



A STUDY OF PROFESSIONAL ETHICS OF SCHOOL TEACHERS IN RELATION TO THEIR EFFICACY AT SECONDARY LEVEL

Dr. Sunita Bhargava¹ and Mr. Amit Paul Chadha²

¹Principal, Sanjay Teachers' Training College, Lalkothi, Jaipur, Rajasthan.

²Ph.D. (Education), Research Scholar, University of Rajasthan, Jaipur. Rajasthan.



ABSTRACT:

The teachers of present day times need to perform assorted and complex commitments in schools just as in the open eye, in their own and master progress as well. For rehearsing such commitments, the present educators should be astoundingly gifted and talented. This requires the need of astounding, high competency, and updated instructors, to meet the present day essentials of the understandings. The present study has been conducted on a randomly selected sample of 100 School Teachers from Directorate of Education, Delhi in order to explore the relationships between their efficacy and professional as practiced by them.

KEYWORDS: Teacher Efficacy, Self-Efficacy and Professional Ethics.

INTRODUCTION:

Present world is of unprecedented changes in the field of science, advancement and globalization etc. as they are in charge of such remarkable changes occurring in each part of our life. Quick changes are happening in the field of training of teachers too by goodness of flooding of data and information, blast of students' population, and desires. In the setting of such changes, the piece of the present teacher has risen as incredibly essential, testing, and mentioning multifaceted endowments in the field of education. The idea of guidance depends much on the competency of the instructor, as educator is thought to be the middle purpose of showing learning system. Thusly, school's reasonability depends direct on competency of the educators. Without capable educators, even the best instructive program and as well as system of Education couldn't be expected give the required outcome. Thus leading to, intensifying the wellness levels of educators should be the genuine goal of instructor guidance. This calls for outfitting and supporting expertly obliged plan of capacities and state of psyche in the educators, other than competency in the subject substance. It is critical to occasionally upgrade the substance information and performing aptitudes of the instructor in the best enthusiasm of the instructive procedure.

❖ **Professional Ethics of Teachers:** Ethics is the part of study managing what is the correct strategy for a man or lady. It responds to the inquiry, "What do I do?" It is the investigation of exploration of good and bad in human efforts. At an increasingly key level, it is the technique by which we classify our qualities and seek after, in order to correct them. In this way, we seek after our own satisfaction, or do we penance ourselves to a more noteworthy reason? These are appropriate and significant inquiries while thinking about the morals. The idea of training, nature of educators and nature of indicating instructing method makes a difference in achieving the purposes of preparing. Various things remaining, the nature of guidance for the most part depends on upon the idea of instructing learning.

This instructing learning trade can't be endeavored in vacuum yet it is determinedly planned movement, for which instructors have to endeavor with creative execution and competency in their calling. Hence it winds up basic to center on the Professional Competency and the related proficient morals of the educating network. Ruler Krishna said in Geeta "Yoga KarmasuKausalam". It implies that the yoga is skill in the obligations. A few educators are decreed progressively fruitful while some others are not; this is on the grounds that of their aptitudes. Information and utilization of aptitudes decide their competency. Competency in education and training is the aptitudes or the capacity to do anything irrespective of consistent experience of doing as it prepares the individual for profession.

❖ **Teacher Efficacy and its Relevance:** Self-Efficacy is about self-impression of ability as opposed to real degree of capability, for the most part individual's consistently over gauge or under gauge their genuine capacities, which directly affects the game-plan they propose to take up and furthermore the exertion they apply for its satisfaction. Over or belittling capacities may likewise impact how well individuals utilize the aptitudes they have. According to Bandura (1997), "A capacity is just in the same class as its execution. The confidence with which individuals approach and oversee troublesome undertakings decides if they make great or poor utilization of their capacities. Deceptive self-questions can without much of a stretch overrule the best of abilities".

SIGNIFICANCE OF THE STUDY:

Instruction in the 21st Century has turned into a high stakes game in which educators also, like administrators are vigorously examined for accomplishment of the learners. Instead of certainty and strengthening, numerous instructors feel ill-prepared to achieve the desirable goals of instructions in the behavior of the learners. The future achievement of the instructive framework in the India is extremely dependable upon numerous things, one of which is simply to convince the educators and their associates to convey advantageous and satisfactory guidance to enable their learners in order to perform at or above recommended scholarly principles. But it is not possible for the teachers to raise the level of achievement of their learners unless they possess some kind of rules and regulations they are expected to follow as professionals. Therefore, the present study is an attempt to explore the teachers' efficacy of school Teachers in relation to their level of professional ethics.

