

**Professional Ethics and Job Satisfaction of Novice and Experienced Teachers at the Higher  
Secondary Level****A. Hema** Research Scholar**Dr. S. Chamundeswari** Principal NKT National College of Education for Women, Chennai[rajchamu2006@yahoo.co.in](mailto:rajchamu2006@yahoo.co.in)**Abstract**

The present study investigates the relationship between professional ethics, job satisfaction of novice and experienced teachers at the higher secondary level. Survey method is used to select a sample of 429 teachers at the higher secondary level. The research tools used are Teacher Professional Ethics Scale (Developed by the Investigators) and Minnesota Satisfaction Questionnaire (Weiss, Dawis, England and Lofquist, 1967). The results of the statistical analyses show a significant correlation between professional ethics and job satisfaction of novice and experienced teachers at the higher secondary level. A significant difference is found among teachers working in different categories of schools and gender pertaining to professional ethics, job satisfaction of novice and experienced teachers at the higher secondary level.

**Keywords:** Professional Ethics, Job Satisfaction of Novice and Experienced Teachers**1 INTRODUCTION**

Education as a key factor of social, economical, cultural and political development of human societies plays a critical role in human capital education. Analyses of effective factors in the growth and development of human societies, whether advanced or developing, shows that a competent and effective educational system in each country helps significantly to that country's growth and development (Ghasemizad and others, 2011). Teaching, in its generic sense, is a system of actions intended to induce learning (Smith, 1971). The process of teaching is very much related to learning. Teaching does not take place in an empty classroom but it does in an interacting situation where learning is envisaged, the teacher by his/her teaching directs the behaviour of the learner. Though the teaching process is directed by the teacher, the learning will not take place unless the learner is actively involved in it.

The teaching acts of a teacher are meant to instill confidence in the youth so that not only while as students but also throughout their lifetime they could acquire relevant knowledge whenever they need it. The teacher's job is therefore to show what to study, to challenge the students by setting high standards and to criticize in order to spur to further achievement, to help surmount blind spots and to evaluate each student's progress in terms of valid objectives. Therefore, teachers have to update their knowledge and adopt several strategies in their teaching in order to be effective in their job.

It is well understood that education is something about knowledge and about the people who impart such knowledge. This knowledge is created and is believed to be significant for growth and development and thus individuals always pursue studies in order to accomplish and apply them appropriately. As the subtle undercurrent of this accomplishment is the "Teacher", the present research lays its emphasis on this variable of teacher who negotiates knowledge to the recipient, the pupil. The field of education and teacher behaviour exists today in a constant state of evolution and change. On corresponding lines, the present research has focused its concern on one of the core antecedents of education and progress, namely, the teacher variable. The teacher has been from time immemorial investigated as one of the core input variable.

## **2 Need for the Current Research**

Today's reality in the global world is that people influence important aspects of organizational performance in a multitude of ways. People conceive and implement the organizational strategy, while the mix of people and systems mostly determine an organization's capabilities. Competencies are required to execute the strategy, and these competencies are primarily a function of the skills and knowledge of an organization's human capital. Therefore, if an organization is to treat its employees as its most important asset, it has to be knowledgeable about their capabilities as what it is that motivates people to reach their full potential (Lawler, 2003). Research has identified teacher satisfaction as the most important school-related factor influencing student achievement.

The experience of a teacher goes a long way in determining their job stratification, and code of conduct in the organization in which they serve. Teachers handling the students at the higher secondary level have a pivotal role to play in their academic performance. There is a wide

line of difference between novice and experienced teachers in handling the students. The professional ethics and job satisfaction also differ for novice and experienced teachers. Thus a need is felt by the investigator to investigate the professional ethics and job stratification of novice and experienced teachers at the higher secondary level.

**3 Review of Related Literature**

Studies reviewed pertaining to the present study have been compiled and presented below under appropriate headings.

**3.1 Job Satisfaction of Novice and Experienced Teachers**

Pawase (2013) investigated the role of job satisfaction on job performance of teachers from government and private polytechnic colleges. The samples were drawn from teachers of government and private polytechnics of Dhule city. The researcher collected data of 15 teachers from government polytechnics and 15 teachers from private polytechnics. The results of analyses showed job satisfaction to have direct relation with the job performance of teachers. Lower job satisfaction tends to lead to both turnover and absenteeism, whereas high job satisfaction results in increased job performance.

