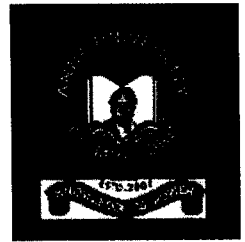


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**PERSPECTIVES OF ETHICAL TEACHING – A SURVEY AMONG  
THE TEACHERS OF SELF FINANCING ENGINEERING COLLEGES  
IN COIMBATORE**

By

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KCT BUSINESS SCHOOL  
KUMARAGURU COLLEGE OF TECHNOLOGY  
COIMBATORE.**

***A PROJECT REPORT***

Submitted to the

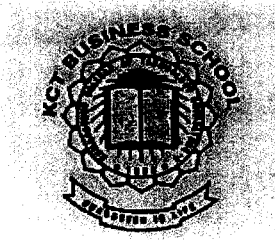
**FACULTY OF MANAGEMENT STUDIES**

In partial fulfilment of the requirements

for the award of the degree of

**MASTER OF BUSINESS ADMINISTRATION**


**AUGUST – 2009**



**DEPARTMENT OF MANAGEMENT**  
**KUMARAGURU COLLEGE OF TECHNOLOGY**  
(An ISO 9001:2000 Certified Institution)  
Coimbatore -641006

**BONAFIDE CERTIFICATE**

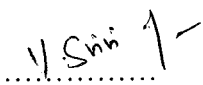
Certified that this project titled 'PERSPECTIVES OF ETHICAL TEACHING – A SURVEY AMONG THE TEACHERS OF SELF FINANCING ENGINEERING COLLEGES IN COIMBATORE' the bonafide work Mr. MOHANKUMAR (Reg No: 0820400026), who carried out this research under my supervision. Certified further ,that to the best of my knowledge the work reported herein does not form part of any other project report or desertion on the basis of which a degree or award was conferred on an earlier occasion on this or any other candidate.

  
.....  
Project Guide

  
.....  
Director

Evaluated and viva-voce held on.....

.....  
Examiner-I

  
.....  
Examiner-II

## DECLARATION

I ,hereby declare that this project report entitled as “PERSPECTIVES OF ETHICAL TEACHING – A SURVEY AMONG THE TEACHERS OF SELF FINANCING ENGINEERING COLLEGES IN COIMBATORE” ,has undertaken for academic purpose submitted to Anna university in partial fulfillment of requirement for the award of the degree of Master of Business Administration .The project report is the record of the original work done by me under the guidance of Prof.K.R.AYYASAMY during the academic year 2008-2010

I, also declare hereby, that the information given in this report is correct to the best of my knowledge and belief.

Place:

Coimbatore

Date:

  
.....

(MOHAN KUMAR)

## EXECUTIVE SUMMARY

Ethical teaching in every perspective in today's world is a must for the teaching profession than for other fields. The work ethics in the colleges in today's scenario have to be analysed in every look and corner in educational institutions. The teachers' feedback of various colleges are to be taken into consideration for this project in order to analyse the perspectives of ethical teaching.

Since students learn not only from what they are taught, but also through what they observe, the social work educator becomes an important role model for the student in learning about how social work values are operationalized.

The primary obligation of the teaching profession is to guide children, youth, and adults in the pursuit of knowledge and skills, to prepare them in ways of democracy, and to help them to become happy, useful, self-supporting citizens. The ultimate strength of individuals lies in the social responsibility, economic competence and moral strength of the individuals.

Against this background of the studies was conducted to understand the teacher's perspectives in ethical teaching. It also analyses the key factors that influence the teaching profession in a wide area of categories accordingly..

The study assumes the characteristics of exploratory research. A sample of two hundred and fifty teachers was selected on a convenience basis and data was collected with the help of questionnaires. The data was analyzed using appropriate statistical tools and a conclusion was drawn. The data was tabulated and analyzed for logical statement using simple percentage analysis.

## ACKNOWLEDGEMENT

It is inevitable that thoughts and ideas of other people tend to drift into subconscious when one feels to acknowledge to all those who helped me in the preparation of this project work.

I express my sincere gratitude to our revered chairman Aruselvar Dr.N.Mahalingam,Vice-chairman Prof .Dr.K.Arumugam,Sri M.Manickam, correspondent Sri.M.Balasubramaniyam , Joint correspondent Dr.A.Selvakumar ,

I would like to thank Dr.S.V.Devanathan, Ph.D, Director, KCT Business School for the help and guidance rendered.

I am very thankful to my guide Prof.K.R.Ayyasamy for his valuable guidance. I would like to thank all the staff members of the Department of Management studies for their help and support. I am deeply indebted to them, whose assistance and encouragement made this work possible towards the end.

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# INTRODUCTION

## 1.1 BACKGROUND OF THE STUDY

It is widely accepted that Education is a master key to rapid social, Economic and political development of a nation. Thus, it is a sure process of developing the citizenry cognitively, affectively and psychomotively. The teacher is the pivot on which the educational process rests. In fact no educational system can rise beyond the quality of its teachers. This underscores the need for adequate training and constant skill development

for our teachers. Teaching is a process of transferring knowledge from the teacher to the learner for the sake of changing behaviour and skill acquisition.

Ethics is a branch of philosophy that deals with the theory of value. The ethics of the teaching profession are the moral beliefs and rules about right and wrongs that influence teachers behaviour, attitude and ideals. In most communities in Nigeria, there are some known, acceptable (social) norms that appear taken for granted as ethics in teaching.

