

ETHICS IN THE EDUCATIONAL PROFESSION: A STUDY OF VARIOUS SCHOOLS AND COLLEGES IN BENGALURU

Sub Theme: Educational System (Ethics in Education)

SHWETHA M K

Lecturer, Jyoti Nivas College, Bengaluru.

RINI MARY WILLIAM

Lecturer, Jyoti Nivas College, Bengaluru.

Abstract

Ethics is a moral principle that helps us to choose the right from wrong. It helps us to identify values such as honesty, integrity, empathy, compassion, respect etc. Ethics in education is highly important as they help to set rules which protect both educators as well as learners. Ethics is being given a lot of importance in recent years. Curriculum is being designed in such a way that students are being given classes to familiarise them with ethical values. Ethics are applicable for both students as well as teachers.

This paper focusses on ethics as one of the basic principles to be followed in the educational profession. It looks at teachers and professors from different institutions in Bengaluru and identifies the most important moral principles that they identify with. The teachers and professors are given a list of moral principles and they have to rate these principles through a Likert scale and rate them according to their value for each of them.

The major focus of this paper is to find out the most important ethical principles in the educational profession.

Keywords: *Ethics, Education, Educational Profession*

INTRODUCTION

Ethics is a moral principle that helps us to choose the right from wrong. It helps us to identify values such as honesty, integrity, empathy, compassion, respect and employ them in our daily lives. Ethics guides us in controlling our lives and behave in a responsible manner.

Ethics in education is highly important as they help to set rules which protect both educators as well

as learners. Ethics is being given a lot of importance in recent years. Curriculum is being designed in such a way that students are being given classes to familiarise them with ethical values. Ethics are applicable for both students as well as teachers. Teaching is considered to be a noble profession and they form an integral part of education. There are majority of teachers who treat their profession as scared and try to teach beyond the classroom requirement. Whereas on

the other side we also find few teachers who do not bother to seek favour from students and their parents. Therefore, today ethics in education has reached a compromising state.

LITERATURE REVIEW

The teaching profession is considered to be a noble profession and, is valued by all in society. Professional educators teach students moral conduct and also are an example for the students in their day to day lives. Many educators carry on with this profession with great amount of pride and put in efforts even beyond the classroom. However, there are many who do not follow the ethical code of conduct and teach just for to fulfil their obligations. This being said, according to (Rai & Goel) ethics as a concept is quite difficult to define as each individual will have a different notion about ethics. This is because people often combine their feelings and values when it comes to ethics. They mention certain ethical codes that help us to understand what encapsulates in the definition of ethical principles. These codes are as follows-

- a) Ethical code of conduct towards students- Here the professional educators should take into consideration the responsibility of teachers to help students to build their character and help them realise the consequences of their actions.
- b) Ethical code of conduct towards practices and performance- Here professional educators are expected to maintain the dignity of the profession and take responsibility and accountability for his or her actions.
- c) Ethical code of conduct towards professional colleagues- Here the professional educator is expected to behave in the same professional manner with all colleagues. They should also not be involved in revealing confidential information or false information about their colleagues among others.
- d) Ethical code of conduct towards parents and the community- Here in the interest of the students, teachers, should reveal information regarding the student to the parents and also be a positive role in the general public.

There are numerous studies which focus on ethics involved in teaching. Many scholars believe that the background of a teacher depends greatly on his or her ethical values. Many theories on ethics focus on how situations determine ethical behaviours. They focus majorly on the assessment of behaviour in situations surrounding the professional workspace.

According to (Miller, 2000) ethics is a system with the help of which people identify morals and the correctness of behaviour. Ethics therefore shows an individual's moral beliefs. Some theories also point to two classes, with the first being goodness and the next being the individual's precedence (Davis, 1993) and (Goodin, 1993).

Teaching being an ethics driven occupation, (Churchill, 1982), defines four values that are most important to teaching. The first is to understand that students are completely different from teachers and also from one another. They differ in terms of culture,

lifestyle, learning ability, intelligence etc. Secondly Churchill talks about the importance of being committed to objectivity. Thirdly the teacher should be committed to integrity of inquiry and should be accountable for his or her actions. Finally, a teacher should encourage the students to think on their own. According to (Krager & R. D, 1985), the role of faculty include teaching, researcher, mentor etc which should be conducted on a day to day bases. These activities should be looked at with ethical values.

