



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 8.4
IJAR 2023; 9(2): 114-120
www.allresearchjournal.com
Received: 25-11-2022
Accepted: 28-01-2023

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A study of professional ethics of government and private school teachers in district Anantnag

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Abstract

The present study was intended to explore the level of Professional ethics among Government and private school teachers of Anantnag District. By using descriptive survey method 50 Government and 50 private school teachers were selected for the present study. Whole sample was selected by using random sampling technique. Professional Ethics Scale (PES) developed by Mattoo, M.I. & Thoker, A.A. (2016) was used for data collection. The collected data was analysed with the help of Frequency Distribution, Percentage, Mean, Standard Deviation and “t” test. Results revealed that impact of type of school seems to be significant on level of professional ethics of teachers. However, Private School teachers (PST) were found high level of professional ethics as compared to Government School teachers (GST).

Keywords: Professional ethics, government school teachers, private school teachers

1. Introduction

In modern global village, scientific and technological developments are observed to be progressing with leaps and bounds. The character and conduct of the individual, society, teaching personnel and the students are at the lower ebb with some unpleasant situations were reported in major parts of our country. Besides, reports of molestation, racial discrimination, bribery, un-fair assessments and favouritism are at galore. At present when social moral and ethical values are degrading, when teaching profession is considered only money generating sources, when ethics are at low ebb, when teaching profession is revolved round to vested interests, when prevalence of hallow effect is at peak, when moral values are degrading day by day, when democratic setup is not implemented in schools, then it is essential that teaching profession should revolve round to ethical consciousness. “Ethics”, basically is a science of discrimination between the right and the wrong. Conduct and character development should be considered an integral part of teaching profession. Since teachers are the makers of history who prepare the future responsible citizens of our country. To make the human relationship sacred, worthy, fruitful and productive, ethical consciousness in teaching profession is imperative. In our present society, there is violence, injustice, oppression and we witness more broken communities, to remove these social evils, responsibility lies on the shoulders of teachers. Professional ethics in teaching is the only effective tool through which we can achieve peace, justice, love through the process of reconciliation. Thus, the code of professional ethics for teachers provides a framework of principles to guide them in discharging their obligations towards students, parents, colleagues and community. Increased awareness of the ethical principles for governing the teaching profession, it is essential to ensure “professionalism” among teachers. In pursuance of the recommendations of the National Policy on Education (1986), a Code of Professional Ethics for Teachers (CPET) was jointly developed by National Council of Education Research and Training (NCERT) and the All India Federation of Primary and Secondary School Teachers Organizations. The preamble of the draft code of the professional ethics (2010) gives a professional obligation message in the field of education, so that teachers should integrate their professional behaviour with below mentioned qualities of professional ethics:

1. Recognizing that every child has a fundamental right to education of good quality.
2. Recognizing that every child has an inherent potential and talent.

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3. Recognizing that education should be directed to the all-round development of the human personality.
4. Recognizing the need for developing faith in the guiding principles of our polity, viz., democracy, social justice and secularism.
5. Recognizing the need to promote through education the concept of composite culture of India and a sense of national identity.
6. Recognizing that teachers, being an integral part of the social milieu, share the needs and aspirations of the people.
7. Recognizing the need to enhance self-esteem of teachers.
8. Recognizing the need to organize teaching as a profession for which expert knowledge, specialized skills and dedication are pre-requisites.
9. Recognizing that the community respect and support for the teachers are dependent on the teachers' professionalism.
10. Recognizing the need for self-direction and self-discipline among the members of the teaching community. Thus to conclude from the above observations it is evident that level of consciousness in teaching profession is need of hour.

