



A STUDY OF PROFESSIONAL ETHICS AND TEACHING EFFECTIVENESS AMONG HIGHER SECONDARY SCHOOL TEACHERS

Sapna Sharma

Research Scholar, Collage of Education, IIMT University, MEERUT UP, India

Gmail Id:-sapnasharma.mrt1@gmail.com

Dr. Sudha Sharma

Asst. Professor, College of Education, IIMT University, MEERUT, UP, India.

Paper Received On: 20 JANUARY 2026

Peer Reviewed On: 24 FEBRUARY 2026

Published On: 01 MARCH 2026

Abstract

Education show a vital role in the development of society and teachers are considered the backbone of the educational system. The effectiveness of teaching depends not only on subject knowledge and pedagogical skills but also on the professional ethics followed by teachers. Professional ethics guide teachers in maintaining honesty, integrity, fairness, and commitment toward students and the teaching profession. The current study intent to analyze the relation between professional ethics and teaching effectiveness among higher secondary school educator.

A sample of 500 higher secondary school teachers (250 male and 250 female) selected from various schools in Meerut District, of Uttar Pradesh participated in the study . The study employed the descriptive survery method. was used for the study. teaching efficacy and professional ethics were assessed using Statistical Standardized instruments. The data was analyzed using statistical methods like Pearson's Product Moment Correlation, Mean, Standard Deviation and t test.

*The conclusion of the survey revealed that there is no discernible variation between male and female teachers in professional ethics and teaching effectivity. The outcome also showed a significant positive relation between professional ethics and teaching effectiveness. The examination highlights the measure of ethical values in improving teaching effectiveness and the overall superior of education. **Keywords:** Professional Ethics, Teaching Effectiveness, Higher Secondary School Teachers, Educational Ethics.*

1. Introduction

Education is one of the most all-powerful tools for the societal modification and nationalist improvement. It plays a significant role in shaping the intellectual, moral, and social change of individual. Teachers are thoughtful the support of the educational system

because they directly influence students' learning experiences and overall development. The success of the educational system largely depends upon the professional competence and ethical behavior of teachers (**Hargreaves, 2020**)^[1].

Teaching is regarded as a noble profession that requires dedication, honesty, and a strong sense of responsibility. Teachers are expected to maintain high standards of professional ethics while performing their duties. Professional ethics refer to the moral principles and standards that guide the behavior of individuals in a profession and help them perform their responsibilities with honesty, fairness, and integrity (**Campbell, 2019**).^[2]

According to Strike and Soltis (2009),^[3] professional ethics in teaching involves moral principles that guide teachers in making responsible decisions in their professional practices and relationships with students and colleagues.

Another important factor that influences the quality of education is teaching effectiveness. Teaching effectiveness refers to the ability of teachers to facilitate learning and achieve instructional objectives effectively through appropriate teaching methods and classroom practices.

Borich (2007)^[4] defined teaching effectiveness as the ability of a teacher to use appropriate instructional strategies, classroom management techniques, and evaluation methods to enhance student learning outcomes.

Teachers who follow professional ethics tend to demonstrate commitment, fairness, and responsibility in their teaching practices. Ethical teachers create a positive learning environment and contribute to better learning outcomes for students (**Sanger & Osguthorpe, 2021**).^[5] Therefore, studying the relationship between professional ethics and teaching effectiveness is important for improving the quality of education.

2. Review of Related Literature

Several studies have highlighted the importance of professional ethics and teaching effectiveness in education.

Sharma and Singh (2018) ^[6]conducted a study on professional ethics among secondary school teachers and found that teachers who demonstrate strong ethical values show greater professional commitment and responsibility toward students. The study emphasized that ethical behavior among teachers contributes to a positive classroom environment.

Rani and Kumar (2019)^[7]investigated the relationship between professional ethics and teaching effectiveness among school teachers. The outcome revealed a significant positive

Relation among the two variables, propose that teachers with higher ethical standards tend to exhibit improved teaching effectiveness.

Bansal (2020)^[8]conducted research on professional ethics among secondary school teachers and concluded that ethical values such as honesty, fairness, and responsibility contribute significantly to teachers' professional effectiveness.

