

Professional Ethics of School Heads with respect to Gender and Locale

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ABSTRACT

The present paper was conducted to study the professional ethics of rural and urban, male and female school heads. The method adopted for this research was descriptive method and the study comprised of 120 school heads of government and private schools in Ganderbal and Srinagar districts of Jammu and Kashmir. The sample was taken through systematic sampling method keeping in view time and distance. Professional ethics scale constructed and standardized by investigator have been used to collect the data. From the findings. It was found that there is significant difference in the professional ethics of rural and urban school heads and it was further revealed that there is significant difference in the professional ethics of male and female school heads.

Key Words: *Professional Ethics, School Heads, Rural and Urban Male and Female*

INTRODUCTION

Ethics in the area of a profession is called a professional ethics. Ethics is commitment to higher order moral values and ability to distinguish right from wrong. In this we have laws, code of conduct of professional institutes, rules and regulations. We tend to take ethical behaviour for granted until it goes missing from our lives and we fall the victims to unethical behaviour. The basic idea that there is a right and wrong way to do things has existed probably as long as mankind. Ethics were formulated, discussed, and argued in the early Greek period, and have been the subject of refinement and controversy ever since. Because of cultural

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biases, there is no universal standard of ethics adhered to by everyone. According to transpersonal psychology, the development and integration of morals and ethics is the first important stage of the individuation process and absolutely necessary for self-actualization. It is, in general, concerned with concepts of right and wrong. A majority of people believes that any act or event can be measured against some absolute standard, with a complete determination of its intrinsic rightness or wrongness". "Ethics is the branch of philosophy that deals with the moral dimensions of human life" The "moral dimensions of human life" make the following three assumptions: There is a difference between actions which are right, and actions which are wrong. We have the ability to know, most of the time, which actions are right, and which are wrong. This knowledge of which actions are right, and which are wrong, can have an impact of our behaviour. For this reason, we do things that we know to be right, and avoid doing things that we know to be wrong". Ethics refers to standards of conduct that indicate how one ought to behave based on specific values and moral duties and virtues arising from principles about right and wrong.

For example, many people value certain rights such as the right to be treated equally regardless of one's race or religion. It would be wrong to discriminate against another person based on these or any other factors. We have a moral duty to treat others fairly and equitably, and it is the virtue of justice that enables us to do so. Ethical behaviour explains conducts of an individual which is deemed appropriate by society. Ethical behaviour is used interchangeably with moral behaviour. A teacher is the key

man on whom depends the future of the mankind. He plays an important role in shaping and molding the destiny of the nation. There are certain ethics related to every profession and a person can do justice to his job if he obeys those ethics. Educational institutions are an integral and sensitive part of the society. No educational system can operate without being influenced by the norms and values of the society. Like all human beings, teachers also have distinct values, beliefs and desires and these influences the way the teacher's function. Thus, in order to be successful teachers should obey the professional ethics. The code of ethics defines acceptable behaviours' and promotes high standards of practice. This code of ethics provides a benchmark for member's self-evaluation and to establish a framework for professional behaviour and responsibilities. It works as a vehicle for occupational identity and as a mark of professional growth in every profession. Low ethics, today, is no doubt a world-wide phenomenon but its effects are most pernicious in developing countries, like India. The teaching profession, as many others, has its own code of ethics, which describes the process of grading students and teacher's behaviour in the classroom as well as outside the premises of the institution. It is one of few professions, which evaluates the totality of behaviour of an individual and its potential influence on others. The teacher's code of ethics comprises his/her duties, responsibilities, attitude, honesty, and most of all - fairness. Such a code of ethics will set forth standards among the members of a profession. Hence it must be clear and practicable. The ethical code of a profession rests upon two foundations. The first is the security and integrity of a

profession which serves as a basis for professional obligations, rights, privileges, etiquette and, above all, competence. The second is the ideal of service. Nazzal (2001) aimed to identify the professional ethics of teaching in the light of Islamic thought, e.g., the teacher shall be an example, a giver for no interest, and consider individual differences. The study concluded that teachers' commitment to the professional ethics of teaching from the perspective of principals and supervisors was high and there were statistically significant differences due to educational qualification favoring the educationally qualified teachers. It recommended including professional ethics in the programs of preparing teachers, principals, and supervisor as well as including them as mandatory courses in colleges. Anangisy (2010) aimed to identify the initiatives that enhance the professional ethics among teachers in teacher training colleges in a number of regions (Dar El-Salaam, Eringa and Tanzania in South Africa). Results showed that there are two main initiatives: the use of college bylaws and the teaching of moral rules of behavior. There are a range of challenges such as lack of courses on the professional ethics of teaching because of the inadequacy of teachers' trainers, lack of qualified teachers and lack of resources. Ibrahim (2012) aims to propose a code of ethics for the profession of teaching in Saudi Arabia. The study concluded the importance of the current code of ethics No. 221 for the ethics of the teaching profession in Saudi Arabia (i.e., a code that covers the responsibilities of the teacher towards the students, workmates, and country) from the perspective of teachers, principals and educational supervisors. There are

