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Professional ethics of physical education and general line teachers of Kashmir division

Mohammad Hussain Najar and Manoj Kumar Pathak

Abstract

Present study was intended to explore the level of professional ethics of physical education and general line teachers of Kashmir division. The study was carried in context of descriptive research. The total sample for the present study consists of 400 adolescents. Whole data was collected by using Random Sampling Technique (RST). The data was collected by using Professional ethics scale developed by Aashiq Ahmad Thoker (2016). The collected data was put to suitable statistical treatment by using descriptive as well as comparative statistics. Therefore, from the results of the study of the study it was found that there no significant difference has been reported between physical education teachers and general line teachers on all the dimensions of professional ethics, viz. Honesty and sincerity, Transparency and confidentiality, Respect towards students and society and High quality of teaching. Hence, the type of professional was reported insignificant on the level of professional ethics of the respondents.

Keywords: Professional ethics, physical education teachers, general line teachers

Introduction

The term professional ethics is the combination of two words, “profession” and “ethics”. “Professional” is a term which denotes a level of knowledge and skills possessed or required by an individual to perform an assignment through extensive education and training. Secondly, ethics means principles, morals, beliefs, values, moral code etc. The word “Ethics” is derived from the word “Ethos”, which means character. In this way, Ethics is a science of character, habits of activity or behaviour of human beings. It evaluates human habits, character and voluntary determinations and discusses their property or otherwise. Ethics adds to the professional obligation that a profession abides by. In the words of Mackenzie (2010), Ethics is defined as the, “study of what is right or good in conduct”. Any profession demands its worthy existence, acceptance and enforcement of code of ethics which in return makes the profession self-regulating, self-governing and self-satisfying. Large number of the research studies has been conducted in the same domain notable studies are; Valentine, G., Butler, R., & Skelton, T. (2001) ^[13], Valentine, G. (1999) ^[14], Vakaoti, P. (2009) ^[12], Usha, P. and Kumar. S. P. (2007) ^[11] and Thoker, A. A. (2016) ^[8]. In context to same, the investigator considers it vital to explore the study which reads as:

Statement of the research problem: The statement of research problem is as under:
Professional Ethics of Physical Education and General Line Teachers of Kashmir Division

Objectives of the study: The objectives of the study are as under:

1. To explore the professional ethics of physical education and general line teachers of Kashmir division.

Hypothesis: The researcher holds richness background of the knowledge in the same domain. Apart from this deep survey was conducted by the investigator in the relevant field. Accordingly, on the basis of the same, following hypothesis has been formulated:

1. There exists no significant difference between physical education and general line teachers on their level of professional ethics.

Operational Definitions of Terms and Variables: The operational definitions of terms and variables are reported as under:

- A) **Professional ethics:** Professional ethics in the present study refers the scores obtained by the respondents on professional ethics scale, developed by Thoker, A. A. & Mattoo, M. I. (2014). It measures the professional ethics of subjects under investigation on four dimensions: i) Honesty and sincerity, ii) Transparency and confidentiality, iii) Respect towards student and society, iv) High quality of teaching.
- B) **Physical Education Teachers:** Physical education teachers in the presents study refers those teachers who are physical teachers in Government education institutions. Besides, it is imperative to mention hear that only those physical education teachers were included in the study, who are working under youth services and sports department and hold four years of teaching experience under permanent capacity.
- C) **General Line Teachers:** General line teachers in the presents study refers those teachers who are working as academic teachers in Government education institutions. Besides, it is imperative to mention hear that only those general line teachers were included in the study, who were recruited by Jammu and Kashmir service selection board and hold four years of teaching experience under permanent capacity.

1.4 Delimitation of The Problem: During the whole research process lot or constraints were faced by the investigator. However, investigator made an ample efforts to delimit these constraints upto maximum extent. Consequents the research delimited the present study to following domains:

- 1) The presents study will be delimited to three districts of South Kashmir viz. Anantnag, Kulgam, Pulwama and Shopian of union territory of Jammu and Kashmir.
- 2) The present study will be delimited to 400 physical education and general line teachers.

Methodology: The methodology of the present study has been stated in the following heads-

- **Method of the study:** Keeping the nature of the study under consideration, the descriptive method will be used by the researcher for the present study.
- **Sample:** Representative samples of 400 respondents were selected by using random sampling technique. These respondents were selected from the delimited area of the study.
- **Tools used:** In the present study the researcher after securitising number of research tools found suitable to use Professional ethics scale developed by Dr. Aashiq Thoker.
- **Statistical treatment:** The investigator employed the below mentioned techniques:
 - Frequency distribution,
 - Percentage
 - Mean
 - Standard deviation
 - Independent 't' test.

Analysis and interpretation of the data: The data has been analysed with the help of descriptive and comparative analysis.

Table 1: Showing levels of Professional Ethics (PE) of physical education teachers and general line teacher's education teacher as per the norms of professional ethics scale.

