



Professional Ethics Among The Teacher-Educators Concerning Management Category And Institutions Type

¹Sandeepa.L. ²Dr. Jagannath K. Dange,

¹Research scholar, ²Dean of Education Faculty, Professor, Head of Department of Education, Kuvempu University, Shankaraghatta-577451.

Abstract: The way of defining "ethics": norms for conduct that distinguish between acceptable and unacceptable behaviour, as like professional ethics strive for honesty in all scientific communication. Upstream teacher-educators proficiency and competence that would enable and empower the teacher-educators to meet the requirements of profession. Present study conducted on 168 teacher-educators in B Ed College of education, Karnataka. The objectives are aided and unaided, type of institution and management. The simple technique was used for data collection; the results revealed that there was a significant difference between aided and unaided teacher-educators by professional ethics. However, there was a significant difference between SC/ST and general management institutions with various managements.

Keyword: Professional ethics, Institutions type, Management category.

Introduction: Every profession is expected to evolve to set of ethical principles to guide the conduct and behaviour of its professional members. The ethical principle provides the base to differentiate between desirable and undesirable conduct behaviour. The code of professional ethics may be defined as a set of self-imposed professional ideas and principles necessary for the attainment of self-satisfaction and professional excellence (Neena Sawhney, 2015). Professional ethics refers to the principles, guidelines, or norms of morality that a teacher must follow in teaching professionals when dealing with students, parents, the community, and higher authorities (Swamy & Harish. 2016). The word 'teaching' can be defined as communication between the teacher and the taught as far as it is related to conveying knowledge and

guidance to the learners, covering almost every aspect of education which the students are expected to learn from a teacher and which the teacher will teach them using all the teaching techniques and aids available to teach. This includes motivation, encouragement, and character-building of the students. A good teacher must understand every trait of each of his/her students to deal with them accordingly (Detlef R. Prozesky, 2000).

Review of literature

Sushil Kumar Singh (2022) Revealed that there is no significant difference in the Professional Adjustment score of Primary School Teachers based on marital status, and educational qualification. Singh (2020) discovered that there is no statistically significant difference in adjustment between male and female instructors, or between government and private teachers.

Objectives of the study

1. To find the professional ethics among teacher-educators concerning institution types.
2. To find the professional ethics among the teacher-educators concerning the management category of teacher-educator institutions.

Hypotheses of the study

Hypotheses 1. There is no significant difference in professional ethics among teacher-educators of aided and unaided teacher-education institutions.

Hypotheses 2. There is no significant difference in the professional ethics among teacher-educators with SC/ST and General Management teacher-education institutions.

Universe of study

The universe of study has been considered to form teacher-educators of the teacher-education institution in Karnataka State.

Samples of study

Selection of teacher-education institutions.

For the present study the two divisions Bangalore, Kalaburgi running the Bachelor of Education Programme (B. Ed) in Karnataka state. 239 Colleges of Education are appealed under the above two divisions. Those were 28 colleges from Bangalore and Kalaburgi division colleges as follows.

Selection of Teacher-Educators.

One thousand four hundred and thirty-four teacher-educators are working in two divisions, among them one hundred and sixty-eight teacher-educators selected using lottery methods of 28 colleges of education under 2 divisions. The simple random sampling method was adopted for this study

Table **Distribution of Teacher Educators from division-wise**

Divisions	Type of Colleges and category wise management	Total
Bangalore	Aided (04)	
	General (04)	24
	Unaided (12)	
	Sc/St (04)	24
	General (05)	30
Gulbarga	Aided (04)	
	General (04)	24
	Unaided (08)	
	Sc/St (03)	18
	General (02)	12
Total		168

Tools for data collection.

A professional ethics questionnaire was prepared for teacher-educators which was developed and standardised by **Dr. Barjees Jeelani**. This scale consists of thirty-six items. This study was conducted by using a researcher through field visits to the various colleges of education in two divisions of Karnataka state.

Reliability of the study

The reliability was calculated by Chroubach's Alpha reliability method. The reliability of the questionnaire was found to be 0.906 by Chroubach's Alpha reliability.

Procedure for Scoring

The questionnaire consists of six parts i.e. Teacher and Professionalism, Teacher-Educators and Administration, Teacher educators and colleagues, Teacher-educators and Parents, Teacher-educators, and Society. The five-point Likert scale was used for the six parts. There are five options are given such as

strongly agree, agree, undecided, disagree and strongly disagree and scores are 5, 4,3,2,1, respectively in the six parts.

Analysis and Interpretation

Hypotheses-1: There is no significant difference in Professional ethics among teacher-educators of aided and unaided teacher-education institutions.

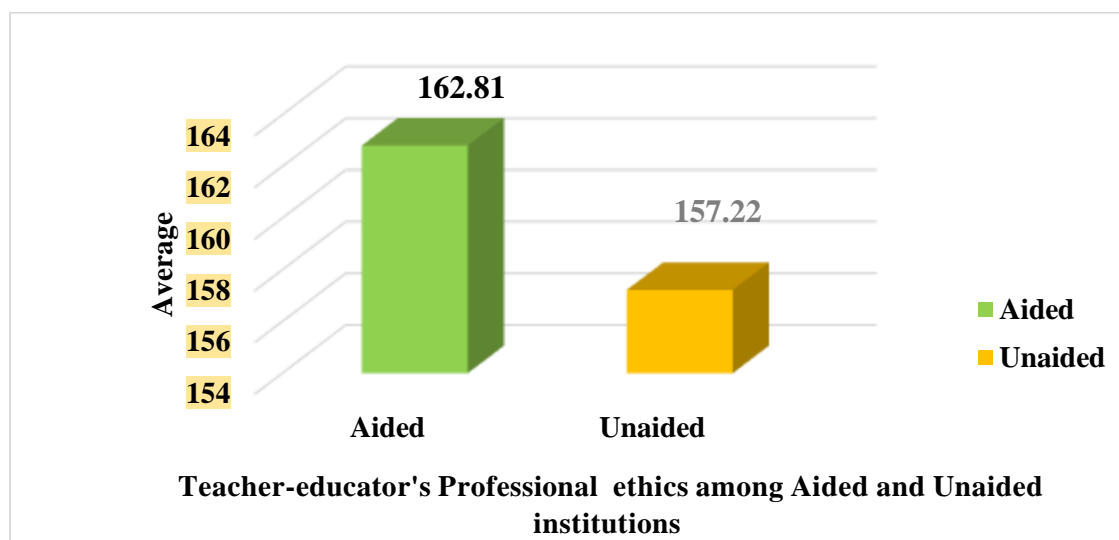
Table: 2 Teacher Educator's professional ethics institution type wise.

