

INFLUENCE OF INTEREST IN TEACHING OF SECONDARY SCHOOL TEACHERS ON THEIR PROFESSIONAL ETHICS

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Abstract: The intention of this research was to study the professional ethics of secondary school teachers in relation to their interest in teaching. The sample comprised one hundred secondary school teachers working in secondary schools of Bangalore District selecting by simple random sampling technique. The Professional Ethics Scale and Interest in Teaching Scale both tools were developed & standardized by the researcher Sujatha & and research guide Dr. H.R. Jayamma were utilized for data collection. The Pearson's Product Moment Coefficient of Correlation and 't' test, F test were utilized to examine the formulated hypotheses and further Scheffe's post hoc analysis was applied where F was found significant. The correlation result shows significant positive relationship between Professional Ethics and Interest in Teaching of secondary school teachers and also found from one-way ANOVA results that the teachers working with higher interest level had higher perception towards their professional ethics when compared with moderate and low levels of interest. The results from 't' and 'F' test statistical procedures sex variable was found influences on perception about professional ethics of teachers except type of family. The female teachers had higher professional ethics than male teachers. The Professional Ethics of teachers working with higher level of interest in teaching had higher Professional Ethics when compared with teachers working with average and low levels of interest in teaching

Index Terms - Professional Ethics, Interest in Teaching, secondary school teachers

1. INTRODUCTION

In the modern global village, scientific and technological developments are observed to be unimaginatively progressing. Besides, reports of molestation, classism, racism, casteism, bribery, and favouritism are aplenty. Teaching personnel is required to help society to control these unwarranted tendencies with their intellectual potentialities. This is possible if a code of professional ethics is evolved, enforced, and practiced. Ethics basically is a science of discrimination between right and wrong. Conduct and character development should be considered an integral part of the teaching profession, since teachers are the history makers who prepare the future responsible citizens of any country. The teachers should resolve to adopt the professional ethics of day-to-day dealing with those entire concerned. To make the human relationship sacred, worthy, fruitful and productive, professional ethics is in need. There is violence, injustice, corruption, and we witness more broken families in the present society. To remove these social evils, responsibility lies on teachers shoulders. Code of Professional Ethics is the only effective way to achieve peace, justice, and love through the process of reconciliation.

Interest in teaching is the degree of attraction towards teaching. Interest in teaching is a vital force that urges a teacher to involve in teaching activity wholeheartedly. Interest in teaching varies from teacher to teacher. According to Allport (1961), interest is a form of motivation essential for the understanding of personality. Interest in teaching changes teacher experience and reconstruct their previous experiences also. As much teachers have interest in teaching that much, they make teaching -learning process effective. The strength and direction of the teacher's interest has a direct link with their performance in teaching. Teachers' interest in teaching reveals how much time they spend preparing their classes and how far they are involved in teaching activities. The teachers are expected to establish a strong trust bond among the school head, students, parents, and members, but it is possible if teachers have interest in teaching.

Teacher one who is interested in teaching possesses traits such as ability, empathy and kindness. If a teacher has an interest in teaching, they enhance their knowledge and skills in teaching, participate in professional development activities such as seminars, workshops, conferences in school, cluster, district, state, the national and international levels. That makes them competent. Teachers interested in teaching ensure that they have to respect their school rules and regulations. They also follow the code of ethics given by different national organizations given at different times to maintain the profession's dignity.

2. REVIEW OF RELATED LITERATURE

Any researcher must be acquainted with the research work in his field of research. Therefore, it is the first necessity for the researcher to study the reference literature. The studies related to present research topic are reviewed and presented as under.

To identify the importance of teacher's professional ethics, studies have been undertaken by researchers across the world. Gholampour; Pourshafaei and Ghasemian (2019) found organizational culture explains 14 percent of professional ethics variance. Ayeni (2018) shows significant relationship between teachers' professional ethics and instructional performance. Al-Hothali (2018) found moderate and high in the domain of teacher professional performance and his relation to students, community, school community, and family. Oktay; Ramazan; and Sakin (2010) concluded a linear relationship exists between 'preschool teachers' ethical behavior and the variables of 'moral judgment level', 'democratic attitude', 'autocratic attitude' and

'apathetic attitude'. Dhinakaran and Sivakumar (2014) explore the significant difference in the Professional Ethics regarding gender, type of school. From the studies, it was seen that organizational culture, instructional performance, moral judgment level, attitudes, gender, type of school were positively correlated with professional ethics. Very few studies were conducted to know the Professional Ethics of secondary school teachers with regard to organizational culture and interest in teaching.

