

PROFESSIONAL ETHICS OF TEACHER'S ENHANCE THE EFFECTIVENESS OF COLLEGE TEACHER'S

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Abstract

'Effectiveness' is the quality of being successful in producing an intended result. Especially, teaching profession is expected to evolve a set of ethical principles to guide the conduct and behaviors of its members. The ethical principles provide the basis to differentiate between desirable and undesirable professional conduct and behavior of the teachers. Ethics deals with moral principles, which are usually accepted voluntarily by an individual or a group. The importance of having an effective teacher with the professional ethics in the process of education is one of the important needs of society. In terms of teacher's ethics, educators should possess good qualities and avoid vices. Survey method is adopted for the college teachers. Both male and female college teacher's were taken to study, so totally from 55 college teachers the data was collected. The results revealed that there is difference between the gender, marital status and various department college teachers. It is also revealed that there is relationship between teacher's ethics and teacher's effectiveness. Educational implications were given.



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INTRODUCTION:

“The effective teacher's strives to achieve and sustain the highest degree of ethical conduct.”

Teaching is the noblest of all professions. In order to maintain their professional status, teachers have to own certain responsibilities both as individual and as members of a respectable profession. In this era of modernization and globalization, education is the major agency that can be used to make any changes, hence if only the teacher or management changes their mindset from commercialized ideas to value based thoughts, the things will go right. This can be accomplished by teacher's setting examples to others by living a life with ethics, for which one should be effective in his/her profession and following the teaching ethics. The teacher effectiveness is made up of two familiar words 'teacher' and 'effectiveness'. Teacher is a person who teaches i.e. impart knowledge or skills to the learner.

‘Effectiveness’ is the quality of being successful in producing an intended result’ (Collin’s English Dictionary) Effective teaching is a par excellence attribute of quality education. An effective teacher may be understood as one who helps in the development of basic skills, understanding, proper work habits, desirable attitude and value judgment. In the words of Anderson (1991) “An effective teacher is the one who quite consistently achieves goals, which either directly or indirectly focuses on the learning of their students.” The positive and negative behaviors exhibited by teachers determine, to a great extent, their effectiveness in the classroom and, ultimately, the impact they have on student achievement.

Especially, teaching profession is expected to evolve a set of ethical principles to guide the conduct and behaviors of its members. The ethical principles provide the basis to differentiate between desirable and undesirable professional conduct and behavior of the teachers. Ethics deals with moral principles, which are usually accepted voluntarily by an individual or a group. The professional obligations of a teacher relating to the following are included in the code:

- ❖ Teacher in relation to the pupils,
- ❖ Teacher in relation to parents and guardians,
- ❖ Teacher in relation to the society and the nation,
- ❖ Teacher in relation to profession, colleagues and professional organizations, and
- ❖ Teacher in relation to the management and administration.

THEORETICAL BACKGROUND OF THE STUDY

There are numerous ethical dilemmas that educators face on a daily basis. Michael, G. Gunzenhauser provided some background on ethical theory to explain the extent to which ethics as we have traditionally understood it in education has helped – but not completely – how educators respond to the challenges of being a professional educator. Gert Biesta (2006) argues that we should go “beyond learning” in how we think about educational practice; Felicity Haynes (1998) draws from a broad range of ethical theory to argue for an ethics of consequences, consistency, and care; Robert Nash (2002) explains how “three moral languages” – rules and principles, character, and basic beliefs – can be brought to bear on ethical issues and professional practices. According to Gunzenhauser moral principles are the basis of deontological ethics, and rules and duties are the basis for moral actions. From the consequentialist ethics, the educator can draw the importance of the consequences of one’s actions and the justification for a public education that serves all children to the best of their abilities. A moral actor can make the notion of consequences as complicated as she

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would like, considering even what kind of society she helps to create by acting the way she does in a certain situation. In that sense it can form the basis for a social ethics. Concerning the virtue ethics the most important set of virtues in the school are the ones that are being cultivated in the students.

PURPOSE OF THE STUDY

Over the past few decades, the need for making the teaching profession self-regulatory, by evolving a code of professional ethics for teachers has been articulated from time to time by various commissions and committees on education. In pursuance of the recommendations of the National Policy on Education (1986, 1992), a Code of Professional Ethics for Teachers was jointly developed by the NCERT and the All India Federation of Primary and Secondary School Teachers' Organizations. The preamble to the code reiterates the resolve of the country's teachers to uphold their professional integrity, strive to enhance the dignity of the profession and to take suitable measures to curb professional misconduct. "As role models, teachers must follow a professional code of ethics. This ensures that students receive a fair honest and uncompromising education. A professional code of ethics outlines teacher's main responsibilities to their students and defines their role in students live." The magnitude of work involved in professional teaching is increasing as well as the expectations. The desire for respect from other teachers (colleagues), Students and members of community, makes teachers role crucial. Effective teacher's should ensure multicultural perspectives are incorporated into all aspects of school life by: promoting diversity as a positive learning experience, incorporating multicultural perspectives across all learning domains, incorporating multicultural, anti-racism, and human rights perspectives in school policies and practices. The importance of having a effective teacher with the professional ethics in the process of education is one of the important needs of society. In terms of teacher's ethics, educators should possess good qualities and avoid vices. "They should be modest, patient, generous, have pure soul, and be free from lightheadedness" (Avicenna, 1929).

