

PROFESSIONAL ETHICS AMONG TEACHER EDUCATORS IN RELATION TO
THEIR VALUE PATTERN

A dissertation submitted

to

Lovely School of Education

In partially fulfillment of the requirement for the award of the

Degree of

Masters of Education

By

Ritu Bala

Regd. No. 11413382

Lovely Professional University Phagwara,

Punjab

2015

DECLARATION

I hereby declare that the dissertation entitled “*Professional Ethics among Teacher Educators in Relation to their Value Pattern*” submitted to fulfill M.Ed. degree is entirely my original work and all ideas and references have been duly acknowledged. It does not contain any work that has been submitted for award of any other degree or diploma from any university.

Ritu Bala

Regd. No:

11413382

Date:

Certificate

This is to certify that Mrs. Ritu Bala has completed M.ED. Dissertation titled “Professional Ethics among Teacher Educators in Relation to their Value Pattern” under my guidance and supervision. To the best of my knowledge, the present work is the result of his original investigation. No part of the dissertation has ever been submitted for any other degree or diploma.

Dr. Sasmita Kar

Assist. Professor,

Faculty of Education,

Lovely Professional

University,

Phagwara, Punjab

Date:

ACKNOWLEDGEMENT

First of all, I thank to "GOD" who gave me opportunity and strength to carry out this work. Words are often a work of expression of one's deep feeling and I feel my words are not enough to express my heartiest indebtedness to those who have assisted me on one way or the other to complete this dissertation.

Words are not sufficient to express my deep sense gratitude to my revered supervisor Dr Sasmita Kar, Assistant Professor, Lovely School of Education, Lovely Professional University Phagwara. My head bows in respect to my honored guide with a sense of profound gratitude for the valuable guidance rendered by her in this endeavor of mine. It's only through her keen interest, encouragement, affectionate and generous help that I could properly accomplish the work.

*My heartfelt gratitude goes to my husband **Mr. Sulinder Singh** for his constant inspiration, encouragement and blessings which have played vital role for my higher academic pursuits. No words are enough to express my love and indebtedness to my innocent daughter **Khyati**. She had to spend many sleepless nights by listening to the words of research instead of lullabies.*

Last but not least, I am especially thankful to my parents and in laws who helped gave me strength to uphold my enthusiasm during entire period of research.

Ritu Bala

Date:

ABSTRACT

The purpose of the study was to find out the professional ethics among teacher educators in relation to their value pattern. Professional Ethics concern one's conduct of behavior and practice when carrying out professional work. Such work may include consulting, researching, teaching, and writing. Professional ethics concerns the moral issues that arise because of the specialized knowledge that professionals attain, and how the use of this knowledge should be governed when providing a service to the public.

Values refers to the objects that human being consider desirable and worthy to pursuit in their thought, feelings and action. These objects may be material or abstract qualities and status of mind and heart like truthfulness, happiness, peace, justice etc. They work as the standards or guidelines for an individual's life and steer journey. Values are the guiding principles of life, which are conducive to all round development. They give direction and firmness to life and bring joy, satisfaction and peace to life. Values reflect one's personal attitudes and judgments, decisions and choices, behavior and relationships, dreams and vision. They influence our thoughts, feelings and action and guide us to do right things.

This research study analyzed the professional ethics which plays a crucial role in determining their teaching efficiency. The value pattern reflects the way the teacher educators perceive things and prepare themselves to approach challenges and situations with a view to make them capable of managing them efficiently and effectively. Value pattern is of immense importance to his study, as it will help in analyzing as to whether there is any need of modifying the same or not as per the demand of the time.

The study was having the following objectives: (i) To explore the professional ethics among teacher educators. (ii) To find out the level of value pattern among teacher educators. (iii) To find the difference between male and female teacher educators with respect to their professional ethics. (iv) To find out the difference in the value pattern of teacher educators with respect to their gender. (v)

To find out the relationship between professional ethics and value pattern of teacher educators.

Descriptive research method was used in the study. Simple random sampling technique was used by the investigator for the selection of sample in which 100 teacher educators were selected from four districts of Punjab. Tools used for data collection included as: (i) Professional Ethics Scale for Teachers (PEST) by Ms. Jasmin Kaur (2007). (ii) Teacher Value Inventory (TVI) by Shamin. The collected data was tabulated and various statistical techniques as mean, quartile, co-relation were used for calculation in order to achieve the framed objectives and hypothesis of the study. The findings of the study are as: (i) The level of professional ethics among teacher educators having low professional ethics were found to be 41%. 54% are having average professional ethics and 5% having high professional ethics. (ii) The level of value pattern among teacher educators having high value pattern were found to be 29%, 40% of teacher educators are having average value pattern and 19% having high value pattern. (iii) There exist no significant differences among male and female teacher educators with respect to their professional ethics. (iv) There exists no significant difference in value pattern among male and female teacher educators. (v) There is positive correlation between professional ethics and value pattern among teacher educators.

Key Words: - Professional Ethics, Value Pattern, Teacher Educators.

CHAPTER-I INTRODUCTION

1.1 THEORETICAL ORIENTATION OF THE PROBLEM

Education is a dynamic process. It changes with time responding to the needs of society. If educational system fails to adapt itself to changing scenario, the progress of society will stop. The changes in this system are very natural to occur and are essential also as when there is willingness to change there is hope for progress. In this changing scenario, the role of teachers in general and that of teacher educators in particular is of utmost importance for enhancing quality in education.

The work of teacher educators is always multidimensional. These dimensions are evaluating, teaching, researching, conducting activities, creating in innovative ways for development of individual, society, nation, world and universe. Researches have clearly shown that the quality of teacher, the ethics he follows in his work place and the values he possesses matters a lot to student learning and quality education.

Profession

Profession is a specialized area of activity acquired through a systematic program of education and training. There is a set of essential attributes for the concept of profession. This set is life long career, commitment, social service, intellectual techniques, code of ethics and independent judgment related to profession. It is characterized as engaging in a useful and specialized work having some noble life cause, undergoing rigorous and specialized preparation and accepting to follow the code of conduct and ethics and practicing the duties with freedom, responsibility and accountability. Professions are generally characterized by a focus on specialist and up to-date knowledge, ethical frameworks and a sense of responsibility towards society. Professions are responsible for developing their own standards and ongoing learning processes, with current professional development trends generally including workshops and a range of extended opportunities for learning as individuals and with others (Owen, 2006). Teaching profession refers to all the activities in which teacher educators and research workers are engaged in pursuance of aim and objectives of education.

Teachers as professionals must have a moral commitment to serve the interests of their clients, informed decisions making in which options are explored

and evaluated in order to determine the most appropriate course of action, and should have an obligation to advance knowledge of the educational community.

Value system in the present day academic setup takes a backseat. Professional competence is given priority but a professionally competent man without values cannot contribute to the cause of a healthy nation. As there is great breakdown of values among youth they need guidance for their development so the teacher must follow professional ethics in order to inculcate true value in the youth because if the teachers are enriched with ethics they can certainly make an ethically and morally enriched society. As a great teacher can motivate his or her students to perform, the teacher should be one who has great knowledge of value and ethics, which he practices in life (Arora,2005).

The professional and ethical conducts of teachers are of special concern to the public for a number of reasons. First, teachers can strongly influence the overall ethical climate of the educational institute (Schulte et. al.1991). Second, the overall the conduct of faculty affects the moral development of students (McNeel,1994; Lisman,1996). Third, teaching is commonly viewed as a noble profession with special privileges and responsibilities (Goodlad,1990). Fourth, as faculty produce the nation`s future leaders, it shoulders the responsibility to ensure quality and high ethical standers of graduates.

A teacher is the key man on whom depends the mankind. He plays an important role in shaping and moulding the destiny of the nation. There are certain ethics related to every profession and a person can do justice to his job if he obeys those ethics. Educational institutions are an integral and sensitive part of the society .No education system can operate without being influenced by the norms and values of the society. Like all human beings, teachers also have distinct values, beliefs and desires and these influences the way the teachers function. Thus in order to be successful teachers should obey the professional ethics.

The code of ethics defines acceptable behaviors and promotes high standards of practice. This code of ethics provides a benchmark for members self-evaluation and establish a framework for professional behavior and responsibilities. It works as a vehicle for occupational identity and as a mark of professional growth in every profession. Low ethics, today is no doubt a world-wide phenomenon but its effects are most pernicious in developing countries, like India. The teaching profession, as many others has its own code of ethics, which describes the process of grading

students and teachers behavior in the classroom as well as outside the premises of the institution. It is one of few profession, which evaluates the totality of behavior of an individual and its potential influence on others. The teacher's code of ethics comprises his/her duties, responsibilities, attitude, honesty, and most of all- fairness. The ethical code of a profession rests upon two foundations. The first is the security and integrity of a profession which serves as a basis for professional obligations, rights, privileges, etiquette and, above all, competence. The second is the ideal of service.