RESEARCH METHODOLOGY

Objectives of the Case study

- 1) To understand the role of ethics in human life.
- 2) To estimate the professional ethics that the teaching professionals consider most important in the educational profession.
- 3) To analyse the significant difference in the most important ethical behaviour which the respondents believe and practice between various levels of demographical profiles of the respondents.

Statement of the Research Problem

Ethics or values are of utmost importance as it moulds the character of students and helps them face situations in life with courage of conviction and determination. With respect to ethics, there is a vast majority of studies focussing on its importance and needs along with the variables that help shape ethical behaviours. The major gap in this field of research is the lack of establishment of this relation, especially in the Indian

state of Karnataka. The major focus of this paper is to understand the role of ethics in the lives of humans and establish a correlation between ethical beliefs and behaviour of the individual educators. With the limited data collected in this paper, it tries to yield evidence on descriptive data and helps in the addition to the already existing body of work. We look at the difference between these believes and behaviour and also look at the various variables involved in ethics as well.

Research Questions

1. Which behaviors toward students and colleagues do schools and college faculty consider ethical?
2. Which of those behaviors toward students and colleagues do faculty practice, and with what frequency?

Hypothesis

- H₀1: There is no significant difference in the mean ranking for the ethics teaching professionals believe in.
- H₀2: There is no significant difference in the mean ranking for the ethics teaching professionals practice.
- H₀3: There is significant difference in the most important ethical behaviour which the respondents believe and practice between various levels of demographical profiles of the respondents.

Methodology

The present study is based on both primary and secondary data. The primary data is collected from the faculty members with the help of a structured questionnaire. Secondary

data are collected by referring various books, journals, internet, previous research reports, and newspapers and are incorporated wherever necessary to supplement the primary data. The study is carried out in three colleges of Bengaluru city viz Jyoti Nivas College, St. Josephs college and Christ college and two schools of Bengaluru city viz Vibgyor International School and Christ School. A sample of 129 faculty members of these 5 educational institutions, is chosen as respondents of the study to respond on 5-point Likert scale ((5-Always; 4-Often; 3-Sometimes; 2-Not very Often; 1-Never). Convenient sampling technique is followed to select the respondents for the study and Reliability Test, Fishers Exact test and Chi Square Test tools are used to examine the relationships and to test the hypothesis. Data was analysed using Statistical Package for Social Sciences (SPSS) software based on the information received from the questionnaire.

RESULT AND DISCUSSION

Demographic Profile of the Respondents

Table 1 Demographic Profile of the Teaching Faculty

Variables	Categories of variable	Freq.	%
Gender	Male	40	31%
	Female	89	69%
Age	Less than 20 yrs	1	0.8
	20 – 30years	48	37.2
	30 – 40 years	59	45.7
	40 – 50 years	15	11.6
	Above 50 years	6	4.7

Qualification	Degree	16	12.4
	Post-graduation	87	67.4
	M.Phil.	13	10.1
	Ph.D.	13	10.1
Years of Experience	Less than 5 years	51	39.5
	5-10 years	34	26.4
	10-15 years	24	18.6
	More than 15 years	20	15.5

(Source survey data)

The study shows that 69% of respondents are female and 31% are males faculty members; 0.8% of respondents belongs to the age group of less than 20 years, 37.2% belongs to the age group of 20-30 years, 45.7% belongs to the age group of 30-40 years, 11.6% belongs to the age group of 40-50 years and 4.7% belongs to the age group of above 50 years; 12.4% of the respondents are Graduates, 67.4% of respondents are Post Graduates, 10.1% of respondents are M.Phil. Graduates, 10.1% of respondents have completed Ph.D.; 39.5% of respondents have work experience of less than 5 years, 26.4% of respondents have work experience of 5-10 years, 18.6% of respondents have work experience of 10-15 years and 15.5% of respondents have work experience of more than 15years.