Tripathi and Lata (2020)^[9]A comparative studies conducted analyses the teaching-effectiveness of elementary employed in government -private-institution. The finding indicated no statistically significant. It can be said that the teaching effective of private teachers is-relatively that of the government Teacher trainers. Teaching efficiency-private teachers are relatively less efficient than government. Elementary school teacher educator.

Sheenam and Mamta Taneja (2021)^[10]studied on Professional Ethics among 300 randomly chosen school teachers from Punjab's Fazilka, Muktsar, and Faridkot districts participated on professional ethics and job satisfaction. Data was collected using the Dr. Rajveer Kaur Professional Ethics Scale and the Meera Dixit Job Satisfaction Scale (1993). Mean, Median, SD, and correlation were utilized for analysis. The results showed that work happiness and professional ethics were significantly female secondary school teachers; the relationship between work satisfaction professional ethics was somewhat higher than that of male instructors.

Kumar (2021)^[11]examined the role of professional ethics in teacher performance and found that teachers with strong ethical values maintain better relationships with students and colleagues, which positively influences teaching effectiveness.

Singh and Kaur (2022)^[12]conducted a comparative study on professional ethics among male and female teachers and found no significant difference between them in terms of ethical behavior.

Gupta and Sharma(2023)^[13]studied the influence of ethical values on student learning outcomes and concluded that ethical teaching practices promote student engagement and academic achievement.

Mehta and Sinha (2024)^[14]conducted a study on professional ethics among higher secondary school teachers and found that teachers with strong ethical values demonstrate higher levels of teaching effectiveness and professional satisfaction.

A recent study by Singh and Verma (2025)^[15]concluded that professional ethics is a significant predictor of teaching effectiveness among school teachers. The study emphasized

that teachers who demonstrate ethical values tend to create positive learning environments and improve students' academic performance.

3. Research Gap

The review of related literature indicates that several studies have been conducted on professional ethics and teaching effectiveness separately. Many researchers have emphasized the importance of ethical values in the teaching profession and their influence on teachers' professional performance. Some studies have also explored factors affecting teaching effectiveness among school teachers.

However, only a limited number of studies have examined the relationship between professional ethics and teaching effectiveness, particularly among higher secondary school teachers. Moreover, very few studies have been conducted in the Indian educational context, especially at the higher secondary level.

In addition, most previous studies have focused either on professional commitment, teacher attitude, or job satisfaction, while the relationship between professional ethics and teaching effectiveness has not been extensively explored.

Therefore, the present study attempts to examine the relationship between professional ethics and teaching effectiveness among higher secondary school teachers, which will help in understanding the role of ethical values in improving teaching performance.

4. Need and Significance of the Study

Teachers are responsible for shaping the future of students and society. In modern education, teachers are expected to demonstrate high ethical standards in their professional behavior. Professional ethics helps teachers maintain honesty, fairness, and dedication toward their profession.

Teachers with strong ethical values are more likely to create a positive learning environment and demonstrate effective teaching practices. Therefore, the present study is significant in understanding how professional ethics influences teaching effectiveness.

5. Objectives of the Study

1. To study the level of professional ethics among higher secondary school teachers.
2. To study the level of teaching effectiveness among higher secondary school teachers.
3. To compare the professional ethics of male and female teachers.
4. To compare the teaching effectiveness of male and female teachers.
5. To examine the relationship between professional ethics and teaching effectiveness.

6. Hypotheses of the Study

1. There is no significant difference between male and female teachers in professional ethics.
2. There is no significant difference between male and female teachers in teaching effectiveness.
3. There is no significant difference between Professional Ethics of Male & female teachers belonging to their High and Low Level of Effectiveness.
4. There is no significant relationship between professional ethics and teaching effectiveness.
5. There is no significant correlation between Professional Ethics of High and Low Level of effectiveness.

7. Methodology

Research Method

The descriptive survey method was used in the present study.

Sample

The sample consisted of 500 higher secondary school teachers (250 male and 250 female) from different schools of Meerut District, Uttar Pradesh.

Tools Used

1. Teachers Professional Ethics Scale (TPES) Constructed and Standardized by Barjees Jhani and Krishna kumar (2015).
2. Teacher Effectiveness Scale (TES) developed by Dr.(Mrs) Umme Kulsum in (2011).