The teacher should find satisfaction in serving the children and the adults alike. The code of ethics should also stress the worth and dignity of man, the pursuit of truth, encouragement of scholarship and equal educational opportune for all. The highest ethical standards should be willingly followed by teachers to raise the status of teaching. Teachers must maintain a noble code of ethics in their professional work and confirm to high standards of professional life. The ancient teacher of India, the gurus of the Gurukulas, were men of high character, noble ideals and astounding knowledge. Though they were simple and plain in their living, they were powerful in society and exercised influence on the rules of the land. Similarly, if today's teacher is to be a leader in society, he should live up to an established code of professional ethics. Thus, to follow professional ethics is essential to become good teacher (Vekkataiah,2006). Professional ethics for teachers measures all the characteristics of teaching like responsibilities, attitudes, honesty, fairness, integrity, diligence, cooperation, loyalty ,justice, faithfulness, respect for others and self, teaching procedures, assessment of students and conduct of behavior.

Ethics

The word 'ethics' is derived from Greek word 'ethos' which means character. The word 'ethics' in ge neral, is concerned with the concepts of right and wrong. A majority of people believes that any act or event can be measured against some absolute standard, with a complete determination of its extrinsic rightness or wrongness. Ethics is the branch of philosophy that deals with the moral dimensions of human life.

Ethics is commitment to higher order moral values and ability to distinguish right from wrong. In this we have laws, code of conduct of professional institutes, rules and regulations. Ethics constitute the basic code of civilized behavior (Kingra, 2006). It has been regarded as the study and evaluation of human conduct with

regard to their behavior standards. These standards may be addressed in terms of individual or social behavior standards.

According to Swami Ranganathananda, “Ethical and social values find manifestation in the context of interaction between human beings in a society”.

Ethics is a branch of philosophy that deals with the moral dimensions of human life. The moral dimension of human life makes the following three assumptions: There is a difference between actions which are right and action which are wrong. This knowledge of which action are right and which are wrong, can have an impact of our behavior. For this reason, we do things that we know to be right, and avoid doing things that we know to be wrong” (Brody, 1983). “Ethics is a system of beliefs, values and underlying judgment about the rightness or wrongness of acts” (Zimbardo, 1988).

Ethical behavior explains conducts of an individual which is deemed appropriate by society. Ethical behavior is used interchangeably with moral behavior (Curtin University, 2001). Values are basic and fundamental beliefs that guide or motivated attitudes or actions (Mintz, 1995). Values are concerned with how a person will behave in certain situations whereas ethics is concerned with how a moral person should behave. Some values concern ethics because they pertain to beliefs about what is right and proper or which motivate a sense of moral duty or virtue. For example, the most important value of the academicians to produce highly educated graduates with strong ethical values; those who would be the future leaders of the nation. The duty involves expectations from the public, parents, future employers and government. Therefore, this entails placing the public good ahead of all other interests especially self-interest. These academicians are expected to act according to the moral point of view in fulfilling their responsibilities to society. Other values of the academic profession, as evidenced by their inclusion in the university professional codes of ethics are: to perform services competently and with excellence; to enhance students’ character development in order to fulfill national aspirations of producing future generations, to be objective in carrying out professional responsibilities; to maintain integrity; and most importantly to guarding the honor of our academic profession.

The professional and ethical conducts of teachers are of special concern to the public for a number of reasons. First, teachers can strongly influence the overall ethical climate of the educational institute (Schulte et.al. 1991). second, the

conduct of faculty affects the moral development of students (McNeel, 1994; Lismann, 1996). Third, teaching is commonly viewed as a noble profession with special privileges and responsibilities (Goodlad, 1990). Fourth, as faculty produce the nation's future leaders, it shoulders the responsibility to ensure quality and high ethical standards of graduates.

Professional Ethics

Ethics in the area of professions is called professional ethics. Professional ethics is concerned with one's conduct of behavior and practice when carrying out professional work. Such work may include consulting, researching, teaching and writing. Professional ethics concerns the moral issues that arise because of the specialist knowledge that professionals attain, and how the use of this knowledge should be governed when providing a service to the public. Profession is a specialized area of activity acquired through a systematic program of education and training. There is a set of essential attributes for the concept of profession. This set is life long career, commitment, social service, intellectual techniques, code of ethics and independent judgment related to profession. It is characterized as: engaging in a useful and specialized work having some noble life cause, undergoing rigorous and specialized preparation and accepting to follow the code of conduct and ethics and practicing the duties with freedom, responsibility and accountability. Professions are generally characterized by a focus on specialist and up to-date knowledge, ethical frameworks and a sense of responsibility towards society. Professions are also responsible for developing their own standards and ongoing learning processes, with current professional development trends generally including workshops and a range of extended opportunities for learning as individuals and with others (Owen, 2006). Teaching profession refers to all the activities in which teachers, educators and research workers are engaged in pursuance of aims and objective of education. Teachers as professional must have a moral commitment to serve the interests of their clients, inform decision making in which options are explored and evaluated in order to determine the most appropriate course of actions, an obligation to advance knowledge of the educational community.

Main aims of ethics codes are to transform the application to the most useful state, to provide public interest, to protect the profession, to discipline the members, to guide and to be a source of help for teachers in coping with the dilemmas, which they may encounter in the daily applications (Campbell, 2000). It is necessary that

code of ethics must be defined in order for teaching to be accepted as a real profession. Ethics codes have played an important role in professionalizing education and making it independent. Teachers who determine the ethics codes and apply them create confidence in the society (Travers & Rebore, 2000).

Presently, the issuance of code of ethics in guiding a member of an organization is considered essential. Many organizations had a formal code of ethics in work place. Codes of ethics are perceived as one of the most important tools organizations possess to increase employees' ethical decision behavior but they are just one way of communicating an ethical culture to employees and not powerful enough to affect ethical decision making behavior. In higher institutions education, codes of ethics are placed to ensure that principles are ingrained in the academic staff routine to achieve the organizations' objectives. Codes hoped to be a guide in combating fraud and carrying out the duties and responsibilities as academicians.

Professional Ethics and Teacher Educators

A teacher is the key person on whom depends the future of the mankind. He plays an important role in shaping and molding the destiny of the nation. There are certain ethics related to every profession and a person can do justice to his job if he obeys these ethics. Educational institutions are an integral and sensitive part of the society. No educational system can operate without being influenced by the norms and values of the society. Like all human beings, teachers also have distinct values, beliefs and desires and these influences the way the teacher's function. Thus in order to be successful and efficient, teachers must follow some professional ethics. Component of professional ethics are: honesty, respectfulness, integrity, obedience of law, transparency, loyalty, accountability, confidentiality and objectivity.

However, faculty should be take responsibility for their own behaviors. According to Stevens et. al. (1994), "A good case could be built for the premise that students cannot be expected to be more ethical than the faculty who teach them. If there is a true concern on part of the colleges of business to improve the ethical sensitivity of students and not just have course content requirements met, then perhaps ethics education should begin with the faculty.'

Mintz (1995) studied virtue ethics of accountants and made some remarks on integrity, trustworthiness and loyalty. Like other professionals, lecturers are the responsibility to pose integrity, trust worthiness and loyalty in their career. They may not only possess the ability to act ethically and must have the intent to do so.

Integrity provides the intent. Integrity means acting according to principles of ethics and placing those principles above expedience or self interest even when such an action imposes bad reputation. On the other hand, trustworthiness is a trait of character that inspires confidence for those who rely on the good intentions of others to perform services competently and in their best interests. For example, a lecturer who is obedient can be expected to disseminate knowledge with accurate and complete facts. Research has proved that lecturers or academicians are one of the factors that influence the moral standard and ethical behavior of students. In other words, the quality of graduates. Quality of academicians can be addressed in various manners. One of them is the awareness of ethical behavior that these academicians should promote when teaching and interacting with students and second is professional growth of faculty, and thirdly teaching experience.

Teaching experience implies exposure to different social, economic and political climate augmented by interaction between and among teachers, students, parents and public in general. This exposure which is characterized by variety, length and intensity, does affect an individual's prize for things and objects, for thoughts and ideas, for values and ideals. Consequently there is change, modification, deletions and additions in the ethics among the teachers. It is a common knowledge that a fresher in the profession of teaching is more idealistic, theoretical than realistic and practical. There are certain eccentricities with which he begins and with passage of time his concerns are rounded off, he becomes cool and sober and therefore, practical realistic. The world which was utopia for him in the beginning takes a new form and he begins to adjust with new things and people. Most academic ethical issues concern all members of a college or university faculty. However, younger and less experienced faculty members may be especially vulnerable to error when faced with an ethical difficult or ambiguous situation.

Blake (2000) investigated changes in student teacher attitudes concerning professional ethics as they progressed through teacher education programs. The participants were required to answer questions about what they believed the word ethic means, who determines a school's ethics, and the most serious ethical concern faced by educators. He defined ethics as related to values, morals, beliefs, standards and rules. And students varied greatly in who they feel responsible for determining ethics in school. It was found out that educators face some issues which are against

their professional ethics like helping students learn and get through school, unethical demands from principals, racism and cultural problems and student abuse.