Reliability Test (Cronbach's Alpha Reliability Coefficient Value)

Table 2 Reliability Statistics

Question assessed:	Total respondents (n=129)
Most important ethical behaviour which they believe in	0.796
Ethical condition in practice	0.769
Overall	0.878

From the above table it is seen that the alpha reliability coefficient is greater than or equal to 0.8 for each of the factors and hence the data collected by the researcher is used for different statistical analysis and is as per the objectives framed for the analysis.

Friedman's Test

H_0 : There is no significant difference in the mean ranking for the ethics teaching professionals believe in

Table 3: Ethics teachers believe in, using mean rank

Ethics They believe in – Ranks	Mean Rank	Rank	
Use school resources to create an external publication?	1.95	3	
Ignore strong evidence of cheating?	1.28	12	
Ask small favours from students?	1.72	4	
Accept gifts from students and parents?	1.53	8	
Give easy tests to gain popularity and be lenient towards students?	1.22	13	
Accept invitation from students for a party	1.40	10	
Teach materials you have not mastered?	1.71	5	Friedman's Test value = 597.299 d.f=14
Teach a class without adequate preparations?	1.64	6	
Teach while under the influence of alcohol?	1.03	15	
Help other students file an ethics complaint against other teachers?	1.59	7	p value = 0.000 < 0.01
Tell colleagues confidential disclosures told to you by a student?	1.29	11	
Teach ethics or values to students other than academics?	3.86	1	
Privately tutor students for a fee?	1.16	14	
Insult or ridicule students in the student's presence?	1.41	9	
Ignore unethical behaviour by colleagues?	1.99	2	

The calculated Chi square value is 597.299. The significance value for 14 degrees of freedom is 0.000 which is less than 0.01. Hence, an inference can be made that there is significant difference in the mean ranking between the variables. From the above table it is inferred that, compared with other indicators as far as Ethics They believe in is concerned, the question with respect to, “Teach ethics or values to students other than academics” with mean rank 3.86 is a very important factor as far as Ethics They believe in is concerned.

For the question “Do you ignore unethical behaviour by colleagues?” with mean rank 1.99, is having a significant importance on Ethics They believe in next to “Teach ethics or values to students other than academics”.

“Use school resources to create an external publication?” with mean rank 1.95 and “Ask small favours from students?” with mean rank 1.72 are the significant factors of importance as far as Ethics They believe in is concerned.

The most influencing indicators compared with other significant indicators are tested with Friedman test. Since asymptotic significance (sig.) is less than 0.01 (1% level of significance), the hypothesis is rejected and the hypothesis that there is significant difference in the mean ranking for the Ethics They believe in is supported.

H₀2: There is no significant difference in the mean ranking for the ethics teaching professionals’ practice

Table 4: Ethics teachers’ practice, using mean rank

Ethics They practice – Ranks	Mean Rank	Rank	
Do you use college resources to create an external publication	2.07	2	
Do you ignore strong evidence of cheating?	1.26	12	
Do you ask small favours from students?	1.88	4	
Do you accept gifts from students and parents?	1.55	8	
Do you give easy tests and be lenient towards students to gain popularity?	1.16	13	
Do you accept invitation from students for a party?	1.42	10	
Do you teach materials you have not mastered?	1.82	5	Friedman’s Test value = 622.893 d.f=14
Do you teach a class without adequate preparations?	1.72	6	
Do you teach while under the influence of alcohol?	1.00	15	
Do you help other students file an ethics complaint against other teachers?	1.57	7	p value = 0.000 < 0.01
Do you tell colleagues confidential disclosures told to you by a student?	1.28	11	
Do you teach ethics or values to students other that academics?	3.96	1	
Do you privately tutor students for a fee?	1.14	14	
Do you Insult or ridicule students in the student’s presence?	1.43	9	
Do you ignore unethical behaviour by colleagues?	2.01	3	

The calculated Chi square value is 622.893. The significance value for 14 degrees of freedom is 0.000 which is less than 0.01. Hence, it is inferred that there is a significant difference in the mean ranking between the variables. From the above table it is inferred that, compared with other indicators as far as Ethics They practice is concerned, the question, “Do you teach ethics or values to students other than academics” with mean rank 3.96 is a very important factor as far as Ethics They practice is concerned.