Interest is the central force that drives the whole machinery of the teaching-learning process. Interest of teacher in teaching has direct link with their performance. If a teacher entered teaching profession with interest, naturally, they show interest in teaching subjects and students and honestly try for their professional development. Few studies conducted across the country and the world on the interest of teachers in teaching. Herranen (2015) found positive correlation between teachers' interest and the use of inquiry-related methods such as creative problem solving and laboratory work. Urushadze and Imedadze (2013) studied interaction between professional interest and memorizing based on foreign language learning. Professional interest was not actualized. Ige; Toyobo; and Oyegoke (2011) concluded that 68.5% teachers had interests in a profession that involved dealing with children and 78.3% of teachers preferred teaching as a career to any other profession if teachers' remuneration were highly increased.

Wardlow and Johnson (1999) found a substantial positive relationship between skill level and interest in learning more about educational technologies. Patchaivaziamman and Krishnamurthy (2010) developed on construction and standardization of teaching interest inventory and it was found reliable and valid. Sasikala (2012) found that teacher trainees developed a favorable interest in their teaching profession after completing their B.Ed. course. Kadjevich (2006) Found positive and average interest in teaching of pre-service teachers. Sundaram and Gandhi (2003) Concluded that their marital status influenced interest in teaching of student trainees. From the past studies it was seen that interest in teaching correlated with inquiry-related methods and the level of skills of teachers and developed teaching interest inventory for teacher educators. There are no studies conducted to know the relationship between Interest in Teaching and Professional Competence and Professional Ethics of teachers.

The present study is important as the researcher will try to analyse professional competence and ethics of secondary school teachers and focus on the components of organizational culture and interest in teaching, which influences teachers' professional competence and professional ethics. The present study is intended to identify the relationship, level and effect of professional competence and ethics in relation to their organizational culture and interest in teaching and background variables. In this study researcher develops and standardises tools on Professional Competence, Professional Ethics, Organizational Culture and Interest in teaching for secondary school teachers.

From the above studies it was found that very few researches conducted on Professional Ethics of Teachers in India as well as abroad and no correlation studies were found between professional ethics and organizational culture. The organizational culture is most essential for inculcate the ethics among teachers in their teaching profession.

3. NEED AND IMPORTANCE OF THE STUDY

Interest is the central force that drives the whole machinery of the teaching-learning process. Interest of teacher in teaching has direct link with their performance. If a teacher entered teaching profession with interest, naturally, they show interest in teaching subjects and students and honestly try for their professional development. Few studies conducted across the country and the world on the interest of teachers in teaching. Herranen (2015) found positive correlation between teachers' interest and the use of inquiry-related methods such as creative problem solving and laboratory work. Ige; Toyobo; and Oyegoke (2011) concluded that 68.5% teachers had interests in a profession that involved dealing with children and 78.3% of teachers preferred teaching as a career to any other profession if teachers' remuneration were highly increased. The present study is important as the researcher will try to analyse professional ethics of secondary school teachers and focus on the components of interest in teaching, which influences teachers' professional ethics. The present study is intended to identify the relationship, level and effect of professional ethics in relation to their interest in teaching and background variables. In this study researcher develops and standardised tools on Professional Ethics and Interest in teaching for secondary school teachers.

4. STATEMENT OF THE PROBLEM

Influence of Interest in Teaching of Secondary School Teachers on their Professional Ethics

5. OBJECTIVES

1. To realize the perception of professional ethics of secondary school teachers.
2. To assess the teachers' perception about interest towards teaching.
3. To expose the significant relationship between professional ethics and interest in teaching of teachers.
4. To discover the significant difference of teachers in their professional ethics due to sex, type of family and different levels of interest.

6. STATEMENT OF HYPOTHESES

1. There is no significant relationship between Professional Ethics and Interest in Teaching of secondary school teachers.
2. There is no significant difference in the Professional Ethics of secondary school teachers with regard to sex.
3. There is no significant difference in the Professional Ethics of secondary school teachers with regard to type of family.
4. There is no significant difference in the Professional Ethics of secondary school teachers working with different levels of interest towards teaching.