Kropiewnicki and Shapiro (2001) conducted three case studies in order to discuss female leadership and the ethic of care among female principals. The study was conducted on three female principals at an elementary school, a junior high school, and a high school in northeast Pennsylvania. The ethic of care was found in all three principals and was revealed in such areas as teaching, learning, and dedication to students, efforts to create child-centered schools, empowering others, listening and resolving difficult conflicts fairly. The research indicated that female utilize ethic of care and responsibilities, in varying degrees, when dealing with children and adults at schools, which shows that they do follow professional ethics.

Scales (2002) conducted a study to find out the ethical beliefs and behaviors of full-time community college faculty workings in full time basis in United States. Taking into account respondents report to what degree they practice ethical behaviors and: (i) accepting inexpensive gifts from students and (2) teaching values or ethics. The participants reported diverse responses to questions about behavior of a sexual nature, but most agreed that sexual relationships with students or colleagues at the same, higher or lower rank were unethical. Additional findings relate to the presence of diversity among the faculty regarding ethics, using school resources to publish textbooks and external publications, selling goods to students, and an expensive list of other behaviors.

Huse (2003) conducted a study on real world pedagogical ethics. He investigated three different reference points to measure ethics- the ethics of background beliefs, ethics of following rules and principles. The finding of this research state that teachers' ethical judgment can help their in professional growth.

Davis and Welton (2004) made an effort to discuss professional ethics by using the perceptions of college business students as the focal point. This study was related to the issue of college instruction in professional ethics, differences in perceptions of ethical behaviour attributed to gender. The study also attempted to see whether ethical behavior of students can be modified on the basis of their perceptions. The results of hypotheses testing show an ethics maturation process from student's initial exposure to business courses through the graduate level. These tests also show that formal ethics training, i.e., a separate professional ethics course or unit in an existing course, is not a significant factor in this process.

Dawson (2004) discussed about the issues that addressed ethical differences between man and women in the teaching profession. The study asked 209 subjects to respond to 20 ethical scenarios, half of which were directly related and half were indirectly related to them. The study included that there are significant ethical differences between the sexes in situations that involve relational issues, but not in non-relational situations. The study also reported that gender-based ethical differences change with age and years of experience.

Saat (2004) found a study on lecturers and students' perceptions on ethics in academia and lecturer-student interaction. Lectures of University in Malaysia and final year students of the University and three other Engineering Universities are randomly selected to answer the questionnaire on the subject. Results of this study disclosed that students' expectations on lecturer's actions are higher regarding to ethics. Respondents agree that the collective and individual action of a member in a University will affect the overall image of the university. Findings show that unethical actions that most lectures do are using University equipment for personal activities, teaching material that the lectures are not really mastered and canceling office hours excessively.

Clerk (2005) conducted a study to find out the ethical values of school superintendents within the State of Illinois. Findings of the study revealed that superintendents respond differently to ethical situations based on their interpretation of the situation, possibly because of differences in their region, gender, and their basis of professional ethics.

Zheng and Hui (2005) conducted a case study of an institution in central China on professional ethics of higher education teachers. The findings revealed that the standards of professional ethics among teachers varies and this standards directly determine the educational standards of an institute. Professional ethics are an essential component of education. Professional ethics of teachers in institutions of higher education are influenced by forms of teacher-student interaction, the professional skills of teachers, and individual charisma of teachers.

Colnerud (2006) conducted a research problem on teacher ethics and moral dimension of teaching. Four research problems were elucidated to find out the relationship between ethics of care and ethics of justice, the conflict between the ethics of virtue and the ethics of rules, the relationship between moral education and professional ethics and what is morally significant in teaching profession. The result

found that it is difficult to be morally good teachers and, second teachers have moral responsibility for the content taught. Teachers have different opinions regarding the practice of ethics in their profession.

Itai (2006) conducted a study on how do teachers in Japan cope with ethical disagreement among University students in the classroom and identify factors influencing them. The results revealed that when teachers face ethical disagreement in the classroom, their coping behavior differs depending on the topic of discussion. It is influenced by educators' individual ethical attitudes regarding the topic of discussion, and was independent of many respondents' individual and social backgrounds. Among educators, it was commonly recognized that the purpose of ethics education was to raise the level of awareness of ethical problems, to provide information about and knowledge of those issues, to raise students' sensitivity to ethical problems, and to teach students methods of reasoning and logical argument. Yet, despite this, several respondents considered the purpose of ethics education to influence students about normative ethical disagreement and educators' sense of the purpose of ethics education. This descriptive study suggests that educators involved in education for university students in Japan coped in various ways with ethical disagreement.

Green (2007) conducted a survey on teachers in which teachers were asked to rate assessment practice as "ethical" or "unethical". The web-based, 36-item survey was taken by educators in the graduate and undergraduate programs at two major southern US Universities. There were 169 respondents, 114 pre-service and 55 in-service. Results showed strong agreement among the educators on fewer than half of the scenarios presented in this study. Teachers largely agreed that using many form of assessment in the classroom is ethical (99%), that relying on one form of assessment is unethical (85%) and that relying on a very small number of assessments for determining grades is unethical (78%). Teachers were in greater agreement over items related to communicating about grades, confidentiality and multiple assessment opportunities, and were in less agreement over items related to bias and grading practices, which shows that teachers have different views on the same issue and it depends on their own practice of ethics. It can be concluded that teachers vary in the level of professional ethics. The researcher emphasized the importance of developing guiding principles and an ethics framework for educators. Schools and districts should encourage conversation about ethical issue in

assessment, and teacher training programs should address ethics issues in courses on instruction and assessment.

A study on the professional moral conducts of Chinese teachers was conducted by Li(2007) . The study investigated 3,348 teachers of three different levels from thirty one provinces, autonomous regions and municipalities of China. The teachers professional moral conducts in terms of sense of responsibility and initiative were investigated. The results show that the professional moral levels differ significantly among teachers from Universities, junior or senior high schools and primary schools. The results suggest that professional ethics is vulnerable to external factors and teachers show different levels of professional ethics.

Ozbek (2007) in his research aimed at determining the levels of compliance with professional ethics by physical education teachers and 398 high school principals. Results showed that, while the physical education teachers stated that they followed professional ethics in the dimensions of professionalism, responsibility, honesty and respect at high levels, the principals stated that they followed professional ethics at lower levels. Male and female physical education teachers have indicated to comply with the ethics codes concerning respect at different levels. The principals whose branches are social science or natural sciences and the principals who belong to younger and older group think in a different way about physical education teachers' complying with professional ethics codes in the dimension of respect.

Value Pattern- Human beings require different things to survive in this world. However, nothing in this world is available free of cost. Everything has a price and one has to pay the right price to get ones requirements satisfied. We value the things based on our needs and the needs in turn depend on the basis of our value system. There are basic necessities like food, water, air, shelter and clothing without which survival of individual is impossible. Once these basic necessities are satisfied, man tries to satisfy his higher needs like the social needs, security needs or the need of self-actualization. However, every person does not follow the same path as his path would depend on the inherent values of the person. These inherent values are acquired by man by virtue of his nature and also by his nurture. The effect of the family, society, nation and individual makes every person unique as she develops a right set of values. These values decide the priority and life style of the individual.

The values make the personality of the person and decide the growth of the individual, family, society nation and humanity.

Values refers to the objects that human beings consider desirable and worthy to pursuit in their thought, feeling and action. These objects may be material or abstract qualities and status of mind and heart like truthfulness, happiness, peace, justice etc. These values function as idea and standards and govern human actions. Values are necessary to regulate the behavior of the people living in society. They work as the standards or guidelines for an individual's life and steer life's journey. Values are the guiding principles of life, which are conducive to all round development. They give direction and firmness to life and bring joy, satisfaction and peace to life.

The word 'value' comes from the Latin word 'Valera' which means to be of worth, to be strong. The dictionary gives the following meaning of relative worth, utility or importance, degree of excellence, something, as a principle or equality intestinally valuable. Value literally means something that has price, something precious, dear or worthwhile. Hence value is something one is ready to suffer and sacrifice for, if necessary one is ready to die for it. Value presents basic conviction that a specific mode of conduct or end state of existence is personally or socially preferable to an opposite or converse mode of conduct or end state of existence. They contain a judgmental element in that they carry an individual idea as to that is right, good or desirable. Values are ideas that guide or qualify one's personal conduct, interaction with others and involvement in career. Value refers to anything that fulfills or has the capacity of fulfilling psychological and spiritual need of man. Values are these standards or code of conduct, which are conditional by one's cultural tenants, guided by conscience, according to which one is supposed to conduct himself and shape his life pattern by integrating his beliefs, ideas and attitudes with a view to relies the cherished ideals or aims of life. Values can be defined as broad preference concerning appropriate courses of action or outcomes. As such, values reflect a person's sense of right and wrong or what ought to be equal rights for all. Values tend to influence attitudes and behavior.

Value is a thing in which people are interested, things that one wants or desires to be fed as obligatory, thing that they worship or enjoy. Value is something, which pervades everything. It determines the meaning of every portion, every event and every action. That an individual desire to go in a direction pointed to him by the

philosophy of his own life's his system of values and own standard developed by him.