“Use college resources to create an external publication” with mean rank 2.07 is having a significant importance on Ethics They practice next to “Teach

ethics or values to students other than academics.” “Ignore unethical behaviour by colleagues?” with mean rank 2.01 and “Ask small favours from students?” with a mean rank 1.88 are the significant factors of importance as far as Ethics They practice is concerned. The most influencing indicators compared with other significant indicators is tested with Friedman test. Since asymptotic significance (sig.) is less than 0.01 (1% level of significance), the hypothesis is rejected and the hypothesis that there is a significant difference in the mean ranking for the Ethics that they practice is supported.

Table 5(a): Factor Analysis (Ethical conditions which they believe in)

Factor	Ethical conditions which they believe in
Factor 1: Unethical behaviour	Do you ask small favours from students? Do you accept gifts from students and parents? Do you ignore unethical behaviour by colleagues?
Factor 2: Moral significance	Do you use college sources to create an external publication? Do you Insult or ridicule students in the student’s presence?
Factor 3: Popularity	Do you give easy tests and be lenient towards students to gain popularity? Do you accept invitation from students for a party?
Factor 4: Ethical cooperation	Do you teach materials you have not mastered? Do you help other students file an ethics complaint against other teachers? Do you teach ethics or values to students other than academics? Do you privately tutor students for a fee?
Factor 5: Self Discipline	Do you teach while under the influence of alcohol? Do you tell colleagues confidential disclosures told to you by a student?

Table 5(b): Factor Analysis (Ethical conditions which they practice)

Factor	Ethical conditions which they believe in
Factor 1: Popularity	Do you give easy tests and be lenient towards students to gain popularity?
Factor 2: Moral significance	Do you use college sources to create an external publication?
	Do you teach materials you have not mastered?
	Do you tell colleagues confidential disclosures told to you by a student?
Factor 3: Unethical behaviour	Do you Insult or ridicule students in the student's presence?
	Do you ignore strong evidence of cheating?
	Do you ask small favours from students?
Factor 4: Complaint	Do you ignore unethical behaviour by colleagues?
	Do you help other students file an ethics complaint against other teachers?
Factor 5: Teach Ethics	Do you teach ethics or values to students other than academics?

Kruskal Wallis H Test

Hypothesis: There is no significant difference in the most important ethical behaviour which the respondents believe and practice between various levels of demographical profiles of the respondents.

Ethical Behaviour which the Respondents Believe in

H1: There is no significant difference in the most important ethical behaviour which the respondents believe between various levels of age groups of the respondents

Table 6(a): Test Statistics^{a,b} (various levels of age groups of the respondents)

	ETCBEL_1	ETCBEL_2	ETCBEL_3	ETCBEL_4	ETCBEL_5
Chi-Square	12.103	6.920	4.677	4.525	7.163
Df	4	4	4	4	4
Asymp. Sig.	.017*	.140	.322	.340	.127

a. Kruskal Wallis Test

b. Grouping Variable: age of the respondents

*Significant at 5% level of significance (l.o.s)

From Kruskal Wallis Test we can observe that there exists a significant difference in the opinion what they believe in Ethics ETCBEL_1 between various levels of age groups of the respondents at 5% l.o.s as the p value is less than 0.05 and for the rest of the important Ethical behaviours in what they believe in there is no difference

in the opinion between various age groups.

H2: There is no significant difference in the most important ethical behaviour which the respondents believe between various levels of education of the respondents.

Table 6(b): Test Statisticsa,b (various levels of age groups of the respondents)

	ETCBEL_1	ETCBEL_2	ETCBEL_3	ETCBEL_4	ETCBEL_5
Chi-Square	3.268	3.521	10.561	6.259	10.059
Df	3	3	3	3	3
Asymp. Sig.	.352	.318	.014*	.100	.018*

- a. Kruskal Wallis Test
- b. Grouping Variable: Educational qualification
- *Significant at 5% level of significance (l.o.s)

From Kruskal Wallis Test we can observe that there exists a significant difference in the opinion among the factors ETCBEL_3 and ETCBEL_5 related to most important ethical behaviour which the respondents believe between various levels of educational qualification of the respondents at 5% l.o.s as the p values are less than 0.05 and for the rest of the

factors related to most important ethical behaviour which the respondents believe in there is no difference in the opinion between various levels of educational qualification.

