

INVESTIGATING CODE OF CONDUCT ADHERENCE AND TEACHING EFFECTIVENESS AMONG SECONDARY SCHOOL TEACHERS

¹ENAKSHI MANDAL

¹Research Scholar, Department of Education, Mansarovar Global University, Sehore, Madhya Pradesh

²DR. PALLAVI PANDEY

²Supervisor, Department of Education, Mansarovar Global University, Sehore, Madhya Pradesh

ABSTRACT

Education is expected to be "professional" worldwide. Identifying a distinct body of occupational knowledge, adhering to desired norms of behavior, establishing procedures to hold members accountable, and committing to what the profession considers morally just or good are all integral parts of professionalism as ethical behavior. Ethical teaching requires rational decision-making to maximize student success. This study examines secondary school teachers' code of conduct compliance and educational effectiveness. This study used stratified random sampling to determine if sixty second-grade teachers followed the code of conduct and taught well. This study used descriptive research.

Keywords: Code of Conduct, Performance, Professionalism, Ethics, Teachers

I. INTRODUCTION

Teachers at secondary schools have an important role in shaping students' identities, encouraging them to think critically, and inculcating values that are vital to maintaining social peace, among other responsibilities in the ever-changing field of education. A strong code of conduct is essential to this complex duty because it directs how educators should behave professionally and how they should engage with one another in the classroom and the larger educational community. Every school has its own set of rules and regulations that everyone involved is required to follow professionally. Following a code of conduct is essential to the professional identity and integrity of secondary school teachers; it is more than just a formality. The code lays out the rules for proper conduct in the classroom, including things like being truthful in one's work, keeping everyone safe, and honoring students' rights. Teachers fulfill their professional responsibilities and set a good example for their pupils by adhering to these values; in doing so, they teach their charges important life lessons about duty, ethics, and citizenship. Nevertheless, there is still a need for comprehensive research into the degree to which instructors follow these norms and how it affects their efficacy as educators.

Education results and teacher quality are interdependent on teaching effectiveness, a complex concept including classroom management, student engagement, and instructional methodologies. Ethical behavior and a professional attitude are just as important as pedagogical competence and topic knowledge when it comes to being a good teacher. Teachers who act in accordance with their stated values are more likely to build rapport with their pupils, which in turn promotes favorable classroom dynamics and more fruitful student learning. On the other side, when teachers act unethically or deliberately hurt their pupils, it damages their credibility and makes it harder for them to learn, which in turn stunts their social and emotional growth. Therefore, in order to improve educational results and encourage professional development among secondary school teachers, it is crucial to comprehend the relationship between code of conduct adherence and efficiency in the classroom.

A multi-faceted strategy including theoretical models, empirical studies, and practical advice from educational stakeholders is required to investigate the relationship between secondary school teachers' adherence to the code of conduct and their effectiveness as educators. On a more theoretical level, we may get a better grasp of the moral duties that teachers have by consulting ideas from consequentialism, virtue ethics, and deontology. Teachers' ethical behavior impacts student results and classroom dynamics; theories of learning and teaching including behaviorism, social cognitive theory, and constructivism provide light on this. Research aims to perform empirical examinations of the link between code of conduct adherence and different measures of teaching effectiveness, such as student academic success and teacher-student interactions, building upon this theoretical base.

In addition to quantitative analyses, qualitative inquiries are also a part of the research. These inquiries focus on the views, experiences, and difficulties that teachers have had in relation to the code of conduct and how it has affected their work as educators. Teachers may discuss their own personal ethical challenges, learn from one another's experiences, and brainstorm ways to foster a culture of ethics in the classroom via the use of interviews, focus groups, and reflection activities. The discussion is further enhanced by include the viewpoints of school administrators, parents, and students; this varied group offers unique insights into the complex dynamics of teacher professionalism and its effects on the community at large. This study intends to shed light on the intricate relationship between ethical behavior and the efficacy of secondary school teachers by combining findings from three separate data sets.

II. REVIEW OF LITERATURE

Zondo, Sindiswa & Mncube, Vusi (2022)South African teachers still struggle to handle misbehaving kids. Since physical punishment and other punitive measures for wayward students are illegal, new positive disciplinary approaches are needed. About 11,600 classes nationwide used corporal punishment in 2019. Physical punishment increased by 3% in KwaZulu-Natal between 2018 and 2019, affecting 226 372 students. The study examined instructors' and students' experiences with a learners' code of conduct, which was meant to promote school discipline. The study used phenomenological and qualitative research methods supplemented by interpretivism. Two schools were sampled for semi-structured interviews, observation, and document checks. Some teachers did adopt a code of conduct that described the rules and controlled student behavior. The findings confirmed this. The code of conduct did not promote positive discipline since many pupils still misbehaved, the research showed. This conclusion matters. The report recommended that schools create a code of conduct to help teachers confront student indiscipline. The research also recommends that Department of Education officials visit schools often to provide support and hold seminars or online training to teach teachers how to utilize such a code.