Operational definition:

Teacher's Ethics

A set of self imposed professional ideals and principles, necessary for the attainment of professional excellence and self- satisfaction. A code of professional ethics is generally based on two principles, namely, professional integrity and ideals of service to the society.

Teacher Effectiveness

The term teacher effectiveness refers to the measure of success of teacher in carrying out institutional and other specified duties demanded by the nature of his/her position. Teacher effectiveness include efficacy in strategies of instruction, student and classroom management, inter personal relations, evaluation and feedback etc.

METHODOLOGY

Survey method is adopted for the college teachers. Random sampling technique is applied in the present study. Both male (23) and female (42) teacher’s and even married (49) and unmarried (16) were taken to study, so totally from 55 teachers the data was collected.

OBJECTIVES OF THE STUDY

- To investigate whether there is significant relationship between teacher’s ethics and teacher’s effectiveness.
- To investigate whether there is significant difference between male and female teacher’s with respect to teacher’s ethics and teacher effectiveness.
- To investigate whether there is significant difference among various department of teacher’s namely, Business Application, Education, English and Mathematics teacher’s with respect to teacher’s ethics and teacher effectiveness.
- To investigate whether there is significant difference between married and unmarried teacher’s with respect to teacher’s ethics and teacher effectiveness.

Table – 1 Mean difference between male and female college teachers

Variables	Gender	N	Mean	Standard Deviation	't' Value	Level of significance
Teacher Ethics	Male	23	121.04	15.13	4.724	0.001**
Teacher Effectiveness	Female	42	140.33	16.79		
Teacher Ethics	Male	23	40.87	4.60	2.999	0.004**
Teacher Effectiveness	Female	42	44.40	4.52		

** - Significant at 1% level

From the above table it is inferred that there is significant mean difference between male and female college teachers with respect to teacher’s ethics and teacher effectiveness which is significant at 0.01 level. The mean difference of female teacher’s (140.33, 44.40) has better teacher’s ethics and teacher effectiveness than the counter parts (121.04, 40.87).

Table – 2 Mean difference between married and unmarried college teachers

Variables	Marital Status	N	Mean	Standard deviation	't' Value	Level of significance
Teacher Ethics	Married	49	137.98	15.79	3.717	0.001**
Teacher Ethics	Unmarried	16	119.81	20.30		
Teacher Effectiveness	Married	49	43.88	4.33	2.180	0.033*
Teacher Effectiveness	Unmarried	16	40.94	5.66		

**** - Significant at 1% level**

It is inferred from the above table that there is significant mean difference between married and unmarried college teachers with respect to teacher's ethics and teacher effectiveness which is significant at 0.01 level. The mean difference of married teacher's (137.98, 43.88) has better teacher's ethics and teacher effectiveness than the unmarried teacher's (119.81, 40.94).

Table – 3 Mean difference among various department of college teachers

Variables	Various Department Teachers								F	P
	Bachelor of Business Applications (18)		Education (10)		English (19)		Mathematics (18)			
	Mean	SD	Mean	SD	Mean	SD	Mean	SD		
Teacher Ethics	136.7	14.5	148.0	14.4	130.3	22.9	125.5	14.3	4.02	0.011
Teacher's Effectiveness	44.44	4.94	45.4	4.77	42.26	4.70	41.56	4.40	2.13	0.105

It is inferred from the above table that there is significant mean difference among various department of teacher's namely, Business Application, Education, English and Mathematics college teachers with respect to teacher's ethics which is significant at 0.05 level. The Educational department teacher's have better teacher ethics followed by Business Application and then by English then Mathematics college teacher's. Whereas, all the department teacher's are found to be similar with respect to teacher effectiveness.

Table – 3 Correlation relationship between Teacher's Ethics and Teacher Effectiveness

VARIABLES	Teacher Ethics	Teacher Effectiveness
Teacher Ethics	1	0.574**
Teacher Effectiveness	X	1

**** - Significant at 1% level**

The inter correlation between teacher ethics and teacher effectiveness in the study of College teachers shows significant relationship. There exit positive correlation which is significant at 0.01 level.

EDUCATIONAL IMPLICATION

- ✓ Teachers with high level of commitment will be more loyal to schools where they work; similarly, teachers with high level of commitment will contribute students' achievement effectively.
- ✓ To increase teacher effectiveness of college teachers, there should be change in managerial ideology, a good level of personal relationships and democratic environment in College/ University should be provided.
- ✓ Ethical and effective teachers should be honest, fairness, justice, kindness, courtesy, sincerity, faith and trust for dependability, confidence, impartiality and thoroughness.
- ✓ Treat the other person, as you would like to be treated if you were in his/her position.
- ✓ Don't let the team (other teachers) down for personal gain.
- ✓ Ethical teacher's to be clean is a virtue. By cleanliness teachers will be free from any ill habits. Clean habits can help in maintaining mind balance.
- ✓ Effective teachers must be honest in whatever they think, speak and in their actions.

CONCLUSION

Teacher effectiveness is a revolutionary demand to lead multidimensional proposition among teachers, students and society. Teachers are responsible in making students ready to participate actively in the near future world. Teachers with more professional ethics will be more successful in conducting the society to reach its exalted goals. Moreover, such ethical and effective teachers will contribute to build security in their students, encourage them to make efforts in modern matters, help them recognize their values, pay attention to their issues courageously, establish good relationships, and eventually, lead them to a good faith in God, the Superior.

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