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A study on honesty among teacher educators in Madurai district

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Abstract---The present study was an attempt to study on honesty among teacher educator in Madurai district. Data for the study were collected using Honesty Scale (HS). The investigator used purposive sampling technique for selecting the sample. The sample consists of 300 student's teachers. Statistical techniques like Mean, Percentiles, Standard deviation, and t-value were used to analyses the data. Based on the analysis of data the investigators the finding of present study result reveals that there is no significant different in honesty with refer to background variable gender, residence, college locality and medium.

Keywords---honesty, teacher educators, Madurai.

Introduction

The proverb "honesty is the best policy" means that it is preferable to admit one's flaws and simply accept the consequences rather than live inauthentically or in fear of being discovered. It is critical to be trustworthy and honest, as well as to demonstrate sincerity and truthfulness. Being truthful means refusing to lie, steal, cheat, or deceive in any way. When we are truthful, we develop character strength that will allow us to be of great service to God and others. We will be trusted by the Lord and others because we have peace of mind and self-esteem. Being educated alone is no longer sufficient in today's world. To be truly successful, we must have virtues that complement our academic knowledge. Among all of the characteristics, honesty is one of the most important assets that all of us must have. It is not as difficult to teach or learn such a virtue as it appears, and it can be gradually adapted or derived through a process of cultural socialization. Honesty does not come naturally, but it is a process of internalizing it through a broad perspective. As a result, it is critical that we, as responsible

adults and teachers, take up the mantle of responsibility and provide our children with the benefit of exemplary character. Honesty is the solid foundation upon which relationships can be built, as well as mutual trust and respect. It is critical for a student to understand that once trust is broken, it is difficult to regain. As a result, rather than punishing immoral.

Honesty

It's not as simple as it sounds to teach students how to tell the truth. Honesty entails more than just not lying. Integrity and open communication at home and school are also aspects of honesty. These are unquestionably skills that students must develop from an early age. Honesty and integrity are valuable qualities to have in both your academic and professional lives. Good student-teacher relationships in school are built on mutual respect and trust, and those relationships can lead to excellent references and recommendations. Employers are more likely to hire someone who has a reputation for being honest in the real world. Failure to follow your school's honour code can hurt your chances of getting into your top college of choice, as well as your Admission to your top college choice can have an impact on your chances of landing your dream job. Learn how to be the best student and person you can be by implementing honesty and integrity in the classroom.

How to show integrity

Gain a reputation for honesty by demonstrating it in the classroom. Here are some ways to put your integrity into action:

- Understand and follow your school's honour code. The majority of academic institutions place their integrity statement on a prominent page of their website
- Request that your teacher/professor explain the honesty policies in his or her classroom. Specific policies are usually found in the course syllabus, but if you need clarification, ask questions.
- Thoroughly prepare for assignments and exams so that you are not tempted to cheat.
- Do not allow other students to copy from your exams, and do not lend any completed papers or assignments to other students.
- Inform your teacher or professor about any instances of academic dishonesty.

Academic Dishonesty

- Avoid the following common examples of academic dishonesty:
- Cheating - In an academic exercise, the use of unauthorized materials, information, or notes. Cheating can be defined as using cheat sheets, copying material from other students, collaborating with other students without the instructor's permission, submitting the same academic work more than once without the instructor's permission, using an unauthorized calculator on a math test, and so on.

- Plagiarism - The unauthorized reproduction of another person's ideas, words, or statements. Plagiarism can be demonstrated by submitting a paper written by another student, purchasing and submitting a paper from an
- Fabrication - In an academic exercise, the creation of information, data, or citation. Making up sources for a paper bibliography, faking the results of a lab assignment, and so on are examples of academic fabrication.
- Deception – The act of providing false information to an instructor regarding an academic exercise. Giving a false excuse for missing a test, pretending to have previously submitted assignments, and so on are examples of academic deception.
- Complicity – The act of helping another student commit academic dishonesty. Allowing another student to copy exams, papers, or assignments, taking a test for another student, distributing test questions before the scheduled test, and so on are all examples of complicity.