Therefore, profession ethics act as a sense of discrimination for the teachers. it help them in understanding what is good and what is bad in one's profession and subsequently it is that moral obligation on part of teacher, which compels them to do that what is good in their profession. Champa (2015) [10] identified few components in this regard:

- a) Professional ethics, honesty, integrity, transparency, accountability, confidentiality, objectivity, respectfulness towards student and society, obedience to law, creative discipline, optimism, respect, trust and impartiality etc.
- b) Professional ethics is said to treat other members of the profession in the same manner as they wish to be treated by themselves.
- c) Professional obligation of the teacher which take care of the uniqueness and the dignity of each learner. It ameliorates them from any kind of psycho-social complexity.
- d) Professional teacher shall nurtures students for lifelong respect and compassion towards him regardless of race, ethnic origin, gender, social class, disability, religion, gender.
- e) The dream of modern education is to realize the aims of education through the means of high quality of teaching and learning process, it is facilitated through the process of professional ethics.

Therefore, profession ethics, involves the major concern of honesty, integrity, transparency, accountability, confidentiality, objectivity, respectfulness towards student and society, obedience to law, creative discipline, optimism, respect, trust, and impartiality, so that effective teaching learning may take place in our education system. The professional teacher attempts to create a learning environment that cultivates the potential of all students and develop highest ethical standards in them. In the middle of all of their responsibilities, the teachers are required to serve as strong role models and exhibit ethical behaviour as they interact with students, colleagues, parents and others. In connection to same, Professional Conduct and Ethics Ireland (2013) argued that professional ethics includes:

- a) Respect for the dignity of the person.
- b) Professional responsibility and accountability.
- c) Trust and confidentiality.
- d) Quality of practice.
- e) Collaboration with others.

Therefore, from the above evidences, it can be said that professional ethics encompasses mutual respect for the dignity of the person, professional responsibility and accountability, building trust and confidentiality, exploring quality of in teaching practice, respecting students and society, showing honesty and sincerity and collaboration with others. The code of Professional Ethics may be defined as a set of self-imposed professional ideals & principles necessary for the attainment of professional excellence & self-satisfaction. (Arora, G.L & Chopra, KR., Encyclopaedia of Indian Education, NCERT 2004) [6]. In addition to this, Ishrat Naaz (2015) argued that a profession's ethical standards must be compatible with our common morality and should go beyond. The code of ethics defines acceptable behaviour and promotes high standards of practice. The 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 mark of occupational maturity in every profession. Keeping the above mentioned things under consideration the researcher found it suitable to investigate the below mentioned problem.

1.1 Statement of the problem

Keeping the above studies under consideration the researcher selected the research problem, which reads as:
A study of professional ethics of government and private school teachers in District Anantnag

1.2 Objectives of the study

The following objectives have been formulated for the purpose of investigation:

- 1) To explore the level of professional ethics of Government and private school teachers on below mentioned dimensions:
 - a) Honesty and sincerity.
 - b) Transparency and confidentiality.
 - c) Respect towards students and society.
 - d) High quality of teaching.

1.3 Hypothesis

On the basis of past experiences of the researcher, the following hypothesis has been assumed:

There exists no significant difference between professional ethics of Government and private school teachers on below mentioned dimensions:

- a) Honesty and sincerity.
- b) Transparency and confidentiality.
- c) Respect towards students and society.
- d) High quality of teaching.

1.4 Operational definitions

Operational definitions of terms and variables are given as under:

1. **Professional ethics:** Professional ethics in the present study refers the set of scores obtained by the respondents on Professional ethics Scale developed by the Mattoo, M.I. and Thoker A.A (2015) [24].

- 2. Government School teachers:** Government School teachers in the present investigation refer those teachers who are recruited by Jammu and Kashmir Service Selection Recruitment Board (SSRB) as general line teachers with level of experiences 3years or more than 3 years.
- 3. Private school teachers:** Private School teachers in the present investigation refer to those teachers who are working as teachers in private aided schools with level of experiences 3years or more than 3 years.

1.5 Delimitations of the study

The present study has been delimited in following context:

- The teachers working in Government and private schools.
- One district of the valley viz. Anantnag.
- The present study was delimited to 100 teachers only.

1.6 Methodology

Keeping in view the nature and feasibility of the study under consideration, the researcher found it suitable to go through descriptive survey method.

