differ significantly even at ( $p < .05$ ) level. It is also observed that the calculated p-value for overall ethical values of teachers and its dimensions are not significant for ( $p < .05$ ). So it is inferred that there is no significant difference in the ethical values of teachers based on type of family. Moreover the mean scores of joint family teachers show slightly higher ethical values than nuclear family teachers. Hence, the hypothesis-2 is accepted.

**Table 7: Mean, SD and t-value of Ethical Values of School Teachers in relation with Birth Order**

Dimensions	Sources of Variation	Sum of Squares	df	Mean Square	F	Sig.
Trustworthiness	Between Groups	.717	2	.358	.236	.790
	Within Groups	467.093	307	1.521		
	Total	467.810	309			
Respect	Between Groups	.022	2	.011	.006	.994
	Within Groups	590.949	307	1.925		
	Total	590.971	309			
Responsibility	Between Groups	.124	2	.062	.037	.963
	Within Groups	512.072	307	1.668		
	Total	512.197	309			
Professionalism	Between Groups	.164	2	.082	.053	.948
	Within Groups	475.978	307	1.550		
	Total	476.142	309			
Citizenship	Between Groups	.511	2	.255	.096	.908
	Within Groups	814.328	307	2.653		
	Total	814.839	309			
EV-TOTAL	Between Groups	.035	2	.017	.001	.999
	Within Groups	7449.465	307	24.265		
	Total	7449.500	309			

Table-7 indicates that there is no significant difference among first, second and third birth order teachers in ethical values and its dimensions for ( $p < .05$ ). It is also observed that the calculated F-value

for overall ethical values of teachers is not significant for (2,307) degrees of freedom for ( $p < .05$ ). Hence the hypothesis-3 is accepted.

**Table 8: Mean, SD and t-value of Ethical Values of School Teachers in relation with Years of Experience**

Dimensions	Sources of Variation	Sum of Squares	df	Mean Square	F	Sig.
Trustworthiness	Between Groups	.196	3	.065	.043	.988
	Within Groups	467.614	306	1.528		
	Total	467.810	309			
Respect	Between Groups	1.730	3	.577	.299	.826
	Within Groups	589.241	306	1.926		
	Total	590.971	309			
Responsibility	Between Groups	3.161	3	1.054	.633	.594
	Within Groups	509.035	306	1.664		
	Total	512.197	309			
Professionalism	Between Groups	.425	3	.142	.091	.965
	Within Groups	475.717	306	1.555		
	Total	476.142	309			
Citizenship	Between Groups	8.678	3	2.893	1.098	.350
	Within Groups	806.160	306	2.635		
	Total	814.839	309			
EV-TOTAL	Between Groups	40.288	3	13.429	.555	.645
	Within Groups	7409.212	306	24.213		
	Total	7449.500	309			

Table-8 reveals that there is no significant difference among teachers with experience less than 5 years, 5-10 years, 11-15 years and 16-25 years in ethical values and its dimensions. It is also observed that the calculated F-value for overall ethical values of teachers is not significant for (3,306) degrees of freedom at ( $p < .05$ ). Hence the hypothesis-4 is accepted.

### FINDINGS

- There is no significant difference in the ethical values of teachers based on gender.
- There is no significant difference in the ethical values of teachers based on type of family.
- There is no significant difference in the ethical values of teachers based on birth order.
- There is no significant difference in the ethical values of teachers based on years of experience.

### DISCUSSION AND CONCLUSION

Right attitude to work, principled conduct in work related activities and pursuit of values by the teachers in schools are essential for uplifting the quality of work life. The results perceived in a positive manner makes us understand that since teachers show importance for their self-concept in their career keeps up to the level of the expected values adequate for the profession. Inculcation of values in classrooms develops significant teacher-student relationship and hence an ethical teacher is more preferred than a highly resourceful teacher with poor value system. They are liked by the stake holders and also the administrators. Hence irrespective of the Gender they are committed to work place values. The value of work with social status is the dream of every individual. Therefore, in a Metropolitan city like Chennai with high living costs irrespective of the type of family they belong to, the teachers live to a good value system. The junior teachers observe the experienced teachers and work hard to keep up a good name and fame. Hence all the teachers irrespective of the years of experience stand high in values. Responsibility is the value expected foremost of a teacher. Teachers are more professional in the

schools concerning their job responsibilities and accomplish them on time. Hence the birth order of teachers does not have an impact on the values of teachers. Therefore this study affirms that the teachers of the city of Chennai possess more Ethical Values which is adequate for the growth of the teaching profession.

### EDUCATIONAL IMPLICATIONS

The schools and the teachers working in the schools have an important role to play in the development of values. The administrators must organize seminars and workshops on the importance of values necessary for teachers so that they may benefit to be more efficient in keeping up a good value system. The teachers should be given charge of morning assembly sessions in order to reflect on core values. The administrators should provide the teachers with sound morale climate compatible for work.

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