Category	PET		GLT	
	%	F	F	%
LPE	5.00	10	15	7.50
APE	80.00	160	171	85.50
HPE	15.00	30	14	7.00
Total	100	200	200	100

Index:

- PET: Physical Education Teachers
- GLT: General Line Teachers
- LPE= Low professional ethics
- APE= Average professional ethics
- HPE= High professional ethics

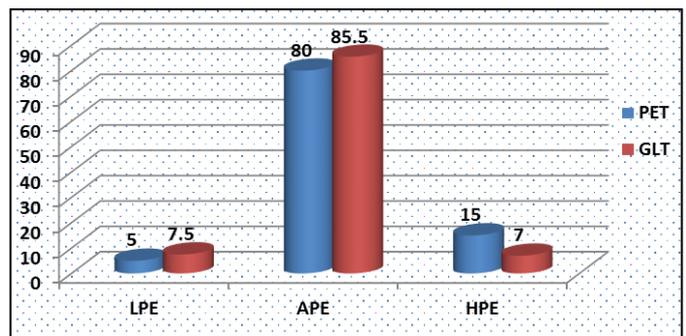


Fig 1: Showing graphical representation of physical education teachers and teacher's education teacher as per the norms of professional ethics scale.

Index:

- PET: Physical Education Teachers
- GLT: General Line Teachers
- LPE= Low professional ethics
- APE= Average professional ethics
- HPE= High professional ethics

Discussion: The results reported in above mentioned table gives frequency and percent wise distribution of physical education teachers and general line teachers education teacher as per the norms of professional ethics scale. The results reveal that 5.00% (F=10) physical education teachers were seen with low level of professional ethics. In addition to this, 80.00% (F=160) physical education teachers were seen with average level of professional ethics. Further, from the same table, it was seen that 15.00% (F=50) physical education teachers were seen with high level of professional ethics. Besides, in the same table it was found that 7.50% (F=15) general line teachers were seen with low level of professional ethics. In addition to this, 85.50% (F=170) general line teachers were seen with average level of professional ethics. Further, from the same table, it was seen that 7.00% (F=14) general line teachers were seen with high level of professional ethics.

Table 2: Showing the Significance of difference between the mean scores of physical education teachers and general line teacher on their composite level of Professional Ethics (PE) (N=200 each).

Variable	PET		GST		t-value
	Mean	S.D	Mean	S.D	
Professional Ethics	87.41	17.23	86.78	16.62	@@

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- PET: Physical Education Teachers
- GLT: General Line Teachers
- @@= Insignificant at 0.01 level of confidence

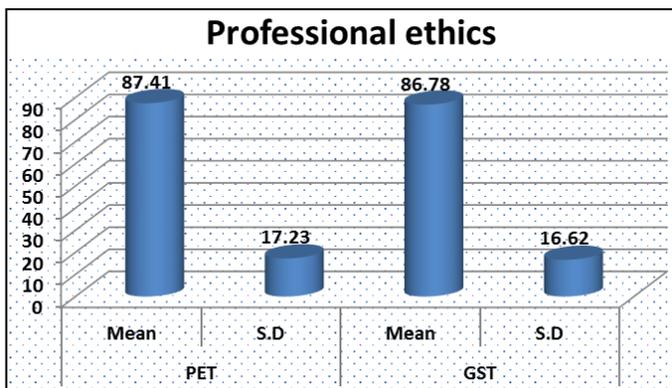


Fig 2: Showing graphical representation of physical education teachers and general line teacher on their on their composite level of Professional Ethics (PE) (N=300 each).

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- PET: Physical Education Teachers
- GLT: General Line Teachers

Discussion: The perusal of the above reported table gives information about the mean significant difference between physical education and general line teachers on their level of Professional Ethics. The calculated results indicate that the mean score of physical education teacher was reported 87.41, while as the mean score of general line teachers was seen 86.78. When the both group of teachers were comparatively analysed, the 't' value came out to be 0.36, which is lower than table value at 0.01 level of confidence. Thus, the perusal of the results indicates that there exists no significant difference between physical education teachers and general line teachers on the above reported dimension of professional ethics. Accordingly, investigator can inferred that the nature of job has insignificant impact on the level of professional ethics of the physical education teachers and general line teachers.

“Hypothesis: There exists no significant difference between physical education and general line teachers on their level of professional ethics.

Accepted: The hypothesis stands “ACCEPTED”. Besides, the results are carried in support of the host of the researcher, like: Valentine, G., Butler, R., & Skelton, T. (2001) [13], Valentine, G. (1999) [14], Vakaoti, P. (2009) [12], Usha, P. and Kumar. S. P. (2007) [11] and Thoker., A. A. (2016) [8].

Conclusions of The Study: As reported earlier the aim of the study was to analyse the professional ethics of male and female teachers. Therefore, from the results of the study of the study it was found that there no significant difference has been reported between physical education teachers and general line teachers on all the dimensions of professional ethics, viz. Honesty and sincerity, Transparency and confidentiality, Respect towards students and society and High quality of teaching. Hence, the type of professional was reported insignificant on the level of professional ethics of the respondents.

Competing interest: The research declared that no potential if interest with respect to authorship, research and publication

of this article.

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