Muraina and others (2014) investigated the influence of job satisfaction and teacher sense of efficacy on teaching effectiveness among primary school teachers in South Western Nigeria. Descriptive research design was used in the study. Five hundred (500) respondents were selected from five states in South Western Nigeria. The result showed a significant relationship between job satisfaction and teaching effectiveness of primary school teachers and a significant relationship between teacher sense of efficacy and teaching effectiveness of primary school teachers.

**3.2 Studies Related to Professional Ethics and Job Satisfaction of Novice and Experienced Teachers**

Teachers play an important role in children's character formation. Teachers provide children with a basic but essential moral education. So, teachers should focus on providing the right path and guidance to students to make them well behaved individuals, and inculcate good attitude within them (Benninga, 2003). The studies reviewed pertaining to professional ethics and job satisfaction have been compiled and presented hereunder.

The aim of the study by Farahani and Farahani (2014) is to recognize the extent of professional ethics used by the faculty members in education. Based on the results of the present

study, the following are the most important components of professional ethics: Respect for the students, safety and health of students, privacy own students, failure to provide material benefits in return for giving score to students, trust and respect of students, having a spirit of tolerance and openness in dealing with students, attention to appearance and covering appropriately by teachers, avoiding inappropriate humour and jokes, not using the facilities of educational institutions for personal matters by teachers.

#### **4. Statement of the Problem**

The review done from the available relevant literature, relating to the present research area, led the investigator to conceptualize the problem in an attempt to fill in the lacunae found.

Thus, the problem is stated as here under:

*Professional Ethics and Job Satisfaction of Novice and Experienced Teachers at the Higher Secondary Level*

#### **5. Objectives of the Study**

The major objectives of the present study are as follows:

- (i) To investigate if there is any significant relationship between the select variables among teachers working at the higher secondary level;
- (ii) To investigate if there is any significant difference in professional ethics of teachers and job satisfaction of teachers working in different categories of schools, namely, government, government-aided and private school teachers at the higher secondary level;
- (iii) To investigate if there is any significant difference in professional ethics and job satisfaction of teachers of novice male and female teachers at the higher secondary level and
- (iv) To investigate if there is any significant difference in professional ethics and job satisfaction of teachers of experienced male and female teachers at the higher secondary level.

#### **6. Hypotheses**

- (i) There is a significant relationship between the select variables among teachers working at the higher secondary level;
- (ii) There is no significant difference in professional ethics and job satisfaction of teachers working in different categories of schools, namely, government, government-aided and private schools at the higher secondary level;
- (iii) There is no significant difference in professional ethics and job satisfaction of novice male and female teachers at the higher secondary level;
- (iv) There is no significant difference in professional ethics and job satisfaction of experienced male and female teachers at the higher secondary level.

## **7. Method of Investigation**

The investigator took care to establish a sound research methodology, designing the psychometric and executing the same to the sample. The present section has a detailed description of the variables studied and controlled, the sample selected, tools constructed and chosen and description of the main study with the briefing of the analysis proposed.

Survey method is employed in the present research to collect, analyze and interpret the data. Data collected from the select sample was scored and subjected to statistical processing for verification of hypotheses.

### **7.1 Population and Sample Characteristics**

The target population for the present study is teachers at the higher secondary level. From the target population a sample of 429 teachers was chosen from the higher secondary level. The chosen sample comprised of 143 teachers from government, 148 teachers from government-aided and 138 teachers from private schools. Further the sample comprised of 210 novice teachers and 219 experienced teachers.

### **7.2 Tools used for the Study**

The research tools used for the present study to analyze the professional ethics and job satisfaction of teachers at the higher secondary level are as follows:

(i) Teacher Professional Ethics Scale (Developed by the Investigators)

(ii) Minnesota Satisfaction Questionnaire (Weiss, Dawis, England and Lofquist, 1967)

## **8. Analyses of Data**

Statistical analyses will be based on the hypotheses formulated for the present study. It is envisaged to be multivariate statistical analyses as the study includes multiple variables.

The result of the analyses of data collected are compiled and presented in tables below:

**Table-1: Analysis of Correlation between the Select Variables of Teachers at the Higher Secondary Level**

	<b>Professional Ethics</b>	<b>Job Satisfaction</b>
<b>Professional Ethics</b>	X	0.86**
<b>Job Satisfaction</b>	X	X

\*\*Significant at 0.01 level

From the above table (Table-1), it is evident that the select variables of the present study, namely, professional ethics and job satisfaction of teachers are positively correlated with each other and significant at 0.01 level.



