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Predictor of professional ethics among teacher educators

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Abstract--Professional ethics is a set of guidelines designed to help professionals do their work with complete dedication, sincerity, honesty, and integrity. The code of professional ethics for teacher educators establishes a set of principles to guide and motivate students at the B.Ed and M.Ed levels. In order to fulfil their tasks with inspiration, enthusiasm, and friendliness toward students, parents, colleagues, community, and society, the teacher educator should have developed into a role model with distinguished attributes. Educator educators' professional ethics may be influenced by a variety of educational, personal, and institutional variables. Using normative survey methodology and stratified sampling approach, the investigator investigated a study on predictor or most influencing element of professional ethics of teacher educators. Five hundred and ninety-nine teacher educators were chosen as a sample from forty different institutes of education in five distinct districts across Tamilnadu. Professional ethics, as well as a number of institutional, personal, and familial characteristics, were chosen for further analysis. The investigator designed and validated Professional Ethics Scale (2018), which was based on Likert's five-point research scale based on opinion as a scale of measurement that was used to measure professional ethics among teacher educators. To determine the specific predictors of professional ethics, a suitable stepwise multiple regression statistical analysis was done. Among other independent factors, the investigation found that educational qualification is the key predictor that influences professional ethics of teacher educators by 80.1 percent.

Keywords--Professional Ethics, Teacher Educators.

Introduction

Ethics is the branch of study that deals with a man's or woman's proper course of action. Work ethics is a word that refers to the organisational and personal standards of conduct that are expected of professionals. Most educational and business institutions have their own internal code of conduct that specifies a profession's work ethics. *Lieberman, (1972)* insisted that professional ethics apply only to occupational groupings, but constitutional rules, rights and duties, define decent citizens and apply to everyone within a given territorial jurisdiction.

The term "ethics" refers to a collection of standards that define what constitutes acceptable behaviour in society. Ethics serves as a guide to leading a moral life and assists us in determining whether our actions are justified. The term "ethics" relates to society's perception of the proper way to live our daily lives. It accomplishes this by constructing a set of laws, principles, and values upon which we can conduct ourselves. Truth, honesty, justice, and equity are the most immediately related concepts with ethics. While ethics is a social issue, it is especially important for those who work in professions that help people.

Teaching is more than simply a job; it is a noblest and service oriented profession. Teaching, like all important professions, has its own professional ethics, which are one of the most important needs and features (*Daniel, & Daniel, 2012*). Teacher education in terms of pre-service, in-service, and internship is revoked as a result of modernization and privatisation, which should be fostered through professional development for teachers and teacher educators. *Warnick & Silverman (2011)* suggested a case-analysis framework for teaching professional ethics that is specifically geared to address the practise of teaching.

This development of teaching profession should adhere to quality standards and have a large scope that can be expanded within the bounds of professional ethics. Good teachers are required for good education (*Hasan, 2004*). To be an effective teacher, he/she must have strong professional ethics. The role of the teacher educator is changing due to a variety of factors such as increased privatisation of training programmes, dynamic curriculum changes, diversified student needs, current challenges imposed by educational institutions, and quality standards enacted by national level institutions and academic standards prescribed by affiliating bodies.

Statement of the problem

In the field of teacher education, the development of professional standards for teachers has become increasingly important. Apart from quality indicators and standards established by national institutes and higher autonomous bodies, other influencing factors that compel teacher educators to develop a self-code of conduct in order to teach, monitor, guide, and develop entirely new types of competency among teacher educators and skill requirements for teacher educators in order to meet the diverse needs of trainees in the present era must be examined in the current context. The student trainee needs in teacher preparation programmes at the bachelor's and master's degree levels has prompted further consideration of the role of teacher educators with unique

professional characteristics such as professional ethics. The gender of school instructors appears to be a key determinant in professional ethics, according to *Thoker, A.A. (2017)*. The investigator attempts to investigate the most important predictor of teacher educators' professional ethics among the various background variables in this study.

Title of the study

Predictor of Professional Ethics among Teacher Educators.

Rationale of the study

Each competency requirement is built on the foundation of professional ethics. They depict a variety of professional activities. This is something that teacher educators do when they apply their professional knowledge, abilities, and qualities to their teaching and administrative contexts. Teacher educators should have distinguishable qualities that contribute to the overall competency standard's achievement. According to **Gnanadevan (2010)**, when effectively implemented, a code of Professional Ethics improves the teacher's influence, prestige, standards, and standing, as well as the teaching profession as a whole. Caring for the needs of student teachers is a competency-related professional activity that exemplifies the professional behaviours that teacher educators are likely to exhibit. With the help of colleagues, identify, plan, and evaluate their own professional learning needs and institutional development, and communicate effectively with their students, colleagues, parents/carers, and community members, teacher educators with highly admired qualities and ethics may attract active participants in their profession. In all situations, they act professionally and morally. The factors that have the greatest impact on teacher educators' professional codes of ethics will aid us in developing curriculum for inclusion in higher education curricula.