These acceptable (social) norms are of two categories. First, moral ethics such as honesty, loyalty, discipline, not smoking in presence of students and in public places, not drinking alcohol in the presence of students and in public places, dressing neatly and decently to school, sexual compartment and punctuality. Secondly work ethics such as continuous learning, regular preparation of lesson plans, serving in loco Parents of students, regular assessment of learners, reporting on learners, being cooperative with other teachers at work and obedience to authority.

These are social norms that must be transmitted from generation to generation and the teacher being a facilitator of learning must not send a wrong signal. It is in realization of this critical attributes of the teacher that the Federal Government of Nigeria had taken steps towards professionalization of teaching and teacher registration to sift the “weeds from the tars”. In the same vein, the Teachers Registration Council (TRC) prepared a code of conduct for teacher (TRC, 2004) for wide circulation.



Teaching is a noble profession. It is service-oriented. It has the potential to have a great impact in the molding of the next generation. That is why education should be valued by social institutions like government, the church, the family and civil society.

While a great majority of teachers carry with their heads high this noble tradition and even innovate and teach beyond the classroom setting, a teaching profession can also be riddled with corruption. We have heard of teachers who sought material or sexual favor/s from students and parents in exchange for a higher academic rating. Other teachers have lost the fervor to impart knowledge and are simply going through the motions of teaching, for the sake of fulfilling an obligation

The primary obligation of the teaching profession is to guide children, youth, and adults in the pursuit of knowledge and skills, to prepare them in ways of democracy, and to help them to become happy, useful, self supporting citizens. The ultimate strength of individuals lies in the social responsibility, economic competence and moral strength of the individuals.

In fulfilling the obligations of this first principle the teacher will-

1. Deal justly and impartially with students regardless of their physical, mental, emotional, political, economic, or religious characteristics.
2. Recognize the differences among students and seek to meet their individual needs.
3. Encourage students to formulate and work for high individual goals in the development of their physical, intellectual, creative, and spiritual endowments.
4. Aid students to develop an understanding and appreciation not only of the opportunities and benefits of democracy but also of their obligations to it.
5. Respect the right of every student to have confidential information about himself withheld except when its release is to authorized agencies or as required by law.
6. Accept no remuneration for tutoring except in accordance with approved politics of the governing board.

In today's world it is mandatory that teaching profession seems to be a highly important scenario in order to shape the ethical practices based on the requirement of the modernized aspects. Because of the evolution of many colleges in around the coimbatore city.

The key factors for work ethics considered are environmental stimulus, scholarly competence, scholarly engagement, rapport and relationship, recognition and respect, enhancement of academic affairs etc.

The study mainly focuses on the teacher's perspective. Various demographic background level of the teachers are been analysed. Thus the study brings out the entire aspect of analyzing the work ethics for teachers in professional engineering colleges.

## 1.2 REVIEW OF LITERATURE

This section deals with review of literature collected from various sources:

### **Ethical Teaching of Multicultural Students:**

Elaine Congress<sup>1</sup> in his study said the last decade there has been an increased interest in teaching students about social work values and ethical issues in the classroom, as well as in field placements. Since students learn not only from what they are taught, but also through what they observe, the social work educator becomes an important role model for the student in learning about how social work values are operationalized.

Just as traditional social work values of autonomy, self-determination, and confidentiality face many challenges in agency practice, the current cultural diversity of social work students calls for a reexamination of these values, if the social work educator hopes to effectively model ethical behavior. Above all, in the classroom and in academic program planning, social work educators must practice anti-discrimination behavior and guard against paternalistic attitudes toward students in order to educate ethically culturally diverse students.

### **A conceptual model of assessing teaching performance and intellectual development of teacher candidates:**

Kim Hyunsook Song<sup>2</sup> in his conceptual model says in an urban undergraduate education institution in the US to assess teaching performance and intellectual development levels of teacher candidates. Danielson's framework of teaching performance and Perry's pattern of intellectual and ethical development were used for developing a conceptual model. A pilot study was conducted to 282 urban teacher candidates based on the conceptual model to assess their teaching performance and the intellectual development levels.

The results from Danielson's and Perry's rubrics showed that the higher students moved to in their teacher education program, the more proficient their teaching

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<sup>1</sup> Journal of Multicultural Social Work, Volume 2, Issue 2 March 1992 , pages 11 – 24

<sup>2</sup> journal Teaching in Higher Education, Volume 11, Issue 2 April 2006 , pages 175 - 190

performance became and the higher intellectual and ethical development became. Within each of the teaching performance domains and of the intellectual patterns, individual competency patterns varied. This conceptual model may hold promise as a measure of assessing teacher candidates' growth through their performance-based artifacts rather than through the test scores.

### **Monitoring Attitude Change in Students to Teaching and Learning in a University Setting:**

Martha Katung a; A. H. Johnstone a; J. R. Downie b<sup>3</sup> in their work Have studied whether changes brought about in the first year biology course at the University of Glasgow made any difference in students' attitudes to the way they learn. Students' attitudes were monitored with respect to the way they reacted or adapted to these changes using the Perry model of intellectual and ethical development. This model shows how students develop from a simplistic stance on the nature of knowledge to one which is more pluralistic and contextual. The results showed that the changes made to the course did make an impact on how the students learn and indicated that students were encouraged to learn autonomously. The results therefore have implications for some of the ways in which autonomy can be observed in students and also offers an insight which is of direct relevance to teachers who wish to plan courses which pursue autonomous learning.

