

## Research Paper

## EDUCATION CONSTRUCTION OF PROFESSIONAL ETHICS SCALE

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**ABSTRACT**

*"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed it is the only thing that ever has"—Margaret Mead.*

The code of professional ethics may be defined as a set of self imposed professional ideals and principles necessary for the attainment of professional excellence and self-satisfaction. A code professional ethics is generally based on two principles professional integrity and ideals of service to the society. It refers to the code of conduct of the teacher educators working in B.Ed colleges in the present study. The study had identified the parameters to be considered while constructing tool on Professional ethics for teacher educators. The study has brought out 60 statements in the tool which seems to be significant and stable in measuring the professional ethics of teacher educators. The constructed tool was found to be highly reliable and valid.

**Keywords:** Professional Ethics, Reliability, Validity, Cronbach-alpha

**PROBLEM:**

To construct and standardize the professional ethics scale for teacher educators of B.Ed colleges.

**SIGNIFICANCE:**

In this era of globalisation and modernization, the people have become the victim of materialistic attitude and values are dying out. Even in the teaching community the same shift has been observed. Recently there is a sudden increase in the teacher education institution in various states of India and that has lead to the dilution of quality, infrastructure, human resource etc., nevertheless there is an absence of professional ethics. As teacher educators are preparing teachers of tomorrow there is a need for them to demonstrate professional ethics to inculcate values in the society at large. Hence researcher had thought of checking the professional ethics and finds that there is a need for effective tool for assessing this and therefore he has taken up this study.

There are not much studies found in India related to the professional ethics of teacher educators. The reviews clearly describe the need for effective tool to measure professional ethics of teacher educators, some of the reviews are, N. S. Mumthas. 2006. Value preferences of Teacher Educators. Rana, A. U. 1981. Professional commitment of home science college teachers in India and its relationship to personal and professional characteristics and to organisational climate. Ph.D. Home science, MSU. Aruldoss, J. 1981. Professional ethics of college teachers. M.Phil. MKU. Sengupta, Parijat.

1990. Professionalisation of teachers: A case study of men and women teachers of Calcutta University. Ph.D., Edu. Jawaharlal Nehru Univ. Joshi, Rajni. 1991. Conceptual understanding of professional accountability of teacher educators. M.Phil., Edu. Univ. of Delhi. Mohan Raju, P (1992). A study of factors contributing to commitment to the teaching profession. Ph.D, Edu. University of Delhi (IEA, 2, January 1997). Ratnappa, C. (1998). Personal satisfaction and Professional satisfaction of women teachers. Ph.D., Edu. Sri Padmavathi Mahila Vishwavidyalayam (IEA, 7&8, July 1999 and January 2000). Pandey, Manju and Maikhuri, Rama (1999). A study of the attitude of effective and ineffective teachers towards teaching profession. The reviews clearly reiterates the need for the study as there is no direct study done related to professional ethics.

**SCOPE AND LIMITATIONS:**

The present tool is constructed to assess the professional ethics of teacher educators of B.Ed colleges only. The sample and targeted population is B.Ed colleges of Karnataka state only. It can be used to assess the professional ethics of teacher educators of B.Ed colleges only.

**METHODOLOGY:**

The Study is a survey type analysis. The constructed tool is based on the following parameters which are also suggested by UGC-1989 (Parameters for professional ethics of university and college Teachers) and National Policy on Education (1986, 1992), NCERT, All India Federation of Primary and Secondary School Teachers' Organisations and NCTE, state code of ethics for school teachers. Parameters for the constructed tool are Teachers and their responsibilities; Teachers and the Students; Teachers and colleagues; Teachers and authorities; Teachers and non-teaching staff; Teachers and Parents/guardians; and Teachers and Community. Based on these parameters researcher had constructed 110 items initially, on a five point Likert type scale, rating scale varied from strongly agree to strongly disagree.