Need and Importance of Study

Finally, academic integrity is important because it can provide you with peace of mind knowing that you believe in doing the right thing and strive to act in accordance with those beliefs. Acting with integrity can alleviate a significant amount of unnecessary stress in your life, making you happier, healthier, and more productive. It is critical to reassure them that they can rely on one another to speak the truth, no matter how difficult it may be. Honesty is the foundation upon which relationships can be built, and mutual trust and respect can be developed. Students will sometimes tell lies to get out of trouble. It is therefore the responsibility of teachers to instill in them the importance of honesty as a key to success. One of the most effective

Statement of the problem

The area of the study selected by the investigator is “A STUDY ON HONESTY AMONG TEACHER EDUCATOR”

Definition of terms

Honesty

Honesty refers to mortal character that connotes positive and virtuous attribute like integrity, truthfulness, straightforwardness, including straightforwardness of contact, along with the absence of lying, cheating and theft.

Teacher Educators

One who has declared a major but has not yet completed training to be a teacher

Madurai

Madurai District is situated in the South of Tamil Nadu state.

Objectives of the present study

The following are the objectives of the present study:

- To find the level of honesty among teacher educators
- To find out whether there is any significant different in honesty with refer to background variable gender, residence, college locality and medium

Hypothesis for the study

- There is no significant different in honesty with refer to background variable gender, residence, college locality and medium

Variables of the study

The variables involved in this study are as follows:

Dependent Variables

- Honesty

Independent Variables

- | | |
|--------------------|---------------------------|
| • Gender | : Male / Female |
| • Residence | : Days scholar/ Hosteller |
| • College Locality | : Rural/Urban |
| • Medium | : Tamil/English |

Methodology- in -brief

Design : Descriptive

Method : Normative

Technique : Survey

Population for the study

Population is the aggregate or totality of objects or individuals, who are proposed to be covered under the scheme of study. The population for the present study is teacher educators in Madurai district.

Sample of the study

The sample is a small proportion of a population selected for observation and analysis. John. E. Conklin defines, "A sample is a representative group of people chosen from a large population". The investigator has used purposive sampling technique for selecting the sample from the population. The sample size is 300 teacher educators from 10 B.Ed. colleges in Madurai district.

Statistical technique used

The investigator used the statistical technique like percentage, mean, standard deviation (SD), "t" test etc. for analyzing and interpretation of the data collected for the study.

Data collection procedure

The investigator used survey technique to collect the responses. The investigator obtained prior permission from the principal to conduct survey among the student educators in Madurai District. Required number of tools and response sheets were prepared. The tool was administered as a group test by the investigator in person.

Tool used for present study

The tool used for the present study was

- Personal Data form
- Honesty

Scoring procedure

The collected data were then scored systematically using the scoring key. The sum of the ratings against all the 60 items constitutes the score of honesty of student educators being observed. 60 items are listed to represent honesty which have three alternative responses viz., Agree, Undecided, Disagree was done by awarding 2/1/0 respectively. The total score of the respondents was obtained by adding the scores given for each item in the scale. Thus, the score for a respondent could range between 60 and 120.

Table 3.2
Scoring procedure for responses

S.NO	RESPONSE	SCORE
1	Agree	2
2	Undecided	1
3	Disagree	0

Data Analysis

Percentage wise analysis

To find out the level of Honesty of teacher educators.

Table 1
Level of honesty of teacher educators

Low		Moderate		High	
Count	%	Count	%	Count	%
136	45.3	86	28.7	78	26.0

It is inferred from the above table that 45.3% of teacher educators have low, 28.7% of them have moderate and 26.0% of them have level of teacher educators in their honesty.