H3: There is no significant difference in the most important ethical behaviour which the respondents believe between various levels of experience of the respondents.

Table 6(c) Test Statisticsa,b (various levels of experience of the respondents)

	ETCBEL_1	ETCBEL_2	ETCBEL_3	ETCBEL_4	ETCBEL_5
Chi-Square	3.034	11.021	19.670	10.203	1.163
Df	3	3	3	3	3
Asymp. Sig.	.386	.012*	.000**	.017*	.762

- a. Kruskal Wallis Test
- b. Grouping Variable: Years of Experience
- *Significant at 5% level of significance
- **Significant at 1% level of significance

From Kruskal Wallis Test we can observe that there exists a significant difference in the opinion related to the factors ETCBEL_3, ETCBEL_2 and ETCBEL_4 among the most important ethical behaviour which the respondents believe between various levels of years of experience of the respondents at 1% and 5% l.o.s as the p values are less than 0.01 or 0.05 and or the rest of the factors in what they

believe in Ethical conditions there is no difference in the opinion.

Ethical Condition that the Respondents Practice

H1: There is no significant difference in the most important ethical condition that the respondent's practice between various levels of age groups of the respondents.

Table 7(a): Test Statisticsa,b (various levels of age groups of the respondents)

	ETCBEL_1	ETCBEL_2	ETCBEL_3	ETCBEL_4	ETCBEL_5
Chi-Square	1.148	5.654	5.295	3.665	3.842
Df	4	4	4	4	4
Asymp. Sig.	.887	.227	.258	.453	.428

- a. Kruskal Wallis Test
- b. Grouping Variable: age of the respondents

From Kruskal Wallis Test we can observe that there exists no difference in the opinion related to the most important ethical conditions what they practice in all the five factors between various levels of age groups of the respondents at 5% l.o.s as the p values are greater than 0.05

H1: There is no significant difference in the most important ethical conditions that the respondent's practice between various levels of education of the respondents

Table 7(b): Test Statisticsa,b (various levels of education of the respondents)

	ETCBEL_1	ETCBEL_2	ETCBEL_3	ETCBEL_4	ETCBEL_5
Chi-Square	6.949	2.084	3.254	9.701	3.354
Df	3	3	3	3	3
Asymp. Sig.	.074	.555	.354	.021*	.340

- a. Kruskal Wallis Test
- b. Grouping Variable: Educational qualification
- *Significant at 5% level of significance

From Kruskal Wallis Test we can observe that there exists significant difference in the opinion of the factor ETCPRA_4 related to the most important ethical conditions what they practice between various levels of educational qualification of the respondents at 5% l.o.s as the p value is less than 0.05 for the rest of the

factors what they practice among the most important Ethical conditions there is no difference in the opinion.

H1: There is no significant difference in the ethics practices between various levels of experience of the respondent's

Table 7(c): Test Statisticsa,b (various levels of experience of the respondents)

	ETCBEL_1	ETCBEL_2	ETCBEL_3	ETCBEL_4	ETCBEL_5
Chi-Square	6.507	12.879	2.097	4.986	.579
Df	3	3	3	3	3
Asymp. Sig.	.089	.005**	.553	.173	.901

a. Kruskal Wallis Test
 b. Grouping Variable: Years of Experience
 **Significant at 1% level of significance

From Kruskal Wallis Test we can observe that there exists significant difference in the opinion of the factor ETCPRA_2 related to the most important ethical conditions what they practice between various levels of years of experience of the respondents at 1% l.o.s as the p value is less than 0.01 for the rest of the factors what they practice among

the most important Ethical conditions there is no difference in the opinion between various levels of years of experience.

MANN WHITNEY U TEST

H1: There is no significant difference in the ethics beliefs between male and female respondents.

