



**Professional Ethics in Education**

**Bhalerao Rekha Pramod**

&

**Kasture Padmaja Bhalchandra**

Adarsha Comprehensive College of Education & Research, Pune

**Abstract**

*Ethics and education are the two sides of the same coin and are complementary to each other. The two words, ethics and education are positively interrelated. They together form a personality that has potent to encourage a seething mass of people into a nation with unity and success. All education is incomplete unless it imbibes ethical dimension in it. The National Education Association believes that the education profession consists of one education workforce serving the needs of all students and that the term 'educator' includes education support professionals. The task of each teacher is to bring behavioral changes in students so that they become better adjusted in society. Students always imitate their teacher so that teacher's behavior should be ideal. Keeping the above facts in mind, the present study aimed at investigating the views or expectations of school students from teachers regarding ethics in profession. Survey Method was followed. For this purpose questionnaire was given to 10<sup>th</sup> standard students who are studying in secondary school. Results show that the demonstration of genuine love and affection by teachers for their students is essential for learning to happen. Recognizing the potential and talent of each child is the prime responsibility of every teacher. Students expect the guidance and help for academic activities in which they are unable to perform up to the mark from their teachers.*

## **INTRODUCTION**

Ethics and education are the two sides of the same coin and are complementary to each other. The two words, ethics and education are positively interrelated. They together form a personality that has potent to encourage a seething mass of people into a nation with unity and success.

But without ethics, attributes fall alike, strong to weak. If the word 'ethics' is defined as the science of morals then 'education' certainly means the harmonious development of our body, mind and soul. Its root meaning is character or manners. The meanings of words throw light on their significance and on the values that tacitly or explicitly inform our lives and guide our actions consciously with equilibrium. It is imperative that ethics and education have great across the span of civilizations.

### **Meaning of ethics:**

Ethics, also known as moral philosophy, is a branch of philosophy that involves systematizing, defending, and recommending concepts of right and wrong behavior. (wikipedia.org/wiki/Ethics)

### **Importance of ethics:**

All education is incomplete unless it imbibes ethical dimension in it. Education must not be limited to help the young earn their one livelihood but should go beyond with an ability to judge whether the earning is worth in terms of utility of work to mankind. Newton, Einstein and Mahatma Gandhi are considered great because their intention was working in order to serve the humanity, and not their individual fame and prosperity. They used their knowledge and intelligence with the role, objective of serving the mankind and eventually they succeed in their effort. ([www.publishyourarticles.net/](http://www.publishyourarticles.net/))

The draft of Code of Professional Ethics for School Teachers by NCTE has given the following points for professional ethics: -

## **Code of Professional Ethics for School 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 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**

1.1 Treats all students with love and affection.

1.2 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.

1.3 Facilitates students' physical, social, intellectual, emotional, and moral development.

1.4 Respects basic human dignity of the child in all aspects of school life.

1.5 Makes planned and systematic efforts to facilitate the child to actualize his/her potential and talent.

1.6 Transacts the curriculum in conformity with the values enshrined in the Constitution of India.

1.7 Adapts his/her teaching to the individual needs of students.

1.8 Maintains the confidentiality of the information concerning students and dispenses such information only to those who are legitimately entitled to it.

1.9 Refrains from subjecting any child to fear, trauma, anxiety, physical punishment, sexual abuse, and mental and emotional harassment.

1.10 Keeps a dignified demeanor commensurate with the expectations from a teacher as a role model.

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

2.1 Establishes a relationship of trust with parents/guardians in the interest of all round development of students.

2.2 Desists from doing anything which is derogatory to the respect of the child or his/her parents/guardians.

2.3 Strives to develop respect for the composite culture of India among students.

2.4 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**

3.1 Strives for his/her continuous professional development.

3.2 Creates a culture that encourages purposeful collaboration and dialogue among colleagues and stakeholders.

3.3 Takes pride in the teaching profession and treats other members of the profession with respect and dignity.

3.4 Refrains from engaging himself/herself in private tuition or private teaching activity.

3.5 Refrains from accepting any gift, or favour that might impair or appear to influence professional decisions or actions.

3.6 Refrains from making unsubstantiated allegations against colleagues or higher authorities.

3.7 Avoids making derogatory statements about colleagues, especially in the presence of pupils, other teachers, officials or parents.

3.8 Respects the professional standing and opinions of his/her colleagues.

3.9 . Maintains confidentiality of information concerning colleagues and dispenses such information only when authorized to do so. ( <http://www.ncte India.org/> )

The National Education Association believes that the education profession consists of one education workforce serving the needs of all students and that the term 'educator' includes education support professionals. They have given following principles: -

**Commitment to the Student:**

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator--

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.

2. Shall not unreasonably deny the student's access to varying points of view.

3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.

4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly--
  - a. Exclude any student from participation in any program
  - b. Deny benefits to any student
  - c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.

**Commitment to the Profession:**

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator--

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.