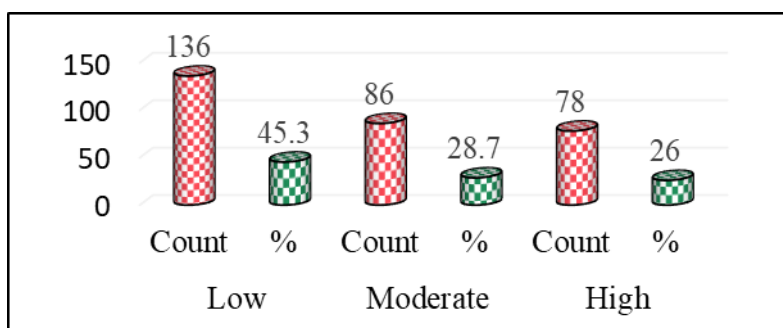


Figure 1. Level of honesty of teacher educators

Null Hypothesis: 1

There is no significant difference between male and female teacher educators in their honesty.

Table 2
Difference between male and female teacher educators in their honesty

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	113	76.044	11.37	0.139	NS
Female	187	75.855	11.437		

(At 5% level of significance, for df 298, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (0.139) is lesser than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between male and female teacher educators in their honesty.

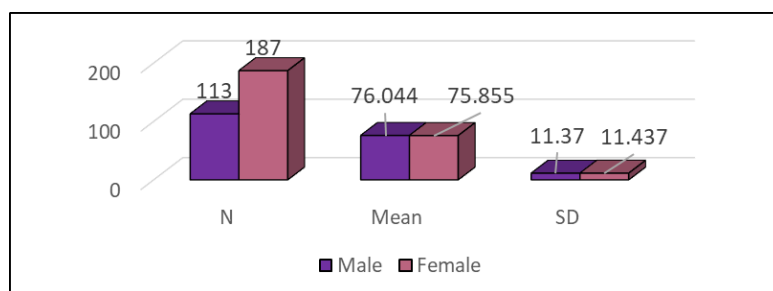


Figure 2. Difference Between Male and Female Teacher Educators in their Honesty

Null Hypothesis: 3

There is no significant difference between days scholar and hosteller teacher educators in their honesty.

Table 3

Difference between days scholar and hostellerteacher educators in their honesty

Residence	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Days scholar	123	76.4390	11.16	0.649	NS
Hosteller	177	75.5706	11.57		

(At 5% level of significance, for df 298, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (0.649) is lesser than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between days scholar and hosteller teacher educators in their honesty.

Null Hypothesis: 4

There is no significant difference between rural and urban teacher educators in their honesty

Table 4

Difference between rural and urban teacher educators in their honesty

Locality	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Rural	174	76.5115	11.39	1.045	NS
Urban	126	75.1190	11.38		

(At 5% level of significance, for df 298, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (1.045) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is no significant difference between rural and urban teacher educators in their honesty.

Null Hypothesis:5

There is no significant difference between Tamil and English medium teacher educators in their honesty.

Table 5
Difference between tamil and english medium teacher educators in their honesty

Medium	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Tamil	162	75.9444	11.15907	0.029	NS
English	138	75.9058	11.70681		

(At 5% level of significance, for df 298, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (0.029) is lesser than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is accepted. It shows that there no is significant difference between Tamil and English medium teacher educators in their honesty.

Major finding of present study

- 45.3% of teacher educators have low, 28.7% of them have moderate and 26.0% of them have level of teacher educators in their honesty.
- There is no significant difference between male and female teacher educators in their honesty. This is may be due fact that both male and female have similar honesty. The repression and sublimation are equally play role in their confidence. Both gender type teacher educator has similar honesty level.
- There is no significant difference between days scholar and hosteller teacher educators in their honesty. This is may be due to fact that therepression and sublimation are equally play role in their honesty
- There is no significant difference between rural and urban teacher educators in their honesty. This is may be due to fact that both rural and urban equal play role in the mortal character that connotes positive and virtuous attribute like integrity, truthfulness, straightforwardness
- There no is significant difference between Tamil and English medium teacher educators in their honesty.

Conclusion

Based on the analysis of data the investigators conclude the finding that there is no significant different in honesty with refer to background variable gender, residence, college locality and medium. This is may be due to fact that gender, residence, college locality and medium have equal play role in the mortal character that connotes positive and virtuous attribute like integrity, truthfulness, straightforwardness. The finding of present study result conclude that the teacher educator has similar honesty level.

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