- a) Sample:** The present investigation was carried out on a sample of 100 teachers working in Government and private schools of Anantnag District of South Kashmir. The age of the respondents was between 25 to 50 years. However, it is pertinent to mention that in both categories, teachers with level of experiences 3years or more than 3 years were selected. In order to minimize the effect of extraneous variables teachers with Post-graduation level of education were selected.
- b) Research instrument:** Professional Ethics Scale (PES) developed by the Mattoo, M.I. and Aashiq Thoker (2015) [24] was used for data collection. The scale consists of below mentioned dimensions:
- Honesty and sincerity.
 - Transparency and confidentiality.
 - Respect towards students and society.
 - High quality of teaching.

1.7 Sampling Technique

The homogeneous characteristics were observed in the entire population and sampling frames were available, keeping in view the researcher found it suitable to employ random sampling technique. According whole data was selected.

1.8 Statistical Treatment of the Data

Information gathered was put to suitable statistical analysis by computing:

- Percentage
- Frequency distribution
- Mean, S.D.
- Test of significance (t-test).

However, the data was analysed into below mentioned two SETs:

- SET-I (Descriptive Analysis).
- SET-II (Comparative Analysis).

1.8.1 SET-I (Descriptive Analysis)

In this SET-I, the data has been subjected to statistical

treatment by using frequency distribution and percentage. Accordingly has been analysed as under:

Table 1: Showing frequency and percent wise distribution of Government and Private Secondary School Teachers on various levels of professional ethics. (N=50 each)

DPES	GST		PST	
	Frequency	Percentage	Frequency	Percentage
LPE	10	20	30	60
MPE	14	28	11	22
HPE	26	52	09	18
Total	50	100	50	100

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- DPES = Dimensions of Professional Ethics Scale.
- GST = Government school teachers.
- PST = Private School Teachers.
- LPE = Low Professional Ethics.
- MPE = Moderate Professional Ethics.
- HPE = High Professional Ethics.

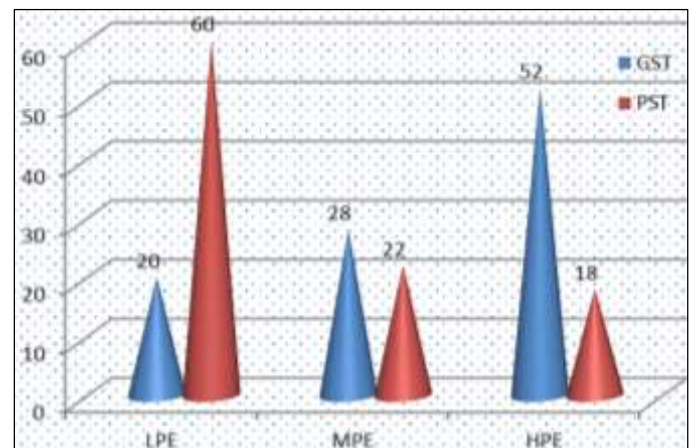


Fig 1: Showing graphical representation of percent wise distribution of Government and Private Secondary School Teachers on various levels of professional ethics

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- GST = Government School Teachers.
- PST = Private School Teachers.
- LPE = Low Professional Ethics.
- MPE = Moderate Professional Ethics.
- HPE = High Professional Ethics.

1.8.1.1 Interpretation of SET-I (Descriptive Analysis)

The results presented in table 1 (please refer Fig 1) gives information about the frequency and percent wise distribution of government and private school teachers on various levels of professional ethics. The results revealed that 20% (F=10) Government school teachers (GST) were observed with high level of professional ethics (HPE). In addition to this it was found that 28% (F=14) respondents were observed with moderate level of professional ethics (MPE). Moreover, among Government school teachers (GST) 52% (F=26) were seen with low level of professional ethics (LPE). Coming towards private school teachers (PST) it was found that 60% (F=30) teachers with high level of professional ethics (HPE). In addition to this it was found that 22% (F=11) private school teachers (PST) reported moderate level of professional ethics (MPE). Additionally, it was found that 18% (F=09) were seen with low level of professional ethics (LPE). Thus, from the above results, it

was observed that among Government school teachers (GST) majority of the respondents report low level of professional ethics whereas, among private school teachers (PST) majority of the teachers were reported with high level of professional ethics (HPE). Therefore, from the above discussion it is evident that private school teachers (PST) are more inclined towards their professional ethics as compared to Government school teacher (GST).