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<sup>3</sup> journal Teaching in Higher Education, Volume 4, Issue 1 January 1999 , pages 43 - 59

### **Ethical bases of moral agency in teaching:**

Elizabeth Campbell<sup>4</sup> in his article introduces a qualitative study entitled 'The moral and ethical bases of teachers' interactions with students'. The main focus of the study is on the teacher's role as moral agent and the orientations within the classroom to issues of right and wrong as identified by teachers and the researchers. The primary intent is to combine empirical investigation and philosophical inquiry in order to explore teachers' ethical knowledge related to both what they hope to teach and model for students and

how they hope to govern their own behaviour. This article explores some of the theoretical complexities of the study and presents some of the interview and observation data, focused primarily on the case of one of the teachers.

### **Teaching Moral Character: Two Alternatives For Teacher Education**

Darcia Narvaez a; Daniel K. Lapsley<sup>5</sup> in their work Debates whether or not teachers should teach values addresses the wrong question. Education already is a values-infused enterprise. The larger question is how to train teachers for positive character formation. Two teacher education strategies are presented in this article. A "minimalist" strategy requires teacher educators to make explicit the hidden moral education curriculum and to reveal the inextricable linkage between best practice instruction and moral character outcomes. The "maximalist" approach requires preservice teachers to master a tool kit of pedagogical strategies that target moral character directly as a curricular goal. To this end, the Integrative Ethical Education model outlines five steps for moral character development: supportive climate, ethical skills, apprenticeship instruction, self-regulation, and adopting a developmental systems approach.

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<sup>4</sup> journal Teachers and Teaching, Volume 10, Issue 4 2004 , pages 409 - 428

<sup>5</sup> journal the teacher educator, volume 43, issue 2 april 2008 , pages 156 – 172

### **Preservice Teachers Adrift on a Sea of Knowledges**

Kay Martinez<sup>6</sup> argues for fresh recognition of the complexities faced by preservice teachers, particularly during the practicum, where they are expected to bring their stockpile of diverse, and sometimes conflicting, knowledges about effective teaching to immediate use with classroom learners. The paper above draws on insights from postmodern theorizing on the privileging of knowledge's. While the major focus of the paper is on issues surrounding multiplicity of knowledge's about effective classroom teaching, it is also recognized that much of learning to teach occurs in affective, ethical and interpersonal ways as well as cognitive.

Several suggestions are made to assist preservice teachers negotiate the complexities of the process of becoming teachers. It is argued that the practicum in preservice teacher education can be seen as a rich site for further exploration of this process—and should be resourced commensurately. Such explorations have the potential to illuminate the ways in which preservice teachers mesh knowledges about effective teaching with their own personal values and beliefs within the specific contexts of their classrooms. Associated with the recognition of the complexities of the processes involved, is a call for university and school based teacher educators to model, with respect to their programmes and practices, the same level of critical reflection they advocate for student teachers.

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<sup>6</sup> journal Asia-Pacific Journal of Teacher Education, Volume 26, Issue 2 July 1998 , pages 97 – 106

### **1.3 STATEMENT OF THE PROBLEM**

- To inspire members to reflect and uphold the honour and dignity of the teaching Profession
- To identify the ethical responsibilities and commitments in the teaching profession
- To guide ethical decisions and actions in the teaching profession.
- To promote public trust and confidence in the teaching profession.

### **1.4 OBJECTIVES:**

- To explore the methods of using ethical professional teaching practices as strategy for total quality improvement.
- To analyze the benefits of ethical professional teaching practices.
- To find whether there is any variation in the work ethics at present
- To identify that all elements are contributing to work ethics.

## **1.5 SCOPE OF STUDY:**

This research helps ethical teaching which enhances the teaching methodologies in a better way .This research will help to have a healthy relationship between teachers and student's .This survey will brings out the nuances of teaching practices.

This study has been conducted in and around the colleges of Coimbatore city, around 250 faculties were taken as a sample size for our research

## **1.6 LIMITATIONS:**

- 1 .The study is limited to the colleges of Coimbatore city.
- 2 .Due to time constraint only 15 colleges have been covered.
- 3 .This study has been conducted within stipulated period..
- 4 .The studies were also limited by capability, exposure, experience and knowledge of researcher.



## **2. RESEARCH METHODOLOGY**

### **RESEARCH DESIGN**

Research design can be defined as the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance in research purpose with economy in procedure. In short research design is a blue print of the research study. Exploratory research design was used in this study. It is generally concerned groups or situations. Exploratory research design describes the detailed nature of the research.

### **SOURCE OF DATA**

The study depends on primary data.

### **DATA COLLECTION**

The primary data was collected through questionnaire method. Questionnaire method was used for teachers of all cadres.

### **FORMULATION OF QUESTIONNAIRE**

The questionnaire is a set of objective type questions, which were prepared with a view to arrive at a model for teaching. The questionnaire administrated contains a set of 39 questions. The first 6 questions were focused on the environmental stimulants and the second 6 focuses on scholarly competence ,third 6 focuses on scholarly engagement,next 8 focuses on recognition and respect, next 7 focuses on rapport and relationship, the final 6 focuses on enhancement of academic affairs.

## **SAMPLE DESIGN**

To select the sample, stratified random sampling method was adopted. A stratified random sample is one in which the researcher collects the information randomly from individuals belonging to several groups (known as stratum), whose characteristics are different and identifiable.

