

# Level of Professional Ethics among Secondary School Teachers in Kolkata: A Study

\* Zulfikar Ahmed, M.Ed, Dept. of Education and Training, MANUU, Hyderabad.  
E-mail: z.ahmedkol@gmail.com

\*\*Dr. Shakera Parveen, Assistant. Professor, Dept. of Education and Training, MANUU, Hyderabad.  
E-mail: [shakera4manuu@gmail.com](mailto:shakera4manuu@gmail.com)

\*\*\*Abdul Basit Ansari, Ph.D Research Scholar, Dept. of Education and Training, MANUU, Hyderabad.  
E-mail: basitabdul77@gmail.com

## ABSTRACT

*The present paper throws light to find out the level of Professional Ethics in secondary school teachers.*

*The investigators adopted Descriptive Survey Method with a sample 100 secondary school teachers from Kolkata under different managements. Purposive Sampling Technique was used. Tool developed by the investigators consisted of four dimensions with 30 items in it. Each item is rated on a three-point Likert scale TGE, TSE, NA. Reliability and validity of the tool was maintained. Objectives of the study were (i) to find out professional ethics among teachers with reference to obligations towards students; parents, community and society; profession and colleagues;(ii) to find out professional ethics among teachers with reference to gender (iii) to find out professional ethics among teachers with reference to their teaching experience:(iv) to find out professional ethics among teachers with reference to their locality: (v) to find out professional ethics among teachers with reference to type of management;. Statistical techniques such as Percentages, Mean and SD were calculated and a scoring key was prepared in order to know the level of professional ethics.*

*The results showed that: level of professional ethics of secondary school teachers TGE dimension wise is OTS-75%, OTPCS-33%, OTPC-62%, HGIPS-72% and TSE dimension wise is OTS-25%, OTPCS-61%, OTPC-31%, HGIPS-28%*

*Between the requirements of professional ethics for teachers and its practice today we observe a wider gap.*

*This paper highlights the level of Professional Ethics among secondary school teachers of Kolkata.*

***Keywords: Secondary school teachers; Professional ethics; Obligations towards students; parents, Community and Society; Profession and Colleagues***

## INTRODUCTION

Every profession, department, institute has its own ethics which must be followed. Without it, no profession or institute can neither grow nor can survive. What this ethics is? It is essential to understand the same.

The conditions, norms and the quality of services required offering for the performance, organization and control of every profession is known as the professional ethics of that profession. Often every profession carries its own ethics. Ethics of a profession is commitment of that profession. It is mandatory to follow the professional ethics for these persons who are associated with that profession.

It has also been seen the case, where there is a list of own rules and norms in many institutions, but lack ethics.

The procedure of conducting every system has behavioral aspect while the ethics has comprehensive rule which are framed on the basis of values which present depth of the philosophical and theoretical aspects of that profession. These philosophical and theoretical aspects connect the roles present in that profession with the human welfare. In some professions, the roles are to be played independently. Their ethics are prepared at the national level. The councils determine the norms of the profession and decide about the code of that conduct which is to be followed by the workers. Those workers are not allowed to enter the profession for which they are not fit or do not follow the code of conduct. The persons who don't follow the code of conduct are deprived of the membership of the council of that profession. The council declares them unfit. For example, Medical Council or Bar Council declares the person fit for the profession and enrolls him as the member of the council. If a person does not obey the rules of that council, he is removed from its membership and he is declared unfit for that profession. The national council of teacher education has not determined norms and code of conduct for the teachers for teaching profession but has decided about the norms for granting recognition to the new teacher-education institutions.

Professional ethics of teaching are being formulated gradually. The ethics of Indian masters are an ideal for the world. In India, ethics are to be followed only; there is no need of developing them. At present the teaching ethics are lagging behind from other professions, but there is no control on it. It is the most independent profession.

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 pre-requisite 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. For the purpose of this Code, the term “teacher” covers all school teachers, whether in government or private schools, on full-time or part-time basis, at the elementary and secondary levels and the teachers holding administrative and supervisory positions. 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.

