

A Study of Perception of Professional Ethics of Student Teachers

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Abstract

The present study aims to study the Professional Ethics of student teachers of Delhi and NCR region. Non-probability sampling technique was used and a sample of 177 student teachers from Delhi and NCR region were drawn. The Purposive Convenient Sampling method was used as samples were selected keeping the time, purpose and distance in the mind. In order to study the perception of professional ethics of student teachers, a self constructed scale for measuring it was used. The analysis and interpretation of the raw data, lead to certain findings. The Professional Ethics of all three teacher-training Institutions have average score. There is no significant difference in the Professional Ethics of student teachers of selected Institutes, gender wise and discipline wise.

Keywords: Perception, Professional Ethics, Student teachers.

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 prerequisite 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. A code of professional ethics when properly enforced enhances the power, prestige and status of the teacher in particular and of the teaching profession a whole. A code of professional ethics is in fact a charter of rights and duties for the protection of professional autonomy and freedom. Professional ethics is a term we attach to certain standards of conduct within the teaching profession. In order for any profession to be respected and to have self-respect, its members must have and live up to these standards. A profession can only grow in stature when its members have respect for themselves and for their contribution as a profession to their society.

In pursuance of the recommendations of the National Policy on Education (NPE), 1986/1992, the National Council of Educational Research and Training (NCERT) in collaboration with the All India Primary Teachers Federation (AIPTF), All India Secondary Teachers Federation (AISTF) and All India Federation of Educational Associations (AIFEA) had developed, for the first time, a Code of Professional Ethics for Teachers, in 1997. Recognizing the need for revising the Code of Professional Ethics for School Teachers, the National Council for Teacher Education (NCTE) appointed a Committee to review this Code keeping in view the context of the relevant sections of the Right of Children to Free and Compulsory Education (RTE) Act 2009 and also examined the Codes of Professional Ethics currently in use in some other countries. 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.

The code of Professional Ethics may be defined as a set of self imposed professional ideals & principles necessary for the attainment of professional excellence & self satisfaction. —(Arora, G.L & Chopra, K R., Encyclopedia of Indian Education, NCERT 2004)

A profession's ethical standards must be compatible with our common morality and should go beyond. The code of ethics defines acceptable behaviors and promotes high standards of practice. This code of ethics provides a benchmark for member's self-evaluation and to establish a framework for professional behavior and responsibilities. It works as a mark of occupational maturity in every profession.

Recent reports in the newspapers about immoral & unethical behaviors of the teachers have revealed that the teachers lack professional ethics. Now the questions arise, where do these teachers imbibe the professional ethics? Is it innate or nature? While such dimensions to a teacher's personality can't be added by any course or module on Professional Ethics, it is therefore necessary to study the perception of professional ethics in the prospective teachers. Perhaps if corrective measures are taken, then we can hope for quality school education which will go a long way in building a prosperous nation.

Need & Justification of the Study

It has been predicted that in the next decade, the population of adolescents will cross billion. At such point, it would become essential to provide necessary guidance to them in order to enable them to undertake their services well to the country & this universe. This guidance can be aptly provided by able teachers. Teachers who are committed to their profession & have a sense of professional ethics, which will ensure that they do justice to their students, society & their profession. UGC 6th pay commission has been revised to invite worthy candidates to opt for the teaching profession. Thus meaningful study in the areas of Teacher Education becomes inevitable as it will have a wash back effect on improving the Teacher Education in our country. National Curriculum Framework, 2005 also addresses teachers as 'agents of change'. (P-107) Thus, if we want this change to be effective into school system, we need to ensure that the student teachers who will be the guiding force in school education have the right perception towards their profession and have proper professional ethics.

Objectives

1. To study the Professional Ethics of student teachers of selected institutions.
2. To determine the difference in the Professional Ethics of student teachers of selected institutions.
3. To compare the Professional Ethics of student teachers of selected institutions,
 - z gender wise
 - z discipline wise

Hypotheses

1. There is no significant difference in the Professional Ethics of student teacher of selected institutions.
2. There is no significant difference in the Professional Ethics of student teachers of selected institutions, gender wise.
3. There is no significant difference in the Professional Ethics of student teachers of selected institutions, discipline wise.