In this study the data collected from different college teachers i.e. randomly. each sample are randomly selected. Hence the sampling technique used here is stratified random sampling. .the sample size is 250 faculties from the colleges of Coimbatore.

## **STATISTICAL TOOL USED**

The following are the statistical tool applied for this study,

Percentage analysis.

Comparison Analysis

### 3. DATA ANALYSIS AND INTERPRETATION

TABLE: 1  
ENVIRONMENTAL STIMULANTS

AGILITY, INVOLVEMENT AND RESPONSIVENESS OF THE STUDENTS  
(ES1).

Options	Frequency	Percent
strongly agree	158	63.2
Agree	74	29.6
Neither. Nor	18	7.2
Total	250	100.0

RECOGNIZING OF THE EFFORTS RENDERED BY TEACHERS (ES2)

Options	Frequency	Percent
strongly agree	195	78.0
Agree	37	14.8
Neither. Nor	18	7.2
Total	250	100.0

**ECONOMIC AND FRINGE BENEFITS DERIVED OUT OF PROFESSION  
(ES3)**

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>
<b>strongly agree</b>	<b>78</b>	<b>31.2</b>
<b>Agree</b>	<b>128</b>	<b>51.2</b>
<b>Neither. Nor</b>	<b>44</b>	<b>17.6</b>
<b>Total</b>	<b>250</b>	<b>100.0</b>

**PEER GROUP RAPPORT AND ENCOURAGEMENT (ES4)**

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>
<b>strongly agree</b>	<b>108</b>	<b>43.2</b>
<b>Agree</b>	<b>121</b>	<b>48.4</b>
<b>Neither. Nor</b>	<b>21</b>	<b>8.4</b>
<b>Total</b>	<b>250</b>	<b>100.0</b>

**DISTANCE TRAVELED FROM THE PLACE OF RESIDENCE (ES5)**

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>
<b>strongly agree</b>	<b>94</b>	<b>37.6</b>
<b>Agree</b>	<b>78</b>	<b>31.2</b>
<b>Neither. Nor</b>	<b>42</b>	<b>16.8</b>
<b>Disagree</b>	<b>36</b>	<b>14.4</b>
<b>Total</b>	<b>250</b>	<b>100.0</b>

**PERSONAL LIFE COMMITMENTS (ES6)**

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>
<b>strongly agree</b>	<b>85</b>	<b>34.0</b>
<b>Agree</b>	<b>124</b>	<b>49.6</b>
<b>Neither. Nor</b>	<b>38</b>	<b>15.2</b>
<b>Disagree</b>	<b>3</b>	<b>1.2</b>
<b>Total</b>	<b>250</b>	<b>100.0</b>

From the above tables it is inferred that maximum respondents goes with strongly agree and agree option. so that the environment stimulants factors comply with the ethical teaching and contributes to work ethics.

**TABLE: 2****SCHOLARLY COMPETENCE****POSSESSION OF APPROPRIATE LEVEL OF COMPETENCE (SC1)**

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>
<b>strongly agree</b>	<b>98</b>	<b>39.2</b>
<b>Agree</b>	<b>86</b>	<b>34.4</b>
<b>Neither. Nor</b>	<b>58</b>	<b>23.2</b>
<b>Disagree</b>	<b>7</b>	<b>2.8</b>
<b>Agree</b>	<b>1</b>	<b>.4</b>
<b>Total</b>	<b>250</b>	<b>100.0</b>

**KEEP ABREAST OF DEVELOPMENTS (SC2)**

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>
<b>strongly agree</b>	<b>114</b>	<b>45.6</b>
<b>Agree</b>	<b>92</b>	<b>36.8</b>
<b>Neither. Nor</b>	<b>44</b>	<b>17.6</b>
<b>Total</b>	<b>250</b>	<b>100.0</b>

**ECONOMIC AND FRINGE BENEFITS DERIVED OUT OF PROFESSION  
(ES3)**

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>
<b>strongly agree</b>	<b>156</b>	<b>62.4</b>
<b>Agree</b>	<b>64</b>	<b>25.6</b>
<b>Neither. Nor</b>	<b>18</b>	<b>7.2</b>
<b>Disagree</b>	<b>7</b>	<b>2.8</b>
<b>Strongly disag</b>	<b>5</b>	<b>2.0</b>
<b>Total</b>	<b>250</b>	<b>100.0</b>

**MAINTAIN AWARENESS TO PEDAGOGICAL ADVANCES (SC4)**

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>
<b>strongly agree</b>	<b>124</b>	<b>49.6</b>
<b>Agree</b>	<b>85</b>	<b>34.0</b>
<b>Neither. Nor</b>	<b>41</b>	<b>16.4</b>
<b>Total</b>	<b>250</b>	<b>100.0</b>

### UTILIZING CONTEMPORARY TECHNIQUES (SC5)

Options	Frequency	Percent
strongly agree	138	55.2
Agree	79	31.6
Neither. Nor	22	8.8
Disagree	2	.8
Strongly disag	9	3.6
Total	250	100.0

### EVALUATING AND TRANSFORMING CURRENT PRACTICES (SC6)

Options	Frequency	Percent
strongly agree	97	38.8
Agree	98	39.2
Neither. Nor	55	22.0
Total	250	100.0

From the above observations it is concluded that all the scholarly competence factors play a major role for the ethical teaching practices.



