

**ROLE OF ICT IN THE DEVELOPMENT OF PROFESSIONAL ETHICS
AMONG TEACHERS**

M.T.V.NAGARAJU & SARITA SINGH

* Dept. of Education, Indira Gandhi National Tribal University, Amarkantak (MP)

Corresponding Email: emtevee@gmail.com

Abstract

The main goal of education is mainly to guide the total growth and development of young educators under the consideration of honesty, norms, beliefs, faith, dedication, and discipline, sincerity to build as a functional, competent, well adjusted and responsible citizen of their communities. Professional ethics is the adherence to set of values comprising statutory professional obligations formally agreed code of conduct. Teaching is one of the highly sophisticated and noble professions which uphold the highest position in society as well as the human dignity and promote equality in all aspect of children's emotional and cognitive development. Teaching professions are motivate or improved by the interaction of their pupils/ students, colleagues, head management and public based on the integration of fairness, equal judgement, honesty, openness and most important the trust. The inculcation of ICT in teaching learning process helps to regulate the classroom teaching systematic, less cost effective, method with dynamic effect, bring the exactness in the evaluation pattern, reduce the biasness etc. Due to the ignorance of this ethics of ICT the system of education in somewhat greatly suffering with disgusting mal practice, loss the value of social ethics and habituated with the work of copy, cut and paste, reduce the laborious work, avoid the new creative ideas with their own effect etc. Hence there is an urgent need to keep in mind the role of ICT in the development of professional ethics among teachers. This paper is focus how the teachers are develop their professional ethics in terms of using the ICT tools and beware of them for a kind of academic theft or to keep in a safe manner.

Key Words: ICT tools, Professional Ethics, Code of Conduct, Social Ethics

INTRODUCTION

Education makes able a person to discriminate between right and wrong. It has some ethics, which are essential as they help run the system smoothly. Ethics are well founded standards that make the action right and wrong. Ethics influence the behaviour and allow an individual to make the right choices. Without ethics it will be very difficult to regulate life and act responsibly. Ethics refers to standards of conduct that indicates how one should behave based on the principles of right and wrong. As a practical manner, ethics is about how we meet the challenge of doing right thing in an ethical manner. Ethics requires in every field of life even in the field of playing games like cricket ethics also works there as a rule, norms. Ethics discriminate the human being from the animal. Without following the ethical principles we cannot survive our life as in humane way.

Ethics in education are applicable on both the instructor as well as the students. While the teacher's job to make students aware about these ethics the school management often takes it

upon them to familiarize the instructor with the ethics that are relevant to the profession. Teachers play a very vital role in a student's life. They not only impart education but also help develop the personality of a student. As an instructor often plays the role of mentor and influence the individual's development its essential that they follow certain ethics. Likewise teaching is also one of Nobel profession which is totally undeniable incomplete without the ethics. It is universally felt that status of teaching profession requires the feeling of integrity, honesty, dignity, punctuality, co-operation, equality, equality etc. It is necessary that code of ethics integrate into the teaching practice for its proper guidance and facilitating. Ethics requires in every profession in order to regulate our service under the consideration of conditions, norms, rules and quality of service.

Professional ethics is a combination of two words, profession + ethics. Here professional means an expert, specialized, qualified, proficient, skilled trained, practiced, certified, mature etc. And ethics means principles, morals beliefs, values, moral codes etc. In the words of Mackenize, 'ethics can be defined as the study of what is right or good in conduct. Professional ethics is an essential aspect for the teaching profession. Professional ethics is the adherence to set of values comprising statutory professional obligations formally agreed code of conduct. According to Haralambos et al., (2004) professional is not a character inherent in certain types of jobs but a status actively through the efforts of group workers. Strahlendorf (2005) stated the professional ethics as the system of honourable standards which one uses in the line of work or one's career. Ethics in education that are applicable on teachers require them to show patience to every student despite their learning abilities. They should treat every student equally and do justice while taking an action. It's important that an instructor understand that every student is different and should not be evaluated on the same basis. Ethics in education does not allow teachers to hold grudges and to intentionally treat students unfairly. At the same time ethics in education requires a student to respect the instructor and abide by the rules set by them. ([www.eddirect.com>resources>ethics](http://www.eddirect.com/resources/ethics) in education.