### **Preamble**

- *Recognizing* that every child has a fundamental right to education of good quality;
- *Recognizing* that every child has an inherent potential and talent;
- *Recognizing* that education should be directed to the all round development of the human personality;
- *Recognizing* the need for developing faith in the guiding principles of our polity, viz., democracy, social justice and secularism;
- *Recognizing* the need to promote through education the concept of composite culture of India and a sense of national identity;
- *Recognizing* that teachers, being an integral part of the social milieu, share the needs and aspirations of the people;
- *Recognizing* the need to enhance self-esteem of teachers;
- *Recognizing* the need to organize teaching as a profession for which expert knowledge, specialized skills and dedication are pre-requisites;
- *Recognizing* that the community respect and support for the teachers are dependent on the teachers’ professionalism; and
- *Recognizing* the need for self-direction and self-discipline among members of the teaching community,

*The present Code of Professional Ethics for school teachers is an attempt to provide direction and guidance to the teachers in enhancing the dignity of their professional work.*

### **1. Obligations towards Students**

- Treats all students with love and affection.
- Respects the value of being just and impartial to all students irrespective of their caste, creed, religion, sex, economic status, disability, language and place of birth.
- Facilitates students' physical, social, intellectual, emotional, and moral development.
- Respects basic human dignity of the child in all aspects of school life.
- Makes planned and systematic efforts to facilitate the child to actualize his/her potential and talent.
- Transacts the curriculum in conformity with the values enshrined in the Constitution of India.
- Adapts his/her teaching to the individual needs of students.
- Maintains the confidentiality of the information concerning students and dispenses such information only to those who are legitimately entitled to it.
- Refrains from subjecting any child to fear, trauma, anxiety, physical punishment, sexual abuse, and mental and emotional harassment.
- Keeps a dignified demeanor commensurate with the expectations from a teacher as a role model.

### **2. Obligations towards Parents, Community and Society**

- Establishes a relationship of trust with parents/guardians in the interest of all round development of students.
- Desists from doing anything which is derogatory to the respect of the child or his/her parents/guardians.
- Strives to develop respect for the composite culture of India among students.
- Keeps the country uppermost in mind, refrains from taking part in such activities as may spread feelings of hatred or enmity among different communities, religious or linguistic groups.

### **3. Obligations towards the Profession and Colleagues**

- Strives for his/her continuous professional development.
- Creates a culture that encourages purposeful collaboration and dialogue among colleagues and stakeholders.

- Takes pride in the teaching profession and treats other members of the profession with respect and dignity.
- Refrains from engaging himself/herself in private tuition or private teaching activity.
- Refrains from accepting any gift, or favor that might impair or appear to influence professional decisions or actions.
- Refrains from making unsubstantiated allegations against colleagues or higher authorities.
- Avoids making derogatory statements about colleagues, especially in the presence of pupils, other teachers, officials or parents.
- Respects the professional standing and opinions of his/her colleagues.
- Maintains confidentiality of information concerning colleagues and dispenses such information only when authorized to do so.

## **REVIEW OF RELATED LITERATURE**

**Huda Muttar Al-Hothali (2018)** made a study on Ethics of the Teaching Profession among Secondary School Teachers from School Leaders' Perspective in Riyadh

**Aashiq Ahmad Thoker (2017)** conducted a study on Professional ethics of secondary school teachers in relation to their gender: A comparative study

**Fr. Joseph Maria (2016)** conducted research on "Professional Ethics among School Teachers".

**V. Dhinakaran, R. Sivakumar (2014)** investigated on A Study on "Cultural Values, Morality and Professional Ethics of High School Teachers".

## **RATIONALE OF THE STUDY**

In contemporary society, scientific and technological developments are observed to be unimaginatively progressing. The character and conduct of the individual, society, teaching personnel and the students are at the lower ebb with some unpleasant situations reported in major parts of our country.

Teachers are the makers of history who prepare the future responsible citizens of our country. The teachers of India should resolve to adopt the professional ethics of day to day dealing with those entire concerned. To make the human relationship sacred, worthy, fruitful and productive, professional ethics are must. In our present society, there is violence, injustice,

oppression and we witness more broken communities, to remove these social evils, responsibility lies on the shoulders of teachers. Professional ethics in teaching is the only effective medium through which we can achieve peace, justice, love through the process of reconciliation. Thus, 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. Thus to conclude from the above observations it is evident that level of consciousness in teaching profession is need of hour. Therefore, keeping this thing into consideration efforts have been made by the present investigators to study on Level of Professional Ethics among Secondary School Teachers in Kolkata.

### **OBJECTIVES OF THE STUDY:**

1. To find out professional ethics among teachers with reference to obligations towards students; parents, community and society, profession and colleagues
2. To find out professional ethics among teachers with reference to gender
3. To find out professional ethics among teachers with reference to their teaching experience
4. To find out professional ethics among teachers with reference to their locality
5. To find out professional ethics among teachers with reference to type of management

### **METHODOLOGY:**

Keeping in view the research methodology, the investigators found it suitable to adopt descriptive survey method.