Values are a set of principles or standards of behavior. They are regarded as desirable, important and could be held in high esteem by a particular society in which a person lives and the failure to hold them will result in blame or criticism. These values give meaning and strength to a person's character occupying a central place in person's life. Values reflect a person's judgment, person's decisions and choices, person's dreams and vision. Values guide us to do the right things. Values help us to be morally sound. Values are attributes that spring from the sublimity of soul. They are like reflections of reality that are not obstructed by any kind of prejudice.

Values help man to live harmoniously with his fellowmen. They are linked to the behavior that exposes the inner life of a nation. Values are the concepts that conserve, comfort, promote and protect life. They foster peace, order, dignity beauty, grace and delight.

Human beings have grappled with issues of right and wrong, morality and law, and ethics and duty ever since human beings began to engage in abstract thinking (Lester 2003, 225). This struggle is due to multiple and sometimes conflicting inputs to our lives and the relationship between these inputs. These can be our religion, our family, society and the law. Each person must sort through these inputs and determine what is important to them as an individual. This, then, becomes the basis of our professional values (Winston , 2005).

Values are the hidden roots in the human personality, which decide every activity of an individual. Education for values is an unending and thrilling quest for the social and cultural development on one side and individual personality development on the other. It enables a person to synchronize all essence and excellence desirable for advancement of learning and March of man towards Satyam, Shivam and Sundaram (truth, goodness and beauty). Rokeach (1973) provides the following definition for values:

Values are important in any organization. People behavior and action are decided by their values preferences and values system. Present education demands higher order of values education as enlargement of frontiers of knowledge is accelerating the society towards crisis and disorder instead of developing higher social order. The fifth survey of educational research conducted by NCERT (1997) identified values as one of the important areas of research and the survey cited thirty-

one studies under. Moral art and aesthetic education during the period (1988-1992) and fifty one studies under different areas of study. The studies related to the area of values are reviewed and found that a majority of studies are related to values in textbooks and among students, adolescents, student teachers, and a few studies are related to teachers

Professional values and attitude is readiness to react towards or against some situation, person, or thing in a particular manner. The professional values, attitude, ideas, feelings, and interests of a child are influencing by the organization of his/her family, thinking of parents and customs of the society. Personality of parents, their education, and their behavior towards the children is the basis of development of values. Teachers having favorable values and attitude towards their profession are generally successful, properly adjusted, and well satisfied with their job.

Kukreti, Saxena and Gihar (2005) revealed a negative relationship between economic and political values and teaching competence. It was also concluded that social, religious and aesthetic values may not be considered as important determinates of effective teaching, while knowledge, creative and Gumanistic values play dominating role in making a teacher competent.

Faranask (2007) investigated that age and subjects taught by the teachers do not have a significant effect on their work values. Pandey (2007) revealed that secondary school teachers teaching in private vs government aided and recognized schools showed significant relationship between awareness of fundamental duties and adherence to values. Prasad (2008) found that there were more similarities among the male and female teachers with regard to more preferred terminal values and fewer similarities with regard to less preferred terminal value.

In a study conducted by Prashad (2008), it was found that there were more similarities among male and female teachers with regard to more preferred terminal values and fewer similarities with regard to less preferred terminal value.

Attri (2012) conducted a study to see the preferred value pattern of refresher course participants of academic staff college. He used a list of 6 value pattern. On these six values (concern for the environment, concern for others, creativity, loyalty to family or group, responsibility and spirituality to identify the value pattern of participants.

Madhu (2012) conducted a comparative study on the values of school teachers in relation to gender, teaching experience and type of schools. The study

revealed a significant difference in the theoretical, economic, aesthetic, social and religious values of male and female teachers. There was significant difference in the theoretical, aesthetic, social and religious values of more experienced and less experienced teachers. In addition to it, significant difference was found in theoretical, economic, aesthetic, social, political and religious values of teachers working in Government. and private schools

Natasha (2013) conducted a study on 250 students of 10+1 classes taken from schools of Kathua and Samba of Jammu. It was observed that there is a significant difference in the value pattern of adolescent of rural and urban area.

. Values associated with people wishing to become teachers have included a commitment to children's welfare, justice, equality and intellectual growth (Mimbs, 2000; Sachs, 2000). Teaching is described as a 'vocation of care' (Collay, 2006) and a 'journey of the heart' (Bogue, 1992). By teachers' 'values' it is referred to what teachers regard as worthwhile. These values are constructed over time, through social interaction in the home, school, community, and wider social setting. People carry values but they can change, be extended, and elaborated on through life experience. Values are also not of a piece but can come into tension and conflict with the values that circulate within the institutions in which people work. This in turn can create dissonance for teachers if these values differ from some of their own.

The research of Halstead and Xiao (2010) on the impact of the hidden curriculum on values education, underlines the students' constant learning of values that may not be those that are explicitly taught. The authors give the example of students learning when it is appropriate to disobey certain rules, and how tolerance may be learned after reflection on a teacher's dominating behavior. Just as teachers bring and develop a variety of professional and personal values to classroom relationships, the students also bring a variety of values from the home. These will include varying expressions of tolerance, respect for others, social conscience and personal responsibility. Therefore, relationship is a dynamic process that is informed by the values of both students and teacher (Adel Bjarnardottir 2010; Brophy and Good 1974).

Professional values are the principle that guides one's decision and action in career. Professional values are the business related beliefs or principles that guide professional behavior. For the present study, professional values are those values held as important and integral to the profession. These values may attract individuals

into the profession, where they learn the values through the socialization process during professional education and upon entering the workforce.

Professionalism and commitment are apparent in the planning for, and the demonstrable support given to students, and cooperation is evidenced in promoting caring and respect for each other and working as co-learners in the classroom. Two of the arguably more enduring profiles of teacher qualities/values that are desirable in establishing teacher-student relationships to optimize learning are those of Carl Rogers (1969) and Paulo

1.2 SIGNIFICANCE OF THE STUDY

Teacher is the main pillar in the process of education. Efficient, sincere, hard working and confident teacher builds nation's future. In case he is inefficient and incapable in doing his job, he cannot be relied upon. Teacher occupies the pivot role in an effective and efficient education system. In order to inculcate values in students the teachers should themselves have natural value orientation.

Value pattern has a considerable impact on the teaching aptitude of teachers. The value pattern reflects the way the teacher educators perceive things and prepare themselves to approach challenges and situations; with a view to make them capable of managing them efficiently and effectively manage. Studying value pattern of teachers will help in analyzing as to whether there is any need to modify the same or not.

The importance of proper values among teachers is emphasized from very ancient times by all great religious leaders, educationists and social reformers. Today we are at such stage of human civilization where the importance of educational values has become extremely necessary. Studying value pattern of teachers will help to transform these values to the coming generation.

Thus, this study holds significance for teacher educators and will help to enhance their efficiency in the teaching profession and the emerging recommendations will help in paving the way to modify the exiting standard of professional ethics of teacher educators.

Professional educators endeavor to maintain the dignity of their profession by respecting and obeying the law, by demonstrating personal integrity, and by respecting the dignity of their colleagues and by working co-operatively with colleagues in the interest of fostering student development.

The professional and ethical conducts of teachers are of special concern to the public for a number of reasons. First, teaching is commonly viewed as a noble profession with special privileges and responsibilities. Second, as teachers produce the nation's future leaders and shoulders the responsibility to ensure quality, it is essential for teacher educators to equip themselves with high ethical standards knowing these ethical standards will help teachers to find in what way these standards affect their professional ethics and will try to improve them.

1.3 STATEMENT OF THE PROBLEM

In the present study an attempt was made by the researcher to study professional ethics and value pattern of teacher educators. The study was stated as: Professional Ethics of Teacher Educators in Relation to their Value Pattern.

1.4 OPERATIONAL DEFINITION

The operational definitions of the terms used in present study are:-

Professional ethics

Ethics in the area of a profession is called professional ethics. Professional ethics for teacher measures all the characteristics of teaching profession like responsibility, attitude, honesty, fairness, integrity, diligence, cooperation loyalty, justice, faithfulness respect for others and self, teaching procedures, assessment of students conduct and behavior.

Professional ethics concerns one's conduct of behavior and practice when carrying out professional work. Professional ethics concerns the moral issue that arise because of the specialized knowledge that professionals attain, and how the use of this knowledge should be governed when providing a service to the public. The present study deals with the professional ethics of teacher educators in relation to their value pattern.

Value Pattern

Value pattern consists of principles, standards of behavior or goal of behavior which regulate a person's conduct and his mode of thinking. It includes their perception towards social, political, aesthetic and personal aspects. The present study deals with to the value pattern of teacher educators working in different districts of Punjab.

1.5 OBJECTIVES

The study was conducted with the following objectives:-

1. To explore the professional ethics among teacher educators.

2. To find out the level of value pattern among teacher educators.
3. To find the difference between male and female teacher educators with respect to their professional ethics.
4. To find out the difference in the value pattern of teacher educators with respect to their gender.
5. To find out the relationship between professional ethics and value pattern of teacher educators.