IMPORTANCE OF PROFESSIONAL ETHICS FOR THE TEACHING PROFESSION

Ethics is a multidisciplinary and interdisciplinary science that examinations reality from the place and elements of standards and qualities. Ethics also studies the effect that it has on individual lives and social structures. Professional ethics structure the behaviour of people in the work environment. The representative, and the business, needs to regard moral standards and qualities. Be that as it may, these qualities don't generally ensure ethical direct (Lategan, 2003). Ethical conduct must never effect in unconsciously oriented behaviour, but must be personally integrated in the heart and soul of every person. As a result, it has to be associated

with educational and spiritual backgrounds in instruct to declare ethical manners (Lategan, 2009). Ethics is a branch of philosophy that deals with the theory of value. The ethics works in the teaching profession as an instrument to guide the conduct of behaviour, attitude, ideals and the value of right and wrong in education. The main goal of education is mainly to guide the total growth and development of young educators under the consideration of honesty, norms, beliefs, faith, dedication, and discipline, sincerity to build as a functional, competent, well adjusted and responsible citizen of their communities. For the development of professional ethics in the educational institutions teachers play a critical role for the political, social, economic growth of every nation.

1. The code of professional ethics is also requiring setting the ethical conduct and behaviour for teachers and officers employed by the teachers' service commission. It seeks to create awareness on shared values and principles that should govern attitude and behaviour. The code also seeks to guide members of staff on how to handle conflict of interest and personal conduct including interpersonal relations at the workplace.
2. In order to provide the quality of education to all in a corner stone of democratic society ethics is necessary as in a term of provide the equal opportunity for all students without any discrimination on the basis of caste, creed and religion in all sphere of life.
3. Ethics is a fundamental part of any work experience, and the good experience comes from the regularity in practices. Practice makes better improvement in only the case of value judgement by expertise, because judgement is heart of any professional activity. So the well judgement in a ethical manner helps the teachers and students to reach his or her potential factor.
4. Ethics takes its key important in the area of implementation of educational policies and plans also. Because policies are not only framed for one or two people, their actual goal is to reach out the whole mass of generation. So for the effective implementation of action plans in a smooth way, the ethical principles are very essential for the maintenance of honesty, dignity and loyalist for any work.
5. The ethical principles provide the greater benefits through the discussion about the core values of ethics to create and raising the awareness among the teachers and students to do their work in full of effort, sincerity dedication. These habits also helps to develop the feeling of job satisfaction, self esteem etc.

STATUS OF PROFESSIONAL ETHICS AS PER THE REVIEWS ON PROFESSIONAL TEACHER AND ETHICS

It is all around felt that like every single other professions, the teaching professions ought to likewise have its own particular Code of Professional Ethics which in reality is an essential to

assurance its respect and sincerity. In the course of the past few decades, the requirement for making the teaching professions self-administrative, by advancing a code of expert ethics for teachers has been enunciated every now and then by different commissions and counselling groups on training. In compatibility of the suggestions of the National Policy on Education (1986) & POA (1992), a Code of Professional Ethics for Teachers was together develop by the NCERT and the All India Federation of Primary and Secondary School Teachers' Organizations. The introduction to the code emphasizes the resolve of the nation's teachers to maintain their professional uprightness, endeavour to upgrade the respect of the professional and to take appropriate measures to check proficient unfortunate behaviour. It is similarly critical that the Right of Children to Free and Compulsory Education Act, 2009 endows teachers with somewhere in the range of crucial proficient obligations to be disguised by them in the execution of their obligation. Accordingly, it is viewed as important that the Code of Professional Ethics be advanced and embraced by the teaching group. A four-part advisory group of the National Council of Teacher Education (NCTE) has mooted an instrument for enlistment of people capable for instructing in schools. Freshly-appointed teachers will be administered an oath to monitor a 23-point code of professional ethics to increase the decorum of their occupation. The board constituted by the NCTE reviewed this code keeping in view the setting of the applicable segments of the Right of youngsters to Free and Compulsory training (RTE) Act 2009 furthermore inspected the code proficient morals at present being used in a few nations. 23-point Code of Professional Ethics constituted by committee under Following Heads:-

1. Obligation towards students- 10 Points (1.1 to 1.10)
2. Obligation towards Parents, Community and Society – 4 Points (2.1 to 2.4)
3. Obligation towards the Professional and Colleagues – 9 Points (3.1 to 3.9)

National Policy on Education (1986) & POA (1992) has also envisaged that the teacher organizations would also evolve a suitable mechanism for the observance of the code by the teachers. There are reports that the code has been discussed extensively in the meetings, seminars and workshops organized by the teacher organizations and have been formally adopted by them. But suitable mechanism for its observance is yet to be evolved, for which the National Council for Educational Research and Training (NCERT) is providing professional assistance and logistic support to the teacher organizations.