Research Methodology

For the present study non-probability sampling technique was used and a sample of 177 student teachers from Delhi and NCR region were drawn. The purposive convenient sampling was used as institutions were selected keeping the time, purpose and distance in the mind. The investigator used one self constructed for the purpose of data collection. Three Teacher Education Institutions were selected for collecting data. For obtaining the objectives of the study the following statistical techniques were applied:

- zz Mean
- zz ANOVA one way
- zz T test

Analysis and Interpretation of Data

There are two approaches, which are employed in the analysis of data, and have been applied by the investigator in the present study as well:

- a. Descriptive analysis
- b. Inferential analysis

A) Descriptive Analysis:

Descriptive statistical analysis limits generalization to the particular group of individuals observed. No conclusions are extended beyond this group, and any similarity to those outside the group cannot be assumed. The mean and standard deviation have been applied in the present study and the finding of which have been tabulated in Table 1.

Perception towards Professional Ethics

The data obtained on the Professional Ethics perception Scale of teacher-trainees of all the three Institutions PMCEE, IIMT and MCPS are interpreted and tabulated in Table 1.

Table 1 Mean score obtained by the Teacher-trainees of three Institutions on Professional Ethics Perception Scale for student teachers (PEPS)

Institute	Mean Score	Interpretation
MCPS	175.42	Average
IIMT	182.66	Average
PMCEE	193.49	Average

The above table reveals that the perception of the student teachers about the Professional Ethics with the Mean scores of all the three institutions i.e., PMCCE, IIMT and MCPS 193.49, 182.66 and 175.42 respectively, have average score. The mean score doesn't differ much on the perception of Professional Ethics of student teachers of all the three institutions.

B) Inferential Analysis

Inferential statistical analysis involves the process of sampling and the selection of a small group that is assumed to be related to the population from which it is drawn. Drawing conclusions about the population based upon observation of samples is the purpose of inferential analysis. One way ANOVA and T test have been applied in the present study and the findings of which have been tabulated in Table 2, 3 and 4.

Testing of Hypotheses

Hypothesis I: There is no significant difference in the Professional Ethics of student teachers of selected institutions.

To accept or reject the above null hypothesis, one way-ANOVA test was used which calculated the variance between the groups of three teacher education institutions.

Table 2 showing F ratio value and F critical value of three group of variance of Professional Ethics of Student teachers

ANOVA						
Source of Variation	SS	Df	MS	F	P-value	F critical
Between Groups	10450.61	4	2612.652	<u>8.342689</u>	3.57E-06	2.424193
Within Groups	53864.66	172	313.1666			
Total	64315.27	176				

Interpretation of the scores

The result obtained thus from the above table reveals that, the value of F ratio is **8.342689** which is greater than the F critical value (2.42 $p > 0.05$). Therefore it can be interpreted that there is a significant difference in the Professional Ethics of student teachers of three selected institutions. Thus

null hypothesis is rejected and alternate hypothesis is accepted. Therefore there is a significant difference in the Professional Ethics of student teachers of selected institutions.

Discussion

The result shows that there is a significant difference between the Perceptions of Professional Ethics of student teachers of all the three institutions. The Mean score (193.49) of PMCCE is greater than the other two institutions, i.e., MCPS and IIMT 175.42 and 182.66 respectively. Since teacher education institute climate of PMCCE was better than the other two institutions, it also reflects on the professional ethics of the student teachers of PMCCE. Professional Ethics include factors like teacher relationship with students, home, community, administration and with fellow teachers. This ethical and congenial environment has helped them to have the right perceptions of Professional Ethics in them and which is inculcated in the student teachers of the institute.

Hypothesis II: There is no significant difference in the Professional Ethics of student teachers of selected institutions, gender wise.

In order to find out whether there is significant difference in the Professional Ethics of student teachers of the three institutions, gender wise, means and standard deviation of student teachers were calculated separately of all the three institutions. Again, critical ratio was calculated to find out the significance of difference between two means. The obtained statistics of all the three institutions are reported in Table 3

Table 3 shows Mean, SDs & t- value of male and female student teachers of IIMT, MCPS and PMCCE

	MALE		FEMALE		T-TEST
	MEAN	SD	MEAN	SD	
IIMT	188.3	16.47	177.23	24.75	1.88
MCPS	181.5	21.19	170.21	21.21	1.91
PMCCE	189.83	8.51	193.8	9.4	1.093

$t = 2.00$ at 0.05 , $t = 2.66$ at 0.01

Interpretation of the scores

The critical value of Male and Female group of Ideal Institute of Management and Technology, IP University, Modern College of Professional Studies, CCS

University and Pradeep Memorial Comprehensive College of Education IP University are 1.88, 1.91, and 1.093 respectively. This indicates acceptance of alternate hypothesis which indicates “There is no significant difference in the Professional Ethics of student teachers of selected Institutions, gender wise” Therefore, we can conclude that there is no significant difference in the Professional Ethics of student teachers of selected Institutions irrespective of their gender.