### **SAMPLE:**

The present investigation was carried out on a sample of 100 teachers working in Secondary Schools of Kolkata under different managements.

### **SAMPLING TECHNIQUE:**

Purposive Sampling Technique was used.

### **TOOL:**

Tool developed by the investigators consisted of four dimensions Obligations Towards Students (OTS); Obligations Towards, Parents, Community and Society (OTPCS); Obligations Towards Profession and Colleagues (OTPC), High Grade Inter Personal Skills (HGIPS) with 30 items in it. Each item was rated on a three-point Likert scale i.e.; To a Greater Extent (TGE), To Some Extent (TSE), Not at All (NA). Reliability of the tool item-wise was found to be 0.81

and dimension wise was 0.60 using Chronbach Alpha of SPSS and content validity of the tool was maintained using experts' views.

**STATISTICAL TECHNIQUES:**

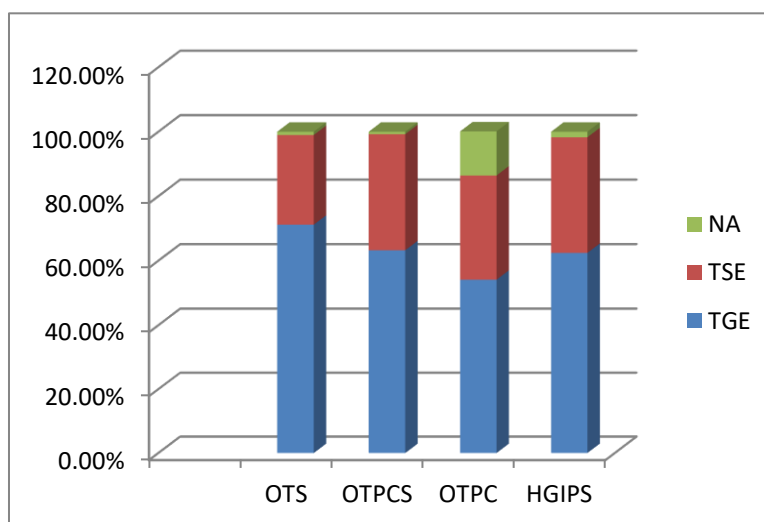
Statistical techniques such as Percentages, Mean and SD were calculated and a scoring key was prepared in order to know the level of professional ethics. The data was represented graphically using bar graphs.

**DATA ANALYSIS:**

**TABLE: 1 SHOWING DIMENSION WISE PROFESSIONAL ETHICS OF SECONDARY SCHOOL TEACHERS OF KOLKATA**

DIMENSION	TGE	TSE	NA
OTS	71.20%	27.80%	1%
OTPCS	63.25%	36%	0.75%
OTPC	54.11%	32.33%	13.66%
HGIPS	62.43%	35.86%	1.71%

**Table: 1**



**Figure: 1**

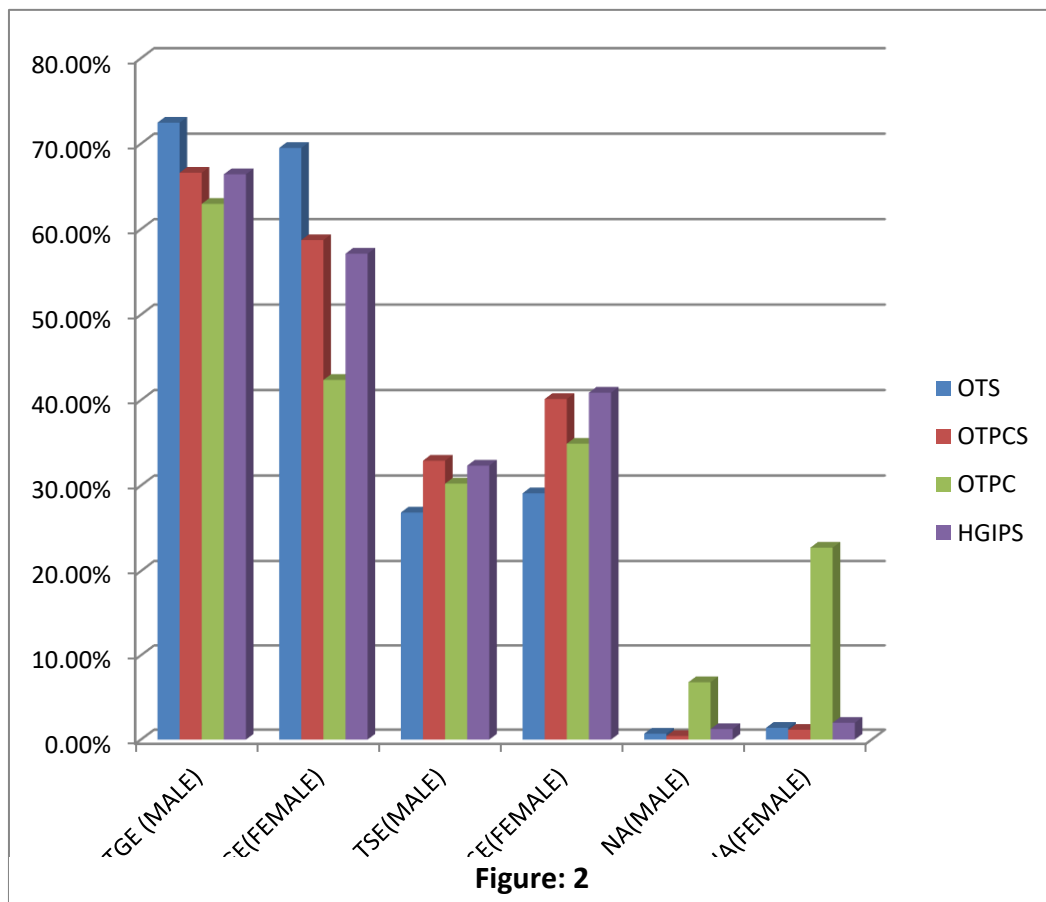
**BARGRAPH: 1 SHOWING DIMENSION WISE PROFESSIONAL ETHICS OF SECONDARY SCHOOL TEACHERS OF KOLKATA**