University Grants Commission (UGC) in collaboration with AIFUCTO (All India Federation of University and College Teacher Organization) formed a task force, which has prepared a code of professional ethics for the University and College teachers (UGC, 1989). The report of the task force adopted by the commission has been sent to all the University Vice Chancellors and College Principals for its implementation. The preamble to the code reiterates

that the goal of higher education in our country is to produce leaders of society and economy in all areas of manifold activities, with a commitment to the ideals of patriotism, democracy, secularism, socialism, and peace. Higher education should strive for academic excellence and progress of arts and science. In view of this, rights and responsibilities of teachers are indicated in the code. The professional obligations of a teacher in higher education institutions are enlisted in seven parts—(i) Teachers and their responsibilities; (ii) Teachers and the Students; (iii) Teachers and colleagues; (iv) Teachers and authorities; (v) Teachers and non-teaching staff; (vi) Teachers and guardians; and (vii) Teachers and Society. Thirty-eight ideals related to these areas of a teacher's work serve as guidelines for a teacher's professional behaviour.

REVIEWS RELATED TO STUDY

Moswela, B., & Gobagoba, M. (2014) conducted a study to examine the ethics education adherence by teacher trainees during teaching practice: a Botswana perspective. The finding of the study shows that teacher trainees have a pale understanding of what teacher ethics and teacher professionalism necessitate.

Hellawell, B. (2015) conducted a study to examine the cracking the code: reflections on the implications for teacher education and professional formation in England following the introduction of the special educational needs and disability code of practice 2014. The conclusion of the study that a contended that a tight concentrate on comprehension the duties illustrated in the Special Educational Needs and Disability Code of Practice 2014, and on outfitting educators with enhanced aptitudes in separating and customizing learning and additionally in directing audit gatherings with guardians, won't completely prepare people to meet the expanded desires of comprehensive practice and organization working in a marketwise universe of Special Educational Needs and Disability.

Hussain, A. A. (2016) conducted a study with the aim to examine the measuring teachers' adherence to ethical principles in educational assessment. The conclusion of the study that appraise developed in this study has the prospective to provide educators and researchers with helpful information to realize teachers' adherence to the ethical principles in learning evaluation.

NEED AND SIGNIFICANCE OF THE STUDY

Teaching is one of the highly sophisticated and noble professions which uphold the highest position in society as well as the human dignity and promote equality in all aspect of children's emotional and cognitive development. Teaching professions are motivated or improved by the interaction of their pupils/ students, colleagues, head management and public based on the integration of fairness, equal judgement, honesty, openness and most important the trust. These ethics require in every field to build the nations of any country. But In current situation where we

live, where ICT serve as a powerful tool to make the world digitalized highly well advanced with some innovative features of technologies. The use of ICT in education is thrust need of present Education system because it is not only make our task easy, effective and comprehensive even it helps make the world globalized in one platform than the actual goal the education for all will attain its actual objectives. The inculcation of ICT in teaching learning process helps to regulate the classroom teaching systematic, less cost effective, method with dynamic effect, bring the exactness in the evaluation pattern, reduce the biasness etc. But wherever the positive affect lays the negative impact also affect the entire process. So it is very much necessary for the teachers as well as the students abide the ethical concern in the use ICT during their teaching learning process, And wherever teachers share the relevant information regarding their field they are not cautious about the concern of privacy, confidentiality, the intellectual rightness, authenticity of data etc. They are simply shared their information without any precaution like in whatsapp, face book, email, without used of ID password in the system, not hide the visible option for all. The result of it issues of plagiarism, originality, validation, no accurateness, hacking the data etc Due to the ignorance of this ethics of ICT the system of education in somewhat greatly suffering with disgusting mal practice, loss the value of social ethics and habituated with the work of copy, cut and paste, reduce the laborious work, avoid the new creative ideas with their own effect etc. Hence there is an urgent need to keep in mind the role of ICT in the development of professional ethics among teachers. Such a system of education is devoid of the primary human values of unity, justice, equality, brotherhood, affection, generosity, empathy etc. It is here that the urgent need for professional ethics is felt by one and all currently. Ethics alone can provide real meaning and content in life (Kumar, R. 2014).