7. METHODOLOGY

The study was elected as descriptive survey method. The secondary school teachers comprised as the population of the study. The sample comprised one hundred secondary school teachers working in secondary schools of Bangalore District selecting by simple random sampling technique. The Professional Ethics Scale and Interest in Teaching Scale both tools developed & standardized by the researcher Sujatha & research guide Dr. H.R. Jayamma were utilized for data processing. The Pearson's Product Moment Coefficient of Correlation and 't' test, F test along with Scheffe's post hoc analysis where F was found significant as statistical procedures were applied to examine the formulated hypotheses.

8. RESULTS

Table-1: Results pertaining to Correlation analysis pertaining to Professional Ethics and Organizational Culture.

Dependent	Independent	'r' value and Sig. Level
Professional Ethics	Interest in Teaching	0.231*

*Sig. at 0.05 level. N=100; df=98; r value @ 0.05=0.205.

From the table-1 revealed that, the obtained 'r' value 0.231 is greater than the table value 0.205 at 0.05 level of confidence. Therefore, the stated hypothesis "there was a significant relationship between Professional Ethics and Interest in Teaching of secondary school teachers" was accepted. The said variables are having positive relationship. The result concludes that teachers working with more interest towards teaching had higher ethics in their profession and in a vice versa.

Table-2: Professional Ethics of secondary school teachers due to variation in their sex.

Variable	Group	No.	Mean Scores	Standard Deviation	't' value and sig. level
Sex	Male	25	141.440	22.620	2.61*
	Female	75	153.973	13.903	

*Significant at 0.05 level.

It is evident from Table-2, the obtained 't' value 2.61 is greater than table value 1.98 at 0.05 level of confidence. Hence, the stated hypothesis for the said variable is accepted that is 'there is a significant difference in the Professional Ethics between male and female teachers'. The female teachers had more ethics related to their profession when compared with male teachers.

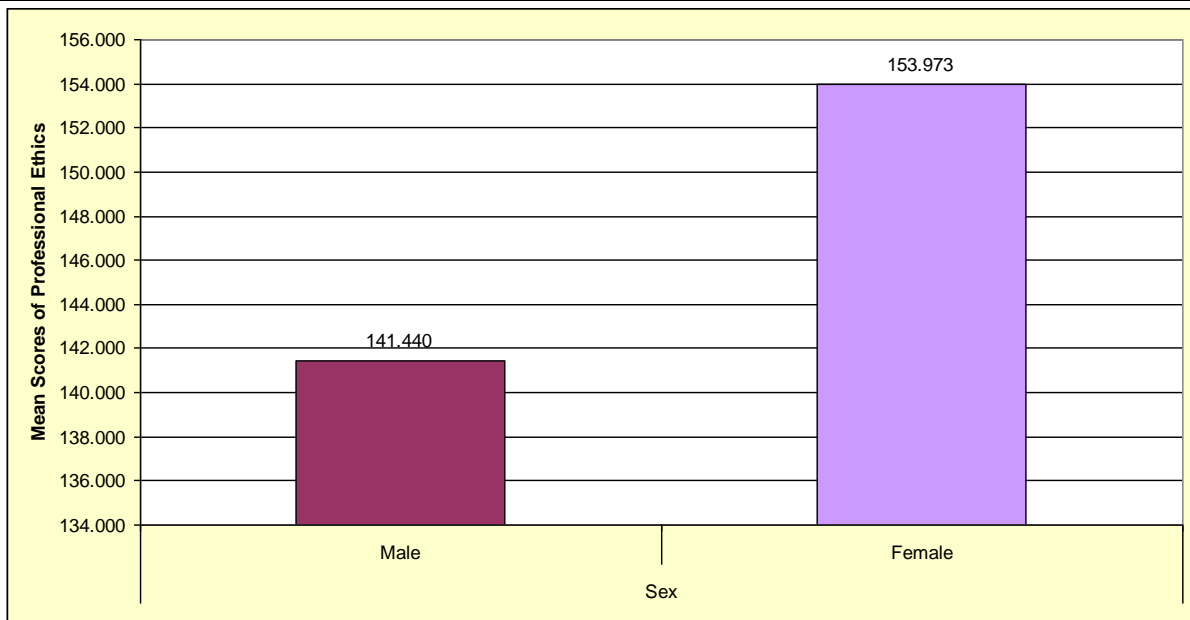


Fig.1. Bar graph shows comparison of Professional Ethics between male and female teachers.

Table-3: Professional Ethics of secondary school teachers due to variation in their type of family.