**Table-2: Analysis of Variance of Professional Ethics and Job Satisfaction of Teachers in different Categories of Schools at the Higher Secondary Level**

Variables	Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F value	Level of Significance
<b>Professional Ethics</b>	Between groups	2	854329.05	427164.52	337.01**	0.001
	Within groups	426	539961.23	1267.52		
	Total	428	1394290.27	--		
<b>Job Satisfaction</b>	Between groups	2	71860.68	35930.34	728.60**	0.001
	Within groups	426	21007.79	49.31		
	Total	428	92868.46	--		

\*\*Significant at 0.01 level

In Table-2, for the analysis of variance among different categories of schools are treated as different groups. The F-ratio is 337.01, and 728.60, which is significant at 0.001 level. Thus, there is a significant difference in the professional ethics and job satisfaction of teachers belonging to different categories of schools at the higher secondary level.

In order to establish the actual degree of difference between the teachers belonging to different categories of schools, critical ratios were worked out and the actual difference between the mean scores was established. The tables (Table-2a to Table-2c) presented below thus indicate the mean difference between teachers at the higher secondary level in different categories of schools.

**Table-2a: Statistical Analysis of Means of Professional Ethics and Job Satisfaction of Teachers in Government and Government-aided Schools at the Higher Secondary Level**

Variables	Groups	N	Mean	SD	SEM	SED	CR	Level of Significance
<b>Professional Ethics</b>	Government	143	72.66	2.27	0.19	4.43	9.81**	0.001
	Government-aided	148	116.10	52.91	4.35			
<b>Job Satisfaction</b>	Government	143	52.92	4.77	0.40	0.76	15.29**	0.001
	Government-aided	148	64.46	7.71	0.63			

\*\*Significant at 0.01 level

In Table-2a, the mean and standard deviation values of professional ethics are 72.66 and 2.27 respectively for government and 116.10 and 52.91 respectively for government-aided school teachers at the higher secondary level. The critical ratio value is 9.81, which is significant at 0.001 level.

In Table-2a, the mean and standard deviation values of job satisfaction are 52.92 and 4.77 respectively for government and 64.46 and 7.71 respectively for government-aided school teachers at the higher secondary level. The critical ratio value is 15.29, which is significant at 0.001 level.

It is evident that the professional ethics and job satisfaction of teachers in government-aided schools is significantly better when compared to the teachers in government schools at the higher secondary level.

**Table-2b: Statistical Analysis of Means of Professional Ethics and Job Satisfaction of Teachers in Government and Private Schools at the Higher Secondary Level**

Variables	Groups	N	Mean	SD	SEM	SED	CR	Level of Significance
Professional Ethics	Government	143	72.66	2.27	0.19	2.56	42.80**	0.001
	Private	138	182.28	30.54	2.60			
Job Satisfaction	Government	143	52.92	4.77	0.40	0.79	39.99**	0.001
	Private	138	84.56	8.12	0.69			

\*\*Significant at 0.01 level

In Table-2b, the mean and standard deviation values of professional ethics are 72.66 and 2.27 respectively for government and 182.28 and 30.54 respectively for private school teachers at the higher secondary level. The critical ratio value is 42.80, which is significant at 0.001 level.

In Table-2b, the mean and standard deviation values of job satisfaction are 52.92 and 4.77 respectively for government and 84.56 and 8.12 respectively for government-aided school teachers at the higher secondary level. The critical ratio value is 39.99, which is significant at 0.001 level.

It is evident that the professional ethics and job satisfaction of private school teachers are significantly better when compared to the teachers working in government school teachers at the higher secondary level.

**Table-2c: Statistical Analysis of Means of Professional Ethics and Job Satisfaction of Teachers in Government-aided and Private Schools at the Higher Secondary Level**

<b>Variables</b>	<b>Groups</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>SEM</b>	<b>SED</b>	<b>CR</b>	<b>Level of Significance</b>
<b>Professional Ethics</b>	Government-aided	148	116.10	52.91	4.35	5.16	12.83**	0.001
	Private	138	182.28	30.54	2.60			
<b>Job Satisfaction</b>	Government-aided	148	64.46	7.71	0.63	0.94	21.47**	0.001
	Private	138	84.56	8.12	0.69			

\*\*Significant at 0.01 level

In Table-2c, the mean and standard deviation values of professional ethics are 116.10 and 52.91 respectively for government-aided and 182.28 and 30.54 respectively for private school teachers at the higher secondary level. The critical ratio value is 12.83, which is significant at 0.001 level.

In Table-2c, the mean and standard deviation values of job satisfaction are 64.46 and 7.71 respectively for government and 84.56 and 8.12 respectively for government-aided school teachers at the higher secondary level. The critical ratio value is 21.47, which is significant at 0.001 level.