**TABLE: 2 SHOWING PROFESSIONAL ETHICS OF SECONDARY SCHOOL TEACHERS OF KOLKATA: GENDERWISE**

DIMENSION	TGE (MALE)	TGE(FEMALE)	TSE(MALE)	TSE(FEMALE)	NA(MALE)	NA(FEMALE)
OTS	72.46%	69.50%	26.84%	29.10%	0.70%	1.40%
OTPCS	66.60%	58.72%	32.91%	40.12%	0.43%	1.16%
OTPC	62.96%	42.36%	30.23%	34.90%	6.81%	22.74%
HGIPS	66.42%	57.14%	32.33%	40.87%	1.25%	1.99%

**Table: 2**

**BAR GRAPH: 2 SHOWING PROFESSIONAL ETHICS OF SECONDARY SCHOOL TEACHERS OF KOLKATA: GENDERWISE**



**Figure: 2**

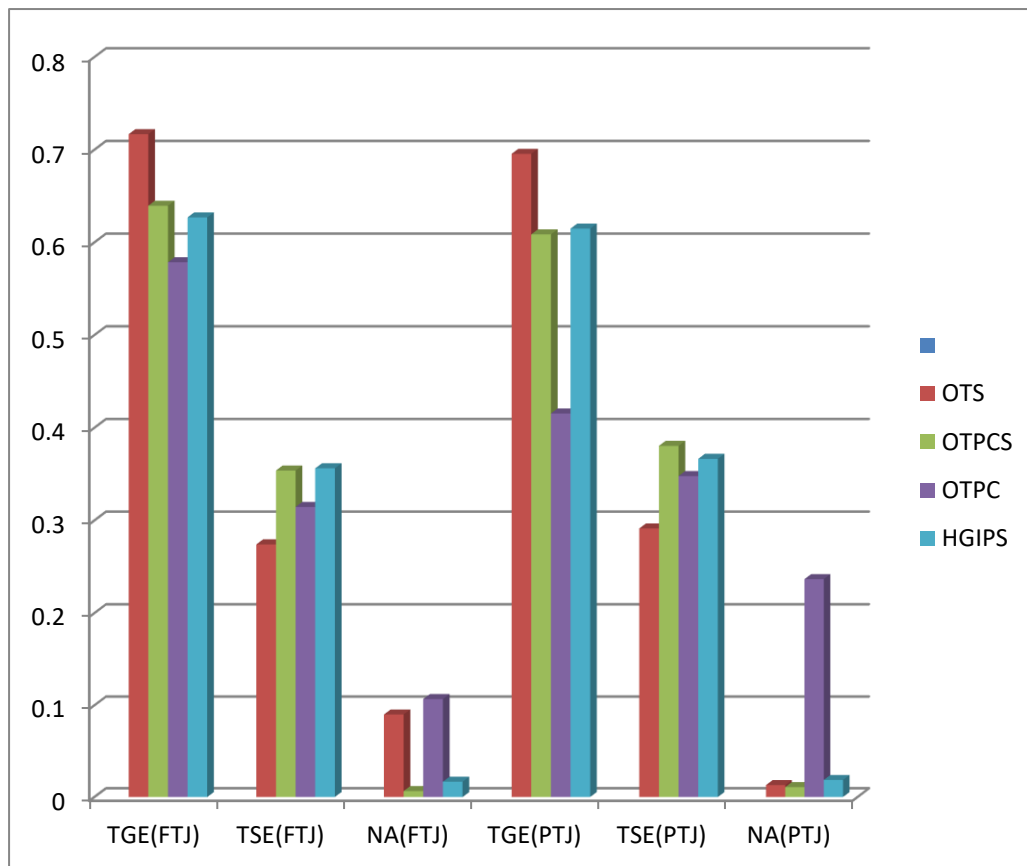


**TABLE: 3 SHOWING PROFESSIONAL ETHICS OF SECONDARY SCHOOL TEACHERS OF KOLKATA: TYPE OF JOB WISE (FULL TIME/PART TIME) DISTRIBUTION**

DIMENSION	TGE(FTJ)	TSE(FTJ)	NA(FTJ)	TGE(PTJ)	TSE(PTJ)	NA(PTJ)
OTS	71.68%	27.42%	9%	69.56%	29.14%	1%
OTPCS	63.96%	35%	0.65%	60.87%	38%	1.08%
OTPC	57.86%	31.46%	10.68%	41.54%	34.79%	23.67%
HGIPS	62.70%	35.63%	1.67%	61.49%	36.65%	1.86%

**Table: 3**

**BAR GRAPH: 3 SHOWING PROFESSIONAL ETHICS OF SECONDARY SCHOOL TEACHERS OF KOLKATA: TYPE OF JOB WISE (FULL TIME/PART TIME) DISTRIBUTION**



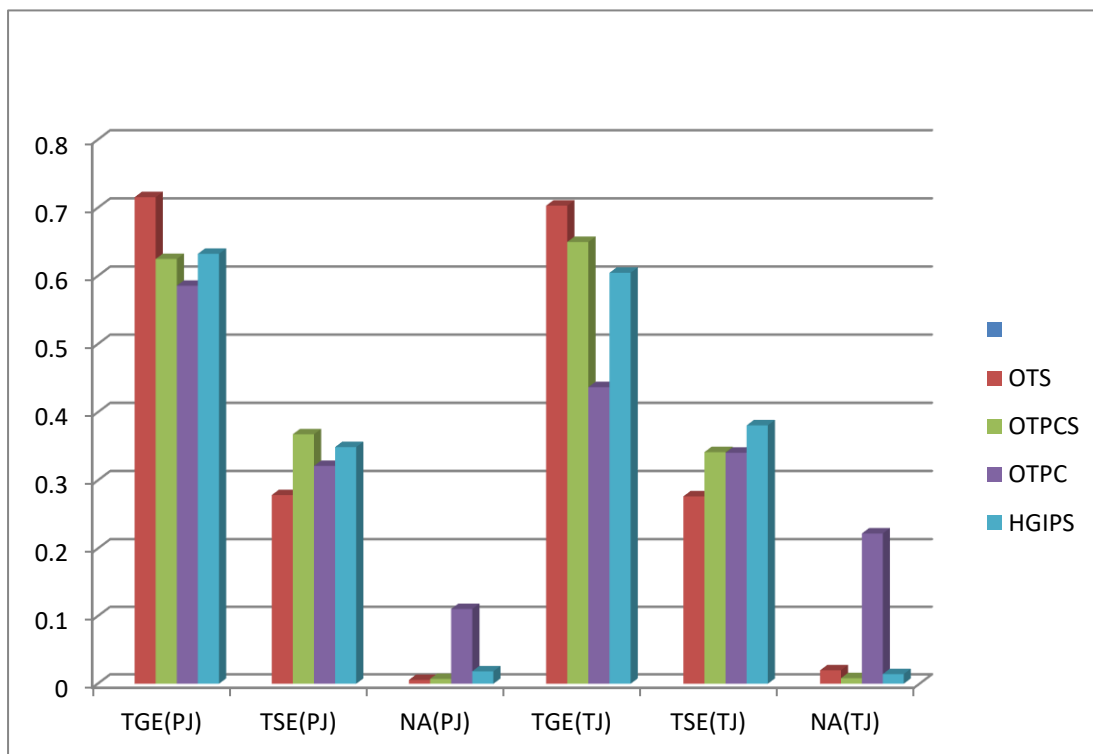
**Figure 3**

**TABLE: 4 SHOWING PROFESSIONAL ETHICS OF SECONDARY SCHOOL TEACHERS OF KOLKATA: TYPE OF JOB WISE (PERMANENT /TEMPORARY) DISTRIBUTION**