statistically significant differences of the sample estimations of the importance of the current code of Ethics due to gender, current work, qualification, and years of experience. Das (2014) aimed to identify the extent of the development of professional ethics of teaching through experience among female teachers in institutions of higher education in the state of Punjab. The experimental descriptive approach utilized, in addition to PEST-2007 to record the professional ethics of the teaching experience through observation. Results showed that only 9% of the teachers have a high level of professional ethics and 60% have an intermediate level of professional ethics, while 30.5% of the teachers showed a low level of professional ethics. Nadia (2015) identified the importance of professional ethics for teachers in educational institutions in Nanigopal, Malo. Results showed that the professional ethics of teachers help increase people's knowledge of beliefs, values, ethics, learn the good and bad of them, and practice them to maximize their well-being and happiness. Capley (2015) points out that various countries have begun to draft codes of ethics for the teaching profession in order to achieve the desired objectives of the teaching profession. The Ministry of Education in Saudi Arabia has established the ethics of the teaching profession, issued in 1427 and circulated to all regions. They have been activated and adopted by every teacher Tabachnick et al. (2016) aimed to identify the ethics of teaching through beliefs and behaviors from the perspective of psychologists as educators. Results showed that the ethics of teaching include a set of behaviors and beliefs, such as course content, evaluation of students, educational environment, disrespectful behavior,

research and publication issues, financial and material transactions, social relationships with students. In the light of the literature review, it can be concluded that there is no previous Arabic study which covers the ethics of teaching profession among secondary school teachers from the perspective of school leaders in Riyadh. The current study aims at highlighting the importance of teaching professional ethics and presenting a proposal for a code of ethics for teaching. Adherence to professional ethics contributes to controlling the expected behavior of all parties towards the profession in order to create the best moral environment that provides better learning and educational outputs.

Statement of the Problem

The statement of the present study follows as under:

“Professional ethics of school heads with respect to gender and locale”

Objectives

1. To study the professional ethics of rural and urban school heads.
2. To study the professional ethics of male and female school heads.

Hypotheses

1. There exists no significant difference in the professional ethics of rural and urban school heads.
2. There exists no significant difference in the professional ethics of male and female school heads.

METHODOLOGY

Keeping in then view the research evidences, objectives and hypotheses, the researcher found of suitable to use descriptive survey method in the present study. In the present study the data have been taken from 120 school heads. In the present study simple random sampling was used by the investigator.

TOOL USED

Professional ethics scale constructed and standardized by investigator have been used.

STATISTICAL TECHNIQUE

S.D, Mean, t-test

ANALYSIS AND INTERPRETATION

Professional Ethics of Rural and Urban School Heads

In order to study the significance of difference in the professional ethics of rural and urban school heads, t test was applied as a statistical technique. Analyses of data are presented in the table 1.1 below;

Table 1.1: Mean SD and t-Value Showing the Difference in Professional Ethics of Rural and Urban School Heads

Type of school	N	Mean	SD	t-Value
Rural	60	163.25	12.89	2.89
Urban	60	169.36	10.31	

The calculated value ‘t’ with df 118, showing the difference in the professional ethics of rural and urban school heads

come out to be 2.89 which is more than the table value (2.63) at 0.01 level of significance. Thus, the Hypothesis No.1 that, “There is no significant difference in the professional ethics of rural and urban school heads”, was rejected. Therefore, it may be interpreted that the heads of rural and urban schools differ significantly with respect to their professional ethics. The difference observed in the mean scores (Table-1.1) of rural and urban school heads professional ethics is significant. It can be concluded from the above results that there is significant difference between rural and urban school heads unprofessional ethics. The mean score of the urban school heads unprofessional ethics is found high as compared to rural school heads.

Professional Ethics of Male and Female School Heads

In order to study the significance of difference in the professional ethics of male and female school heads, t test was applied as a statistical technique. Analyses of data are presented in the table 1.2 below;

TABLE 1.2: Mean, SD and t-Value Showing the Difference in the Professional Ethics of Male and Female School Heads

Gender	N	Mean	SD	t-Value
Male	60	167.97	12.57	2.60
Female	60	165.35	10.98	

The calculated ‘t’ with df 118, showing the difference in the professional ethics of male and female school heads come out to be 2.60 which is more than the table value (1.98) even at 0.05level of significance. Thus, the Hypothesis No.2 that, “There is no significant difference in the professional ethics of Male and Female school heads”,

was rejected. Therefore, it may be interpreted that the male and female schools differ significantly with respect to their professional ethics. The difference observed in the mean scores (Table 1.2) of rural and urban school heads professional ethics is significant. It can be concluded from the above results that there is significant difference between Male and Female school heads unprofessional ethics. The mean score of the male school heads unprofessional ethics is found high as compared to female school heads.

CONCLUSION

The chief purpose of this study was to discover that whether there is any variation among the “rural and urban school heads” on the, professional ethics. It was hypothesized that there would not be any difference among rural and urban school heads on the professional ethics. And from the results it was find that there is slight difference among the secondary school heads with respect to their gender male and female on the composite scores of professional ethics. The study was further hypothesized that there would be not any kind of difference between the “male and female school heads “on professional ethics. The results revealed that there is difference between male and female school heads on the composite scores of professional ethics.

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