

Professional Ethics Among Students At College Of Education: Analytical Study

M. Maria Clement Felix^{1*}, Dr. M. Vakkil²

^{1*}Research Scholar, Department of Education, Periyar University, Salem-636011, Tamil Nadu, Email: mmcfelix@gmail.com,

²Associate Professor, Department of Education, Periyar University, Salem-636011, Tamil Nadu, Email:

mvakkiledu@periyaruniversity.ac.in

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ABSTRACT

Teaching is a very immense and influential field that requires its practitioners to have encouraging behavior and certain confident competency. Every teacher plays a huge part in the efficacy of teaching occupation with their professional ethics. Professional ethics helps every teacher in the upholding of simplicity and confidentiality in the educational system. In the present study, the investigator aimed to study the attitude of students in professional ethics at college of education towards their profession and to find out the students about their level of attitude towards teaching profession on the variables. To carry out this research self-made tool was used on Attitude towards Teaching Profession. Also Survey method was adopted for this study. The collected data were analyzed with descriptive and differential analyses. The results were revealed that the students, who studied in college of education, have average professional ethics. As well the demographic variables wise analysis showed that there is no significant difference to their gender, courses of the students, parental qualification, stream of study and management of college. Hence, there is a significant difference in professional ethics in the locality of college. Therefore, the positive attitude helps teacher to develop a learner friendly environment in the classroom.

Keywords: professional ethics, value development, individual behaviors, teachers' proficiency, moral values.

INTRODUCTION

"The density of a country is shaped in its classrooms" stated that the Indian Education Commission (1964-66). The moral education is generally known as value education. The value education is consisting of values, such as ethical, spiritual, religious, cultural, human and social values. The value education plays a special role to inculcate moral values any human, also it has more responsible in making good citizens in the society, as like as value education helps students and human society for character development, personality development and spiritual development. More over Ethical value development includes both thinking morally and behaving morally at any time.

An ethical person is not only a person who does the right thing, but also one who does the right thinking for the 'right' reason. That ethical value arises in the courses of moral experiences. The teacher is the builder of a pleasant society. The over-all development of every student depends upon the professional competency and ability of the teacher. Ethics in profession, however cannot be channelized in many directions, morally the strong dedicated teacher can play the role model in moral education. Though a teacher is the mainly responsible person to the society, but their professional ethics are more essential to become a good teacher. In this 21st century, all teachers belong to a learning society in which they are always to be a non-stop learner and to play their role effectively.

ETHICS

Ethics is defined by the Oxford Dictionary as dealing to morals and treating moral issues; it is also morally upright and honourable. Additionally, according to the Psychology Dictionary, it is a subfield of philosophy that examines what constitutes proper or improper, good or poor, human behaviour when pursuing

objectives. Ethics seeks to understand the nature of moral obligations, rights, and appropriate approaches to ethical dilemmas.

PROFESSIONAL ETHICS

Ethics means, it is related to our everyday life as at some point in our professional or personal life which will have to deal with an ethical question or problem. There are some fundamental values of a profession: life quality, Human potential, health, autonomy, development, and greatness, freedom and accountability, worth, dignity, and integrity, as well as fundamental rights, Sincerity and transparency, Alignment, efficacy, and efficacy comprehensive, systemic perspective, and parties impacted perspective.

A group of persons who make their living by doing a universal activity; the majority of which they govern themselves are known as professionals. They should draft a constitution first, and then they should make available a code of ethics or professional behaviour. Although it is frequently more preventive than the law, the created code must comply with it.

REVIEW OF RELATED LITERATURE

Maxwell, B., & Schwimmer, M. (2016) a narrative review of the academic literature on professional ethics instruction for prospective teachers is recommended in this study. Further, the importance of ethics in teacher education, the primary goals of ethics education for educators, and suggested teaching and learning techniques all contribute to the difficulties in implementing an ethics curriculum. **Khamari & Tiwari (2015)** investigated, using a descriptive survey study, the differences in teachers' attitudes towards the teaching profession based on gender and tribe. Eventually, they found that people's attitudes about teaching were mostly unaffected by factors like gender and tribe. **Abhishek, Sarita and Gopal (2016)** shown that a person's ethical values are influenced by their geographical background. Due to a lack of ethical standards, teachers from impoverished regions may adopt an unprofessional mindset and attitude at work. It was also stated that underdeveloped socially disadvantaged groups, such as those from rural and backward places and female groups, have a terrible need to repeat ethical consciousness. **Dhinakaran & Sivakumar (2014)** discovered that teachers' professional ethics, morality, and cultural values were greatly affected by their surroundings. The investigators also found that, in comparison to their rural counterparts, urban trainers showed higher levels of morality and professional ethics. A theoretical debate on the process of creating a code of ethics for teachers' profession was mentioned by **Campbell, E. (2002)**. This article aims to stimulate conversations about the intricacies involved in developing a code of professional ethics by outlining six crucial issues and questions. The Ontario College of Teachers (Ontario, Canada) serves as the primary context for this discussion, as their recent efforts in this domain are important. **Ustuner, Demirts, and Comert (2019)** found that while B. Ed. and M. Ed. institutions give teachers a diverse range of perspectives on the teaching profession, the professional ethics of college professors differed. A study by **Daniel, W., and Sapo, S. (2020)** looked into how teachers view professional ethics and how that affects their professionalism. Using lottery techniques, four districts were chosen from each of the two zones. The findings showed that teachers' perceptions have a significant impact on their professionalism when it comes to assigned moral responsibility as the basis of their professional responsibilities.