Statistical Techniques

Mean

Standard Deviation

t-test

Pearson's Correlation

8. Results and Interpretation

Table -1 Professional Ethics of Male and female Teachers

GENDER	N	Mean	S D	t – value	Level of Significance
Male	250	4.62	0.058	3.335	N.S
Female	250	4.60	0.865		

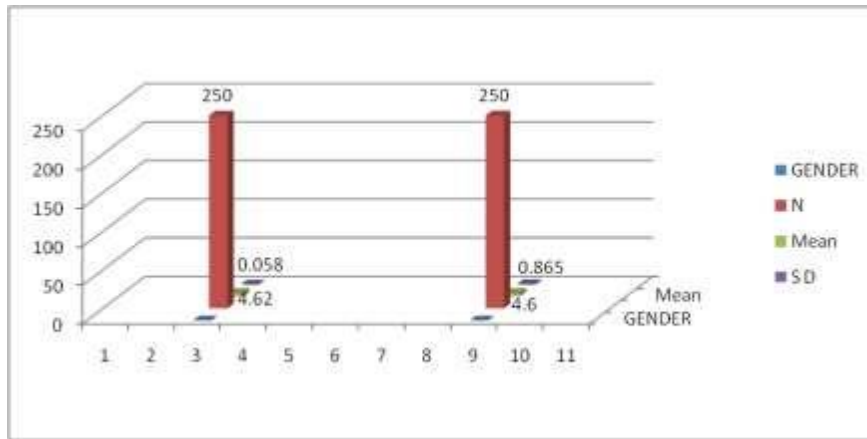


Figure 1: Professional Ethics of Male and female Teachers

Interpretation:

As Table show the t value 3.35 for testing the difference between two mean has come out to be No significant. The p-value (0.738) is much greater than the standard significance level of 0.05.hence hypothesis is accepted. The mean value for professional ethics of male is 4.62 and female 4.60.this mean does not show any difference there for relevant leads to conclude that there is no significant. The calculated t-value (3.335) is less than the table value (1.96) at the 0.05 level of significance. Therefore, the difference between male and female teachers in professional ethics is not statistically significant.

Table-2 Teaching Effectiveness of Male and Female Teachers

GENDER	N	Mean	SD	t value	Level of Significance
Male	250	4.62	0.959	0.052	N.S
Female	250	4.60	0.965		

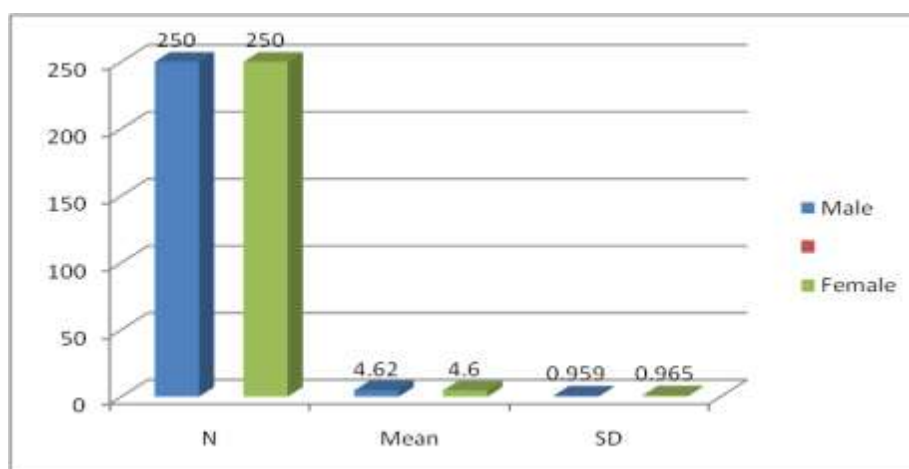


Figure 2: Professional Ethics of Male and female Teachers

Interpretation:

As Table Show the t value 0.52 for testing the difference between two mean has come out to be No significant. The p-value (0.959) is much greater than the standard significance level of 0.05. Therefore, hence hypothesis is Accepted. The mean for 'teaching effectiveness of male is 4.62 and female 4.60.this mean does not show any difference there for relevant leads to conclude that there is no significant between the 'Teaching Effectiveness of male and female higher secondary school teachers. The calculated t-value is less than the table value (1.96), indicating that there is no significant difference between male and female teachers in teaching effectiveness.

