



A COMPARATIVE STUDY ON PROFESSIONAL ETHICS AMONG GOVERNMENT AND PRIVATE SCHOOL TEACHERS

Dr. B. K. Gupta

Associate Professor, Department of Education
Jawaharlal Nehru Memorial Post-Graduate College, Barabanki (U.P.)

Abstract

Professional Ethics means knowing what is good and what is bad in one's profession and subsequently doing that what is good. The present study intended to study the level of professional ethics of the teachers working in Government and private schools of District Lucknow. Descriptive survey method was used for the present study. 400 respondents were selected by the investigator by using random sampling technique. The sample was selected from selected government and private schools of Lucknow District. Professional Ethics Scale developed by Thoker, A. A. & Mattoo, M. I. was used for data collection. The data was subjected to statistical treatment by using percentage, Mean, Standard Deviation, and „t“ test. Results revealed that significant difference was found among government and private school teachers. High professional ethics was found among private school teachers as compared to Government School teachers.

Keywords: - Professional Ethics, Government School Teachers, Private School Teachers.

1. INTRODUCTION

Becoming and remaining an ethical teacher is not a simple task. However, it is imperative for each and every teacher in our education system to remain dedicated and ethical towards their profession. As they have to shape the future of the nation. Teacher is considered ultimate rod that profession can be used to shape the destination of the country. So it should be pious as well as ethical. Only ethically sound teachers can shape the destiny of the nation, which is the dream of Indian education system. The main purpose of education is to create skills, grasp knowledge and spread awareness about our glorious national heritage.

The values enshrined in our constitution lay stress on attaining basic scientific outlook and commitment to the ideals of patriotism, democracy, secularism, socialism and peace. Education should strive for academic excellence and progress of the arts and sciences in conformity with our national needs and priorities. These entire things are possible only when teachers in our education system are ethical. 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.

Professional ethics for the teacher is just a moral code of conduct on his behaviour which helps him in developing a sense of discrimination in his profession, through which teacher can discriminate between good and bad. In the words of Mackenzie (2010), Ethics is defined as the, “study of what is right or good in conduct”. Any profession demands its worthy existence, acceptance and enforcement of code of ethics which in return makes the profession self-regulating, self-governing and self-satisfying. According to Thoker, A. A. and Mattoo, M. I. “Professional ethics in teaching, being a multi-dimensional concept, includes four areas:

- 1.1 Honesty and sincerity:** It is considered a building block for establishing professional ethics in one's teaching profession. Respecting, integrating, honesty, sincerity, truthfulness, decency, punctuality, virtual approach etc. come under this dimension. While realizing the importance of professional ethics in teaching Douglass (1987) puts forth his views as, “the life of the nation gets rejuvenated and secured, if its teaching personnel are: honest, truthful, and virtuous”. Professional



ethics of teacher being the science of discrimination enforces that always teachers should associate their behaviour towards honesty and sincerity.

1.2 Transparency and confidentiality: This dimension is a fundamental constituent for establishing professional ethics in one's profession. Professional ethics acts as the strong revolt against bias, discrimination, favouritism, prejudice etc. in one's teaching profession.

Ethical consciousness and sense of unbiased judgements are given important place in one's profession as far as this dimension is concerned.

1.3 Respect towards student and society: Teaching being a tri-polar process which consists of teacher, student and society. Respect towards student and society should be given prime importance. Champa (2015) identified few components in this regard : i) professional ethics, honesty, integrity, transparency, accountability, confidentiality, objectivity, respectfulness towards student and society, obedience to law, creative discipline, optimism, respect, trust, and impartiality etc. Professional ethics is said to treat other members of the profession in the same manner as they wish to be treated by themselves. So, it is the professional obligation of the teacher which take care of the uniqueness and the dignity of each learner. It ameliorates them from any kind of psycho-social complexity. Besides, the professional teacher shall nurtures students for lifelong respect and compassion towards him regardless of race, ethnic origin, gender, social class, disability, religion, gender.