OBJECTIVES OF THE STUDY

- To find out the level of professional ethics among the students at college of Education.
- To find out any significant difference in the professional ethics among the students at college of education with respect to their following demographic variables, such as gender (Male/Female), locality of the college (Rural/Urban), management of college (Government/Aided/Private), courses of the students (Rural/Urban), parental qualification (Literate/Illiterate) and stream of study of the students (Arts/Science).

HYPOTHESIS OF THE STUDY

- The students at college of education have a high Professional ethics'
- There is no significant difference in the professional ethics among students at college of education with respect to the following demographic variables, such as gender (Male/Female), locality of the college (Rural/Urban), management of college (Government/Aided/Private), courses of the students (Rural/Urban), parental qualification (Literate/Illiterate) and stream of study of the students (Arts/Science).

METHODOLOGY OF THIS STUDY

Survey method was adopted in this study by the investigator. The investigator has applied the simple random sampling for the selected samples. Also, 220 students at the College of education were selected as the samples in Salem district, Tamil Nadu. After the data collection, the data were analyzed both descriptive (Mean and Standard Deviation) and differential analyses ('t'- test and 'F' test).

Tool Description and Scoring Procedure

A careful scrutiny of the statements of tools by supervisor and experts and taken from relevant literature. 43 statements were prepared for the study related to attitudes towards teaching profession. Based on the experts' remarks on the items' content to apply the face validity, relevance and clarity, 30 items were retained. The researcher has constructed a self-made questionnaire, which consists of 30 items. It's on the basis of Likert's Four Point Scale. For each statement, four alternative responses were given that is, strongly agree, agree, disagree and strongly disagree. Weights were provided as 4, 3, 2 and 1 for favorable statements and reversed for unfavorable statements. The reliability of the Attitudes towards the Teaching Profession Scale was 0.86 by using Split half method. The validity of the Attitudes towards the Teaching Profession was validated by the expert members. After data collection the data were analyzed descriptive (Mean and Standard Deviation) and differential analysis "t"- test.

ANALYSIS AND INTERPRETATION OF DATA

Hypothesis - 1

The students at the college of education have high Professional ethics.

Table: 1: The Mean score of professional ethics among students at college of education.
Maximum Score: 120

Variables		Sample	Mean	Standard Deviation
Gender	Male	72	78.30	9.39
	Female	148	75.78	9.79
Locality of the College	Rural	112	77.85	9.71
	Urban	108	75.31	9.73
Management of College	Government	96	76.07	9.42
	Private	83	76.00	10.63
	Aided	41	79.09	8.57
Courses of the Students	B.Ed	124	77.64	10.30
	M.Ed	96	75.27	8.94
Parental Qualifications	Literate	146	76.25	9.51
	Illiterate	74	77.31	10.31
Stream of Study	Arts	125	75.85	9.55
	Science	95	77.60	10.03
Total		220	76.79	9.68

From the table (1,) it is inferred that the calculated mean value is **76.79**. Consequently, the professional ethics among students at the college of education are high level from maximum score (120). Therefore the students at the College of Education have average professional ethics.

Hypothesis -2

There is no significant difference in professional ethics among students at college of education with respect to the following demographic variables such as gender, a locality of the college, courses of the students, parental qualification and a stream of study of the students.