Variable	Group	No.	Mean Scores	Standard Deviation	't' value and level	sig.
Type of Family	Nuclear	72	149.263	17.259	1.48 ^{NS}	
	Joint	28	154.892	16.931		

^{NS}Not Significant.

It is apparent from Table-3, the obtained 't' value 1.48 is less than table value 1.98 at 0.05 level of confidence. Hence, the stated hypothesis for the said variable is accepted that is 'there is no significant difference in the Professional Ethics between teachers belonging to nuclear and joint families'. The teachers from both nuclear and joint families had a similar type of ethics related to their teaching profession.

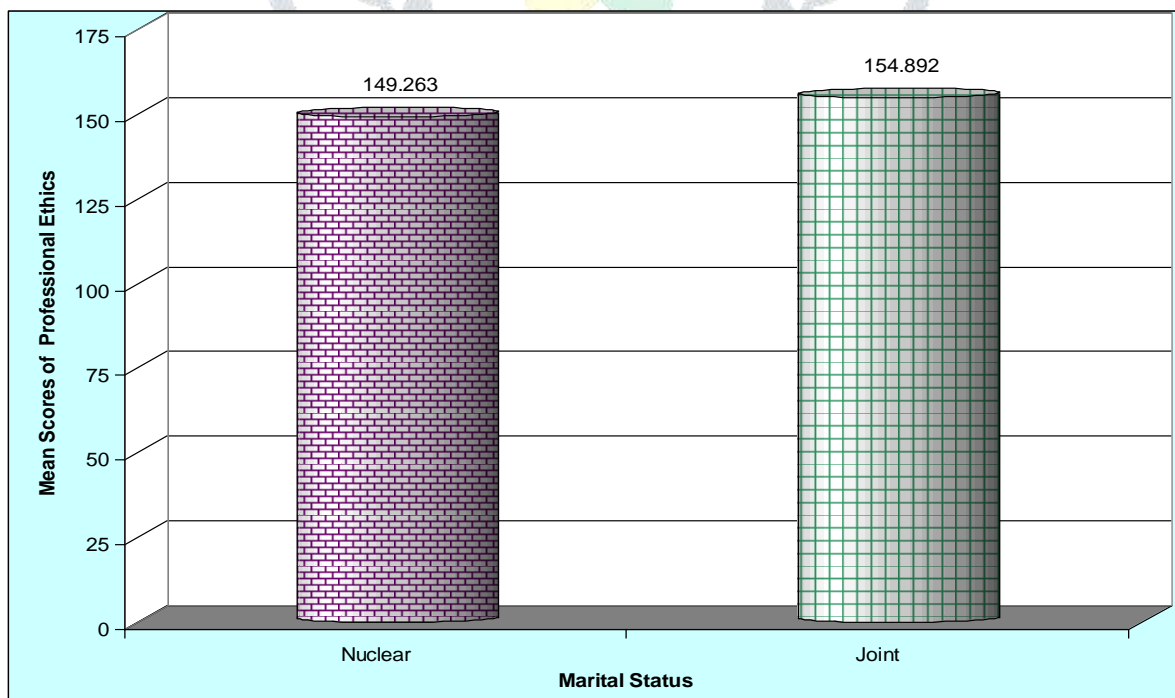


Fig.2. Bar graph shows comparison of Professional Ethics between teachers from nuclear and joint families.

Table-4: Professional Ethics of secondary school teachers working with different levels of interest in teaching.

Group	N	Mean	SD	Source	Sum of Squares	df	Mean Squares	F Value (Sig.)
Low	8	152.125	13.324	Between Group	1955.842	2	977.921	3.44 (P= .036)
Average	78	148.782	18.116	Within Group	27573.598	97	284.264	
High	14	161.571	9.018	Total	29529.440	99		

Table value at 0.05(df-2,97) =3.09

The table-4 shows that, the obtained 'F' value 3.44 is greater than the table value of 3.09 for df '2 and 97' requested for significance at 0.05 level of significance. The results of the study indicated that 'there exists significant difference in the Professional Ethics of secondary school teachers working with different levels or interest in teaching that is low, average and higher levels of interest in teaching. To determine the significant difference in the Professional Ethics among these paired mean scores, the 'Scheffe's post hoc test was applied and the results are presented in Table-4(a).

Table-4(a): Scheffe's Post Hoc Analysis on Professional Ethics scores of teachers working with different levels of interest in teaching.

Interest in Teaching levels			Mean Difference
Low	Average	High	
152.125	148.782	-	3.343
-	148.782	161.571	12.789*
152.125	-	161.571	9.446

*Significant at 0.05 level.

