



A Study on the Perception of Professional Ethics among Secondary School Teachers

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Abstract: *In recent times, wakefulness regarding ethics has been increased in the people. Whenever employment arranges itself as a profession, a code of ethics develops. Ethical concerns are an essential part of life. Particularly it has an importance in academic circles. All professions have ethical considerations, norms, standards and expectations and the teaching profession has no exception. The objectives of the study were to explore the perception regarding professional ethics among secondary school teachers. The researcher employed quantitative research by approach and used a descriptive research design. The researcher applied the survey method to explore the perception of professional ethics of teachers. The population was involved all public school teachers. The sample of the study was two hundred sixty-two public secondary school teachers. As it is evident that teachers perceived their professional ethics well, so the ministry of education should invite teachers as moral experts in the process of making any policy regarding ethical and moral issues in society.*

Key Words: Professional Ethics, Secondary School Teachers

Introduction

In recent times, wakefulness regarding ethics has been increased in the people. Whenever employment arranges itself as a profession, a code of ethics develops. In an academic circle, values and ethics have a vital role as well as in the teaching profession. Educational ethics use by those professionals that are related to education. Ethics is considered as a branch of philosophy that is linked with the phenomenon what is good and what is bad. Ethical behavior is the manner in which living creatures acts. A teacher's duty covers various things and morality and ethics are one of them. According to [Sultana \(2014\)](#), conferring to ethical knowledge and moral agency, ethics in the

concept of teaching is the exercise of ethical codes, perception of behavior, and pertinent dispositions of the teachers. Ethics are regarded as the elements of human virtue through intentions, attitudes, actions and words. It is the recognition of good and realization of bad in the usual practice of teachers as a group and professional individuals. Ethics concentrates on impartiality and honesty which teachers are truly going to infer in the teaching profession (Ethical and moral agency). A teacher has to review in class with their own moral disposition and reservations. Ethics show the practical implications of what a teacher says or does and does not only in a mystifying and critical situation but also in their usual class time.

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According to [Deshach \(2014\)](#), on the basis of distinct and solemn role-playing by the teacher in the educational context, teachers should have traits that are appropriate with the roles assigned to them. Ethics set the professional behavior, sustain the profession and preserve the endurance.

According to [Forster \(2012\)](#), teaching ethics is regarded as practical ethics that echoed the teaching methodologies. [Afifi \(2005\) reflects](#) that rules of conduct and code of ethics enacted on the teachers in terms of morality, so s/he decides what is good or what is bad.

The codes of teaching profession are dispensable for regulating the educational process and keeping it from deviation. Thus, this conduct signifies an inevitability for every profession, due to the urgency of the profession in developing human personality with its several aspects ([Capli, 2015](#))

Ethics of Teaching Profession

[Abu-Tabikh \(2007\)](#) reviewed teaching profession as a set of ethical principles to which teachers should follow to maintain highest position, and particularly in educational institutions.

It is concluded that teaching profession follows a set of rules and regulations, which the secondary school teacher should follow to accomplish professional and social attainments

and be able to get the trust of colleagues and the students.

Methodology

Researcher employed quantitative research by approach and used descriptive research design. Researcher applied survey method to explore the perception of professional ethics of teachers. Researcher used survey method for data collection.

Population of the study was all public secondary school teachers in Punjab Province. There Researcher used multistage stratified random sampling technique for data collection. At first stage researcher divided Punjab Province into three regions namely, Northern, Sothern, and Central Punjab. Researcher selected central Punjab from three regions for data collection. Central Punjab has thirty six districts. Researcher has chosen Gujranwala district by convenience sampling technique.

District Gujranwala comprises four tehsils namely Gujranwal city, Wazirabad, Kamonkey and Nowshera Virkan . The researcher selected Tehsil Nowshera Virkan from four Tehsils in District Gujranwala. There are fifty four schools in Tehsil. Two hundred sixty two secondary school teachers were in Nowshera Virkan. Researcher selected all secondary school teachers of Nowshera Virkan by using census sampling technique. There were one hundred forty six male teachers and one hundred sixteen female secondary school teachers in Tehsil Nowshera Virkan.