Title of the Study: The present study has been entitled as, **A Study of Professional Ethics of School Teachers in Relation to their Efficacy at Secondary Level.**

OPERATIONAL DEFINITIONS OF THE TERMS:

- ❖ **Professional Ethics:** Any profession has its own fundamental and explicit morals to be seen by the expert specialists. The present investigation operationalizes the Perception of Professional Ethics as the scores obtained by the school teachers on the tool i.e. Teacher's Perception Scale of Professional Ethics prepared by the investigator himself.
- ❖ **Teacher Efficacy:** Teacher Efficacy is the extent to which Teachers believe that they can control the reinforcement of their actions within themselves (internal control of reinforcement) or in the environment (external control of reinforcement). Student Motivation and performance are two significant reinforcements for teaching behaviors.

RESEARCH QUESTIONS:

The following research questions have been formulated by the researcher to which the present study is an attempt to answer:

- ❖ What is the level of Teacher Efficacy and Professional Ethics of school Teachers?
- ❖ In how manner the Level of Teacher Efficacy of school Teachers is associated with their Level of Professional Ethics?

OBJECTIVES OF THE STUDY:

The following objectives have been formulated during the course of the study.

- ❖ To study and describe the level of professional ethics of school Teachers in relation to their Gender, Post, Qualifications and Experience.
- ❖ To study and describe the level of Efficacy of school Teachers in relation to their Gender, Post, Qualifications and Experience.
- ❖ To find out the status of relationships between the level of professional ethics and teacher efficacy of school Teachers in relation to background variables.

HYPOTHESES OF THE STUDY:

The following hypotheses have been formulated and tested during the course of the study using suitable statistical techniques.

- ❖ There is no significant difference between the levels of Professional Ethics of school Teachers in relation to their Gender.
- ❖ There is no significant difference between the levels of Professional Ethics of school Teachers in relation to their Post.
- ❖ There is no significant difference between the levels of Professional Ethics of school Teachers in relation to their Experience.
- ❖ There is no significant difference between the levels of Professional Ethics of school Teachers in relation to their Qualifications.
- ❖ There is no significant difference between the levels of Teacher Efficacy of school Teachers in relation to their Gender.
- ❖ There is no significant difference between the levels of Teacher Efficacy of school Teachers in relation to their Post.
- ❖ There is no significant difference between the levels of Teacher Efficacy of school Teachers in relation to their Experience.
- ❖ There is no significant difference between the levels of Teacher Efficacy of school Teachers in relation to their Qualifications.
- ❖ There is no significant relationships between the level of Professional Ethics and Teacher Efficacy of school Teachers Male.
- ❖ There is no significant relationships between the level of Professional Ethics and Teacher Efficacy of school Teachers Female.
- ❖ There is no significant relationships between the level of Professional Ethics and Teacher Efficacy of school TGTs.
- ❖ There is no significant relationships between the level of Professional Ethics and Teacher Efficacy of school PGTs.
- ❖ There is no significant relationships between the level of Professional Ethics and Teacher Efficacy of Highly Experienced School Teachers.
- ❖ There is no significant relationships between the level of Professional Ethics and Teacher Efficacy of Low Experienced School Teachers.
- ❖ There is no significant relationships between the level of Professional Ethics and Teacher Efficacy of Highly Qualified School Teachers.
- ❖ There is no significant relationships between the level of Professional Ethics and Teacher Efficacy of Low Qualified School Teachers.

METHODOLOGY USED:

The present study is a descriptive survey kind of research. The other important characteristics of the present study have been described as under.

- ❖ **Population and Sample:** All the Secondary School teachers working in the schools of Directorate of Education, Delhi comprised of the population for the study. Out of this population a sample of 100 school Teachers was selected randomly from ten schools of Zone I and Zone II of Directorate of Education, Delhi.

- ❖ **Tools Used:**The study used **Professional Ethics Scale and Teacher Efficacy scale** developed by researcher himself.
- ❖ **Statistical Techniques Used:**The statistical techniques like Mean, S.D., T-test and Karl Pearson's Coefficient of Correlation was used for the analysis of Data.