**TABLE: 3**

**SCHOLARLY ENGAGEMENT FACTORS**

**ENGAGE STUDENTS WITH APPROPRIATE STUDY MATERIAL (SE1)**

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>
<b>strongly agree</b>	<b>125</b>	<b>50.0</b>
<b>Agree</b>	<b>90</b>	<b>36.0</b>
<b>Neither. Nor</b>	<b>35</b>	<b>14.0</b>
<b>Total</b>	<b>250</b>	<b>100.0</b>

**QUOTE STUDY CONTENT WITH APPROPRIATE (SE2)**

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>
<b>strongly agree</b>	<b>102</b>	<b>40.8</b>
<b>Agree</b>	<b>63</b>	<b>25.2</b>
<b>Neither. Nor</b>	<b>51</b>	<b>20.4</b>
<b>Disagree</b>	<b>34</b>	<b>13.6</b>
<b>Total</b>	<b>250</b>	<b>100.0</b>

**PREPARE COMPETITIVELY TO HANDLE TEACHING ACTIVITY (SE3)**

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>
<b>strongly agree</b>	<b>145</b>	<b>58.0</b>
<b>Agree</b>	<b>61</b>	<b>24.4</b>
<b>Neither. Nor</b>	<b>44</b>	<b>17.6</b>
<b>Total</b>	<b>250</b>	<b>100.0</b>

**PROVIDE PRACTICAL ORIENTATION FOR STUDENTS (SE4)**

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>
<b>strongly agree</b>	<b>137</b>	<b>54.8</b>
<b>Agree</b>	<b>71</b>	<b>28.4</b>
<b>Neither. Nor</b>	<b>42</b>	<b>16.8</b>
<b>Total</b>	<b>250</b>	<b>100.0</b>

### UTILIZE TEACHING, LEARNING AIDS FOR STUDENTS (SE5)

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>
<b>strongly agree</b>	<b>148</b>	<b>59.2</b>
<b>Agree</b>	<b>63</b>	<b>25.2</b>
<b>Neither. Nor</b>	<b>39</b>	<b>15.6</b>
<b>Total</b>	<b>250</b>	<b>100.0</b>

### ENCOURAGE STUDENTS TO INITIATE NEW ENDEAVORS (SE6)

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>
<b>strongly agree</b>	<b>98</b>	<b>39.2</b>
<b>Agree</b>	<b>79</b>	<b>31.6</b>
<b>Neither. Nor</b>	<b>73</b>	<b>29.2</b>
<b>Total</b>	<b>250</b>	<b>100.0</b>

The factors that come under the scholarly engaged are strongly agreed by most of the respondents

**TABLE: 4**  
**RECOGNITION AND RESPECT**

**RECOGNIZE STUDENTS DIVERSIFIED ABILITIES (RR1)**

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>
<b>strongly agree</b>	<b>116</b>	<b>46.4</b>
<b>Agree</b>	<b>119</b>	<b>47.6</b>
<b>Neither. Nor</b>	<b>15</b>	<b>6.0</b>
<b>Total</b>	<b>250</b>	<b>100.0</b>

**PROMOTE SKILL AND INTELLECTUAL DEVELOPMENT OF STUDENTS (RR2)**

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>
<b>strongly agree</b>	<b>125</b>	<b>50.0</b>
<b>Agree</b>	<b>99</b>	<b>39.6</b>
<b>Neither. Nor</b>	<b>26</b>	<b>10.4</b>
<b>Total</b>	<b>250</b>	<b>100.0</b>

**RESPECT STUDENT QUERIES AND RIGHT OF EXPRESSION (RR3)**

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>
<b>strongly agree</b>	<b>137</b>	<b>54.8</b>
<b>Agree</b>	<b>78</b>	<b>31.2</b>
<b>Neither. Nor</b>	<b>35</b>	<b>14.0</b>
<b>Total</b>	<b>250</b>	<b>100.0</b>

**TREAT STUDENT WITH RESPECT AND DIGNITY INVARIABLY (RR4)**

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>
<b>strongly agree</b>	<b>195</b>	<b>78.0</b>
<b>Agree</b>	<b>51</b>	<b>20.4</b>
<b>Neither. Nor</b>	<b>4</b>	<b>1.6</b>
<b>Total</b>	<b>250</b>	<b>100.0</b>

**MAINTAIN AND STIMULATE CONFIDENCE AMONG STUDENTS (RR5)**

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>
<b>strongly agree</b>	<b>178</b>	<b>71.2</b>
<b>Agree</b>	<b>36</b>	<b>14.4</b>
<b>Neither. Nor</b>	<b>36</b>	<b>14.4</b>
<b>Total</b>	<b>250</b>	<b>100.0</b>

**AVOID CRITICIZING STUDENTS IN CASE OF DEFAULT (RR6)**

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>
<b>strongly agree</b>	<b>108</b>	<b>43.2</b>
<b>Agree</b>	<b>102</b>	<b>40.8</b>
<b>Neither. Nor</b>	<b>21</b>	<b>8.4</b>
<b>Disagree</b>	<b>7</b>	<b>2.8</b>
<b>Strongly disag</b>	<b>12</b>	<b>4.8</b>
<b>Total</b>	<b>250</b>	<b>100.0</b>

**ASSESS STUDENTS WITH UTMOST FAIRNESS AND UNBIASEDNESS  
(RR7)**

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>
<b>strongly agree</b>	164	65.6
<b>Agree</b>	62	24.8
<b>Neither. Nor</b>	24	9.6
<b>Total</b>	250	100.0

**MODERATE WITH TIMELY FEEDBACK BACKED UP BY  
CONSTRUCTIVE ADVICE (RR8)**

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>
<b>strongly agree</b>	124	49.6
<b>Agree</b>	98	39.2
<b>Neither. Nor</b>	28	11.2
<b>Total</b>	250	100.0

The above tables it is inferred that the relationship between teachers holds strongly good in this category of recognition and respect.the respondents mostly gives positively among this factors.