Table 8(a): Test Statisticsa (ethics beliefs between male and female respondents)

	ETCBEL_1	ETCBEL_2	ETCBEL_3	ETCBEL_4	ETCBEL_5
Mann-Whitney U	1464.000	1321.000	1463.000	1195.500	1723.500
Wilcoxon W	2284.000	5326.000	5468.000	2015.500	2543.500
Z	-1.641	-2.445	-1.963	-3.021	-.386
Asymp. Sig. (2-tailed)	.101	.015*	.051	.003**	.699

a. Grouping Variable: gender of the respondents
 *Significant at 5% level of significance
 **Significant at 1% level of significance

From Mann Whitney U test it is evident that there exists a significant difference in the opinion among the factors ETCBEL_2 and ETCBEL_3 related to most important ethical behaviour which the respondents believe between male and female respondents at 5% l.o.s as the p values are less than 0.05 and for the

rest of the factors related to most important ethical behaviour which the respondents believe in there is no difference in the opinion between male and female respondents

H1: There is no significant difference in the ethics practices between male and female respondents

Table 4.6.b- Test Statisticsa (ethics beliefs between male and female respondents)

	ETCBEL_1	ETCBEL_2	ETCBEL_3	ETCBEL_4	ETCBEL_5
Mann-Whitney U	1576.500	1549.000	1416.500	1477.000	1419.000
Wilcoxon W	5581.500	5554.000	2236.500	2297.000	2239.000
Z	-1.248	-1.196	-1.884	-1.732	-1.941
Asymp. Sig. (2-tailed)	.212	.232	.060	.083	.052

a. Grouping Variable: gender of the respondents

From Mann Whitney U test it is evident that there exists no difference in the opinion related to the most important ethical conditions what they practice in all the five factors between male and female respondents at 5% l.o.s as the p values are greater than 0.05’.

CONCLUSION

In this study there were 40 males and 89 females who participated, with maximum participants between the age group of 30 years and 40 years A considerable time in the class is devoted to teachers influencing students in their lives and with the help of this paper, we can conclude by saying that the ethics the educational professional believe in is closely related to what they practice. With the highest rank being given to the question do you teach while under the influence of alcohol, it shows that

the educational professionals have the highest ethical standards with respect to alcohol. Their values suggest that they should never be teaching under the influence of alcohol.

As far as ethics teaching professionals believe in ethics related to questions- Teach while under the influence of alcohol was the most important indicators followed by ethics related to questions- teach ethics or values to students other than academics, use school resources to create an external publication and ask small favours from students were the most influencing indicators among others.

As far as ethics teaching professional’s practice, ethics related to questions- do you teach ethics or values to students other that academics was the most important indicator among others. This was followed by use college resources to create an

external, ignore unethical behaviour by colleagues and ask small favours from students.

Finally, we see that as the belief in the most important ethical conditions increases the practice of these ethical conditions improves at 1% as the p values are less than 0.01. On an average there exists a significant association between most important ethical behaviour the teaching professional believe in and practice.

BIBLIOGRAPHY

- Churchill, L. R. (1982). The teachings of Ethics and moral values in teaching: Some contemporary confusions. *Journal of Higher Education*, 53 (3), 303-306.
- Colnerud, G. (1997). Ethical conflicts in teaching. Teaching and teacher education. 627-635.
- Davis, N. A. (1993). *Contemporary deontology. In Singer, P., (Ed.), A Comparison to Ethics*. Oxford: Blackwell.
- Goodin, R. (1993). *Utility and the good. In Singer, P., (Ed.), A Comparison to Ethics*. Oxford: Blackwell.
- Krager, L. A., & R. D, B. (1985). Ethical issues in graduate education: Faculty and student responsibilities. *Journal of Higher Education*, 403-417.
- Miller, E. W. (2000). Ethics in Higher Education . *The Pennsylvania Academy of Science*.
- Rai, A., & Goel, S. (n.d.). Significance of Ethics: A Case Study of Teachers Working in Engineering Institutes in Palwal District of Haryana.

SHWETHA M K, Lecturer, Jyoti Nivas College, Bengaluru.

Email id: mkshwetha11@gmail.com.



RINI MARY WILLIAM, Lecturer, Jyoti Nivas College, Bengaluru.

Email id:rini13j@gmail.com.
