

A Study of Professional Ethics among Graduate Teachers in Comparative Perspective

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Abstract

Every profession has its own professional ethics to maintain rules, standards, and quality of services. It guides the professionals in performing their duties responsibly and maintaining discipline and dignity in their work. The present study emphasis on professional ethics of TET qualified and non-TET graduate teachers in different provincialized high and higher secondary schools of (Lowkhowa) block in Nagaon district. The study employed a descriptive survey method where 102 graduate teachers were selected by dis-proportionate stratified sampling technique. For collection of data a standardize professional ethics scale is used which developed by Dr. Baldwin B.Sumer and Prof. Ibadani Syiem (2022). Percentage, mean, SD and 't' were calculated to analysis of the data. The findings of the study highlighted that majority of the teachers demonstrated an average or moderate level of professional ethics. A significance difference is found between TET qualified and non-TET teachers in professional ethics. TET qualified graduate teachers were found strong ethical consciousness than the non-TET graduate teachers.

Key words: - Professional ethics, Graduate teachers TET, Non-TET

Introduction

The term professional ethics denotes to the rule, regulation, responsibility and obligation towards the profession. It is the and set of moral principle and standard that every member of a profession is expected to follow. For maintaining the trust, dignity and respect in a profession its paly a essential role. By ensuring this professional standard, professionals not only enhance their own growth but also contribute to the upliftment and credibility of their profession. According to Bhatia and Nanda, "Professional ethics refers to a statement of principles, ethical bindings, or beliefs which must govern the efficient and honest working of a certain profession".

The teaching profession can be considered is one of the mots oldest, respected and noble professions. It expects a high level of ethical conduct from those who enter that operates on clear ethical principles. Like other professions, it has important components such as effective teaching, maintaining quality standards, and providing professional leadership. For this reason,

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it is necessary to develop ethical awareness among teachers so, that they can enhance the quality of their work and strengthen the dignity of the profession in society. Teaching is often described as one of the noblest careers because it directly influences the growth and future of students. A teacher, as a professional, carries moral duties not only towards students but also towards colleagues, school authorities, and the wider community. These moral duties and responsibilities that guide a teacher's behaviour are known as the professional ethics of teachers.

Teachers carry great responsibility in shaping the knowledge, character, and overall development of students, and therefore society places deep trust in them. In the Indian context, a teacher is known as a "Guru," meaning a learned and enlightened person who possesses deep knowledge in his or her field. A Guru not only imparts education but also guides students morally and socially, serving as a role model in the community. In traditional literature, the position of the Guru is considered even higher than that of God, reflecting the immense respect and value given to teachers.

The concept of professional ethics is the topic related to pedagogical beliefs not to the educational technology (Borgohain,2021). In general, professional ethics in teaching include the following components:

1. Understanding and fulfilling the roles and responsibilities of a school teacher.
2. Properly performing the functions and duties related to teaching.
3. Following to the rules and norms of the teaching profession.
4. Upholding the core values, beliefs, and principles of education.
5. Following the terms and conditions laid down for the teaching profession.

Need and Importance of Professional Ethics for Teachers

Professional ethics plays a significant role in teaching profession because teacher is the founder of nation building and play a major role in shaping the future of students and society. Ethical behaviour assists teachers to perform their task with dignity and responsibility. Teachers are the role model of society and their action directly influence the character of students. So professional ethics is very essential for following explanations:

- Professional ethics help teachers to perform their work with honestly and sincerely.
- It builds trust between teachers and students. When teachers follow ethical principles, students feel safe and respected.
- Professional ethics guide teachers to treat all students equally, without discrimination based on caste, religion, gender, or background, ensuring fairness and justice in education.
- Ethical teachers create a safe, respectful, and friendly classroom environment where students feel comfortable to ask questions, share ideas, and participate actively.
- By following ethical standards, teachers prepare lessons sincerely, evaluate students fairly, and work hard to improve their teaching methods and professional skills.
- Professional ethics encourage teachers to maintain discipline in a fair and respectful manner, helping students understand rules and follow them properly.