DIMENSION	TGE(PJ)	TSE(PJ)	NA(PJ)	TGE(TJ)	TSE(TJ)	NA(TJ)
OTS	71.57%	27.86%	0.57%	70.33%	27.67%	1.99%
OTPCS	62.50%	37%	0.71%	65.00%	34%	0.83%
OTPC	58.57%	32.14%	11.07%	43.70%	34.07%	22.22%
HGIPS	63.26%	34.90%	1.84%	60.47%	38.09%	1.43%

**Table 4**

**BAR GRAPH: 4 SHOWING PROFESSIONAL ETHICS OF SECONDARY SCHOOL TEACHERS OF KOLKATA: TYPE OF JOB WISE (PERMANENT /TEMPORARY) DISTRIBUTION**



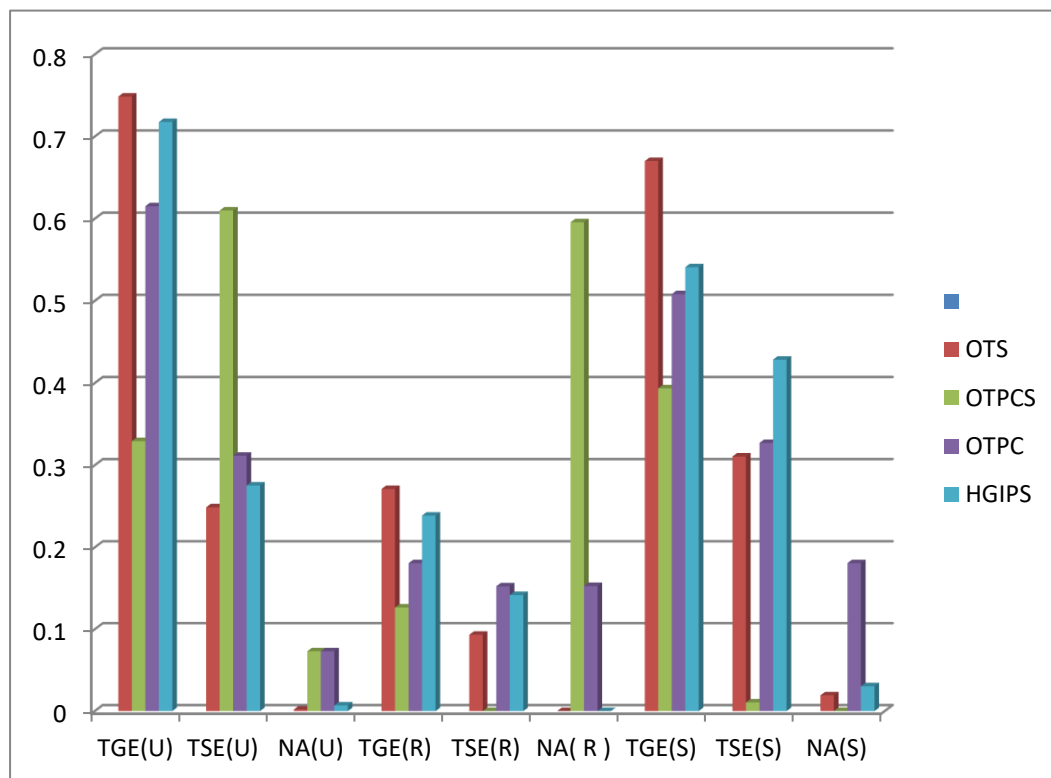
**Figure: 4**

**TABLE: 5 SHOWING PROFESSIONAL ETHICS OF SECONDARY SCHOOL TEACHERS OF KOLKATA: LOCALITY WISE (URBAN/RURAL/SEMI-URBAN) DISTRIBUTION**

DIMENSION	TGE(U)	TSE(U)	NA(U)	TGE(R)	TSE(R)	NA( R )	TGE(S)	TSE(S)	NA(S)
OTS	74.87%	24.88%	0.20%	27.11%	9.33%	0.00%	67.02%	31.06%	1.92%
OTPCS	32.93%	61.00%	7.31%	12.66%	0.00%	59.57%	39.36%	1.06%	0.00%
OTPC	61.52%	31.16%	7.31%	18.07%	15.25%	15.28%	50.82%	32.71%	18.08%
HGIPS	71.77%	27.33%	0.69%	23.87%	14.18%	0.00%	54.10%	42.85%	3.04%