**TABLE PART: 5**  
**RAPPORT AND RELATIONSHIP**

**CARE TAKE STUDENTS IN THEIR DOMESTIC AFFAIRS (RTR1)**

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>
<b>strongly agree</b>	<b>103</b>	<b>41.2</b>
<b>Agree</b>	<b>126</b>	<b>50.4</b>
<b>Neither. Nor</b>	<b>21</b>	<b>8.4</b>
<b>Total</b>	<b>250</b>	<b>100.0</b>

**OFFER ADVICES IN THEIR CAREER DEVELOPMENT (RTR2)**

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>
<b>strongly agree</b>	<b>86</b>	<b>34.4</b>
<b>Agree</b>	<b>119</b>	<b>47.6</b>
<b>Neither. Nor</b>	<b>45</b>	<b>18.0</b>
<b>Total</b>	<b>250</b>	<b>100.0</b>



**REINFORCE STUDENTS ON THEIR OFFICIAL AND CULTURAL  
BEHAVIOR (RTR3)**

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>
<b>strongly agree</b>	<b>147</b>	<b>58.8</b>
<b>Agree</b>	<b>58</b>	<b>23.2</b>
<b>Neither. Nor</b>	<b>28</b>	<b>11.2</b>
<b>Disagree</b>	<b>3</b>	<b>1.2</b>
<b>Strongly disag</b>	<b>14</b>	<b>5.6</b>
<b>Total</b>	<b>250</b>	<b>100.0</b>

**ACT AS A CATALYST IN MATERIALIZING STUDENTS ASPIRATIONS  
(RTR4)**

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>
<b>strongly agree</b>	<b>126</b>	<b>50.4</b>
<b>Agree</b>	<b>95</b>	<b>38.0</b>
<b>Neither. Nor</b>	<b>29</b>	<b>11.6</b>
<b>Total</b>	<b>250</b>	<b>100.0</b>

**MAINTAIN TIME MANAGEMENT IN ALL OFFICIAL AFFAIRS OF THE  
PROFESSION (RTR5)**

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>
<b>strongly agree</b>	<b>189</b>	<b>75.6</b>
<b>Agree</b>	<b>31</b>	<b>12.4</b>
<b>Neither. Nor</b>	<b>30</b>	<b>12.0</b>
<b>Total</b>	<b>250</b>	<b>100.0</b>

**MAINTENANCE OF OFFICIAL DRESS CODE (RTR6)**

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>
<b>strongly agree</b>	<b>83</b>	<b>33.2</b>
<b>Agree</b>	<b>107</b>	<b>42.8</b>
<b>Neither. Nor</b>	<b>60</b>	<b>24.0</b>
<b>Total</b>	<b>250</b>	<b>100.0</b>

The above table infers that most of the respondents' opinions are strongly agree and agree options. the rapport and relationship category holds good among the respondents.

**TABLE PART: 6**  
**ENHANCEMENT OF ACADEMIC AFFAIRS**

**AUGMENT AND STIMULATE EXTRA KNOWLEDGE (AA1)**

Options	Frequency	Percent
strongly agree	94	37.6
Agree	94	37.6
Neither. Nor	62	24.8
Total	250	100.0

**EXTRA PATRONAGE AND CARE TO BE PROVIDED FOR SLOW  
LEARNERS (AA1)**

Options	Frequency	Percent
strongly agree	117	46.8
Agree	98	39.2
Neither. Nor	35	14.0
Total	250	100.0

**CHURNING OUT STUDENTS EXTRAORDINARY INDIVIDUAL  
POTENTIALITIES (AA3)**

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>
<b>strongly agree</b>	<b>132</b>	<b>52.8</b>
<b>Agree</b>	<b>78</b>	<b>31.2</b>
<b>Neither. Nor</b>	<b>38</b>	<b>15.2</b>
<b>Disagree</b>	<b>2</b>	<b>.8</b>
<b>Total</b>	<b>250</b>	<b>100.0</b>

**FOSTER IN-HOUSE R & D ACTIVITIES FOR STUDENTS (AA4)**

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>
<b>strongly agree</b>	<b>154</b>	<b>61.6</b>
<b>Agree</b>	<b>66</b>	<b>26.4</b>
<b>Neither. Nor</b>	<b>27</b>	<b>10.8</b>
<b>Disagree</b>	<b>3</b>	<b>1.2</b>
<b>Total</b>	<b>250</b>	<b>100.0</b>

**DESIGN AND DEVELOP CO CURRICULAR VESTIBULE CASE  
RESEARCH MODULES (AA5)**

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>
<b>strongly agree</b>	<b>185</b>	<b>74.0</b>
<b>Agree</b>	<b>36</b>	<b>14.4</b>
<b>Neither. Nor</b>	<b>29</b>	<b>11.6</b>
<b>Total</b>	<b>250</b>	<b>100.0</b>

**ACTIVELY INVOLVE IN DESIGNING AND RESTRUCTURING OF  
SYLLABUS (AA6)**

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>
<b>strongly agree</b>	<b>129</b>	<b>51.6</b>
<b>Agree</b>	<b>85</b>	<b>34.0</b>
<b>Neither. Nor</b>	<b>36</b>	<b>14.4</b>
<b>Total</b>	<b>250</b>	<b>100.0</b>

It infers that the academic affairs factors holds good ,where the most of the teachers comply with the what was the need of the hour statements.academic affairs are been given prior importance by all the teachers .there was no turn back in this .thus all the factors are in favour of the perception of ethical teaching.