HOW ICT HELPS IN DEVELOPMENT OF PROFESSIONAL ETHICS FOR TEACHERS

Plagiarism- In the world of ICT plagiarism is a great concern issue in the maintenance of professional ethics for teachers and students. Plagiarism is a kind of academic theft or stolen. Without quoting or referencing the other idea serve as our own work is come under the crime of plagiarism. For our own sake of knowledge and research work we usually download the content, research articles, thesis from the internet publish as our own without giving any credit to his/her work, these shows the academic misconduct, dishonesty, and enhance the habit of plagiarism. So teachers should aware about these ethical concern when they are using other document for our research work with proper referencing, quoting and paraphrasing to avoid the plagiarism.

Originality- Originality is the symbol of uniqueness in the work of every person. There is an individual difference in each and every person. Therefore the ideas, thinking capacity, reasoning

ability also differ from person to person works. In the work of every person there are some uniqueness and originality as per the level of intelligence and observation of phenomena. So whenever teachers' discover some new ideas by their own creative efforts and person serve the idea as their own as comes under the academic dishonesty and against the ethical norms. In the field of teaching profession teachers prepares the student data file and relevant information regarding their classroom teaching and management of institutions, need to keep in a safe manner and also avoid for sharing the information with their fellows. Because in some cases peoples' miss use the data for a invalid reason of their profit.

Confidentiality- The term confidentiality refers to as do not share any other information without any confirmation from holder person. It is the matter about privacy concern when the person using any software application for their personal work there is a need to apply the ethical concern regarding the maintenance of ICT with the use of authentic software with safety alerts of ID password. Because it is in against the law of public Right in which there is a strong provision for not sharing the information to anyone.

Intellectual Property Rights- Intellectual property is the area of law that deals with the protecting the right of those who creates original works and in this instance in the field of learning. The purpose of intellectual property right is to encourage new technologies, artistic expression and invention while promoting economic growth. When individual knows that their creative work will be protected and that they can benefit from their labour, they are more likely to continue and to produce to work that create jobs, develop new technology and process more efficient. Through this property right provides the authorship to the new technology inventor to freely upload their content online in a secure manner. Professional ethics creates the awareness in teachers and students whenever they learn the idea from the internet resource material.

Copy Right Protection- Copyright is a right given by the law to creators of literary dramatic, musical and artistic works and producers of cinematography films and sound recording. In fact it is a bundle of rights including rights of reproduction, communication to the public adaptation and translation of the work. In the digital world of ICT it is very easy to corrupt the data or art of any person & with some modification but the ethical code of conduct like the copy right law prevent us to do such kind of unethical work. In the present scenario it is necessary to demonstrate the understanding of safe, legal and ethical use of digital resources and tools including cyber safety practices, respect of copyright, intellectual property and the appropriate documentation of sources.

Privacy Concern- A professional educators maintains a professional relationship with all students, colleagues, inside and outside the physical and virtual classroom. A professional educator exemplifies honesty and integrity in the course of professional practice. But in some

cases need to prevent falsifying, deliberately misrepresenting, or deliberately omitting information regarding the evaluation of students or personnel, including improper administration of any standardized test (changing test answers, copying or teaching identified test items, unauthorized reading of the test to students. In order to reduce such kind of authorized work there is a need to create an Anti- protechnological sentiment in teachers and other digital resource users. For the teachers it is need to have a clear understanding of risks to students' well being and safety while using ICT into their teaching learning process. Because it is very much necessary to maintain the privacy concern in all matter regarding the safety and security concern.

Social ethics-Men are live in a society and every society has certain rules and norms. In order to live in a society in humane way there is need to obey the rules, norms, criteria of every society. In the world of ICT the Codes of ethics and/or codes of conduct are a way to decrease the negative influences of ICT use on the social development. The impact of ICT on human relationship has been tremendous. ICT has helped to enhance family relationship (e.g. mobile phones, palmtops, laptops, virtual conferencing and so on), as well help to separate family and friends from each other. ICT has enabled new friendship and relationships in virtual communities. In the workplace for instance, new kinds of jobs are being created such as data miners, web-counsellor etc, but these opportunities are also endangered by problems of unemployment from computer replacing humans. A wide range of new laws, regulations, rules and practices are therefore needed if society is to manage these workplace and other changes and development brought about by ICT. Thus the society need to consider the following ethical and social challenges related to ICT use.

Authentication-With the use of ICT or the digital resources tools that helps to enhance the validity, reliability and efficiency of approaches to assessment and evaluation. It helps to give authentic results of data and provide the appropriate results through statistical method. The accurate results help to remove the biasness, dishonesty, fear of risk etc. The professional ethics helps to overcome the educators from this concern issues while they are using the ICT in education.