**Table: 5**

**BARGRAPH: 5 SHOWING PROFESSIONAL ETHICS OF SECONDARY SCHOOL TEACHERS OF KOLKATA: LOCALITY WISE (URBAN/RURAL/SEMI-URBAN) DISTRIBUTION**



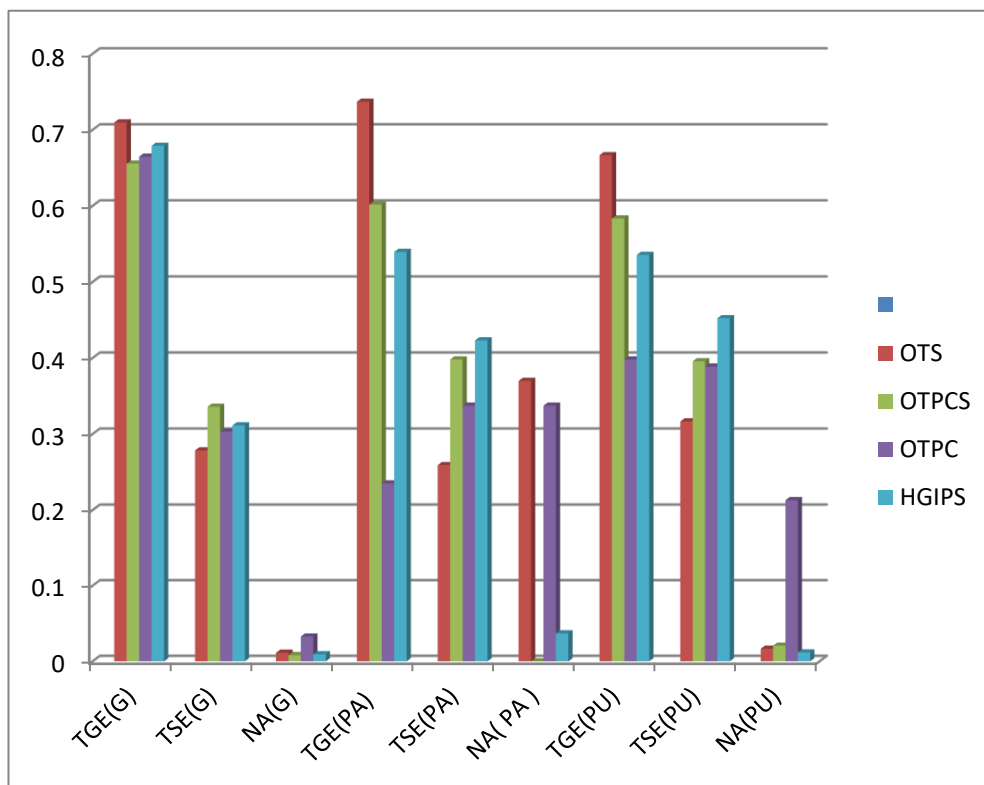
**Figure 5**

**TABLE: 6 SHOWING PROFESSIONAL ETHICS OF SECONDARY SCHOOL TEACHERS OF KOLKATA: TYPE OF MANAGEMENT WISE DISTRIBUTION**

DIMENSION	TGE(G)	TSE(G)	NA(G)	TGE(PA)	TSE(PA)	NA( PA )	TGE(PU)	TSE(PU)	NA(PU)
<b>OTS</b>	70.98%	27.86%	1.14%	73.70%	25.92%	37.00%	66.67%	31.67%	1.67%
<b>OTPCS</b>	65.57%	33.60%	0.82%	60.18%	39.81%	0.00%	58.35%	39.57%	2.08%
<b>OTPC</b>	66.48%	30.32%	3.28%	23.51%	33.74%	33.74%	39.81%	38.87%	21.32%
<b>HGIPS</b>	67.91%	31.14%	0.93%	53.96%	42.32%	3.70%	53.57%	45.24%	1.19%

**Table: 6**

**BARGRAPH: 6 SHOWING PROFESSIONAL ETHICS OF SECONDARY SCHOOL TEACHERS OF KOLKATA: TYPE OF MANAGEMENT WISE DISTRIBUTION**