1.8.2 Set-II: Comparative analysis

In this SET, the data has been analysed on with the help of ‘t’ value and level of significance. Hypotheses were tested at 0.01 level of confidence. The further analysis is given as under:

Table 2: Showing the significance of difference between the mean scores of government and private school teachers on various dimensions of professional ethics (N=50 each)

DPES		Private School Teachers		Government School Teachers		t-value
		Mean	S.D	Mean	S.D	
I	HS	22.71	4.21	19.16	5.12	3.81**
II	TC	25.80	6.81	21.12	5.12	3.19**
III	RSS	25.99	4.21	21.98	5.11	4.31**
IV	HQT	24.33	5.18	21.12	3.15	2.19@
V	CS	101.70	15.21	85.22	12.17	5.99**

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- DPES: Dimensions of Professional Ethics Scale.
- HS = Honesty and Sincerity.
- TC = Transparency and Confidentiality.
- RSS = Respect towards Students and Society.
- HQT = High Quality of Teaching.
- CS = Composite Score.

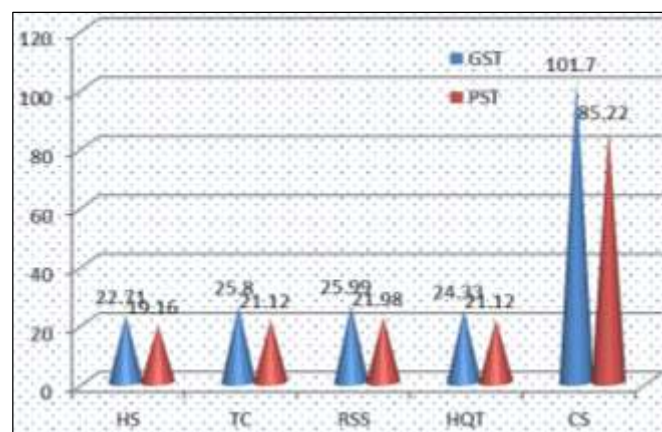


Fig 2: Showing graphical representation of Mean Scores of Government and Private School Teachers on Various Dimensions of Professional Ethics

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- HS = Honesty and Sincerity.
- TC = Transparency and Confidentiality.
- RSS = Respect towards Students and Society.
- HQT = High Quality of Teaching.
- CS = Composite Score.

1.8.2.1 Interpretation of Set-II: Comparative Analysis

The comparative analysis of private and Government school teachers (P&GST) on different dimensions of professional has been reported in Table 2 (Fig. 2). A perusal of this table

reveals a significant mean difference between private and Government school teachers on all the four dimensions of professional ethics. While exploring the first dimension (HONESTY AND SINCERITY) of the professional ethics scale, it has been observed that both the groups of teachers (private and Government school teachers) differ significantly to each other. The mean score in case of private school teachers (PST) was reported to be higher (M=22.71) as compared to Government school teachers (GST) (M=19.16). The calculated ‘t’ value came out to be 3.81, which is significant at 0.01 level of confidence. From these results, it may be said that private higher secondary school teachers seem to appear honest and sincere as compared to Government school teachers on professional ethics. It can further be said that these teachers may be loyal towards higher authorities and are used to demonstrate respect and obedience towards their supervisors as compared to the Government school teachers (GST). The results further revealed that private school teachers have a keen tendency in shaping the psychological makeup of their learners and consider it as their primary duty.

While exploring the second dimension (Transparency and Confidentiality) of the professional ethics scale, significant difference was observed among two categories of teachers (private and Government school teachers). The mean score of private school teachers (PST) has been found to be 25.80 and in case of Government school teachers the mean score is observed to be 21.12. The calculated ‘t’ value (t=3.19) is reported to be significant at 0.01 level of confidence. Thus, from the results it can be revealed that revealed that private school teachers (PST) were seen more transparent and confidential as compared to Government school teachers (GST). It may further be said that private school teachers (PST) may be successful in maintaining the transparency and objectivity in their profession. Besides, they are seen to inspire students during their teaching learning process and do not favour in the disclosure of the weaknesses of their students. On the other hand, Government school teachers (GST) are reported provide the chances of favouritism in the achievement of students as compared to the comparable group. Confidentiality has been seen the prime goal of teachers working in private schools.