Table-3 Professional Ethics of Male and female High and Low Level of Effectiveness

Gender	Level of effectiveness	N	Mean	SD	t – value	Level of Significance
Male	High	231	4.83	.371	23.229	S
	Low	19	2.05	.749		
Female	High	230	4.63	.341	2.335	S
	Low	20	2.15	.739		

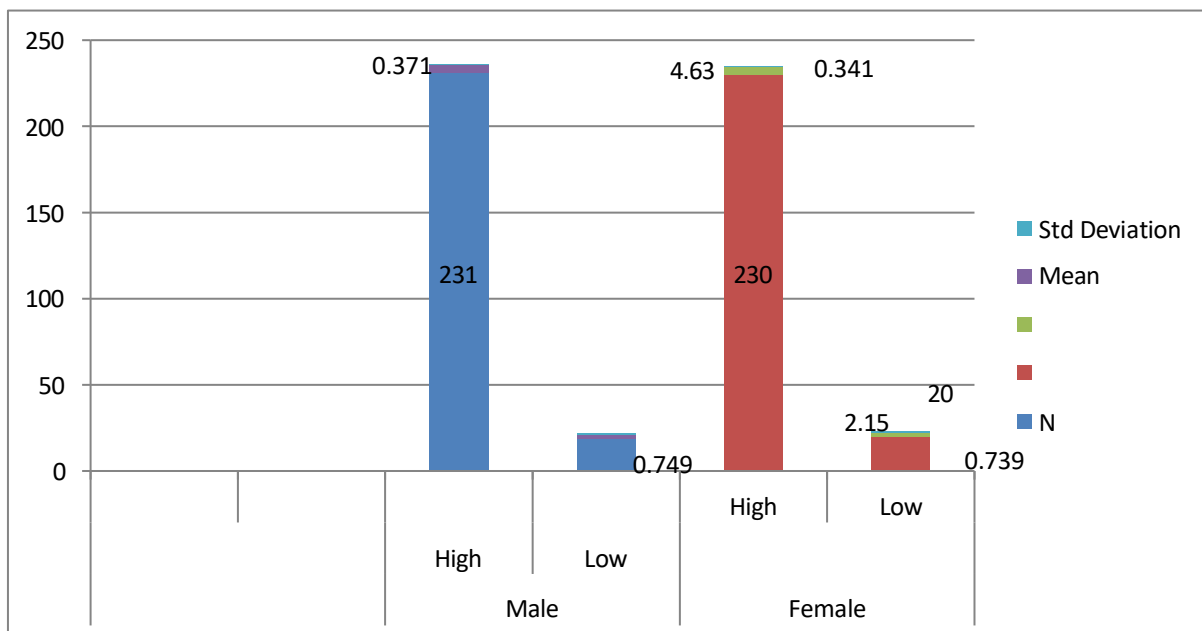


Figure 3: Professional Ethics of Male and female High and Low Level of Effectiveness

Interpretation:

Table showed the Teaching Effectiveness of schooling teachers on the basis of gender. The measured t value is found to be male 23.229 and female 2.335 it is greater than the table value of 0.595. There is significant and concluded that male and female school teachers difference significant in their professional ethics. the confidence interval includes suggesting result is significant, practical difference between the two groups is minimal. The null hypothesis is rejected, the indicates that there is a significant difference between the Professional Ethics of Female Teachers belonging to the High and Low levels of teaching effectiveness. However, the mean difference is very small (0.026), and the confidence interval includes suggesting result is significant, practical difference between the two groups is minimal.