1.6 HYPOTHESES

1. There exists no significant difference among male and female teacher educators with respect to their professional ethics.
2. There exists no significant difference in value pattern among male and female teacher educators.
3. There exists no significant relationship between professional ethics of teacher educators in relation to their value pattern.

1.7 DILIMITATIONS

1. The study was delimited to the districts Hoshiarpur, Gurdaspur, Jalandhar and Kapurthla only.
2. The study was confined to a sample of 100 teacher educators working in self financing colleges only.

CHAPTER II

(METHODOLOGY)

CHAPTER-II

METHOD AND PROCEDURE

The present chapter deals with the method and procedure of the study. This present study deals with the method and procedure of the study the present chapter includes the research methodology sample size, area, sampling technique, tools used for collection of data, administration of these tools, scoring procedure and statistical analysis.

The methodology is decided with reference to the type of research or the type of inquiry. Research methodology helps the researcher from the initial identification of the problem to its final conclusions. The prime purposes of research methodology are to carry on the research work in a specific and valid manner. It provides the basis on which tools and techniques are selected to carry out the research problem. It consists of procedures and techniques for conducting a study. Research method refers to the method the researcher uses in performing research operations. This is an unfortunate tendency to think that research design ends with methodology. It is important to be aware of the range of methods available and to understand how they work appreciating their advantages and disadvantages. The essential thing to be considered is to be able to select the methods that are most likely to achieve the objectives of the research.

The method and procedure is a sort of help to the researcher to proceed in a positive direction. It sets some sort of norms, using which the research can be carried in a proper manner. It sets a path to be followed by the researcher. It paves the way for a good research to be carried out. It clarifies the method and procedure to the researcher, which is to be used in the research.

Research is a human activity based on intellectual investigation and is aimed at discovery, interpreting and revising human knowledge and different aspect of endeavors. Method is the base of the study. Before starting the research work, the selection of method is must, otherwise the researcher cannot precede a single step. The method and procedure of the present study is designed keeping in mind the objectives of the study. Descriptive survey method is found to be the most appropriate method for the present study.

2.1 METHOD

The present study is quantitative in nature. The survey type descriptive studies are designed to obtain pertinent and precise information concerning the current status of

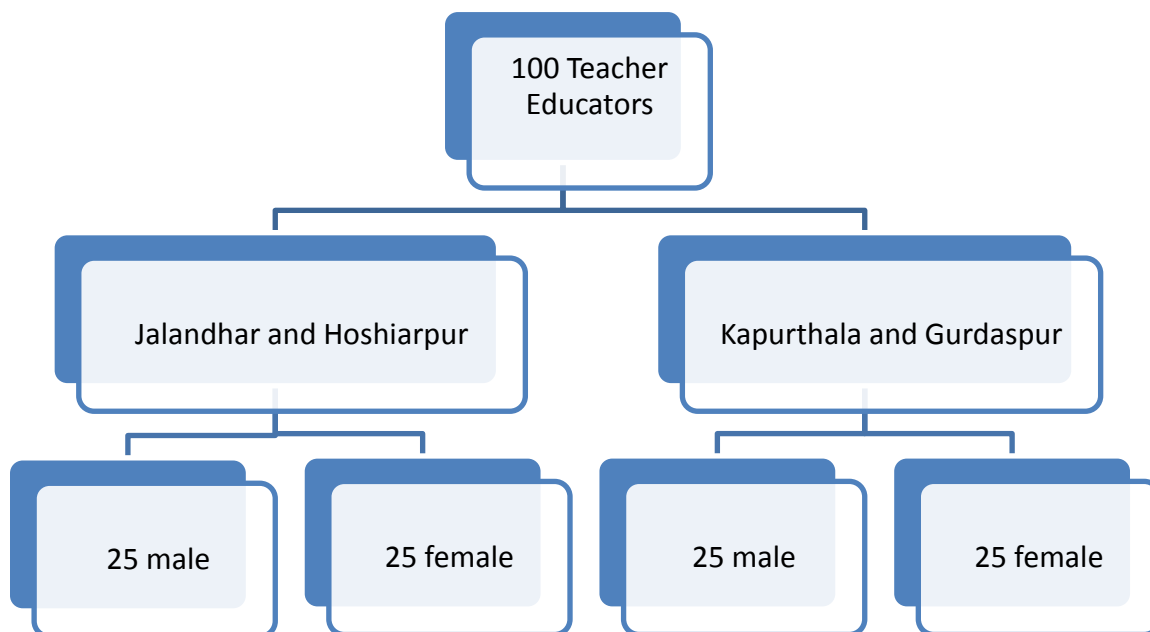
phenomenon and to determine the adequacy of the status by comparing it with established standards. In the present study, the major objective was to study professional ethics among teacher educators in relation to their value pattern, for which descriptive survey method was justified and used.

2.2 SAMPLING TECHNIQUE AND DESIGN

A sample is a portion of people drawn from a large population. It will be representative of the population only if it has same basic characteristics of the population from which it is drawn. A sample is a part of the population which is studied in order to make inferences about the whole population. A large population cannot be studied in its entirety for reasons of size, time, cost or limited inaccessibility, lack of large amount of funds. Population scattered in a very wide geographical area often make sampling necessary.

The study was carried out on teacher educators in Hoshiarpur, Gurdaspur, Jalandhar and kapurthala Districts of Punjab. Teacher educators were taken by simple random techniques.

2.2.1 SAMPLING DESIGN



2.3 TOOLS USED

Research is primarily based on the collected data. The data is collected by using certain tools. A researcher goes for a particular type of tool after judging its criteria like validity, reliability, practicability. Keeping in mind these criteria, the researcher decided to go in for the following two standardized psychological tools to measure professional ethics among teacher educators in relation to their value pattern.

- i. Professional Ethics Scale for Teachers (PEST) by Ms.Jasmeen Kaur (2007)
- ii. Teachers Value Inventory (TV1) by Karim, S. (1998)

2.4 DESCRIPTION OF TOOLS

2.4.1 Professional Ethics Scale for teachers

Professional ethics scale measures all the characteristics of teaching profession such as, responsibility, attitude, honesty, fairness, integrity, diligence, cooperation, loyalty, respect for others and self, teaching procedures, assessment of students and conduct of behavior. It is a four point scale to measure professional ethics among teachers. The items were so designed that the subjects were required to choose one out of the four options. The scale has 40 items which measures the professional ethics among teachers educators.

Validity

To find out what the test measures, it was decided to know its face validity. For this purpose the test was sent to 10 experts in the related field by post and by meeting personally. Out of which 7 experts responded. Their opinion was sought on the extent to which the items meet the objectives of the professional ethics among teachers. The items with 80% agreement were retained.

Reliability

To know the reliability of the test pertaining to the professional ethics of teachers, the test was administered on 50 teachers of different school, colleges and universities. The correlation coefficient between odd and even groups were found out. To find out the reliability of the whole test, Spearman Brown-prophecy formula was used. The reliability coefficient of the test was found to be 0.65.

Administration of the Test

While administering the test to 100 teacher educators, the purpose of collecting the data was explained to them. The investigator also assured them that information collected from them will be purely confidential. Before the start of the test, proper instructions and directions were given to the subject in detail. They were also asked to read the instructions given at the front page of the test. They were instructed to answers all the items and were repeatedly told that there was no right or wrong answers. There was no time limit for the test. Teachers were asked to tick one option out of the four options a, b, c, d on the booklet.

Scoring

The scores on the each item were calculated on the basis of the responses given by the teachers. There are 40 statements in this scale. Each statement has four options i.e., a, b, c, d. Three options were wrong and one is right. The subjects have to select only one option. Right option is scored by 1 and wrong option was scored by 0. Results were calculated according to the answer key. All the scores were added to get a composite score for professional ethics of the subjects. The minimum composite score for the questionnaire was 0 and maximum score was 40. Then the subjects were categorized as having low professional ethics (those who obtained less than 24), average professional ethics (those who obtained scores between 24 -30), high professional ethics (those who obtained scores more than 30).

Levels for Professional Ethics of Teachers

Categories	Scores
Low Professional Ethics	Less than 24
Average Professional Ethics	24-30
High Professional Ethics	More than 30

2.4.2 Teacher Value Inventory (TVI)

The present teacher value inventory (TVI) has been designed for use with teachers of India. It is having 63 items. It is a device to assess seven value patterns of the teachers- aesthetic, theoretical, religious, social, economic, hedonistic and political values. As we know every person is motivated by a system of values, the personality of an individual can be studied through the study of values, shaped largely through his experience with his socio-cultural environments. Values, as goal of behavior, regulate a person's conduct and his mode of thinking.

Reliability of the Test

For getting the reliability of the present test two methods spilt-half and Kuder Richardson techniques were used. The following table throws light on the reliability coefficient calculated by these two methods.