**TABLE 7**

**POSSESSION OF APPROPRIATE LEVEL OF COMPETENCE (SC1) VS  
AGILITY, INVOLVEMENT AND RESPONSIVENESS OF THE STUDENTS  
(ES1)**

<b>ES1 * SC1 Cross tabulation</b>							
		<b>SC1</b>					<b>Total</b>
		<b>S-A</b>	<b>A</b>	<b>N-N</b>	<b>S-D</b>	<b>D</b>	
<b>ES1</b>	<b>S - A</b>	<b>98</b>	<b>60</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>158</b>
	<b>A</b>	<b>0</b>	<b>26</b>	<b>48</b>	<b>0</b>	<b>0</b>	<b>74</b>
	<b>N - N</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>7</b>	<b>1</b>	<b>18</b>
<b>Total</b>		<b>98</b>	<b>86</b>	<b>58</b>	<b>7</b>	<b>1</b>	<b>250</b>

The cross tabulation denotes the comparison report between ESI and SE1 .it is concluded that both the factors are contributing towards the strongly agree factor.thus the factors comply with ethical teaching perception.

**TABLE 8**

**RECOGNIZE STUDENTS DIVERSIFIED ABILITIES (RR1) VS  
ENGAGE STUDENTS WITH APPROPRIATE STUDY MATERIAL (SE1)**

<b>SE1 * RR1 Cross tabulation</b>					
		<b>RR1</b>			<b>Total</b>
		<b>S-A</b>	<b>A</b>	<b>N-N</b>	
<b>SE1</b>	<b>S-A</b>	<b>116</b>	<b>9</b>	<b>0</b>	<b>125</b>
	<b>A</b>	<b>0</b>	<b>90</b>	<b>0</b>	<b>90</b>
	<b>N-N</b>	<b>0</b>	<b>20</b>	<b>15</b>	<b>35</b>
<b>Total</b>		<b>116</b>	<b>119</b>	<b>15</b>	<b>250</b>

The above cross tabulation shows that the scholarly engagement and recognition and respect have a strong bond between them in the aspect of the opinion given by the respondents.

**TABLE 9**

**CARE TAKE STUDENTS IN THEIR DOMESTIC AFFAIRS (RTR1) VS  
AUGMENT AND STIMULATE EXTRA KNOWLEDGE (AA1)**

<b>RTR1 * AA1 Cross tabulation</b>					
		<b>AA1</b>			<b>Total</b>
		<b>S-A</b>	<b>A</b>	<b>N-N</b>	
<b>RTR1</b>	<b>S-A</b>	<b>94</b>	<b>9</b>	<b>0</b>	<b>103</b>
	<b>A</b>	<b>0</b>	<b>85</b>	<b>41</b>	<b>126</b>
	<b>N-N</b>	<b>0</b>	<b>0</b>	<b>21</b>	<b>21</b>
<b>Total</b>		<b>94</b>	<b>94</b>	<b>62</b>	<b>250</b>

It is observed that rapport and relationship, academic affairs both enhance the performance of the student's .the factors rtr1 and aa1 are crosstabed and the opinions are compared.



## 4. FINDINGS

- Teaching should be professionalized and teachers must have undertaken some approved courses appropriate for teacher preparation before being employed.
- Teachers should be disciplined and there should be sanctions and penalties for misbehavior.
- Teachers should enjoy academic freedom particularly in deciding what to teach, materials to use and the appropriate methodology.
- Teacher's assessment should be objectively done and there should be right of appeal against such assessment.
- The relationship among teacher and between teachers and students should be that of mutual cooperation.
- Teachers should strive to ensure high professional standards.
- Teachers should take active part in extra-curricular activities for the benefit of their students.
- Teachers should maintain cordiality with administrative and other staffers in the colleges for good working relationship.
- Teachers should participate in social and public life of the community in the interest of teacher's personal development and for them to be socially relevant.

- Teachers should not show any form of discrimination in their operation in or out of college.
- It is unethical for a teacher to engage in tauting or using dubious means such as deception or misinformation to take away clients and learners from colleagues.
- The teachers should also ensure confidentiality of personal information and other records of the learner disclosed to him.
- It is against the ethics of teaching for teacher to engage in cultism, bribery and corruption.
- It is unethical for a teacher to give corporal punishment unless duly authorized to do so.
- It is ethical for teachers to respect contractual obligations and the rule of law.