Table-4 Correlation between Professional Ethics Male and female teachers Teaching Effectiveness

Correlations			
		TEACHERS PROFESSIONAL ETHICS	GENDER
TEACHERS PROFESSIONAL ETHICS	Pearson Correlation	1	-0.015
	Sig. (2-tailed)		0.738
	N	500	500
GENDER	Pearson Correlation	-0.015	1
	Sig. (2-tailed)	0.738	
	N	500	500

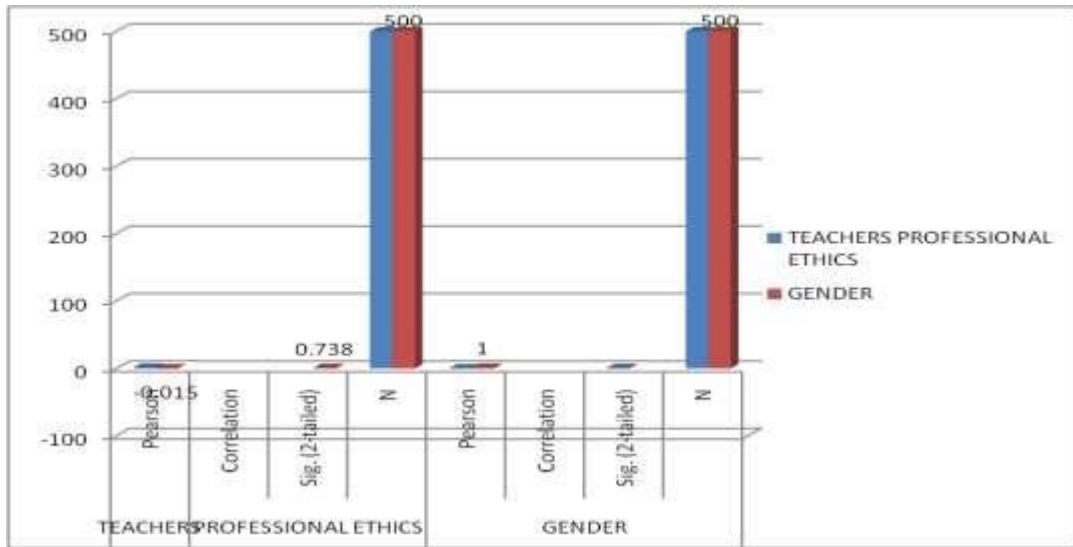


Figure:4 Correlation between Professional Ethics Male and female teachers Teaching Effectiveness

Interpretation:

As Table show The **Pearson Correlation** between **Professional Ethics** and **Gender** is - **0.015**, which indicates a very weak negative correlation. the correlation is **not statistically significant**. This means that there is **no significant correlation** between Professional Ethics of Male and Female teachers belonging to their level of Teaching Effectiveness. **The null hypothesis is supported**, and there is **no significant correlation** between Professional Ethics of Male and Female teachers and their level of Teaching Effectiveness.

Table - 5 Correlation between Professional Ethics High and Low level of teaching Effectiveness

	TEACHERS PROFESSIONAL ETHICS	HIGH AND LOW LEVEL OF TEACHING EFFECTIVENESS
TEACHERS PROFESSIONAL ETHICS	Pearson Correlation 1	.878**
	Sig.(2-tailed)	.000
	N	500
HIGH AND LOW LEVEL OF TEACHING EFFECTIVENESS	Pearson Correlation .878**	1
	Sig.(2-tailed)	.000
	N	500

****.** Correlation is significant at the 0.01 level (2-tailed).

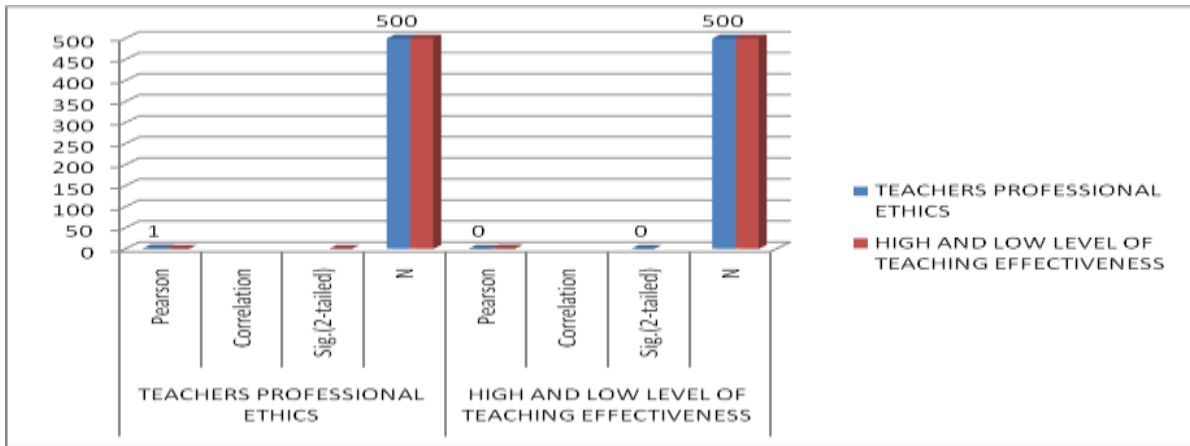


Figure 1 Correlation between Professional Ethics High and Low level of teaching Effectiveness