1.4 High quality of teaching: The dream of modern education is to realize the aims of education through the means of high quality of teaching and learning process. Professional ethics acts as a runway through which teacher travels with the restoration of high quality teaching. Professional integrity and high quality of teaching are considered as the basic determinants of professional ethics. Teacher's professional ethics means a set of dignified principles put into practice by the teachers themselves. Thus, from the above discussion it is evident that professional ethics means senses of discrimination among individual, in which an individual becomes capable to differentiate between good and bad and at the same time he incorporates good ethical standard in his behaviour.

In the field of teaching it provides direction and guidance to teaching personnel in the restoration of their dignity to ensure professional work and developing sense of professionalization. In consonance to same 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 was considered necessary that the Code of Professional Ethics be evolved and adopted by the teaching community. Therefore, keeping this thing under consideration efforts have been made by the present researcher to study the research problem as:

1.5 Statement of the problem: The statement of research problem for the present study is as under: Professional Ethics Among Government and Private School Teachers

1.6 Objectives of the study: The following objectives have been formulated for the purpose of investigation: To study and compare the level of professional ethics (PE) of Government and private school teachers on below mentioned dimensions:

- 1) Honesty and sincerity,
- 2) Transparency and confidentiality,

- 3) Respect towards students and society and
- 4) High quality of teaching.

1.7 Hypothesis: Based upon the above mentioned objectives, the following hypotheses were formulated: There is significant difference between Government and private school teachers on their level of professional ethics (PE) on below mentioned dimensions:

- 1) Honesty and sincerity,
- 2) Transparency and confidentiality,
- 3) Respect towards students and society and
- 4) High quality of teaching,

1.8 Operational Definitions: Operational definitions of terms and variables are given as under:

- **Professional ethics:** Professional ethics in the present study refers the dominant set of scores obtained by the respondents on Professional Ethics Scale (PES) developed by the Dr. Aashiq Ahmad Thoker and Prof. Mohammad Iqbal Mattoo.
- **Government School Teachers:** Government school teachers in the present investigation refer to those teachers who are working in government schools and are recruited as general line teachers by Uttar Pradesh Service Selection Board.
- **Private School Teachers:** In the present study private school teachers refers to those teachers who are working in private aided schools run by any organisation, person or trust.

2. DELIMITATIONS OF THE STUDY

The present study delimited in following manner:-

1. The teachers working in Government and private schools and
2. The study is delimited to Lucknow District.
3. The study is delimited to general line and private school teachers with minimum 5 years teaching experience.

3. METHODOLOGY

Keeping in view the research procedure and feasibility of researcher under consideration, the researcher found it suitable to go through descriptive survey method.

- **Sample:** The sample of 400 teachers working in Government and private Schools of Lucknow District were selected. Initially a sampling frame was constructed keeping educational zones under consideration. Subsequently list of teachers teaching in different high schools were selected, keeping length of service under consideration. Meanwhile, random samplings technique was used for selection respondents.
- **Tools used:** The researcher after consulting number of researcher tools and questionnaire on professional ethics. Ultimately found Professional Ethics Scale developed by the Dr. Aashiq Ahmad Thoker and Prof. Mohammad Iqbal Mattoo (2014) more effective and valid for the present study. So the same tool was employed for the purpose of data collection.

3.1 Statistical Techniques Employed

Information gathered was put to suitable statistical analysis by computing:

1. Percentage,
2. Mean, S.D. and
3. Comparative analysis (t-test).

4. ANALYSIS AND INTERPRETATION OF DATA

The collected data was put statistical treatment. Descriptive and comparative procedure was followed to test the selected null-hypotheses statistically. As a result the whole data has been given under,

- **Domain- Comparative Analysis**

Dimensions	PST		GST		t-value
	Mean	S.D	Mean	S.D	
1 Honesty and Sincerity	12.78	4.99	10.81	5.99	3.71*
2 Transparency and Confidentiality	11.99	5.28	9.37	4.97	5.24*
3 Respect Towards Students and Society	16.13	5.81	14.31	6.45	3.03*
4 High Quality of Teaching	10.99	5.91	9.83	4.21	2.32*
5 Composite Score	48.37	9.01	43.21	10.81	7.37*

Domain-: Comparative Analysis: In order to find out the mean significant difference between Government and private school teachers, comparative analysis of the obtained score was made on the bases of „t“ test. The results reported are as under:

Table 1. Showing the Significance of Difference between the Mean Scores of Government and Private School Teachers on Various Dimensions of Professional Ethics (N=200 each)

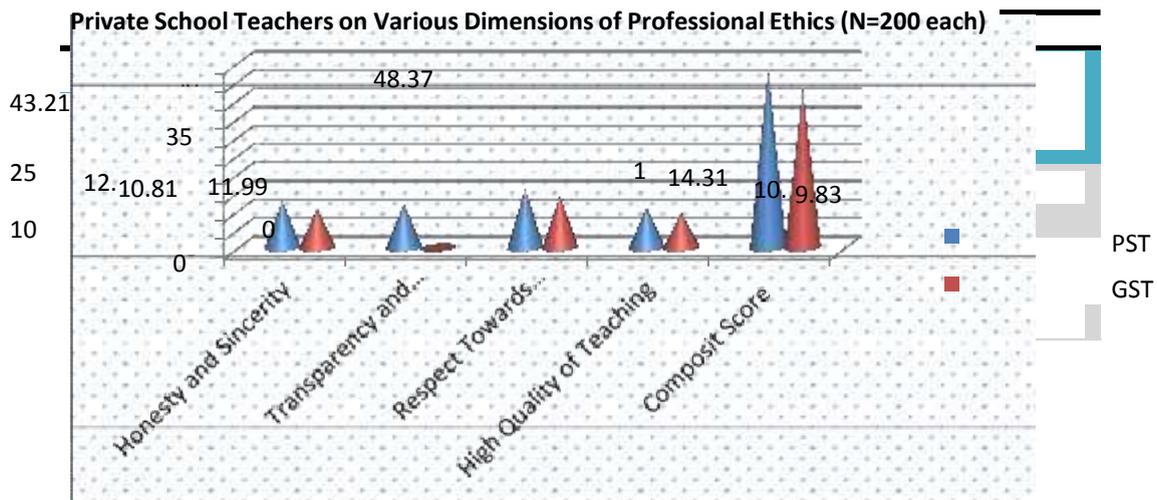


Fig. 1 Graphical Representation of Government and Private School Teachers on Various Dimensions of Professional Ethics.

**In
de
x:**

- **PST:** Private School Teachers
- **GST:** Government School Teachers
- *Significant at 0.01 level of confidence

The results presented in the table 1.1 (**Fig 1.1**) gives comparative analysis of private and Government school teachers on different dimensions of professional ethics. A perusal of this table reveals a significant mean difference between the two groups of teachers on all the four dimensions of professional ethics. While looking towards the first dimension (Honesty and Sincerity) of the professional ethics scale, it has been found that the mean score of private school teachers is highest (M=12.78) as compared to Government school teachers. (M=10.81). Thus, it indicates that there is significant mean difference with the two groups under discussion.

The calculated „t“ value came out to be 3.71, which is significant at 0.01 level of confidence. From these results, it may be said that private school teachers seem to appear honest and sincere as compared to Government school teachers on first dimension of professional ethics. It can further be said that these teachers may be loyal towards higher authorities and are used to demonstrate respect and obedience towards their administration and management as compared to the comparable group. The results further

Muhammed and Aruna, 2014; Song, Yuan, Qijun & Xie, 2014; Chaudhary, 2007; Singh, 2006; Khushwinder, Pushvider and Kaur, 2001).

Aashiq Ahmad Thoker, found significant difference between government and private school teachers. Private school teachers were found with high level of professional ethics as compared to government school teachers. **Muhammed & Aruna, (2014)** found significant differences between Government and private school teachers in professional development. The study has further revealed that the type of school has a significant influence on the professional development of secondary school teachers. Professional development among private secondary school teachers was found higher than Government secondary school teachers. **Song, Yuan, Qijun & Xie, (2014)** found that public schools have more qualified and well experienced teachers but performance is not better.

The trend of absenteeism, late coming and lack of regular practice of teaching activities, procrastination are found among public school teachers despite been higher salaried as compared to private schools teachers. The study recommended that causes and consequences of this behaviour among public schools teachers should be investigated and the Government should also initiate a strict policy to contain this trend and also introduce social workshops to create the awareness of responsibilities of teachers. **Chaudhary (2007)** found a significant relationship between Government aided and private aided college teachers in relation to their professional consciousness. Professional consciousness among private aided college teachers was found high as compared to Government aided colleges teachers.