Table 1. Mean and Standard Deviation of Secondary School Teachers Regarding Professional Performance

S. No		Never	Rarely	Occasionally	Frequently	Always	M	SD
1	Teachers follow the rules and regulations of the school	2	2	15	68	153	4.5333	.72531
2	Teachers show perfection in their assigned work.	2	3	19	80	136	4.4375	.76279
3	Teachers show a smiling-face during performing work	1	5	37	103	94	4.1833	.79731
4	Teachers focus on their professionalism	2	1	30	70	137	4.4125	.78735
5	Teachers act honestly inside the school	0	3	20	93	124	4.4083	.69662
6	Teachers are well disciplined in the school	2	2	33	65	138	4.3958	.81666
7	Teachers conduct is moderate and tolerant in school	2	2	27	119	90	4.2208	.74118

The above table 1.1 shows that majority of respondents' opinion were (always) regarding statement of teachers follow the rules and regulations of the school". Mean and standard deviation of this item was (M=4.5333, SD=0.72531). "Teachers show perfection in their assigned work."(M=4.4375, SD=0.76279) shows that the majority of respondent's opinions were (always). "Teachers show a smiling-face during

performing work (M=4.1833, SD= .79731). Teachers focus on their professionalism (M=4.4125, SD=.78735), Teachers act honestly inside the school (M=4.4083, SD=.69662) Teachers are well disciplined in the school (M=4.3958, SD=.81666), Teachers conduct is moderate and tolerant in school (M=4.2208, SD=.74118). It is determined that most of the teachers have high mean value regarding professional performance.

Table 2. Mean and Standard Deviation of Secondary School Teachers Regarding Teacher and Students' Relationship

S. No	Statements	Never	Rarely	Occasionally	Frequently	Always	M	SD
8	Teachers appear as a role model before the learners in the school	1	6	26	82	125	4.3500	.80428
9	Teachers are interested to impart knowledge and skills in students	4	8	36	87	105	4.1708	.91933
10	Teachers focus on listening, speaking, reading and writing skills in the students-	4	12	30	76	118	4.2167	.96103
11	Teachers avoid physical and psychological punishment.	4	9	47	91	89	4.0500	.93155
12	Teachers accept students with different social, economic and religious Backgrounds	2	8	21	70	139	4.4000	.84734

The above table 1.2 shows that majority of respondents' opinion were (always) regarding teachers appear as a role model before the learners in the school". High mean and standard deviation of this item (M=4.3500, SD=0.80428). "Teachers are interested to impart knowledge and skills in students" (M=4.1708, SD= .91933) shows that the majority of respondent's opinions were (always). "Teachers focus on listening,

speaking, reading and writing skills in the students (M=4.2167, SD= .96103). Teachers avoid physical and psychological punishment (M=4.0500, SD= . .93155), Teachers accept students with different social, economic and religious backgrounds (M=4.4000, SD= .84734). So, it is determined that most of the respondents have high mean among secondary school teacher and students.

Table 3. Mean and Standard Deviation of Secondary School Teachers Regarding Relation between School Teacher and Community

S. No	Statements	Never	Rarely	Occasionally	Frequently	Always	M	SD
13	Teachers show interest in acquiring the trust and respect of the community	3	4	30	74	129	4.3417	.85321

S. No	Statements	Never	Rarely	Occasionally	Frequently	Always	M	SD
14	Teachers encourage students to be successful society members	0	6	26	55	153	4.4792	.78665
15	Teachers are keen on cultivating the social values	0	4	32	89	115	4.3125	.76416
16	Teachers design such activities which boost national values among the students-	3	8	35	85	109	4.2042	.89862
17	Teachers try to develop ethical values among the students-	1	7	19	91	122	4.3583	.78475

The above table 1.3 shows that majority of respondents' opinion were (always) "Teachers show interest in gaining respect of the society. Standard deviation and mean score and was high (M=4.3417, SD=.85321). "Teachers encourage students to be successful society members" (M=4.4792, SD= .78665) shows that the majority of respondent's opinions were (always). "Teachers are keen on cultivating the

social values (M=4.3125, SD= .76416). Teachers design such activities which boost national values among the students (M=4.2042, SD= .89862), Teachers try to develop ethical values among the students (M=4.3583, SD= .78475). Thus, it showed that most of the teachers have high mean score regarding relationship between teachers and society.