**STATISTICS USED:**

Concurrent, content, criterion validity have been established by referring the constructed tool to a panel of experts in the field and based on their feedback the number of items are reduced to 89. The tool was administered to a sample of 60 teacher educators of B.Ed colleges representing

the different universities of Karnataka. Stratified random sampling technique was used. Then the data was analysed using statistical techniques such as item analysis (difficulty index and discrimination index), Cronbach alpha internal consistency correlation and split-Half reliability. The Cronbach alpha internal consistency correlation was found to be 0.948. Based on the item analysis result and observation made during the analysis unstable items were eliminated. Then the final tool consisted of 60 items only which gave a stable result during analysis. Table1 shows the results of statistical analysis done. Table 2 shows the item difficulty index and discrimination index.

Table: 1

Cronbach's Alpha	0.948389134
Split-Half (odd-even) Correlation	0.943129094
Spearman-Brown Prophecy	0.970732307
Mean for Test	379.7666667
Standard Deviation for Test	41.35833921
KuderR21	1.744952292
KuderR20	1.74921628

Table: 2

Item No	Difficulty index	Discrimination index	Item No	Difficulty index	Discrimination index	Item No	Difficulty index	Discrimination index	Item No	Difficulty index	Discrimination index
1	0.6	0.13	24	0.58	0.7	47	0.53	0.66	70	0.51	0.76
2	0.6	0.46	25	0.43	0.73	48	0.45	0.7	71	0.58	0.63
3	0.73	0.46	26	0.36	0.46	49	0.48	0.76	72	0.46	0.66
4	0.6	0.66	27	0.35	0.43	50	0.38	0.63	73	0.48	0.76
5	0.58	0.5	28	0.5	0.13	51	0.43	0.6	74	0.58	0.76
6	0.41	0.16	29	0.51	0.1	52	0.46	0.66	75	0.48	0.7
7	0.36	0.2	30	0.38	0.56	53	0.43	0.6	76	0.56	0.73
8	0.36	0.33	31	0.38	0.43	54	0.36	0.53	77	0.56	0.66
9	0.55	0.76	32	0.48	0.83	55	0.23	0.33	78	0.55	0.56
10	0.5	0.33	33	0.33	0.46	56	0.53	0.66	79	0.55	0.7
11	0.56	0.4	34	0.53	0.66	57	0.58	0.76	80	0.48	0.7
12	0.21	0.23	35	0.38	0.5	58	0.65	0.7	81	0.56	0.73
13	0.71	0.5	36	0.41	0.36	59	0.4	0.6	82	0.63	0.66
14	0.46	0.6	37	0.31	0.43	60	0.5	0.13	83	0.56	0.8
15	0.68	0.63	38	0.38	0.43	61	0.36	0.6	84	0.55	0.7
16	0.56	0.73	39	0.26	0.4	62	0.35	0.23	85	0.51	0.7
17	0.45	0.3	40	0.48	0.63	63	0.38	0.43	86	0.48	0.76
18	0.76	0.4	41	0.43	0.53	64	0.45	0.63	87	0.56	0.66
19	0.76	0.4	42	0.45	0.7	65	0.33	0.26	88	0.35	0.43
20	0.71	0.36	43	0.55	0.76	66	0.15	0.16	89	0.56	0.66
21	0.63	0.4	44	0.46	0.66	67	0.38	0.63			
22	0.56	0.73	45	0.15	0.3	68	0.58	0.7			
23	0.53	0.26	46	0.36	0.53	69	0.55	0.56			

**CONCLUSIONS:**

The researcher had constructed and standardized the professional ethics scale for teacher educators of B.Ed colleges. The reliability and validity were established as discussed above. I hope that the tool would be helpful in measuring the professional ethics of teacher educators of B.Ed colleges.

**RECOMMENDATIONS:**

The present study can also be done by taking population of all

the states of India to arrive at a common tool. Similar study can be conducted by taking samples of D.Ed and other degree colleges' samples to find out the professional ethics of teachers in respective courses.

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