CONCLUSION

In the view of findings the importance of ICT in the development of professional ethics in teachers would be best for individual by focusing attentions on the 'ethics' and on the aspect of professional. The ethical principle of professional ethics helps the every person to attain the highest achievement in his/her life. Therefore ethics require to work in every place, whether in field of business organization or the digitize mode of learning. The ethical knowledge of teacher regarding (ICT) illuminates such relevant facts about the awareness, and some necessary precaution need to take while using ICT for teaching learning purpose. Without following the

ethical principles the cardinal goals of education like quality. Equity, equality would not achieve its actual objectives. So after reviewing the relevant document arrived on the conclusion that teachers need to be aware about the ethical concern of ICT for technological enhancement by using different multimedia approaches on education, although it is not the matter of one or two person it's for all who have engaged directly or indirectly with the process of teaching learning. The ethical aspects of ICT also require for bringing the authentic information of data, maintain the school or institutional record with the surety of safety, privacy and confidentiality in order to regulate our work in a trustworthy manner.

REFERENCES

- Boon, H. J. (2011). Raising the bar: Ethics education for quality teachers. *Australian Journal of Teacher Education*, 36(7), 104-121.
- Chaudhary, D. L., & Mohammad, A. (2013). Professional ethics and the teacher The Challenge, *Procedia of social and behavioural science*. 22(1), 1-6.
- Colnerud, G. (2006). Teacher ethics as a research problem: syntheses achieved and new issues. *Teachers and Teaching: Theory and Practice*, 12(3), 365-385.
- Gluchmanova, M. (2015). The importance of ethics in the teaching profession. *Procedia – Social and Behavioral Sciences*, 176, 509-513.
- Hallak, J., & Poisson, M. (2005). Ethics and corruption in education: an overview. *Journal of Education for International Development*, 1(1), 1-16.
- Hellawell, B. (2015). Cracking the code: reflections on the implications for teacher education and professional formation in England following the introduction of the special educational needs and disability code of practice 2014. *Research in Teacher Education*, 5(1), 15-19.
- Hussain, A. A. (2016). Measuring teachers' adherence to ethical principles in educational assessment. *Asian Social Science*, 12(4), 149-158.
- Ijioma, B. C., Izaugba, A. C., Afurobi, A. O., & Ifegbo, P. C. (2014). Teacher educators' awareness of the role of professional standards in teacher production and development. *Studies in Education A Journal of the Faculty of Education*, 14(1), 1-7.
- Jayamma, H. R., & Sumangala, N. (2012). Professional ethics in teaching community: strategies to promote ethical standards – a global concern. *International Journal of Education and Information Studies*, 2(1), 15-18.
- Kagodal, A. M., & Sentongo, J. (N.D). Practicing Teachers' Perceptions of Teacher Trainees: Implications for Teacher Education. *Procedia- social and behavioural science, science direct*, 2(1), 412-425.

- Kumar, R. (2014). Professional ethics in teacher education: need and importance. *Darpan International Research Analysis*, 1(8), 1-4.
- Lategan, L. O. K. (2003). What is business ethics? *Tydskrifvir Christelike Wetenskap*, 39(1/2), 211-223.
- Lategan, L. O. K. (2009). Diéetiesk of slegsetieseriglyne? Self-evaluering van tendense, invloedenskuiwe in etiek-navorsing. *Tydskrifvir Christelike Wetenskap*, 45(4), 121-139.
- Marais, P. (N.D). The need for ODL student teacher's awareness of ethical professional training. *Procedia- social and behavioural sciences science direct*, 5(6), 115-119.
- Moswela, B. (2004). Impact of students 'discipline on school performances. *J. Educ.*, 7(1&2), 31-42.
- Moswela, B., &Gobagoba, M. (2014). Ethics education adherence by teacher trainees during teaching practice: a botswana perspective. *Academic Journals*, 9(7), 199-207.
- Parmar, R. V., &Makwana, A. P. (). Professional ethics in teacher education. *Indian e-Journal on Teacher Education*, 1(1), 71-77.
- Prakasha, G. S., &Yayamma, H. R. (2012). Professional ethics of teachers in educational institutions. *Artha J SocSci*, 11(4), 25-32.
- Rich, J. M. (2012). The role of professional ethics in teacher education. *Action in Teacher Education*, 7(3), 21-24.
- William.A.L. Anangisy (2010). Promoting teacher ethics in college of teacher education in Tanzania, *African journal of teacher education* 1(1) 64-77.
<http://eprints.qut.edu.au/38737/>
[www.eddirect.com>resources> ethics in education.](http://www.eddirect.com/resources/ethics_in_education)