Table: 2Significance difference in professional ethics among students at the college of education with respect to their demographic variables

Variables	Sample	Mean	S. D	't' value
Gender	Male	72	78.30	9.39
	Female	148	75.78	9.79
Locality of the College	Rural	112	77.85	9.71
	Urban	108	75.31	9.73
Courses of the Students	B. Ed	124	77.64	10.30
	M. Ed	96	75.27	8.94
Parental Qualifications	Literate	146	76.25	9.51
	Illiterate	74	77.31	10.31
Stream of Study	Arts	125	75.85	9.55
	Science	95	77.60	10.03

*- Significant at 0.05 level

@- not Significant at 0.05 level

From the table (2), it's noted that the calculated 't' values 1.83, 1.98 and 1.82 which were greater than the tabulated value 1.96 at 0.05 level of significant. Consequently, the null hypothesis is rejected based on gender, locality of college and courses of the students, it can be concluded that there is significant difference between male and female, rural and urban and B.Ed and M.Ed, in professional ethics among students at college of education. The calculated 't' value 0.73 and 1.30 which is lesser than tabulated value 1.96 at 0.05 level of significance. Consequently, the null hypothesis is accepted on the parental qualifications and stream of study of the students, it can be concluded that, there is a no significant difference between literate and illiterate students and arts and science students in professional ethics among students at college of education.

Hypothesis -3

There is no significant difference in professional ethics among students at college of education with respect to their following demographic variables such as management of college.

Table: 3 Significant difference in professional ethics among students at college of education with respect to their demographic variables

Sample Distribution	Sample	Mean	S. D	F value
Management of College	Government	96	76.07	9.42
	Aided	83	76.00	10.63
	Private	41	79.09	8.57
				1.64@

@- not Significant at 0.05 level

From the table (3), it is noted that the calculated 'F' value is 1.64 which is lower than the tabulated value of 3.00 at 0.05 levels. Consequently, the null hypothesis is accepted. Therefore, it is concluded that there is no significant difference among management of college in professional ethics among students at college of education.

FINDINGS OF THIS STUDY

- Female and Male students are significant in the professional ethics among students at college of education in Salem district.
- Rural and Urban students are significant in the professional ethics among students at college of education in Salem district.
- B. Ed and M. Ed students are significant in the professional ethics among students at college of education in Salem district.
- Literate and illiterates students are not significant in the professional ethics among students at college of education in Salem district.
- Arts students and Science students are not significant in the professional ethics among students at college of education in Salem district.
- Management of school is not significant in the professional ethics among students at college of education in Salem district.

EDUCATIONAL IMPLICATIONS

- To improve the ethical consciousness of college students, conferences and seminars need to be arranged.
- A draft code of professional ethics should to be framed at the district level in order to propagate ethical consciousness across the entire state.
- Moral and value education have to be taught in schools. Thus, the importance of values is mostly understood.
- The next generation will naturally absorb the teachers' strong professional ethics if they apply them to their work.
- The world can be freed from terrorism by the efficient application of professional ethics.
- A more peaceful and understanding global community will be facilitated by professional ethics. It will fight corruption and bring about a happy life.

DISCUSSION

The primary goal of the study was to examine the professional ethics of college of education students. Likewise a measurement was made of the college of education students' professional ethics with regard to gender, location, management, and qualification. A recent study found no differences in professional ethics between male and female students at the College of Education. This result is consistent with other research showing that instructors' perceptions about the teaching profession did not change by their gender. (Khamari & Tiwari, 2015; Parvez & Shakir, 2013; Chakraborty & Mondal, 2014); however, some contrary results have also been discovered, showing that professional ethics varied amongst male and female students in education colleges (Maxwell, B., & Schwimmer, M. 2016; Abhishek, Sarita, and Gopal 2016). The researcher disagreed

with some of the study's conclusions, citing differences in professional ethics between B. Ed. and M. Ed. colleges of education from earlier comparable studies (Ustuner, Demirtas, &Comert, 2019). The college of education's gender and programme did not conclusively contribute to professional ethics. Programme and gender are not barriers to the teaching profession. The rise of male prospective teachers enrolling in teacher education programmes without any focus on female instructors pursuing teaching careers is the reason for these findings. Another explanation would be that while the theory courses for the B. Ed. and M. Ed. programmes are comparable, the practice of teaching differs, and students at the education college were found to have different professional ethics from one another.

CONCLUSION

It is expected of teachers, as in any other profession, to possess a high degree of professionalism, competence, character, responsibility, integrity, respect, and honesty. These moral attributes are crucial for instructors to maintain their own professional principles. Education is turning towards values. The values mold their inner sense of what is right and wrong. Values are not rule, but they are principles that prove a person. Value education teaches harmony, independence and leadership. From overall analysis it is inferred that level of professional ethics among students of college of education in Salem district is average. Due to this, analyses conducted by gender, location of college, and parental qualifications revealed that male students exceeded female students and that rural student over urban students. Professional ethics among students at the Salem District College of Education are more highly regarded by illiterate students than by educated ones. Therefore, it is concluded, there is significant difference in professional ethics among students of college of education with respect to their management of college. Teachers can teach values through example, stories with moral or lesson. Providing opportunities to practice moral values inside and outside the classroom must be needed. Educational intuitions must be encouraging students so that the moral values of students can be increased from the present status.

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