Table-4(a) shows significant paired mean difference in the Professional Ethics between average & high levels of interest in teaching and the mean difference is 12.789 which are greater than the critical difference value. It concludes that 'there was a significant difference in the Professional Ethics between average & high levels of interest in teaching. But the paired mean difference in the Professional Ethics between low & average and low & high levels of interest in teaching and the mean difference are 3.343 and 9.446 which were less than the critical difference value. The Professional Ethics of teachers working with higher level of interest in teaching had higher Professional Ethics when compared with teachers working with average and low levels of interest in teaching.

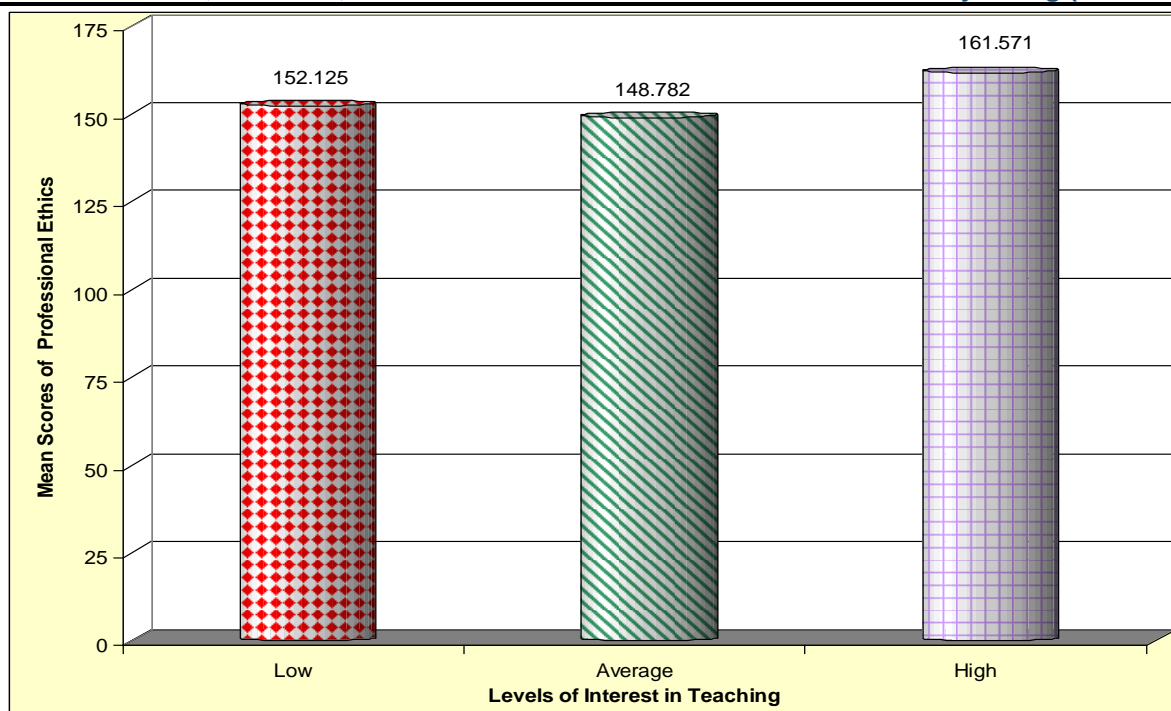


Fig.3: Bar graph shows comparison of Professional Ethics among teachers working with different levels of interest in teaching.

9. MAJOR FINDINGS OF THE STUDY

1. Significant positive relationship exists between Professional Ethics and Interest in Teaching of secondary school teachers.
2. Significant difference exists in the Professional Ethics of male and female teachers.
3. No significant difference exists in the Professional Ethics of teachers belonging to nuclear and joint families.
4. Significant difference exists in the Professional Ethics of teachers working with different levels of interest in teaching.

10. CONCLUSION

The results concludes that, teachers' perception about interest in teaching was positively correlated with their perception about professional ethics. Professional Ethics and Interest in Teaching are connected with each other and also found from one-way ANOVA results that the teachers working with higher level of interest in teaching had higher professional ethics when compared with moderate and low levels of interest in teaching. The results from 't' and 'F' test statistical procedures sex factor was influence on perception about professional ethics of teachers. The female teachers had higher professional ethics than male teachers. Type of family factor was not influence on perception about professional ethics of teachers.

11. REFERENCES

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