It is evident that the professional ethics and job satisfaction of private school teachers are significantly better when compared to the teachers working in government-aided schools at the higher secondary level.

**Table-3: Statistical Analysis of Means of Professional Ethics and Job Satisfaction of Novice Male and Female Teachers at the Higher Secondary Level**

Variables	Groups	N	Mean	SD	SEM	SED	CR
<b>Professional Ethics</b>	Male	105	108.92	53.04	5.18	7.67	3.57**
	Female	105	136.28	57.93	5.65		
<b>Job Satisfaction</b>	Male	105	64.48	11.46	1.12	1.99	2.54*
	Female	105	69.53	16.86	1.65		

\*\*Significant at 0.01 level

\*Significant at 0.05 level

In Table-3, the mean and standard deviation values of professional ethics are 108.92 and 53.04 respectively for male and 136.28 and 57.93 respectively for novice female teachers at the higher secondary level. The critical ratio value is 3.57, which is significant at 0.01 level. Thus, the professional ethics of novice female teachers are significantly better than the novice male teachers working at the higher secondary level.

In Table-3, the mean and standard deviation values of job satisfaction are 64.48 and 11.46 respectively for male and 69.53 and 16.86 respectively for novice female teachers working at the higher secondary level. The obtained critical ratio value is 2.54, which is significant at 0.05 level.

Thus, it is concluded that the professional ethics and job satisfaction of novice female teachers are significantly better than the novice male teachers working at the higher secondary level.

**Table-4: Statistical Analysis of Means of Professional Ethics and Job Satisfaction of Experienced Male and Female Teachers at the Higher Secondary Level**

<b>Variables</b>	<b>Groups</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>SEM</b>	<b>SED</b>	<b>CR</b>
<b>Professional Ethics</b>	Male	109	106.86	52.30	5.01	7.43	4.38**
	Female	110	139.39	57.48	5.48		
<b>Job Satisfaction</b>	Male	109	64.82	11.92	1.14	1.99	2.33*
	Female	110	69.45	17.07	1.63		

\*\*Significant at 0.01 level

\*Significant at 0.05 level

In Table-4, the mean and standard deviation values of professional ethics are 106.86 and 52.30 respectively for male and 139.39 and 57.48 respectively for experienced female teachers at the higher secondary level. The critical ratio value is 4.38, which is significant at 0.01 level.

In Table-4, the mean and standard deviation values of job satisfaction are 64.82 and 11.92 respectively for male and 69.45 and 17.07 respectively for experienced female teachers at the higher secondary level. The critical ratio value is 2.33, which is significant at 0.05 level.

Thus, it is concluded that the professional ethics and job satisfaction of experienced female teachers are significantly better than the experienced male teachers working at the higher secondary level.

## **9 Major Findings**

From the analysis of professional ethics and job satisfaction of teachers working in different categories of schools namely the government, government aided, and private board schools at the higher secondary level, the following observation have been made:

- In the present investigation a significant correlation is observed between the variables, professional ethics and job satisfaction among teachers at the higher secondary level.
- On comparing the students in different categories of schools, namely, government, government-aided and private schools, it is observed that the teachers in private schools

are significantly better in their professional ethics and job satisfaction compared to the teachers in government and aided schools.

- On comparing the novice male and female teachers, it is observed that there exists significant difference between them pertaining to their professional ethics and job satisfaction and female teachers are significantly better in both professional ethics and job satisfaction.
- On comparing the experienced male and female teachers, it is observed that the experienced female teachers are significantly better than the male teachers pertaining to their professional ethics and job satisfaction.

## **10 Conclusion**

Teachers are the most valued assets of any country. They impart knowledge and skills to the students, who after completion of their studies, join the different sectors of the country and start contributing towards the development of the country's economy. Recent global changes have resulted in creation of new challenges in the shape of global competition, technological advancements, quality assurance, standardization and cost minimization, which have hardly hit each and every sector throughout the world; the educational sector has no exemption. The academicians working in different educational institutions are under immense pressure to meet the expectations of their customers, irrespective of whether these customers are students, parents, or employers. In this process of meeting the expectations of customers, the teachers are exposed to certain unwanted internal or external environmental factors, which hamper their routine abilities and result in development of feeling of exhaustion and strain.

In today's knowledge economy the importance of education has been recognized worldwide. All developed countries are spending a major part of their budget on education. Within the education system of any country, teachers have vital position, as the success of educational institutions is mostly dependent on teachers, who educate the most valued assets of country, i.e. students; therefore the teachers' performance and satisfaction are of fundamental concern to all educational institutions.

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