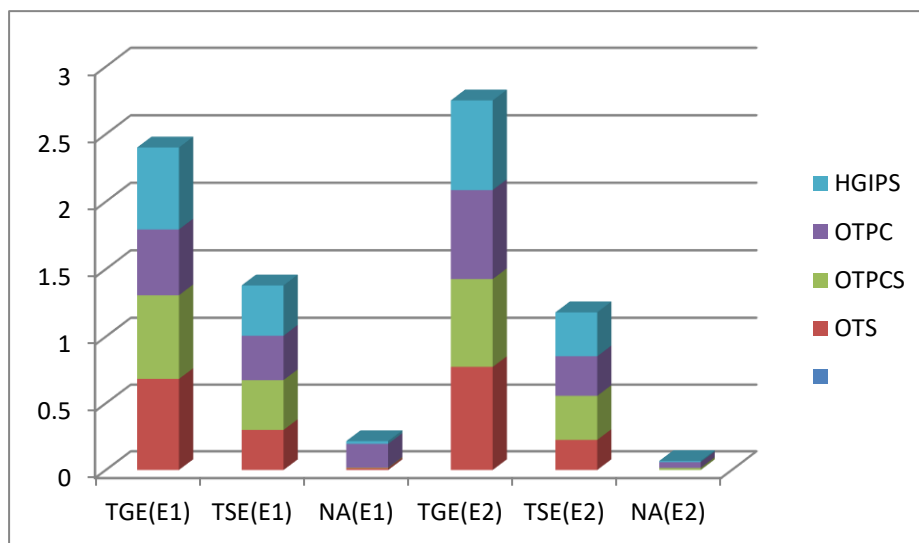
**Figure: 6**

**TABLE: 7 SHOWING PROFESSIONAL ETHICS OF SECONDARY SCHOOL TEACHERS OF KOLKATA: TEACHING EXPERIENCEWISE DISTRIBUTION**

DIMENSION	TGE(E1) <10YRS	TSE(E1) <10YRS	NA(E1) <10YRS	TGE(E2) >10YRS	TSE(E2) >10YRS	NA(E2) >10YRS
OTS	68.40%	30.14%	1%	77.41%	22.58%	0%
OTPCS	62.32%	37%	0.36%	65.32%	33%	1.60%
OTPC	48.79%	33.33%	17.87%	65.95%	29.74%	4.30%
HGIPS	60.66%	37.26%	2.07%	66.36%	32.71%	0.92%

**Table: 7**

**BARGRAPH: 7 SHOWING PROFESSIONAL ETHICS OF SECONDARY SCHOOL TEACHERS OF KOLKATA: TEACHING EXPERIENCE WISE DISTRIBUTION**



**Figure: 7**

**MAJOR FINDINGS:**

- Obligations of teachers towards students (OTS) is 71.2%; Obligations of teachers towards Parents, Community and Society (OTPCS) is 63.25%; Obligations of teachers towards Profession and Colleagues (OTPC) is 54.11%; and High Grade Inter-Personal skills is 62.43%
- Among Secondary School Teachers of Kolkata Professional Ethics scores of Male Teachers is slightly higher when compared to Professional Ethics scores of Female Teachers.OTS for male teachers is 72.46%,whereas for female teachers 69.50%; OTPCS for male teachers is 66.60%,whereas for female teachers 58.72%; OTPC for male teachers is 62.96%,whereas for female teachers 42.36%; HGIPS for male teachers is 66.42%,whereas for female teachers 57.14%;
- Among Secondary School Teachers of Kolkata Professional Ethics scores of Full time Teachers is slightly higher when compared to Professional Ethics scores of Part-time Teachers.OTS for full time teachers is 71.68%,whereas for part time teachers 69.56%; OTPCS for full time teachers is 63.96%,whereas for part time teachers 60.87%; OTPC for fulltime teachers is 57.86%,whereas for part time teachers 41.54%; HGIPS for full time teachers is 62.70%,whereas for part time teachers 61.49%;
- Among Secondary School Teachers of Kolkata Professional Ethics scores of urban background Teachers is slightly higher when compared to Professional Ethics scores of rural and semi-urban background Teachers except for OTPCS.OTPCS scores for urban background teachers is 32.93% and semi-urban background is 39.36%
- Among Secondary School Teachers of Kolkata Professional Ethics scores of Government school Teachers is slightly higher when compared to Professional Ethics scores of Private aided and Private un-aided Teachers except for OTS.OTS scores for Government school teachers is 70.98%% and Private aided is 73.70%
- Among Secondary School Teachers of Kolkata Professional Ethics scores of greater than 10 years of teaching experience school Teachers is slightly higher when compared to Professional Ethics scores of less than 10 years of teaching experience of school Teachers.

**CONCLUSION:**

“The quality of an Education System cannot exceed the quality of its teachers”. Teacher is one of the architects of his learners; he/she designs, plans and guide them to be better persons of tomorrow. The Dos and Don'ts of teachers, their responsibilities and their commitment towards profession makes the learners future bright.

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