Table 4. Mean and Standard Deviation of Secondary School Teachers Regarding Relation between School Teacher and Parents of their Students

S. No	Statements	Never	Rarely	Occasionally	Frequently	Always	M	SD
18	Teachers welcome the opinions of the parents about their kids	1	6	28	100	105	4.2583	.79218
19	Teachers invite the parents to participate in various events in school	2	13	45	101	79	4.0083	.90091
20	Teachers cooperate with the parents in solving the problems of their	2	15	31	83	109	4.1750	.93882
21	Children Teachers give constructive feedback of students performance to the parents	2	8	27	88	115	4.2750	.85288

The above table 4 shows that Majority of respondents' opinion were (always) about "Teachers welcome the opinions of the parents about their kids". High mean value and standard deviation ($M=4.2583$, $SD=.79218$). "Teachers invite the parents to participate in various events in school" ($M=4.0083$, $SD=.90091$) shows that the majority of respondent's opinions were (always).

"Teachers cooperate with the parents in solving the problems of their children ($M=4.1750$, $SD= .93882$). Teachers give constructive feedback of students' performance to the parents ($M=4.2042$, $SD= .85288$). Thus, it is determined that most of the teachers have high mean regarding relation between teachers and parents.

Table 5. Independent Samples t-test to identify the Difference between the Male and Female secondary school teachers regarding professional performance

Gender	N	Mean	Std. Deviation	t	Df	F	Sig.
Male	135	30.5259	3.05626	-.383	238	1.636	.020
Female	105	30.6762	2.95965				

Independent sample t-test was run to explore the difference between male and female teachers about teachers' professional performance. Results showed that there was significance difference in the male ($M = 30.5259$, $SD = 3.05626$) and female teachers

($M = 30.6762$, $SD = 2.95965$, $t (238) = -.383$, $p = .020$ about performance of teachers. So, it inferred that there significant difference among male and female regarding professional performance.

Table 6. Independent Sample t-test to Explore the Difference between Male and Female Public Secondary School Teachers Regarding Teachers' and Students' Relation

Gender	N	Mean	Std. Deviation	t	Df	f	Sig.
Male	135	20.8889	3.03627	-1.790	238	1.328	.250
Female	105	21.5714	2.78684				

Table 6 reflects that there was no significant difference between male and female teachers concerning relation between students and teachers. Results showed that there was no significance difference in the male ($M = 20.8889$, $SD = 3.03627$) and female teachers

($M = 21.5714$, $SD = 2.78684$, $t (238) = 1.328$, $p = .250$ regarding teachers and students' relation. So, it is inferred that there is no substantial differentiation between male and female teachers' views about teachers and students' relation.

Table 7. Independent Sample T-test to Explore the Difference between Male and Female Public Secondary School Teachers about Teachers and Community Relation

Gender	N	Mean	Std. Deviation	T	Df	f	Sig.
Male	135	21.9481	2.57519	1.744	238	.405	.525
Female	105	21.3714	2.49714				

Table 7 reflects that an independent sample t-test was used to explore the difference between male and female teachers about teacher and community relation. Outcomes reflected that there was no substantial difference in male ($M = 21.9481$, $SD = 2.57519$) and female teachers

($M = 21.3714$, $SD = 2.49714$, $t (238) = .405$, $p = .525$ regarding teacher and community relation. Thus, it is confirmed that there is no variance between male and female teachers' perception about teacher and community relation.

Table 8. Independent Sample T-test to check the Difference between Male and Female Public Secondary School Teachers Concerning Relation of Teachers and Parents

Gender	N	Mean	Std. Deviation	T	Df	f	Sig.
Male	135	16.5481	2.53253	-1.215	238	4.043	.045
Female	105	16.9333	2.30496				

Table 8 reflects that there was significant difference in the male ($M = 16.5481$, $SD = 2.53253$) and female teachers ($M = 16.9333$, $SD = 2.30496$, $t(238) = 4.043$, $p = .045$) regarding relation of teacher and parents. It is

confirmed that there is significant difference existed between male and female teachers' perspectives about relation of teachers and parents.