Need and Significance of the study

Teaching profession can be considered one of the most prestigious and noble profession in the world. Quality of education is based on high standard and ethical behaviour of the teacher. Professional ethics play a significant role in maintaining the dignity and quality of education. Graduate teachers are the pillar of secondary education and their ethics effect on learners' character, discipline, moral values of the institution. Professional ethics enable teacher to act with honesty and maintain a classroom environment with treat students equally. This study is important to know the existing professional ethics of graduate teachers and to identify the areas where improvement is needed. This study will help the teachers for self-evaluation and continuous moral development which are essential for overall growth of the school. It also help the administrator, school principal to design ethical guideline of the teacher and to strengthen the teaching profession.

Statement of the Problem

Professional ethics is the moral guideline that teacher should follow to maintaining the discipline and strengthen the educational institution. The main aim of the study to seek whether any difference between TET qualified and non-TET graduate teacher in term of professional ethics. Earlier different study said that professional ethics is crucial to maintaining the classroom discipline and strengthen the institution. Hence, the title of the paper is "A Study of Professional Ethics among Graduate Teachers in Comparative Perspective"

Operational definition of the study

Professional ethics: Professional Ethics can de define the moral principle, guideline, rule and regulation and standard towards the profession. But in this study professional ethics are considered on following areas I. Obligation Towards Students, II. Obligation Towards Parents, III. Obligation Towards Community, IV. Obligation Towards Profession, V. Obligation Towards Colleagues.

TET qualified Graduate teacher: Teachers appointed different government high and higher secondary schools based on Teacher Eligibility Test conducted by the government of Assam

Non-TET Graduate teacher: Teachers who have been appointed before introduce the TET examination in different government High and Higher secondary school in assam on the basis of their academic qualifications and personal interview.

Objective of the study

1. To find out the level of professional ethics of graduate teachers
2. To compare the professional ethics between TET qualified and non-TET graduate teachers

Hypothesis of the study

There is no significant difference in professional ethics between TET qualified and non-TET graduate teachers

Delimitation of the study:

- The study is delimited to only one educational block (Lowkhowa) in Nagaon district.

- This study is delimited to only government High and Higher secondary schools' graduate teachers.

Review of related literature

To measure the professional ethics of teacher's different study have been conducted among these few studies are highlighted below;

Borgohain & Sahoo (2021) tried to assess the professional ethics on 600 secondary teachers in Assam by adopted a survey design. The findings of the study showed that majority of the teachers fall in the moderate level of professional ethics and female teachers demonstrated a high professional ethics rather than the male teachers. Thoker (2020) investigated the professional ethics between government and private secondary schools' teachers. The results of the study indicate that there is a significant different in professional ethics between government and private secondary schools' teachers. Private schools' teachers displayed higher professional ethics than the government schools' Private teachers revealed greater self-discipline and loyalty, while government teachers exposed higher tendencies toward favouritism and absenteeism. Gupta (2022) explored the professional ethics on 70 secondary school teachers in Prayagraj and Lucknow. The result of the study found that significant different found between male and female teachers in term of professional ethics. Female teachers displayed higher professional ethics than the male teachers and government school teachers showed a higher profession ethics than the private school teachers. Akhter (2023) look into professional ethics between government and private schools. The study conducted on 100 teachers at Anantnag district. The findings of the study identified that. Private school teachers exhibited high professional ethics than the government school teachers. Kaur & gaur (2023) studied profession ethics of teacher in higher education. Served method is used to conduct the study. The major result of the study revealed that majority of the teachers approximate 64% teachers exhibited moderate level of professional ethics. Overall, no significant found between male and female teachers in profession ethics.

The above discussion shows mixed findings on professional ethics of teachers. Borgohain & Sahoo (2021) found most teachers had moderate ethics, with females higher. Thoker (2020) and Akhter (2023) reported private school teachers showed higher ethics. Gupta (2022) found females and government teachers higher. Kaur & Gaur (2023) observed most teachers had moderate ethics, with no gender difference.