Coming to the third dimension of professional ethics (Respect Towards Student And Society) it has been observed that the mean score in case of private school teachers is reported to be higher (M=25.99) as compared to the teachers of Government schools teachers (GST) (M=21.98). The obtained ‘t’ value has been found to be significant at 0.01 level of confidence (t =4.31). It can be said that the private school teachers experience respect towards students and society as compared the teachers belonging to Government schools. Besides, from the review of the related literature it was observed that private school teachers (PST) were observed to show responsibility of rights and duties effectively. This may be attributed to the fact that private teachers are used to respect the suggestions of the stakeholders of education and subsequently enhance their professional competence by using these suggestions as a feedback mechanism. The results may attribute to this fact that in private schools, more parental involvement in the affairs of their children has been seen as compared to Government school teachers. As a result of high level of parental care private school teachers were reported more

association towards students and society as compared to their counterparts. (Government school teachers)

The results presented in table 2 further reveals a significant mean difference between the Government and private school teachers on the fourth dimension of professional ethics (High Quality Of Teaching). The mean score of private school teachers on this dimension is reported to be 24.33 and in case Government school teachers it came out to be 21.15. The mean difference has been found significant at 0.01 level of confidence with 't' value of 2.19. It may be inferred that private school teachers are leaned towards high quality of teaching as compared to teachers of Government school teachers (GST). It is further reported that private school teachers (PST) have a high belief in the principle of self-discipline and self-direction. It may be due to their optimistic approach towards teaching and observance of proper supervision and effective administrative management. Moreover, from the results it was observed that private school teachers (PST) never feel fatigued during interaction in the class room viz.-a-viz. delivering their lessons; even they handle arrangements in the casual absence of their colleagues. The results further revealed that private teachers have special training in demonstrating the core teaching skills and methods.

While analysing private and Government teachers on the "Composite score", the mean score of private school teachers (PST) was reported higher (M=100.04) than Government school teachers (GST) who are observed to be lower (M=85.17). The obtained 't' value came out to be 2.19, which is significant at 0.05 level of confidence. This mean difference on composite score of professional ethics favours the teachers working in private schools (PST). Thus, it can be inferred that the impact of type of school was found significant on level of professional ethics of teachers. Apart from this, it can be inferred that private school teachers (PST) demonstrate/exhibit better professional ethics as compared to the comparable group. Besides, private school teachers (PST) were reported to have a high ethical standard and were observed to get their behaviour inclined towards transparency, confidentiality, honesty and sincerity. They were reported to be punctual towards their duties and consider that their fundamental duty is to shape the psychological makeup of the students by respecting the privacy and dignity of the students. In the light of these results significant difference was reported among Government and private school teachers, subsequently, the below mentioned hypothesis stands "rejected".

2. Hypothesis: There exists no significant difference between professional ethics of Government and private school teachers on below mentioned dimensions:

- a) Honesty and sincerity.
- b) Transparency and confidentiality.
- c) Respect towards students and society.
- d) High quality of teaching.

Indeed, significant difference has been observed among Government and private school teacher on all the dimensions of professional ethics viz. honesty and sincerity, transparency and confidentiality, respect towards students and society and high quality of teaching. Thus, generalisations were made by the investigator, according it may be argued that the below mention objectives of the study has been explored by the researcher to great extent.

3. Explored objective: To explore the level of professional ethics of Government and private school teachers on below mentioned dimensions:

- a) Honesty and sincerity.
- b) Transparency and confidentiality.
- c) Respect towards students and society.
- d) High quality of teaching.

4. Previous Researcher Generalisations

The results are supported by host of the researchers. Accordingly, the researcher can enumerate as under:

Muhammad and Aruna, 2014 ^[27].