Table 9. One Way ANOVA Identify the Difference of Professional Performance of Secondary School Teachers on the Basis of Qualification

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	71.395	2	35.697	4.043	.019
Within Groups	2092.588	237	8.829		
Total	2163.983	239			

Table 9 reflects that One-way ANOVA was used to check difference of professional performance of public secondary school teachers on the basis of qualification. Results exhibited that there was significant difference $F(239) = 4.043$, $p = .019$ professional performance of secondary

school teachers on the basis of qualification. It is concluded that there was significant difference of secondary school teachers regarding professional performance on the basis qualification.

Table 10. One-way ANOVA Identify the Difference of Teachers and Students' Relationship of Secondary School Teachers Accordingly their Qualification

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	185.106	2	92.553	11.634	.000
Within Groups	1885.457	237	7.956		
Total	2070.562	239			

Table 10 reveals One-way ANOVA was applied to check difference of teachers and students' relationship of public secondary school teachers on the basis of qualification. Results showed that there was significant difference $F(239) = 11.634$, $p = .000$ teachers and

students' relationship of secondary school teachers on the basis of qualification. It is referred that there is significant difference of public secondary school teachers regarding teachers and students' relationship accordance with qualification of teachers.

Table 11. One-way ANOVA Identify the Difference of Teachers and Community Relationship of Secondary School Teachers on the Basis of Qualification

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	21.933	2	10.967	1.693	.186
Within Groups	1534.862	237	6.476		
Total	1556.796	239			

Table 11 reflects that One-way ANOVA was applied to check variance of public secondary

teachers and community relationship of public secondary school teachers accordingly their

qualification. There was no significant difference $F(239) = 1.693$, $p = .186$ teachers and community relationship of secondary school teachers on the basis of qualification. So,

it is definite that there was no substantial difference of public secondary school teachers about teachers and community relationship on the basis of their qualification.

Table 12. One way ANOVA to Check the Difference of Teachers and Parents of Students' Relationship of Public Secondary School Teachers on the Account of Qualification

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	82.449	2	41.225	7.301	.001
Within Groups	1338.284	237	5.647		
Total	1420.733	239			

Table 12 exhibits to check the difference of teachers and parents of students' relationship of public secondary school teachers on the basis of qualification. Results reflects that there was significant difference $F(239) = 7.301$, $p = .001$ teachers and parents of students' relationship

of public secondary school teachers owing to qualification. So, it is inferred that there was significant difference of public secondary school teachers about teachers and parents of students' relationship owing to qualification.

Table 13. One Way ANOVA Identify the difference of Professional Performance of Secondary School Teachers on the basis of Experience

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	21.754	3	7.251	.799	.496
Within Groups	2142.229	236	9.077		
Total	2163.983	239			

Table 13 that One-way ANOVA was applied to check variation of professional performance of public secondary school teachers on the grounds of experience. Results showed that there was significant difference $F(239) = .799$, $p = .496$ professional performance of public

secondary school teachers on the basis of experience. It is concluded that there was significant difference of secondary school teachers regarding professional performance on the basis experience.

Table 14. One Way ANOVA Identify the difference of Teachers and Students' Relationship of Secondary School Teachers on the basis of Experience

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	171.989	3	57.330	7.126	.000
Within Groups	1898.574	236	8.045		
Total	2070.563	239			

Table shows that One-way ANOVA was used to identify difference of teachers and students' relationship of secondary school teachers on the basis of experience. Results showed that there was significant difference $F(239) = 7.126$, $p = .000$ teachers and students'

relationship of secondary school teachers on the basis of experience. So, it is confirmed that there was a substantial difference of public secondary teachers about teachers and students' relationship on the basis of experience.