Teacher-educators professional ethics						
Institution type	N	Mean	Standard division	t- value	df	0.05 Level
Aided	48	162.81	16.94	1.95	166	Significant
Unaided	120	157.22	16.68			

= indicates a 0.05 level of significance.

The Professional ethics mean score was 162.81, and 157.22 both aided and unaided institutions respectively based on the opinions of 48 aided and 120 unaided teacher-educators. The SD values of Aided and Unaided teacher-educators are 16.94, and 16.68 respectively. The t-value obtained 1.95 at the degree of freedom (df) 166 with significance at 0.05 level. Hence it inferred that it got a highly significant difference among the teacher-educators of aided and unaided institutions type.

Graph:1 Teacher Educators professional ethics institution type wise.



Hence **Hypotheses-1**, stating that "There is no significant difference in Professional ethics among teacher-educators of aided and unaided teacher-education institutions" was rejected.

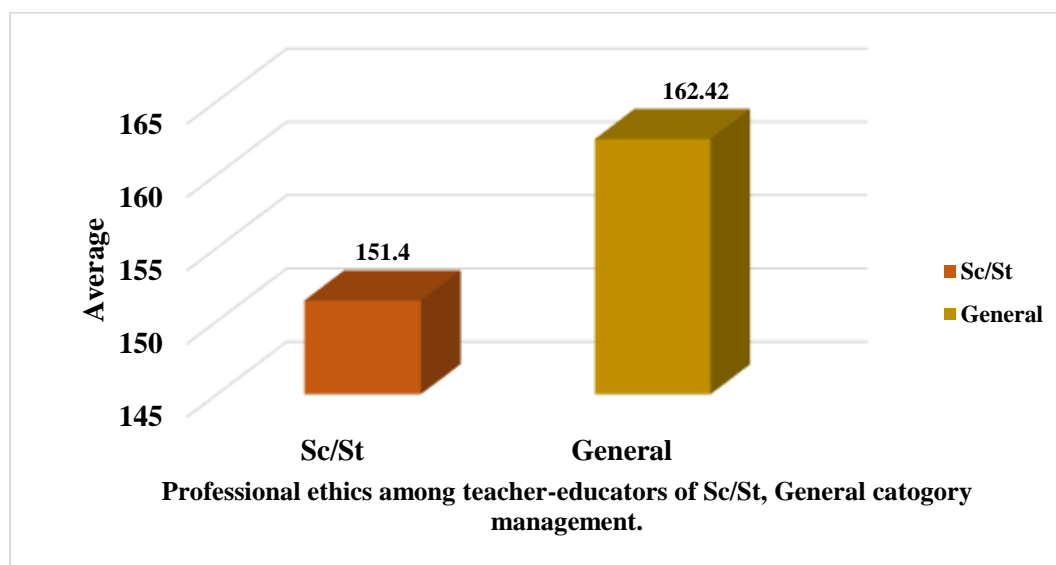
Hypotheses 2. There is no significant difference in the professional ethics among teacher-educators with SC/ST and General Management teacher-education institutions.

Table: 3 Teacher Educators Professional Ethics Management category-wise

Teacher-educators professional ethics						
Management category	N	Mean	Standard division	t- value	df	0.05 Level
SC/ST	42	151.40	14.48	3.54	130	Significant
General	90	162.42	17.55			

= indicates a 0.05 level of significance.

The Professional ethics mean score was 151.40 and 162.42 for SC/ST and General management of teacher educational institutions respectively. The SD values for Sc/St and General are 14.48 and 17,55 respectively. The t-value obtained 3.45 at the degree of freedom (df) 130 with significance at 0.05 level. Hence it inferred as high significance among the Professional ethics of teacher-educators of SC/ST, and the General management category.

Graph:2 Teacher Educators professional ethics Management category wise

Hence **Hypotheses-2**, stating that "There is no significant difference in the professional ethics among teacher-educators with SC/ST and General Management teacher-education institutions" was rejected.

Findings

1. There was a significant difference between aided and unaided institutions of teacher-educators in professional ethics.
2. There was a significant difference between the SC/ST and General management of teacher-education institutions in teacher-educators concerning professional ethics.

Conclusion

Professional ethics refers to the standards, attitudes, and behaviours of teacher-educators who are responsible for preparing and developing upcoming teachers. Teacher-educators are expected to possess a high level of expertise and knowledge in their respective fields, including subject matter expertise, pedagogical knowledge, and an understanding of current educational theories and practices. They must update their research and innovations in education. The professionalism of teacher educators is crucial for trainee teachers as it provides them with essential skills, knowledge, and guidance to become effective and successful teachers. These parameters make them of high standard in their research area. These results suggest that there was a significant difference between aided and unaided teacher-educators, and show significant impact on professional ethics.

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