Muhammad & Aruna, (2014) ^[27] found significant differences between Government and private school teachers in professional development. The study has further exposed that the type of school has a significant influence on the professional development of secondary school teachers. Professional development among private secondary school teachers was found higher than Government secondary school teachers. Song, Yuan, Qijun & Xie, (2014) found that public schools have more qualified and well experienced teachers but performance is not better. The trend of absenteeism, late coming and lack of regular practice of teaching activities, procrastination are found among public school teachers despite been higher salaried as compared to private schools teachers. The study recommended that causes and consequences of this behaviour among public schools teachers should be investigated and the Government should also initiate a strict policy to contain this trend and also introduce social workshops to create the awareness of responsibilities of teachers. Chaudhary (2007) found a significant relationship between Government aided and private aided college teachers in relation to their professional consciousness. Professional consciousness among private aided college teachers was found high as compared to Government aided college's teachers. Singh (2008) ^[31] made a comparative study of teacher educators of aided and Government teacher training institutions in relation to their professional values, family relationship, adjustment and job satisfaction. It was found that teacher educators of private aided institutions have better professional values, family relationship, adjustment and job satisfaction in comparison to teacher educators of Government run institutions. Khushwinder and Kaur (2001) found teacher educators of private institutions more creative than those working in Government institutions. Aashiq Thoker (2017) found that private school teachers were found to be high achievers on all the four dimensions of professional ethics viz. honesty and sincerity, transparency and confidentiality, respect towards students and society and high quality of teaching. Thus, impact of school was found significant on the level of professional ethics of teachers.

5. Conclusions of the study: The study was intended to explore the level of professional ethics among government and private school teachers. Thus, the large concern of the study was to explore the impact of type of school on the professional consciousness of the respondents. Accordingly the study revealed that there is significant impact of type of school on the professional ethics of teachers. Private school teachers (PST) were observed with high level of professional ethics as compared to Government school teacher (GST). Private school teachers were found to be

high achievers on all the four dimensions of professional ethics viz. honesty and sincerity, transparency and confidentiality, respect towards students and society and high quality of teaching.

6. Educational implications of the study: The study was analysed to investigate the level of professional ethical among teachers with special references to type of school. Accordingly, significant impact of type of school was observed on the professional ethics of teachers. Private school teachers (PST) were observed with high level of professional ethics as compared to Government school teacher (GST). Therefore, from the obtained results some implications were enumerated as under:-

1. Teachers are the role models of students and are the source of knowledge that helps to develop the students understanding, attitudes, skills, learning and core values. Education is now in the clutch of corruption because of high rate of teacher absenteeism. Teacher absenteeism is one of the most serious causes of ethical declining of education which greatly reduces the overall effectiveness of the institute, reduces student's achievements, damages the institute's reputation and induces student's absenteeism. Thus, efforts should be made by state as well as central government to adopt those measures by which teacher's absenteeism can be reduced to grate extent. Besides, online attendance system should be installed.
2. Education administration and supervision should be strengthened. As observed during surveying the related literature that impact of education administration and supervision is more effective in generating professional ethics of teachers. Timely induction should be provided for education administrators also.
3. Information and communication technology (ICT) should be employed utmost in education system. The maximum use of Information and communication technology (ICT) will enhance transparency and confidentiality in education system. Teaching machines, virtual classroom, flipped classroom, MOOC, CCTV surveillance, digital libraries should be installed in schools.
4. The duration of teacher preparation has also been the cause of concern. The duration of the teacher education programmes should be enhanced. The curriculum for teacher education should be redesigned.
5. Teaching is the professional activity and must be done by professionals. Unnecessary political intervention should be minimised. The political interference is largely responsible for misuse of human resource management in education. Political parties often use many teachers as their party workers and these teachers also participate willingly in politics. Education is the human resources activity and must be organised by human resources engineers rather than political leaders.
6. Apart from colleagues, teachers have a responsibility to interact positively with parents and other stakeholders. Interaction with parents must be kept professional, free from quarrels and physical contact.
7. Course assessments of student learning must be objective, valid and fair, but at present there are many factors that may affect fairness in grading. Teachers should avoid letting unrelated factors or personal biases

which affect the grading of student assessments. While evaluating students hallow effect should be minimised.

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