Jan, Shahida & Iqbal, Zafar (2021)This study examined teacher educators' views on professional behavior and ethics and their impact on student achievement. Elementary teachers could attend 29 government colleges. A acceptable sampling technique selected sixty-nine teacher educators and two hundred twenty students. With a five-point rating scale from strongly opposing to strongly agreeing, teacher educators provided data. Central tendency measures were used to study educator professional development specialists' viewpoints. Teacher educators' gender-based opinions were examined using a t-test. SPSS was used to apply a coefficient of correlation to determine the relationship between teacher educators' judgments of professional conduct and ethics and student academic achievement. Teacher educators agreed on professional ethics and behavior, the study found. After extensive research, men and female teacher educators had quite different views on professional behavior and ethics. Teacher educators' professional behavior and ethical perceptions and student academic progress are statistically significant.

Chukwu, Chukwuemeka et al., (2020) The study examined how instructors' professional ethics and classroom management affect students' academic progress in Abia State's public secondary schools. Two research questions and two null hypotheses guided the investigation. The study used correlational research. The survey included 9,200 public secondary school pupils. The Stratified Random Sampling Technique was used to obtain data from 920 students, 10% of the population. "Teachers' Professional Ethics and Classroom Management of Students Academic Performance (TPECMSAP)" was the structured questionnaire used to collect data. Instrument validation was done by three professionals. Teachers' professional ethics had a 0.71 index and classroom management 0.89. T-tests and Pearson's Product Moment Correlation were used to evaluate the instrument. Data was analyzed using mean and standard deviation to meet study objectives. The null hypotheses were tested using Pearson's r, R² (coefficient of determination), and multiple regression at 0.05. The study reported here found a strong link between teachers' professional ethics, classroom management, and student achievement. In order to ensure excellent academic performance, the study found that recruiting skilled teachers and other experts is crucial. The findings suggested that Nigeria's government and school administrators hold seminars, workshops, and conferences to learn more about how teachers' ethics and classroom management affect students' academic performance.

Venu, V.Parimala (2018)Children are a nation's future via the transfer of wisdom, knowledge, and

experience. Teachers are crucial to social reconstruction in Emerging Indian Society. They are always influenced by their teacher. The teacher, who conveys India's values, may help the growing society flourish overall. As necessary, this must be done.

Shortt, Damien et al., (2012) The General Teaching Council for England's Code of Conduct and Practice for Registered Teachers is analyzed structuralistically in this study. This research illuminates how teachers are expected to perform an impossible social duty. We argue that the GTCE's Code is a government agency's attempt to resolve political and ideological tensions in a society that struggles to respect individual autonomy while being dependent on state-provided services like a national education system. Instructors seem to be a point of contact for these conflicting tensions. We conclude that the GTCE's attempt to bridge philosophical gaps allows instructors and teacher-educators to examine the discrepancies between teaching myths and classroom realities. GTCE provides this chance.

RESEARCH METHODOLOGY

Descriptive statistics and Focus Group Discussions (FGDs) bolstered the study's conclusions. Documentary analysis, survey questionnaires, and participants' authorized Individual Performance Commitment and Review Forms (IPCRFs) 2016 were all tools in the researcher's descriptive toolbox. Teachers were the ones that took part in the research. Sixty secondary school teachers were selected to take part in the study. Stratified sampling was used to make sure that every single person in the population had an equal chance of being chosen for the sample. The primary tools for data collection were the survey, the IPCRF, and the Focus Group Discussion (FGD).

III. DATA ANALYSIS AND INTERPRETATION

Table 1: Gender of the Teachers

Gender	Frequency	%
Male	9	15.0
Female	51	85.0
Total	60	100.00

A breakdown of the gender distribution of instructors is shown in the table that can be found above. Fifty-one of the persons that participated in the survey classified themselves as female, making up 85.0% of the representative sample. On the other hand, nine people self-identified as male, which is equivalent to fifteen percent of the total population.

Table 2: Educational Attainment of the Respondents

Educational Attainment	Frequency	%
Bachelor	39	65.0
Master's Degree	18	30.0
Doctorate	3	5.0
Total	60	100.00

Using a total sample size of sixty people, the table that has been supplied provides information on the educational attainment of instructors. It was claimed by the majority of the respondents, which accounted for 65.0% of the sample, that they had completed their highest level of education, which was a Bachelor's degree. It may be deduced from this that the population under investigation has a standard level of first-year schooling. Furthermore, thirty percent of those who participated in the survey stated that they were in possession of a Master's degree, marking a sizeable number of those who had continued their education beyond the undergraduate level. Furthermore, a smaller proportion of respondents, exactly 5%, claimed that they had gotten a doctoral degree. This represents those who have attained the maximum level of academic success they are capable of.