Table 15. One Way ANOVA Identify the difference of Teachers and Community Relationship of Secondary School Teachers Owing to their Experience

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	54.254	3	18.085	2.840	.039
Within Groups	1502.542	236	6.367		
Total	1556.796	239			

Table 15 shows that One-way ANOVA was used to identify difference of teachers and community relationship of secondary school teachers on the basis of experience. Results showed that there was significant difference $F(239) = 2.840$, $p = .039$ teachers and

community relationship of secondary school teachers on the basis of experience. Thus, it is confirmed from results that there was significant difference of public secondary school teachers about teachers and community relationship accordingly their experience.

Table 16. One Way ANOVA Identify the Difference of Teachers and Parents of Students' Relationship of Secondary School Teachers on the basis of Experience

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	82.563	3	27.521	4.854	.003
Within Groups	1338.170	236	5.670		
Total	1420.733	239			

Table shows that One-way ANOVA was used to identify difference of teachers and parents of students' relationship of secondary school teachers on the basis of experience. Results showed that there was significant difference $F(239) = 7.301$, $p = .001$ teachers and parents of students' relationship of public secondary school teachers on the basis of experience. It is inferred that there was significant difference of secondary school teachers regarding teachers and parents of students' relationship on the basis of experience.

fulfilling their duties towards them. The findings of the study were also consistent with Al-Hothali (2018), he discussed the teaching ethics of secondary school students. He covered the practices and worth of professional ethics of teachers and identified the importance of other variables related to teaching profession.

Results were also similar to the findings of Ji (2017), he examined the professional ethics of Chinese teachers who were teaching in Kindergarten. He concluded that most of the teachers followed professional and ethical codes while teaching. The finding was alike with [Erzikova \(2009\)](#), this study explored the teaching ethics in university. The results reflected teachers perceived ethics instructions and they believed in a close link between morality and professional ethics. Most of the participants recognized ethics instructions incorporated in curriculum, teachers' lectures and approaches. Similarly, Jedar (2013) found that those faculties who understand the ethical implications in different educational levels, is the initial step for the formation an ethical manner in field of education. He said that the

Discussion

The main objective of this study was to explore the professional ethics of public secondary school teachers. Likewise, Haider, et al., found (2021) that teachers considered cooperation with learners as most useful ethical practice and their study revealed that teachers inculcated the integrity in their students. Karatas, Caner, Kahyaoglu and Kahya (2019) said that principles relating to professional ethics usually determine the principles teachers must follow in their dealings with students, colleagues, parents and society as a whole and

teacher's ethical responsibilities are the suitable solutions for certain situations.

Nedelson (2006), also investigated the key factor that influence the ethical behaviors of the students and he found that faculty an institution has vital impact on the students' ethical behavior.

Conclusion

The main objective to was to explore the perception of the secondary school teachers regarding teaching profession. It covered the vital aspects and practices of ethical domain of the teaching profession. This study also covered some other variables like gender, qualification, and experience of public secondary school teachers. Considering the result of the study, most of the teachers perceived professional ethics as an integral part to practice in their profession. High and moderate mean were found in the perceptions of secondary school teachers about professional ethics. Results showed that majority of the teachers follow the rules of their school and they show their competence and perfection in their assigned work. It is also concluded that teachers consider the different backgrounds of their students and teachers perform as a role model in their schools. Majority of teachers strive to develop ethical values among students. Most of

the teacher consider the opinion and views of the parents regarding their children.

Recommendations

Considering the discussion and conclusion of the study, following recommendations were made:

1. As it is evident that teachers perceived their professional ethics well, so ministry of education should invite teachers as moral experts in process of making any policy regarding ethical and moral issues of society.
2. Department of education should arrange the award system for best ethically performed teachers annually or biannually. If teachers are recognized and certified, they will motivate others.
3. Institutions may conduct workshop and conferences for ethical trainings for all levels of teachers.
4. National Accreditation Council for Teacher Education (NACTE) is duty-bound to
5. consider the weightage of professional standards integration with course content.
6. examining the accreditation process for teacher education programs in Pakistan
7. Multidisciplinary studies should be conducted to explore the professional ethics.

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