Definition of the key terms

Professional Ethics: According to the investigator, professional ethics are the standardised code of conduct and regulations that teacher educators are advised to follow in order to work within the boundaries that attract and inspire more interest in their career while also being non-harmful to other stakeholders in education.

Teacher Educators: According to the investigator, teacher educators are those who instruct and mentor student teachers in education colleges' at pre-service training programmes.

Objective

To determine whether independent variables have a substantial impact on teacher educators' professional ethics.

Hypothesis

H01- Independent variables do not have a substantial impact on teacher educators' Professional ethics.

Methodology of the study

The investigator used a normative methodology and survey technique to determine the predictors of professional ethics among teacher educators in this study. The participants in this study are selected teacher educators working in several colleges of education in the Tamilnadu districts of Erode, Salem, Namakkal, Krishnagiri, and Dharmapuri. For the current investigation, the investigator used a stratified sampling strategy to select five hundred and ninety nine samples.

Variables of the study

The current study's independent variables are certain personal, familial, social, and institutional characteristics of teacher educators which is strongly believed that it may affect on the dependent variable professional ethics.

Statistical Analysis

Regression analysis is a statistical method for determining whether independent variables are related to the dependent variable and for investigating the nature of these relationships. Stepwise multiple regression analysis aids in the identification of the dependent's exact predictor from a large number of independent variables. To find the predictor variable, the researcher used stepwise multiple regression analysis.

Analysis and Findings

HO1- Independent variables do not have a substantial impact on teacher educators' professional ethics.

Contribution of Independent Variables on Professional Ethics of Teacher Educators

To determine the significance of background variables on professional ethics, a multiple regression analysis was used. Tables 1.1, 1.2, and 1.3 show the regression analysis findings, including R, cumulative R², adjusted R square, F-value, t-value, and excluded variables. The findings suggest that three independent variables are significant in determining teacher educators' professional ethics.

Table 1.1
Model Summary for Contribution of All Independent Variables on Professional Ethics of Teacher Educators

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.895 ^a	0.801	0.800	3.691
2	0.923 ^b	0.853	0.852	3.176
3	0.932 ^c	0.869	0.868	2.998
Predictors a	Educational qualification			
Predictors b	Educational qualification, and number of inservice programme attended			

Predictors c	Educational qualification, number of inservice programme attended, and teaching experience
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Dependent variable: Professional Ethics

The above Table 1.1 shows the results of regression analysis giving details of multiple correlation co-efficient (R), R² and inclusion of variables in the regression equation. Multiple R given in the above table shown above is the multiple correlations co-efficient of dependent variable (professional ethics) with the group of independent variables in the analysis. The R values in Table.1.1 show that the dependent variable (professional ethics) and the collection of independent and demographic factors have a substantial positive correlation (0.895, 0.923, and 0.932).

When expressed in percentages, the R square values explain that three predictor variables in the equation account for 80.1 percent, 85.3 percent, and 86.9% of the variation in professional ethics. The Table.1.1 demonstrates this. Only 80.1 percent of the total variance in professional ethics is attributed to educational qualification alone, 85.3 percent is attributed to the combination of educational qualification and number of inservice programme attended, and 86.9% of the total variance in professional ethics is attributed to the combination of educational qualification, number of inservice programme attended, and teaching experience.

Table 1.2
ANOVA for Contribution of Independent Variables on
Professional Ethics of Teacher Educators

Model	Sum of Squares	Df	Mean Square	F	Level of Significance
Regression	32644.602	1	32644.602	2511.07	0.000 ^a
Residual	8134.146	597	13.625		
Total	40778.748	598			
Regression	34768.653	2	17384.326	1723.95	0.000 ^b
Residual	6010.095	596	10.084		
Total	40778.748	598			
Regression	35430.669	3	11810.223	1313.97	0.000 ^c
Residual	5348.079	595	8.988		
Total	40778.748	598			

The first variable, educational qualification, has a greater level of significance in predicting professional ethics at the 0.01 level (F=2511.07, p<0.05). The second variable, the number of inservice programmes paired with educational qualifications, can predict professional ethics at a greater degree of significance at the 0.01 level (F = 1723.95, p<0.05). The third variable, teaching experience, when paired with educational qualification and the number of inservice programmes attended, can predict professional ethics to a greater degree of significance (F = 1313.97, p<0.05).

Table 1.2 shows that the F values are 2511.07, 1723.95, and 1313.97, all of which are significant at the 0.05 level. The estimated F-Values are substantial,

indicating that the three variables significantly contribute to the professional ethics of teacher educators and these factors have a considerable impact on teacher educators' professional ethics. It further shows that educational qualifications, the amount of inservice programmes attended, and teaching experience all have a substantial impact on the dependent variable of teacher educators' professional ethics. The F-test, which was then submitted to a t-test, revealed that there was yet more confirmation.