Table
Reliability of Teacher Value Inventory

Area of values	Spilt half method (N-200)	Kudar Richardson method (n-200)
Aesthetic	0.69	0.64
Theoretical	0.76	0.78
Religious	0.66	0.71
Political	0.69	0.75
Social	0.68	0.65
Economical	0.74	0.69
Hedonistic	0.72	0.76
Total	0.71	0.78

Validity of the test

For validity, the present test was correlated with that of Singh and Ahluwalia's TV and was administered on a group of 200 Higher Secondary and college teachers (equal number). The correlation coefficient was found to be 84.

Compaction of mutual correlation coefficient between different values was also done and is also given in the following table:-

Table
Correlation coefficient of different values of (TVI)

Values	Aesth.	Theo.	Rel.	Poli.	Soc.	Eco.
Theo.	-.42	-	-	-	-	-
Reli.	.48	+.34	-.67	-	-	-
Poli.	-.34	-.39	-.52	+.54	-	-
Eco.	+.50	+.37	+.63	+.59	+.47	-
Hedo.	+.36	+.36	+.28	+.39	+.31	-

Scoring- Each item has five alternative answers- Strongly Agree, Agree, Moderate, Disagree and Strongly disagree. The scoring should be 5,4,3,2 and 1 respectively. The items related to the each seven area of value have been given in the answer sheet.

2.5 Procedure of data collection-

The investigator selected of 100 teacher educators of Hoshiarpur, Gurdaspur, Kapurthala and Jalandhar District by using simple random technique. There were 50 teacher educator from Hoshiarpur District and Jalandhar Distt, and 50 teacher educator from Kapurthala District and Gurdaspur District. In Hoshiarpur and Jalandhar 25 male and 25 female teacher educators were taken, and in Kapurthala District and Gurdaspur District 25 male and 25 female teacher educator were taken.

2.6 STATISTICAL TECHNIQUES USED

Statistical technique is a collection of methods which is used to process large amount of report overall trends and data. It refers to a collection of methodologies used in measurement of data. It is normally used in ascertaining relative performance that involves assumptions about functional relationships. Statistical techniques bring objectivity in interpretation and lead to

reliability in results. Statistical techniques were used for interpretation of data are as mean, quartile, t-test, co-efficient of correlation and multiple correlations were used for analyses of data.

Statistic is a mathematical technique of analyzing, describing and interpreting the numerical data. For testing the hypothesis in present study, t-test, percentage and co-efficient of correlation has been applied.

CHAPTER III

(ANALYSIS &

INTERPRETATION)

CHAPTER III

RESULT AND DISCUSSION

Data once collected should be analyzed with the help of statistical techniques which yield certain results. This process leads researcher to draw a rational conclusion on the research problem. Therefore, attempt has been made in present chapter to deal with the results and their corresponding interpretation in accordance to the hypothesis. Tabulated data is analyzed through statistical techniques to yield certain results. The depiction of results and their interpretations considered to be the most important part of research work as it verifies the hypothesis and eventually leads to final conclusion of study. The data, as such, has no meaning unless analyzed and interpreted by some dependable techniques. Analysis of data means studying the tabulated material in order to determine inherent facts or meanings. It involves in breaking up of the complex factors into simpler parts and putting them in new arrangements for purpose of interpretation. The whole scheme of research methodology revolves around the analytical interpretation of the reality of the methodological approach to deal with the situation is meaningless, unless it moves in the path of allotment of mathematical digits for the purpose of analysis and interpretation. The data was studied from as many angles as possible as to explore the new facts, and findings where analysis requires an alert, flexible and open mind.

Analysis is of bare necessity for the purpose of thinking in terms of significant tables that the data permits to examine carefully the statement of the problem and earlier analysis and to study the original records of the data, to get away from the data by making various statistical techniques. So, the inherent problem for, statistical calculation is necessary for interpretation purpose which facilitates the stream of analysis of collected raw data and to formulate them in orderly manner and to put them in such a way that on the basis of analysis of data, it reflects a

vast area of knowledge. In the present study, researcher has taken the research on professional ethics of teacher educators in relation to their value pattern. In order to find the levels of professional ethics and value pattern, percentage of teachers falling in different levels were calculated. To assess the extent of relationship of professional ethics and value pattern, product moment correlation was calculated.

3.1 Results Pertaining to Professional Ethics among teacher educators

In order to assess professional ethics among teacher educators, collected data were scored and tabulated. In order to test the following hypothesis, percentages were computed on tabulated data.

3.1.1 Objective. : To explore the professional ethics among teacher educators

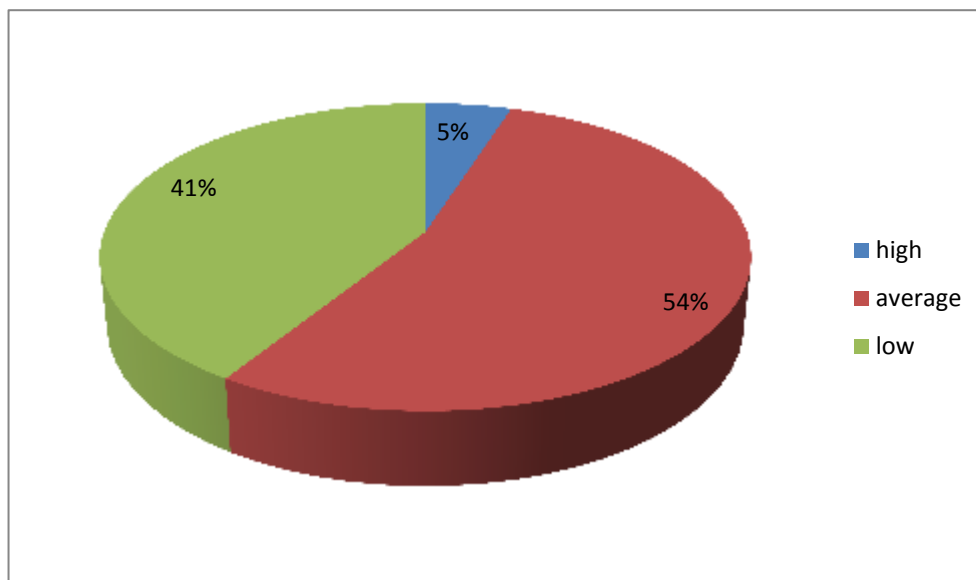
Result pertaining to professional ethics among teacher educators has been shown in table

Table 3.1.1

Professional Ethics among Teacher Educators

S. No.	Level of PE	%	Scores
1	High	5	More than 30
2	Average	54	24-30
3	Low	41	Less than 24

Graph 3.1.1 shown professional ethics among teacher educators



Interpretation

It is revealed from table that teacher educators exhibit low, medium, and high levels of professional ethics. It is revealed from the table that 54% of teacher educators have average professional ethics. Only 5% of teacher educators have high professional ethics, while 41% have low professional ethics. It may be concluded that there is no uniformity among teacher educators so far as professional ethics are concerned.

Hence the hypothesis namely there are high professional ethics among teacher educators is found to be rejected in the light of above evidences.

These above cited results enabled the researcher to conclude rationally that there is variation in the levels of professional ethics among teacher educators. Majority of them have average professional ethics. Earlier studies which support the result of the present study include Sandya (1999), Spiegel and Whitley (2001), Scales (2002), clark (2005), Zheng and Hui (2005), Colnerud (2006), Itai (2006), Li (2007), and Ozbek (2007).

3.1.2 Results pertaining to level of value pattern

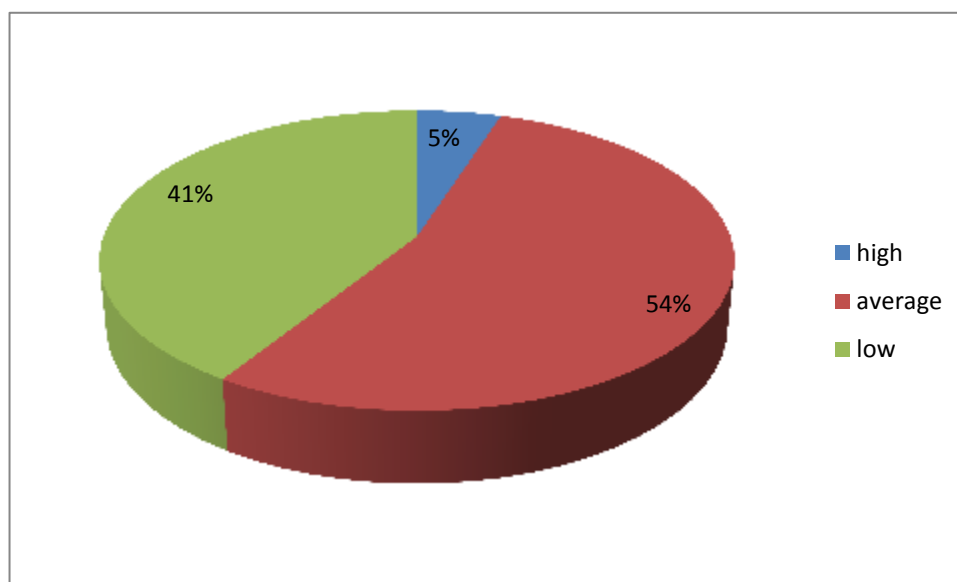
To explore the level of value pattern of teacher educators the researcher collected information regarding their value pattern. For this Teacher Value Inventory (TVI) was used as a tool to collect information from the subjects i.e. teacher educators. The score of value pattern scale were calculated and quartile was applied to know different levels of the teaching aptitude of teacher educators. Three groups of the teacher educators were formed on the bases of Q1 and Q2 values, which were found to be 196 and 221 respectively. This means that the subjects having

less than 196 will belongs to low value pattern group, while subjects having scores between 196 and 221 fall in the average pattern group and the subjects having scores above the 221 belongs to high value pattern group. The result are presented in the table

Table 3.1.2
Levels of value pattern of teacher educators

S. No.	Level of VP	Percentage	Values
1	High	29	Above 258
2	Average	40	230-258
3	Low	19	Less than 230

Graph 3.1.2 show value pattern among teacher educators



The results of the table indicate that the 19% of teacher educators have low value pattern and 40% of teacher educators have average value pattern. Similarly 29% of teacher educators have high value pattern. The level of value pattern of teacher educators is mostly fall in average category.