Singh (2008) made a comparative study of teacher educators of aided and Government teacher training institutions in relation to their professional values, family relationship, adjustment and job satisfaction. It was found that teacher educators of private aided institutions have better professional values, family relationship, adjustment and job satisfaction in comparison to teacher educators of Government run institutions. **Khushwinder and Kaur (2001)** found teacher educators of private institutions more creative than those working in Government institutions.

5. CONCLUSIONS OF THE STUDY

The chief conclusions of the study are as under:-

1. The descriptive analysis of the data revealed that private school teachers possess high level of professional ethics as compared to government school teachers.
2. The type of school was observed to have a significant effect on the professional ethics of school teachers. Private school teachers were observed with high level of professional ethics as compared to Government school teachers. As results indicate that private school teachers are with high level of professional ethics on all the four dimensions of professional ethics including composite score.



5.1 Educational Implications: The study boosts towards the below mentioned implications:

1. The study has revealed that for professional enhancement professional ethics should be developed and restored among school teachers. In order to enhance the level of ethical consciousness at secondary school level, conferences and seminars should be organised.
2. Seminars, workshop and conferences should be organised at school level, so that professional consciousness may be enhanced.
3. Value and moral education should be should be made integral at school level. So that importance of values is realized to a great extent.

5.2 Suggestions For Further Research: Keeping the research generalization and evidences under consideration the researcher prompts a gap which is as under:

1. The present study need to be replicated on large sample.
2. A comparative study on professional ethics is recommended to be conducted on teachers at various levels like: primary, secondary, college and university.
3. The present piece of research was confined on one variables- professional ethics. So efforts should be made to conduct a correlative studies on various stages of education.
4. The study may be conducted to find out the impact of various draft code of professional ethics on cross cultural based teaching.
5. Studies are suggested to be conducted on job satisfaction of teachers at different levels in relation to their professional ethics.



BIBLIOGRAPHY

- **Abhinav, V. V. (2014).** A Study of Professionalism of Secondary School Teachers. National Journal of Research in Arts and Education. Vol. 3, No. 8. Pp.7-15.
- **Buch, M.B. (Ed.) (1973-1978).** Second Survey of Research in Education, New Delhi: N.C.E.R.T.
- **Cosmas, M. B. & Maciline D. (2015).** Interrogating the Significance of Professionalism and Professional Ethics in the Teaching Profession. Journal of Social Anthropology. Vol.6. No. 2. Pp. 263-272.
- **Day, C. (2000).** Stories of Change and Professional Development: The Costs of Commitment. The Life and Work of Teachers: International Perspectives in Changing Times. (Pp. 109-129). London: Falmer Press.
- **Ishrat, N. (2015).** A Study of Perception of Professional Ethics of Student Teachers (Unpublished Ph. D. Thesis), Jamia Millia Islamia, India.
- **Joshi, R. B. (2010).** A Study of Professionalism of College Teachers, Saurashtra University, Rajkot. 9.
- **Loombha, K., & Loombha, P. (2007).** Miracle of Teaching. Professional Ethics, Pp. 129-131.
- **Mackenzie (2010).** What is ethics?. Markkula Center for Applied Ethics. Santa Calra University.
- **Nileshkumar, B.o G. (2014).** Professional Ethics of College Teachers. International Journal of Research in Humanities and Social Sciences. Vol. 2. No. 2.
- **Surendar, R., Shruti, K. & Yadav, A. (2014).** Decline of Professional Ethics in Indian Education System. International Journal on Recent and Innovation Trends in Computing and Communication, Vol. 3. No. 7.
- **The Right of Children to Free and Compulsory Education Act. (2009).** Press Information Bureau.
- **Valentine, G. (1999).** Being Seen and Heard? The Ethical Complexities of Working with Children and Young People at Home and At School. Ethics, Place and Environment. Vol. 2. No. 6. Pp. 141-155.
- **Young, L. & Barrett, H. (2001).** Ethics and Participation: Reflections on Research.