



An Analytical Study on Professional Ethics in the Teaching Profession

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Abstract

Professional ethics in education are fundamental to a robust educational framework. These ethics serve as a foundation for high-quality teaching and are crucial in developing the character and abilities of future generations. This analytical study delves into the ethical obligations, challenges, and standards that characterize educators' professional behaviour. It explores essential principles such as integrity, fairness, respect, and accountability, as well as their impact on decision-making and relationships within the educational setting. Additionally, the research examines the difficulties teachers encounter in maintaining ethical standards amid contemporary challenges, including digital learning, cultural diversity, and institutional pressures.

This paper explores the ethical responsibilities of teachers, their adherence to professional conduct, and the impact of ethical behaviour on students and institutions. Using analytical methodology, the paper studies the ethical awareness among teachers, challenges in maintaining ethical standards, and recommends best practices. This research is based on data collected from a sample of teaching professionals in public and private institutions across Punjab.

Keywords: Professional ethics, teaching profession, ethical values, education system, teacher conduct

Introduction

The teaching job is a noble one because it educates and moulds the lives of future generations. Ethical behaviour while practising the profession means not only acting in an academically responsible sense but also defines moral character, integrity, fairness and social responsibility. Ethical behaviour cannot be divorced from social change - as changes take place in society ethical issues change as well. The purpose of this investigation is to assess a group's level of awareness towards ethics, and also its implications on their professional duties. Professional ethics within the teaching profession are essential in establishing the moral guidelines that educators follow. These ethics consist of a collection of principles and standards that steer teachers toward upholding integrity, fairness, respect, and responsibility in their professional actions. Given that educators significantly impact students' intellectual and emotional growth, ethical conduct is vital in building trust, promoting equity, and creating an effective learning atmosphere. This analytical study seeks to investigate the fundamental values and difficulties related to professional ethics in teaching, highlighting the significance of ethical decision-making and accountability in improving educational outcomes and maintaining the profession's credibility.

Objectives of Study

- To assess teacher awareness of professional ethics.
- To assess dilemmas teachers face in the profession.
- To compare practices in private institutions in comparison with government institutions.

- To recommend improvements to ethical practice in teaching.

Methodology

Research approach: Analytical and descriptive.

Size of sample: 40 teachers, sampling in both government and private institutes have taken

Sampling technique: Stratified random sampling is used to collect data

Data gathering approach: structured Questionnaire and informal interview

Literature Review

The study of professional ethics within the teaching field has emerged as a crucial topic in light of educational reforms, globalization, and the growing demand for high-quality education. Ethical principles shape the conduct, decision-making, and relationships of educators with their students, parents, colleagues, and the broader community. The existing literature examines various aspects of professional ethics, including moral duties, core values, and codes of conduct, integrity, fairness, and accountability.

- Strike & Soltis (2009), professional ethics in education entails a dedication to fostering both the academic and moral development of students. Ethics extends beyond mere adherence to rules; it encompasses the promotion of values like honesty, empathy, respect, and justice.
- Campbell (2003) maintains that ethical teaching involves moral reasoning and the capacity to make choices in intricate situations where professional duties may be at odds.
- Sockett (1993) categorized professional virtues into five groups: accuracy, fairness, honesty, kindness, and tact, highlighting their crucial importance in shaping teachers' ethical conduct.

Educators frequently encounter ethical dilemmas in actual classroom situations—such as grading bias, confidentiality concerns, favoritism, and addressing underachieving students. AsE noted by Warnick and Silverman (2011), teachers need training to navigate these dilemmas with critical thinking and moral awareness.

. According to Sharma (2021) and Pillai (2020) value based education is imperative. Nevertheless, while examining the academic literature for ethical comparisons in different educational setups has not yet been represented in the academic literature on professional ethics. The research attempts to do so.

Data Analysis and Interpretation

Ethical Awareness of Teachers

86% of survey participants see a value in ethics in teaching.

Only 52% have received formal training, or attended workshops devoted to ethics.

Interpretation: A significant majority (86%) of those surveyed acknowledge the significance of ethics within the teaching profession. Educators generally understand that ethical conduct is an essential aspect of their professional duties. This may encompass awareness of fairness, student confidentiality, respect for individuals, upholding professional boundaries, and integrity in grading or assessments. The high percentage indicates a robust cultural or intrinsic grasp of ethics, even in the absence of formal education on the subject.

Formal Education in Ethics (Merely 52%) Interpretation: Just over half (52%) of educators have participated in formal ethics training—via workshops, seminars, or educational programs

Findings of the Study

Many educators recognize the ethical standards established by educational boards or professional organizations. Nonetheless, there is still a disconnect between awareness and comprehensive understanding. Although

numerous educators can pinpoint fundamental ethical principles (such as honesty, integrity, and impartiality), they frequently lack a more profound insight into how to apply these principles in complicated or real-world teaching situations. Less experienced teachers often have minimal formal training in ethics, leaning instead on intuition or mentorship rather than detailed guidelines. The majority of teachers claim to make efforts to treat students equitably, steer clear of favoritism, and honor the diversity of their students (in terms of culture, religion, and socio-economic background).

There is clear gap between ethical awareness and ethical practice. Many institutions do not mandate ethical training so unethical practices occur. Teachers encounter dilemmas when they experience pressures from institution that clash with values.

Conclusion

Professional ethics are vitally needed in the teaching profession. Teachers are also moral role models; their ethical behaviour can shape their students and society. The findings of this study suggest that a more formalized ethical framework is needed in educational institutions to best support integrity and accountability;

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