In the present day modern life there is erosion of values; material culture is dominating the non- material culture. people do not care about the values. It contributes a lot in average level value pattern of teacher educators.

3.1.3 Hypothesis: There exists no significant difference among male and female teacher educators with respect to their professional ethics.

Results pertaining to professional ethics among male and female teacher educators have been shown in table

Table 3.1.3
Difference between male and female teacher educator in relation their professional ethics

Gender	N	Mean	Standard deviation	t-value	Result
Male	50	24.58	3.76	0.28	Insignificant
Female	50	24.72	3.41		

Graph 3.1.3 Shown mean and standard Deviation of male and female teacher educators in relation to their professional ethics.

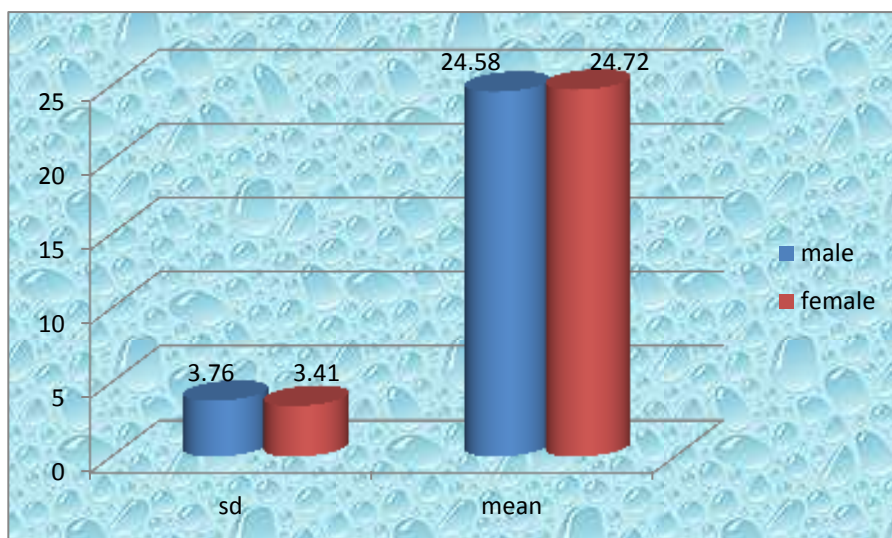


Table 3.1.3 shows the mean difference between male and female teacher educators in relation to their professional ethics. The table value reflects that the mean score of male teacher educators are 24.58 and standard deviation 3.76. The mean of female teacher educators was 24.72 and standard deviation was 3.41. It is clear that t-value 0.28 is found insignificant at 0.05 level of significance. Therefore, the null hypothesis, "There exist no significant difference among male and female teacher educators with respect to their professional ethics" is accepted. Meaning thereby, there is no significant difference in professional ethics of male and female teacher educators.

3.1.4 Hypotheses: There exists no significant difference in value pattern among male and female teacher educators.

Results pertaining to value pattern among male and female teacher educators have been shown in table

Table 3.1.4

Gender	N	Mean	Standard deviation	t-value	Result
Male	50	244.42	21.62	0.50	Insignificant
Female	50	245.94	21.13		

Graph 3.1.4 Shown mean and standard Deviation of male and female teacher educators in relation to their value pattern

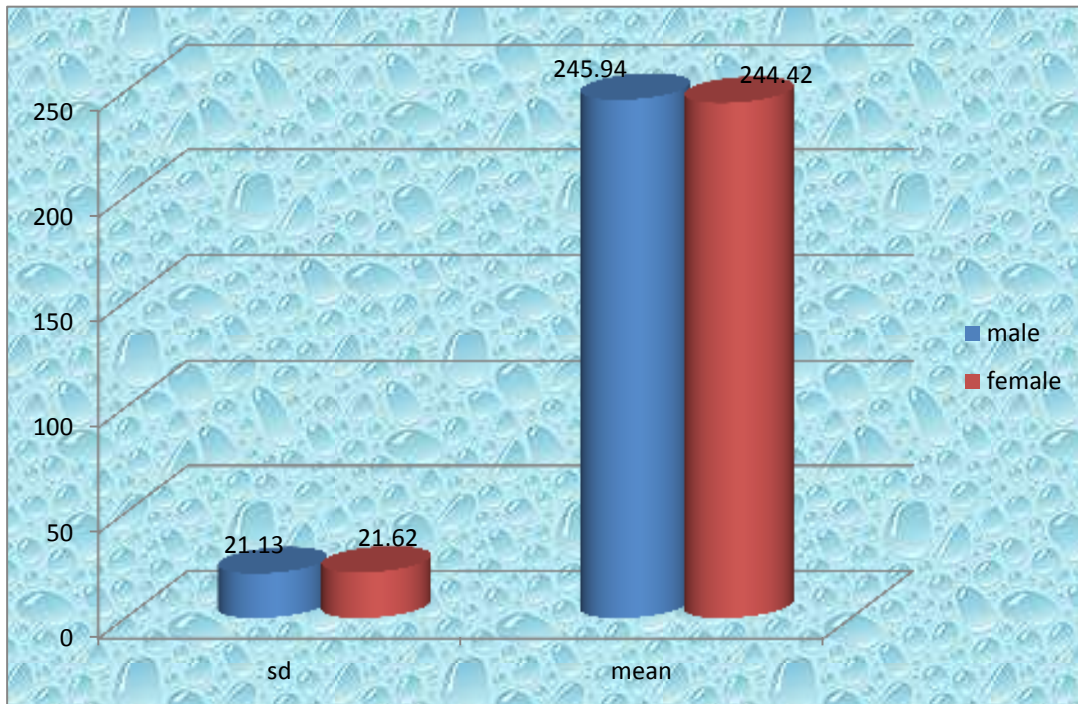


Table 3.1.4 shows the mean difference between male and female teacher educators in relation to their value pattern. The table value reflects that the mean score of male teacher educators are 245.95 and standard deviation was 21.13. The mean of female teacher educators was 244.42 and standard deviation 21.62. It is clear that t-value 0.50 is found insignificant at 0.05 level of significance. Therefore, the null hypothesis, "there exist no significant difference among male and female teacher educators with respect to their value pattern" is accepted. Meaning thereby, there is no significant difference in value pattern of male and female teacher educators.

3.1.5 Result pertaining to relationship between professional ethics and value pattern among teacher educators.

In order to study relationship between professional ethics and value pattern among teacher educators, scores of professional ethics and teaching experience were tabulated and interpreted in the light of the following hypothesis.

Hypothesis: There exists no significant relationship between professional ethics of teacher educators in relation to their value pattern.

Table 3.1.5

Category	N	S.D	Mean	R	Remarks
PE	100	3.57	24.65	0.33	Positive correlation
VP	100	21.28	245.18		

Interpretation

It is revealed from table 4.3 that the correlation between professional ethics and value pattern among teacher educators is found to be 0.33. It shows that there is a positive relationship between professional ethics and value pattern.

It is revealed from the table that the mean score and standard deviation of the professional ethics is 24.65 and 3.57 respectively, and for value pattern is 245.18 and 21.28. after calculated the mean and S.D. the coefficient correlation was calculated to find out the relationship among the variables. The value of the correlation is found to be .033 at 0.05 level significance. Thus the hypothesis i.e. ‘there exist no significant relationship between professional ethics of teacher educators in relation to their value pattern’ is accepted.

It can be concluded that there exist positive relationship between professional ethics and value pattern of teacher educators is positively correlated.