Methodology: Descriptive survey method is used to assess the professional ethics of graduate teachers.

Population of the study: The population of the present study considered only one educational block in Nagaon district (Lowkhowa) which contained of 405 graduate teachers among them 297 are non-TET and 108 are TET qualified graduate teachers.

Sample and sampling of the study: The sample of the study is consisted of 102 graduate teachers are selected through Dis-proportionate stratified random sampling. 59 (20%of 297) Non-TET graduate teachers and 43 (40% of 108) TET qualified graduate teachers.

Tools used for the study: To assess the Professional Ethics of graduate teachers a standardized professional ethics scale is used which developed by Dr. Baldwin B. Sumer and Prof. Ibadani

Syiem (2022). It consisted of 50 items in total five dimensions.

Validity and Reliability of the tool used. The tool is measured by the content validity. Reliability of the scale is found 0.87 (Cronbach's σ) and 0.90 (Split Half Method).

Data Analysis

Objective 1 To find out the level of professional ethics of graduate teachers

Table No. 1 Level of professional ethics of graduate teachers

Range of the raw score	Z score	Levels	No of Teachers	Percentage
232 and above	2.01 σ and above	Very High	10	9.80%
221-231	1 σ to 2 σ	High	16	15.69%
198-220	-0.99 σ to 0.99 σ	Average	52	50.99%
186-197	-1 σ to -2 σ	Low	13	12.75%
185 and below	-2.01 σ and below	Very Low	11	10.77%
TOTAL 102				100%

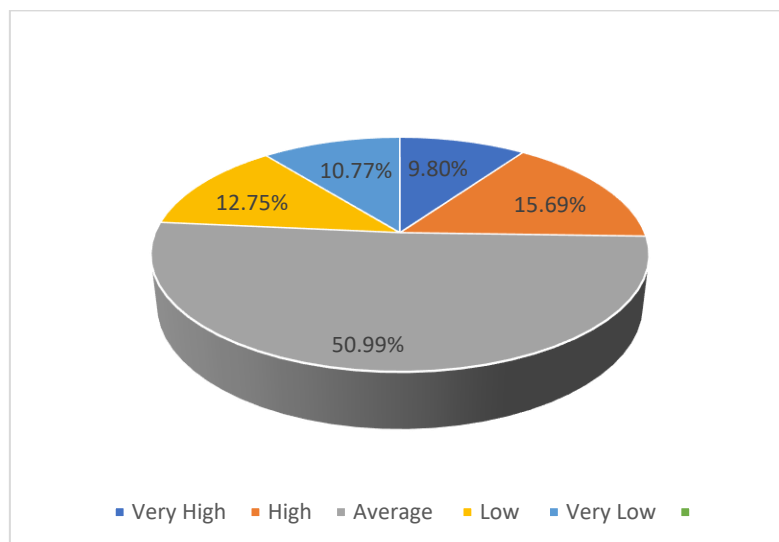


Figure 1 Pie diagram presents the percentage wise levels of performance in professional ethics of graduate teachers.

Interpretation:

From the table no 1 and figure no 1 observes the percentage wise level of performance in professional ethics of graduate teachers. From the analysis it is found that. Out of 102 graduate

teachers only 10 teachers (9.80%) show a Very high level of professional ethics, 16 teachers (15.69%) exhibited the High level of professional ethics, 52 teachers (50.99%) fall in the Average level of professional ethics, 13 teachers (12.75%) are found Low level of professional ethics, while 11 teachers (10.77%) fall in Very low level of professional ethics. From the discussion it can be said that majority of the teachers fall in Average level of professional ethics.

Objective 2 To compare the professional ethics between TET and Non-TET graduate teachers.