Table 3: Code of Conduct of the teachers in terms of Professionalism

Professionalism	Never	Seldom	Sometimes	Often	Always
Reports to work on time	1.0	2.0	7.0	25.0	65.0
Passes required reports promptly and	2.0	8.0	10.0	30.0	50.0

efficiently					
Accepts criticisms constructively and objectively	1.0	1.0	8.0	20.0	70.0
Strictly observes "no loafing during office hours"	0.5	1.5	9.5	40.5	48.0
Continuously enhances skills and competence for professional growth by attending trainings, seminars etc.	1.5	0.5	3.0	35.0	60.0

The Code of Conduct for instructors is presented in the table that has been supplied, with an emphasis on professionalism across a variety of aspects throughout. Behaviours such as timeliness, efficiency in report filing, receptivity to criticism, adherence to office hour regulations, and dedication to continual professional growth are evaluated as part of this process. According to the findings, the majority of educators regularly say that they are able to complete their work on time (65%) and that they are able to constructively accept criticism (70%). Nevertheless, there are areas that might be improved, such as ensuring that mandatory reports are submitted in a timely manner (50.0% of the time or always) and ensuring that "no loafing during office hours" is observed (48.0% of the time or very often).

IV. CONCLUSION

The examination of the adherence of secondary school instructors to a code of conduct and the efficiency of their teaching is an important project that has substantial ramifications for educational practice, professional development, and the outcomes for students. Throughout the course of this investigation, we have investigated the complex relationship that exists between ethical behavior and the quality of instruction. We have acknowledged the crucial role that ethical principles play in determining the professional identity of educators and the relationships they have within the educational environment.

REFERENCES: -

1. Ayenalem, Kindu & Abate, Samuel & Ayalew, Habtamu & Mengesha, Jemberu. (2022). Secondary school teachers code of ethics in Ethiopia: implications for policy and practice. 8. e10885. 10.1016/j.heliyon.2022.e10885.
2. Zondo, Sindiswa & Mncube, Vusi. (2022). Implementing a Learners' Code of Conduct for Positive Discipline in Schools. *International Journal of Higher Education*. 11. 39. 10.5430/ijhe.v11n6p39.
3. Jan, Shahida & Iqbal, Zafar. (2021). Perception of Teacher Educators about Professional Conduct and Ethics and its Impact on Students' Academic Performance. *Global Sociological Review*. VI. 113-120. 10.31703/gsr.2021(VI-II).14.
4. Chukwu, Chukwuemeka & Ezepue, Evelyn & Kalu-Mba, Evelyn & Iremeka, Felicia & Nweke, Prince & Chioma, Madu & Uwakwe, Iro. (2020). Teachers' Professional Ethics and Classroom Management as a Correlate of Students' Academic Performance in Public Secondary Schools in Abia State, Nigeria. *JOURNAL OF SOCIAL SCIENCE RESEARCH*. 6. 715-719. 10.32861/jssr.67.715.719.
5. Azeem, Nazia & Omar, Muhd. (2018). Exploring Teacher Performance: A Review of Concepts and Approaches. Graduate Research in Education Seminar (GREduc 2018) Faculty of Educational Studies, Universiti Putra Malaysia.
6. Venu, V.Parimala. (2018). Code Of Conduct For Teachers In Teaching. 11th International conference on science, technology and management Osmania University Centre for International program, Osmania University, Campus, Hyderabad
7. Tabachnick, B. G., Keith-Spiegel, P., & Pope, K. S. (2016). Ethics of teaching: Beliefs and behaviors of psychologists as educators. *American Psychologist*, 46(5), 506-515. <https://doi.org/10.1037/0003-066X.46.5.506>
8. Alkharusi, Hussain. (2016). Measuring Teachers' Adherence to Ethical Principles in Educational Assessment. *Asian Social Science*. 12. 149. 10.5539/ass.v12n4p149.
9. Nadia. (2015). Professional Ethics of Teachers in Educational Institutions Nanigopal Malo. *International Research Journal of Interdisciplinary & Multidisciplinary Studies (IRJIMS)*, I(VI), 94-98.
10. Deshach, N. (2014). The Profession of Education, Ethics and the Role of Teacher. *Journal of*

Research and Humanities, 8, 218-237.

11. Al-Zubi, R. (2013). The degree of cooperating teachers' commitment to the ethics of the Teaching profession from the perspective of female trainees at Al-Bayt University. *Al-Manara Magazine*, 19(3), 441-476.
12. Shortt, Damien & Hallett, Fiona & Spendlove, David & Hardy, Graham & Barton, Amanda. (2012). Teaching, morality, and responsibility: A Structuralist analysis of a teachers' code of conduct. *Teaching and Teacher Education*. 28. 124–131. 10.1016/j.tate.2011.09.004.
13. Forster, D. J. (2012). Codes of Ethics in Australian Education: Towards a National Perspective. *Australian Journal of Teacher Education*, 37(9). <https://doi.org/10.14221/ajte.2012v37n9.4>
14. Espinosa-Pike, M., Aldazabal, E., & Martin-Arroyuelos, A. (2012). Influence of gender and ethical training on university teacher sensitivity towards the integration of ethics in business studies. *Journal of Academic Ethics*, 10, 9-25. <http://dx.doi.org/10.1007/s10805-012-9151-x>
15. Bullough, R. V. Jr. (2011). Ethical and moral matters in teaching and teacher education. *Teaching and Teacher Education*, 27, 21-28. <http://dx.doi.org/10.1016/j.tate.2010.09.007>