CHAPTER IV
(CONCLUSION,
RECOMMENDATIONS
&
SUGGESTIONS)

CHAPTER-IV

CONCLUSIONS, RECOMMENDATION AND SUGGESTIONS

4.1 CONCLUSION

In the light of the interpretation of the data, the investigator has to use all the care and caution in formulating the conclusions and generalization. This is the final step of research that demands critical and logical thinking in summarizing the findings of the study and compares with the hypotheses formulated in the beginning. The investigator should not draw conclusions which are inconsistent among themselves or external realities. Conclusion is the essential part of every study, as it provides a finishing touch and review the whole of the work in a critical manner. Investigator conducted the study on Professional Ethics among the Teacher Educators in relation to their Value Pattern. The finding of the present study on the basis of the responses received from teacher educators of Punjab regarding professional ethics and value pattern may be summed as follow:

1. The level of professional ethics among teacher educator having high professional ethics were found to be 5%. 54% having average professional ethics and 41% having low professional ethics.
2. The level of value pattern among teacher educators having high value pattern were found to be 29%. 40% having average value pattern and 19% having low value pattern.
3. There exists no significant difference among male and female teacher educators with respect to their professional ethics.
4. There exists no significant difference in value pattern among male and female teacher educators.
5. There exists positive relationship between professional ethics of teacher educators in relation to their value pattern.

4.2 LIMITATIONS

Research has always some limitations. This is especially in the case of research studies, which involves behavior at the time of data collection. The present study has also some limitations. Such limitations of the study reduce reliability and validity of the study. The investigator considered the following limitations in the present study :

1. Due to shortage of time the investigator delimit her study to 100 teacher educators; the study could have been useful if the size of the sample would be large.
2. Since the study was conducted on a small sample size, the study finding may Suffer from broad generalizations.
3. The time constraint was also a limited factor in conducting the study.
4. During the data collection there was non-cooperation from teacher educators because of examination.
5. The study could be conducted on other teacher educators from different states, and then findings could have wider applicability.
6. The study could be conducted by taking in to account more variables other than professional ethics and value pattern; the findings could be a source of guidance to educational thinkers and planners.
7. Questionnaires were the only source of data collection.

4.3 SUGGESTIONS

Research is never ending process. Every investigator after completing his/her research becomes aware of the area in which further research is needed and naturally feels motivated to indicate area which may be taken up for the research by other investigators. The researcher by the virtue of his/her experience in the field of the study offers the following suggestions for further research that could be undertaken by perspective researchers:

1. The study can be extended to the entire state of Punjab.
2. The study can be extended to national level.
3. The study can be extended to the in-service elementary, primary, middle and secondary, senior secondary and college level teachers.

4. The study can be extended on universities level teachers.
5. The study can be carried out to identify specific value of the teacher educators.
6. The study could be carried out by taking more variables like personality characteristics, attitude towards teaching, teaching competency, managerial creativity, value orientation, cognitive abilities etc.
7. The study may be conducted by using other methodologies, population and settings.

4.4 RECOMMENDATIONS

1. Only those teacher educators should be selected who are motivated towards teaching as much is expected from them.
2. There should be provision of counseling services for assessing aptitude of an individual for a particular job, by which there will be less wastage of resources and time.
3. In order to improve the professional ethics of teacher educator's proper arrangement should be made for seminars, conferences, workshops and symposium.
4. There should be feedback sessions for teacher educators, by which their level of professional ethics that is obligatory for them can be enhanced.
5. There is deviation of values in various aspects of life relating to political, social, philosophical, economic, educational and cultural and many other fields. Therefore, conscious efforts should be made by the government/school to bring about value-orientation to the education system. Carefully planned and consciously prepared programme should be organized to motivate the teachers as well as the students to enable them to inculcate all the high-quality values.
6. All over the world, it is accepted that the future will be the product of what is being done in the present day schools. It is the teacher community who moulds the future society. Teachers can influence the future generations to develop a positive attitude with a healthy value-base. This depends largely on the competence as well as – dedication of teachers. If the student has to be taught values, first the teacher has to be taught values. Therefore top priority should be given to the appointment of teachers equipped with high-quality values.

7. Teacher education programmed should be organized from time to time so that teacher educators can practice the value in the field of life and work. Moreover, frequent workshops under the teacher educators programmers should also be organized and it should be impressed upon the teacher educators that it is their duty to impart values to the students.

BIBLIOGRAPHY

References

- Attri, A.K. (2012) .Value Pattern among Refresher Course Participants of Academic staff college Himachal Pradesh University Shimla. *International Educational E-Journal 1 (3) 2012*.
- Arora, A. (2005). Professional Ethics and Values in Teacher Education. *Education New Horizon*, 01(07)34-39.
- Blake, S.et.al (2000). Preserves Teacher's Changing of Professional Ethics as they experience Increased time in the schools. *Review of Educational Research*, 70 (2), 146-159
- Brody, B. (1983).*Ethics its application*. New York: Harcourt Brace Jovanovich. 4.
- Campbell, E. (2000). Professional Ethics in Teaching: Towards the Development of a Code of practice. *Cambridge Journal of Education*, 30(2)203-222.
- Curtin University (2001). *Power and responsibility: Practical Ethics in the Life of a University Ethics, Equity and Social Justice* 97.
- Clark, S.B. (2005) A Study to Determine the Ethical Values of School Superintendents within the State of Illinois. *Dissertation Abstracts International*, 66 (5).
- Davis, J.R. and Welton, R.E. (2004). Attitude towards Professional Ethics of Students in Different Educational Environments. *Journals of Business Ethics*, 10 (6) 451-463.
- Dawson,L.M.(2004). Ethical Differences between Men and Women in Teaching

Profession. *Journal of Teacher Education*, 16(11) 45-47.

Goodland, J. I. (1990). *The Occupation of Teaching in Schools*. In Saat M M, Jamal N M and Othman A (2004) Lecturers' And Students' Perceptions on Ethics in Academia and lecturer-student Interaction *Ph.D Thesis in Malaysia University*, Retrieved from <http://eprints,utm.my/2745/1/71989.pdf>.

Green, S. et.al. (2007). Ethics in Classroom Assessment Practices: *Issues and Attitudes. Teaching and Teacher Education*, 23(7)999-1011.

Husu, J. (2003) Real world Pedagogical Ethics : Mission Impossible ? *Journal of Teacher Development*, 7 (2) 311-326

Itai, K. et.al. (2006). How Do Ethics Teachers in Japan Cope With Ethical Disagreement Among University Students In The Classroom? A survey on Educators Incharge. *Journal of Medical Ethics*, 32, 303-308.

Kingra, K.K. (2006). Professional Ethics and Values in Teacher Education *Edutrack*, 5(7)9

Kropiewnicki, M. I. and Shapiro, J. P. (2001) Female Leadership and the Ethics of Care: Three Case Studies. *Dessertation Abstracts international*, 66(1)3948.

Kukreti, B.R. Saxena, M.K. and Gihar, Sondhya (2005), Values and Teachers Competence: *A correlational study, journal of All India Association for Education Research* 17,

Li(2007). A Research on the Professional Moral conducts of Teachers in China. *Frontiers of Education in China* 2 (1) 112-124.

McNeel, S. P. (1994). *College Teaching and Student Moral Development*. In Saat M M,

- Jarnal N M and Othman A (2004) lecturers' And Students' Perceptions on Ethics in Academia and lecturer-student interaction. *Ph.D Thesis in Malaysia University*, Retrieved from <http://eprints.utm.my/2745/1/71989.pdf>.
- Mintz, S. M. (1995). Virtue Ethics and Accounting Education –m Issues in Accounting Education. *Business Source Premier*, 10(2)95.
- Natasha (2013). A Comparative Study of Value Pattern among Adolescent. *International journal of educational planning and administration. volume 3, (2013). 75-79.*
- Owen, S. (2006) Professional Teaching Standards for Teacher Registration in South Australia. *Background Paper and Literature Review, 10.*
- Ozbek, O. (2007). The Levels of Compliance of physical Education Teachers with Professional Ethics Codes. *Dissertation Abstracts international*, 76(3)4532.
- Prasad, Rajendra (2008). A Study of Value Orientation (Value system & Value Preferences) among Male and female B.Ed. Teacher Trainees of 14 Nov. -*New Frontiers in Education, (41) 4,*
- Saat, M.M. Jamal, N.M. and Othman, A (2004) Lecturers' and Students Perceptions on Ethics in Academia and lecturer-student Interaction. Ph.D Thesis in Malaysia University. Retrieved from <http://eprints.utm.my/2745/1/71989>.
- Stevens (1994). *Higher Education Cannot Escape History: Issues For The Twenty-First Century*. New York: State University of New York Press, 256.
- Sclaes, R.F.(2002) Ethics of Teaching : Baliefs and Behavior of Community College Faculty. *Ph.D dissertation University of North Texax.*

Schulte, L. E., Brown, R. D. and Wise, S. L. (1991). The Development and Validation of The Ethical Climate Index For Graduate And professional School Programs, *Research in higher education*, 20(12)124-125.

Vekkataiah, N. (2006). Improving Professional Status of Teachers. *The Educational Review*, 60(7)136.

Zimbardo, P.(1988) Psychology and life. *Pristine Press: Boston*.

Zheng, L. and Hui, s. (2005). Survey of Professional Ethics of Teachers in Institutions of Higher Education: Case Study of an Institution in Central China. *Chinese Education & Society*, 38(5)88-99

[www. Eric.ed.gov](http://www.Eric.ed.gov)

www. google.com .