FINDINGS FROM THE STUDY:

After a careful analysis of Data the following findings can be described as under:

- ❖ **Description of Teacher Efficacy:** The mean level of Teacher Efficacy of 100 school Teachers has been found to be **251.23** with a S.D. of **61.25**. It was found that most of the teachers were found having Average Level of Teacher Efficacy. The other null hypotheses have been tested using t-test and the results so obtained can be described as under:

S. No.	Statement of Hypotheses	Results
1.	There is no significant difference between the levels of Professional Ethics of school Teachers in relation to their Gender.	Significant at 0.01 level
2.	There is no significant difference between the levels of Professional Ethics of school Teachers in relation to their Post.	Not Significant at Any Level
3.	There is no significant difference between the levels of Professional Ethics of school Teachers in relation to their Experience.	Significant at 0.05 level
4.	There is no significant difference between the levels of Professional Ethics of school Teachers in relation to their Qualifications.	Significant at 0.01 level

- ❖ **Description of Professional ethics:** The mean level of Professional Ethics of 100 school Teachers has been found to be **177.25** with a S.D. of **39.25**. It was found that most of the teachers were found having Average Level of Professional Ethics. The other null hypotheses have been tested using t-test and the results so obtained can be described as under:

S. No.	Statement of Hypotheses	Results
5.	There is no significant difference between the levels of Teacher Efficacy of school Teachers in relation to their Gender.	Not Significant at any level
6.	There is no significant difference between the levels of Teacher Efficacy of school Teachers in relation to their Post.	Not Significant at any level
7.	There is no significant difference between the levels of Teacher Efficacy of school Teachers in relation to their Experience.	Significant at 0.01 level
8.	There is no significant difference between the levels of Teacher Efficacy of school Teachers in relation to their Qualifications.	Significant at 0.01 level

- ❖ **Correlation between Teacher Efficacy and Professional Ethics:** The overall correlation between Teacher Efficacy and Professional Ethics was found to be **0.05** which is not significant even at **0.05 level**. The relationship was also explored in relation to other background variables and the results so obtained can be summarized as under:

S. No.	Statement of Hypotheses	Coefficient of Correlation
7.	There is no significant relationships between the level of Professional Ethics and Teacher Efficacy of school Teachers Male.	(0.06) Not Significant
8.	There is no significant relationships between the level of Professional Ethics and Teacher Efficacy of school Teachers Female.	(0.02) Not Significant
9.	There is no significant relationships between the level of Professional Ethics and Teacher Efficacy of Highly Experienced School Teachers.	(0.08) Not Significant
10.	There is no significant relationships between the level of Professional Ethics and Teacher Efficacy of Low Experienced School Teachers.	(0.05) Not Significant
11.	There is no significant relationships between the level of Professional Ethics and Teacher Efficacy of Highly Qualified School Teachers.	(0.02) Not Significant
12.	There is no significant relationships between the level of Professional Ethics and Teacher Efficacy of Low Qualified School Teachers.	(0.04) Not Significant
13.	There is no significant relationships between the level of Professional Ethics and Teacher Efficacy of TGTs.	(0.16)* Significant at 0.05 level
14.	There is no significant relationships between the level of Professional Ethics and Teacher Efficacy of PGTs.	(0.01) Not Significant

CONCLUSION:

On the basis of the results obtained from the study it has been found that there is no significant relationship between the teacher efficacy and professional ethics of school Teachers. Further there is no significant relationship between these two variables in relation to the background variables of the study. The study shows that significant differences have been reported on the basis of the Gender, Experience and Qualifications. It is recommended that for the development of Professional Ethics school management can also organize In-Service programme like guidance and counseling, value based ethical programs, moral based guest lectures and workshops, and different spiritual talks.

REFERENCES:

- ❖ Amram, Y. (2007, February). **The seven dimensions of spiritual intelligence: An ecumenical, grounded theory**. Paper presented at the 115th Annual Conference of the American Psychological Association, San Francisco, CA.
- ❖ Ashton P. T. and Webb, R. B. (1986). **Making a difference: Teachers' sense of efficacy and student achievement**. New York: Longman.
- ❖ Bandura A. (1977). **Self-Efficacy: Toward a Unifying Theory of Behavioral Change**. Psychological Review, Vol. 84, No 2, pp.191-215.

- ❖ Bandura A. (1982). **Self-Efficacy Mechanism in Human Agency**. American Psychologist, Vol.37, No 2, pp.122-147.
- ❖ Bandura A. (1986). **Social Foundations of Thought and Action**. A Social Cognitive Theory. Prentice Hall, New Jersey.
- ❖ Best J.W. and Kahn J. (2006). **Research in Education (10th Ed)**, Allyn & Bacon, Sydney.
- ❖ Boon, Helen, (2011). **Raising the bar: Ethics education for quality teachers**. Australian Journal of Teacher Education.



Dr. Sunita Bhargava

Principal, Sanjay Teachers' Training College, Lalkothi, Jaipur, Rajasthan.