## 5. RECOMMENDATIONS

- • Provide students with opportunities to learn equally.
- • Recognize each student's unique potential and educational needs
- • Assess students constructively.
- • Entrust professional responsibilities only to those professionally qualified or endorsed.
- • Encourage students to strive for high standards and to value learning
- • Participate in professional development
- • Teach according to each student's educational ability and potential
- • Accept personal responsibility for providing quality teaching
- • Seek available support and resources to improve teaching practice
- • Encourage students to respect all persons
- • Encourage students to understand the diversity in human values, beliefs, practices and actions
- • Accept the expression of different opinions and perspectives and help students  
to assess the worth of these
- • Provide students with access to different opinions and views
- • Consider fairly all viewpoints in debates of contentious issues
- • Ensure that any discriminatory treatment of specific students is justifiable.

## 6. CONCLUSION

Obviously, teaching is noble profession and teachers must operate with set of professional standards. These set standards are prescribed in form of ethics. They are the reflection of the values of the teachers and their profession. Professional development of teachers must fulfill certain needs which must include the social need for an efficient and humane educational system capable of adaptation to evolving social needs, finding ways of helping staff. therefore the this survey brings out that the ethical teaching perspectives currently holds good based on the respose of the teachers on the work ethics as well as improvising the standards of the students .

**7. ANNEXURE**  
**PROFORMA FOR STAFF**

**Section One: Personal Profile**

1. Name : \_\_\_\_\_
2. Institution currently working :  
\_\_\_\_\_
3. Designation:  
a) Professor       b) Associate Prof   
c) Asst Prof       d) Sr. Lecturer       e) Lecturer
4. Age ( in years) : a)20 to 30       b) 31 to 40       c) 41 to 50  
  
d) 51 to 60       e) 61 and above
5. Gender : a) Male       b) Female
6. Department attached to : \_\_\_\_\_
7. Experience in teaching: a) Below three years       b) Three to five  
years   
c) Five to Ten years       e) 10 to 20 years       f) Above 20 years
8. Years of experience in industry ( if any) \_\_\_\_\_
9. Years of experience in the current institution: a) Below one year  b) One to  
three years  c) Three to five years       d) Five to Ten years   
e) Above 10 years

10. Monthly income : a) Below 15,000  b) 10,000  
to 25,000   
c) 25,000 to 40,000  e) 40,000 to 55,000  f)above  
55,000

11. Number of years of experience you had put in your previous institutions

- a. Art & Science \_\_\_\_\_ years  
b. Engineering & Technology \_\_\_\_\_ years  
c. Management & Business Schools \_\_\_\_\_ years  
d. Research & Development \_\_\_\_\_ years  
e. Other (Please Specify) \_\_\_\_\_ years

12. Given below are some of the Environmental stimulants that is expected to augment the efficacy in a teacher? Kindly give your opinion

- a) Strongly agree      b) Agree      c) Neither Agree nor Disagree  
d) Disagree              e) Strongly Disagree

Code	Statements	Opinion
ES 1	Agility, involvement and responsiveness of the students	
ES2	Recognizing of the efforts rendered by teachers	
ES3	Economic and fringe benefits derived out of profession	
ES4	Peer group rapport and encouragement	
ES5	Distance traveled from the place of residence	
ES6	Personal life commitments	

Given below are some of the relevant statements which could enhance academic teaching in a more ethical way. Please give your valuable opinion on the statements given below with the corresponding alphabets:

- a) Strongly agree      b) Agree      c) Neither Agree nor Disagree  
 d) Disagree              e) Strongly Disagree

I. Scholarly competence: (SC)

Code	Statements	Opinion
SC 1	Possession of appropriate level of competence	
SC2	Keep abreast of developments in the concerned field of specialization	
SC3	Understand variety of teaching & learning approaches and strategies	
SC4	Maintain awareness to pedagogical advances	
SC5	Utilizing contemporary techniques made available for teaching	
SC6	Evaluating and transforming current practices of learning and teaching for constant enrichment	

II. Scholarly Engagement: (SE)

Code	Statements	Opinion
SE1	Engage students with current accurate and appropriate study material	
SE2	Quote study content with appropriate and contemporary research literature	
SE3	Prepare competitively to handle teaching activity	
SE4	Provide knowledge content and practical orientation for students	
SE5	Utilize appropriate teaching and learning aids for students	
SE6	Encourage students to initiate new endeavors and inquires in the subject	

### III. Recognition and Respect (RR)

Code	Statements	Opinion
RR1	Recognize students diversified abilities	
RR2	Promote skill and intellectual development of students	
RR3	Respect student queries and right of expression	
RR4	Treat student with respect and dignity invariably	
RR5	Maintain and stimulate confidence among students	
RR6	Avoid criticizing students in case of default, failure etc.,	
RR7	Assess students with utmost fairness and unbiasedness	
RR8	Moderate with timely feedback backed up by constructive advice	

### IV. Rapport and Relationship

Code	Statements	Opinion
RR1	Care take students in their domestic affairs also	
RR2	Offer advices in their career development	
RR3	Reinforce students on their official and cultural behavior	
RR4	Act as a catalyst in materializing students aspirations	
RR5	Maintain time management in all official affairs of the profession	
RR6	Maintenance of official dress code	
RR7	Liaisoning of students grievances and representations to HOD	



## V. Enhancement of Academic affairs

Code	Statements	Opinion
AA1	Augment and stimulate extra knowledge base for above average students	
AA2	Extra patronage and care to be provided for slow learners	
AA3	Churning out students extraordinary individual potentialities for career development	
AA4	Foster In-house R &D activities for students in their curriculum development	
AA5	Design and develop co curricular vestibule case research modules	
AA6	Actively involve in designing and restructuring of syllabus	

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