Table 1.3
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t-Value	Level of Significance
	B	Std. Error	Beta		
(Constant)	182.714	0.393		465.349	0.000
Educational Qualification	8.607	0.176	0.895	48.948	0.000
(Constant)	182.397	0.338		538.848	0.000
Educational Qualification	5.297	0.274	0.551	19.356	0.000
No of inservice Programmes Attended	4.223	0.291	0.413	14.513	0.000
(Constant)	178.828	0.525		340.933	0.000
Educational Qualification	1.944	0.468	0.202	4.151	0.000
No of inservice Programmes Attended	5.412	0.308	0.529	17.590	0.000
Teaching Experience	5.074	0.591	0.289	8.582	0.000

a. Dependent Variable: Professional Ethics

The 't' value for the three predicting independent variables is shown in Table 1.3. The regression coefficients, and t-statistic values suggest that all of the factors included in the model have a substantial impact on professional ethics. It shows that the variables educational qualification (t-value=48.948, $p < 0.05$), combination of educational qualification (t-value=19.35, $p < 0.05$), and number of inservice programme attended (t-value=14.51, $p < 0.05$), combination of educational qualification (t-value=4.15, $p < 0.05$), number of inservice programme attended (t-value=17.59, $p < 0.05$), and teaching experience (t-value=8.58, $p < 0.05$),

To sum up, the following conclusion has been reached in respect of the hypothesis. There is significant contribution of independent variables like educational qualification, number of inservice attended and teaching experience on dependant variable on professional ethics of teacher educators. Gender, location, age, marital status, family type, kind of college, topic stream of study,

and class handling did not have a significant impact on the dependent variable professional ethics.

Implications

The educational qualification, number of inservice programmes attended, and teaching experience were found to be the greatest indicators of teacher educators' professional ethics. Teacher educators with NET/SET/Ph.D (208.82) have higher professional ethics than teacher educators with M.Ed & M.Phil category (199.66) and teacher educators with M.Ed category (191.43). Teacher educators who have completed more than five inservice programmes (205.00) have greater professional ethics than those who have completed less than five inservice programmes (205.00).

In terms of teaching experience, teacher educators with more than 10 years (206.09) have greater professional ethics than those with 5-10 years (201.41) or less than 5 years (192.76). As a result, professional ethics among teacher educators are promoted by greater qualifications, involvement in more inservice programmes, and more teaching experience. As a result, institutional administrators should encourage faculty members to get higher professional degrees. The institution's leader should oversee and promote active participation in in-service programmes by the teacher educator. After a new recruiting process, the private institution should urge faculty to attend orientation and refresher courses.

Recommendations

A teacher educator should have their own code of professional ethics, which is a must in order to maintain their dignity and integrity. Teacher educators must adhere to a professional code of ethics as role models. This assures that student trainees receive an education that is fair, honest, and uncompromising. A teacher educator must devote their whole attention to the profession of teaching while avoiding any sort of bullying, antagonism, dishonesty, negligence, or objectionable behaviour. A teacher should avoid gossip, which includes making untrue or hurtful remarks about co-workers.

According to Singh (2017), a teacher educator serves as a role model for overall society growth in terms of social, moral, and ethical elements. As a result, he or she should carry out their professional tasks with the utmost care and professionalism, according to existing norms and procedures accordance with their own institutional bodies and professional associations. A teacher educator should motivate pupils to better their grades, develop their personalities, and contribute to the well-being of the community. He or she should also participate voluntarily in the formation of policies for other institutions through their organisations, maintaining the highest level of professional dignity.

Within any educational institution, a teacher educator should respect their colleagues and non-teaching staff as equal participants in a cooperative enterprise, and assist in the function of joint staff councils that include both teachers and non-teaching employees. A teacher educator should strive to ensure

that institutions maintain communication with all stakeholders of education within the society and community for the goal of mutual exchange of ideas and for the institution's benefit through teacher professional bodies and organisations.

Conclusions

Teacher educators should place a specific emphasis on instilling professional ethics in their students. Teacher educators should take the responsibility of teaching seriously and carry out their responsibilities effectively. As a result, teachers' understanding of professional ethics and its application are critical for their performance in the classroom. Teaching is a noble profession that needs close observation and engagement with all stakeholders in education, including school administrators, managers, parents, students, and co-workers. As a result, a teacher educator should have a calm, patient, and communicative temperament, as well as an amicable demeanour. Teacher educators should follow a predictable pattern of behaviour and demeanour in the community. As a result, teacher educators must adhere to a strict code of conduct and use extreme caution in their personal lives affairs in a manner consistent with the dignity of the profession.

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