Discussion

The result indicates that there is no significant difference in the professional ethics of student teachers whether they are from male or female group. The student teachers of both the groups undergo the same orientation and imbibe the same professional ethics from their Principal, faculty and administration of the institute. Hence, their perception towards professional ethics is similar. The male and female student teachers have similar perception towards professional ethics. Therefore, there is no significant difference between the Professional Ethics of student teachers of selected Institutions, gender wise. Therefore, it can be concluded that there is no significant difference in the Professional Ethics of student teachers irrespective of their gender.

Hypothesis III: There is no significant difference in the Professional Ethics of student teachers of selected Institutions, discipline wise.

In order to find out whether there is significant difference in the Professional Ethics of student teachers of the three institutions, discipline wise, means and standard deviation of humanities and sciences were calculated separately of all the three institutions. Again, critical ratio was calculated to find out the significance of difference between two means. The obtained statistics of all the three institutions are reported in Table 4

Table 4 shows Mean, SDs & t- value of Humanities and Sciences student teachers of IIMT, MCPS and PMCCE

	HUMANITIES		SCIENCES		T-TEST
	MEAN	SD	MEAN	SD	
IIMT	179.32	25.36	188.10	13.03	1.61
MCPS	178.37	22.26	172.89	21.38	.902
PMCCE	193.06	9.35	193.06	9.4	.56

$t = 2.00$ at 0.05, $t = 2.66$ at 0.01

Interpretation of the scores

The critical value of Humanities and Sciences group of Ideal Institute of Management and Technology, IP University, Modern College of Professional Studies, CCS University and Pradeep Memorial Comprehensive College of Education IP University are 1.61, .902, and .56 respectively. This indicates acceptance of null hypothesis therefore, we can conclude that there is no significant difference in the Professional Ethics of student teachers of selected institutions irrespective of their discipline.

Discussion

The result indicates that there is no significant difference in the professional ethics of student teachers whether they are from humanities or sciences group. Student teachers of both the groups undergo the same orientation and imbibe the same professional ethics from their Principal, faculty and administration of the institute. Hence, their perception towards professional ethics is similar. Therefore, there is no significant difference between the Professional Ethics of student teachers of selected institutions, discipline wise.

Findings

The analysis and interpretation of the raw data, lead to certain findings. These have been listed below:

- zzz The Professional Ethics of all three teacher-training Institutions have average score as per the interpretation table with Mean score of PMCCE, IIMT and MCPS as 193.49, 182.66 and 175.42 respectively.
- zzz There is a significant difference in the Professional Ethics of student teachers of selected Institutions.
- zzz There is no significant difference in the Professional Ethics of student teachers of selected Institutions, gender wise and discipline wise.

Implications

The findings of this study enabled the investigator to draw out some implications. By following these points the Teacher Institutions may ensure a favorable environment for the nurturance of right professional ethics among the student teachers.

- zzz The Principal should keep in touch with all the activities of the teacher-training program. He must be most suggestible by nature. He must be a morale booster for the teachers and the students.

- zz The teachers educators must try to complete the course of study systematically; they must take due interest in internship in teaching; they should be keen to develop personal contacts with the teacher-trainees.
- zz Moral and value education must be given through class room interaction. It becomes the moral duty of every teacher to inculcate values through her teachings and by being a role model herself.
- zz Getting along with colleagues amicably and being able to work as a team is another quality a teacher must possess.

Conclusion

The Professional Ethics of all three teacher-training Institutions have average scores as per the interpretation table with Mean score of PMCCE, IIMT and MCPS as 193.49, 182.66 and 175.42 respectively. A small effort has been made by the investigator to prod the still virgin field of professional ethics in teacher education .A lot of serious and good quality work needs to be taken up at various levels to study this variable. Only then, we will be able to alleviate the problems surmounting the education system in our country.

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