5. Shall not assist a non educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.
9. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law. (<http://www.nea.org/home/30442.htm>)

**Commitment to the Society:**

Educator is a member of the society. He lives and works in the society. In the view of his special responsibilities and role, he is expected to rise above the average member of the society. His general attitude in the society should be enthusiasm and optimism. He should be man of cooperative attitude. He should be sensitive to the needs of the society. He should be guided by the ideals of democracy, secularism and socialism. He should be sufficiently appreciative of the needs and problems of the society. (Aggarwal, J. C. 1999. 264)

**Need of the present study:** -

- Quality of education is directly linked with quality of teacher. Teachers are sculptures who shape the young ones into individuals of potential and worthy characteristics.
- Teacher should try to produce their own examples for the development of students' behavior.
- The task of each teacher is to bring behavioral changes in students so that they become better adjusted in society. Students always imitate their teacher so that teacher's behavior should be ideal.

Keeping the above facts in mind, the present study aimed at investigating the views or expectations of school students from teachers regarding ethics in profession.

**Statement of the Problem:**

**To assess the views of school students regarding professional ethics in education**

**Operational Definitions:** -

**Professional ethics:** - It is composite of the qualities or the characteristics of teacher

related to the commitment to the students.

**Objectives of the study:** -

1. To assess the views or expectations of school students regarding ethics from their teachers.
2. To study the attitude of teachers toward commitment to the students.

**Scope, Limitation and delimitation:** -

The present study will help teaching community for the understanding importance of ethics for teaching profession and expectations of students from their teachers.

The study is restricted to views of selected school students.

The study is limited to one secondary school in Pune city.

**Population:** -

The Population of this study consisted of 10<sup>th</sup> std students.

**Sample:** -

The sample consists of 48 students from Abhinav Vidyalaya High School, Pune

**Research Methodology:** -

**Method:** Survey Method was followed. For this purpose questionnaire was given to students who are studying in secondary school.

**Tool:** Questionnaire – There are ten questions and each question is having four options.



**Following questions were asked in the questionnaire.**

- 1 What behavior you expect from the teachers in general?
  - Love and caring
  - Considerable
  - Aloof
  - Simple/Natural
  
- 2 For which items/ground teacher should not be bias?
  - Cast/ Religion
  - Economic
  - Language
  - Sex
  
- 3 Which help do you expect from the teachers for the development of students?
  - Social
  - Physical
  - Moral
  - Intellectual
  
- 4 For which qualities of students, teacher should show respect?
  - Physical/ Labour
  - Help rendered
  - Proper behavior
  - Your progress, success and development
  
- 5 According to you in which situation teachers should provide planned and organized

help to students?

- Preparation for competitions
- Participation for cultural programs
- Participation for social service
- Classroom projects

6 Which of the following items you expect in behavior of teachers?

- Freedom to work
- Equal treatment to all students
- Affection toward students
- Try to understand the problems of students

7 Which functions you expect from your teacher while teaching for personal and academic development of students?

- Explanation of new/difficult topics/units
- Help in solving mathematical problems
- Making topic easy to understand by using maps, pictures, graphs etc.
- Practice of reading and writing

8 What item should be considered primarily by teachers for maintaining discipline?

- Freedom of work
- Equal treatment to all
- Considerable toward students
- Try to solve problems

9 What behavior of teachers you want to imitate?

- Neatness
- Respectful behavior
- Work in time
- Organized work

10 What behavior you expect from teachers towards the parents?

- Equal treatment for everybody's parent
- Feedback of the ward's progress
- Enquiry of students problems
- Respectful towards parents

**Findings from the survey: -**

- ❖ 79% students express their wish towards the love and affectionate behavior of their teachers. Students expect love and affection from their teachers. Students have faith and love towards the teachers and respectful feelings towards teachers. Therefore they expect the same from teachers.
- ❖ Most of the students' reactions show that the teacher should not make difference in cast, religions, economic conditions etc. Students get hurt by this discrimination. This gets unsecured feeling. This affects their academic achievement.
- ❖ Most of the students' expect intellectual help from teachers for their development. They understand the role and contribution of their teachers in their progress.
- ❖ Many of the students expect the appreciation of their good qualities, good behavior, success and development from teachers.
- ❖ Students want guidance for different competition, exams etc. They realize the importance of the same.
- ❖ Many students express their expectations for equal treatment.
- ❖ Students expect the guidance and help for academic activities in which they are unable to perform up to the mark where they have to face many problems.
- ❖ Many of the students want to follow the qualities of their teachers especially work in time and maintaining discipline for the same. Students are aware about the same.
- ❖ Students expect respect toward parents from their teachers. It is quite natural.

**Conclusions: -**



- The demonstration of genuine love and affection by teachers for their students is essential for learning to happen. Treating all children with love and affection irrespective of their school performance and achievement level is the core of the teaching learning process. In addition, the teacher should also treat all children with equal love and affection irrespective of their parental background and religious or caste affiliations.
- The teacher should act as a facilitator for the students to engage them in diverse activities for their physical, intellectual, social, emotional and moral development.
- Helping students understand the social context, its problems, and to inculcate emotional intelligence through teaching learning process, would benefit them for their all round development.
- Recognizing the potential and talent of each child is the prime responsibility of every teacher. The teacher should recognize the multiple talents such as sports, music, dance and other creative endeavors amongst children.
- The teacher should give respect to parents and shared the good work done by the student with the parents as this is likely to lead to better appreciation of the school.

**Concluding remark: -**

In countries like India where a common man is worried for his share of food, clothing and shelter and animosity among communities, castes and religions are daily issues, ethics with education is the only rescue-weapon. Teaching profession is a part of teachers' affective or emotional reaction to their experience in an educational setting. It can be seen as a part of a learned behavior associated with the professional behavior of teachers.

**References**

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