H₀1- There is no significant different professional ethics between TET and Non-TET graduate teachers

Table No. 2 Mean, SD and 't' values of TET qualified and Non-TET graduate teachers in Professional ethics

Category of Teachers	N	Mean	SD	SEM	't' value	Level of Significance
TET qualified graduate teacher	59	212.63	22.07	4.16	2.47	Significant at 0.05 level
Non- TET qualified graduate teachers	43	202.38	19.71			

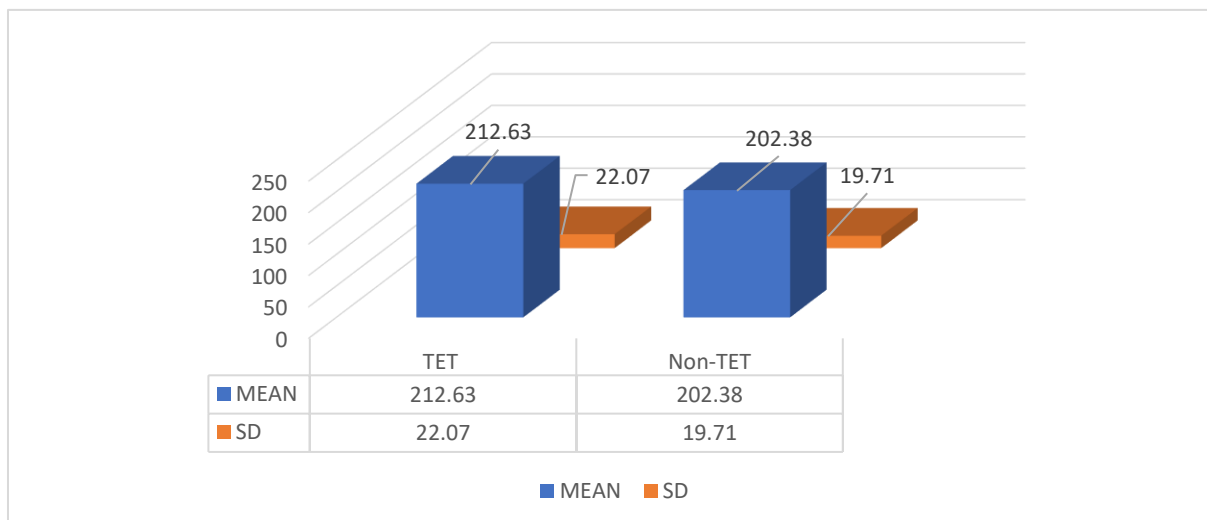


Figure No 2 Graphical presentation of Mean and SD score of TET qualified and non-TET graduate teachers in professional ethics

Interpretation:

Table no 2 and Figure no 2 highlights the mean and SD score of TET qualified and non-TET teachers in professional ethics. The mean score of TET teachers is 212.63 with SD is 22.07. Whereas, mean score of non-TET teachers is 202.38 and SD is 19.71. The obtained 't' value is 2.47 which is not significant at 0.05 level. It indicates that there is no significance difference between TET and Non-TET graduate teachers in professional ethics. Therefore, null hypothesis(H₀) "There is no significant different professional ethics between TET and Non-TET graduate teachers" has been rejected.

Findings of the study

- The study found that a large portion of graduate teachers fall in an average level of professional ethics. Only a small number of teachers show a very high level of professional ethics.
- A significant gap is found between TET qualified and non-TET graduate teachers in professional ethics.
- The Mean score of TET qualified teachers is comparatively higher than non-TET graduate teachers.
- From the study is also found that TET qualified teachers are more ethically conscious than the non-TET graduate teachers.

Conclusion

From the study it can be concluded that majority of the graduate teachers displayed an average and moderate level of professional ethics, while a very small number of teachers demonstrate very high or very low levels. In comparison between TET and Non-TET graduate teachers a significant difference is found the mean score of TET qualified teachers in professional ethics is slightly higher than the mean score of non-TET graduate teachers. TET qualified teachers are stronger ethical consciousness compared to non-TET graduate teachers. The study also highlights that professional competency is essential for maintain the credibility, quality and dignity in the teaching profession. The study also identifies need for self- evaluation and moral development professional of teachers. Furthermore, the study suggests that school administrators should establish clear ethical guidelines to help teachers effectively fulfil their responsibilities toward students and the wider community.

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