Interpretation

As Table-show The Pearson Correlation between Professional Ethics and High and Low Level of Teaching Effectiveness is 0.878, hence which indicates a strong positive correlation. This means that there is a significant positive correlation between Professional Ethics and the High and Low Levels of Teaching Effectiveness. This means that The null hypothesis is rejected, and there is a significant positive correlation between Professional Ethics and High and Low Levels of Teaching Effectiveness.

Findings

1. Higher secondary school teachers showed a satisfactory level of professional ethics.
2. No significant difference was found between male and female teachers in professional ethics.
3. No significant difference was found between male and female teachers in teaching effectiveness.
4. There are notable differences in the professional ethics of male and female higher secondary school instructors.
5. A significant positive relationship was found between professional ethics and teaching effectiveness.

10. Discussion

The findings of the present study indicate that professional ethics plays an important role in enhancing teaching effectiveness. Teachers who demonstrate ethical values such as honesty, fairness, and commitment tend to perform better in their teaching practices. The findings of

the study support the results of gupta & sharma (2023) and Singh and Verma (2025) who also reported a positive relationship between professional ethics and teaching effectiveness.

The findings of the present study are supported by several previous studies. The result indicating no significant difference between male and female teachers in professional ethics is supported by the studies of Haynes (2002) and Strike & Soltis (2009) who emphasized that professional ethics among teachers is shaped more by professional values and institutional norms rather than gender differences. Similarly, the outcome that there is no substantial difference between male and female educators in teaching effectiveness is consistent with the examination of Borich (2007), who commented that teaching effectiveness relies on instructional strategies, classroom management, and teacher commitment somewhat than gender. The study also observed that teachers with higher teaching effective demonstrate higher professional ethics. This finding is helped by Campbell (2003) who highlighted that ethical commitment and professional responsibility are essential part of effective teaching.

Furthermore, the discovery of a non-significant relationship between professional ethics and gender is also shown by past investigate which shows that ethical behavior in teaching is mainly influenced by professional training, institutional culture, and personal values somewhat than gender differences.

11. Conclusion

The present research examined the professional ethics and teaching effectiveness of higher secondary school teachers with reference to gender. The findings elucidates that there is no important difference between male and female teachers in terms of professional ethics and teaching effectiveness. Both groups demonstrated nearly similar levels in these variables. The results also shown that teachers with a higher scope of teaching effective tend to possess higher professional ethics. This suggests that ethical values such as responsibility, commitment, honesty, and fairness play an vital role in enhancing teaching effectiveness. Furthermore, the correlation examination indicated that there is no significant relation between professional ethics and gender. Overall, the examination highlights the value of professional ethics in optimizing the quality of teaching and advance effective classroom practices among teachers.

12. Educational Implications

1. Educational institutions should emphasize the growth of professional ethics among educator to enhance the quality of teaching.

2. Teacher training programs should encompass ethical values and professional responsibilities as an necessary part of education.
3. School administrators should inspire teachers to maintain ethical behavior and professional commitment in their teaching practices.
4. Workshops, seminars, and orientation programs should be organized to boost teachers' insight about professional ethics and teaching effectiveness.
5. A supportive and value-oriented school environment can assist teachers to upgrade both their ethical standards and teaching performance.

13. Suggestions for Further Research

1. Similar analysis may be undertaken on a larger sample in different districts or states to simplify the conclusion.
2. Future research may examine the relations between spiritual intelligence, professional ethics, and teaching effectiveness among teachers.
3. It is possible to compare teachers in government and private school teachers.
4. A study may explore other variables such as job satisfaction, teacher motivation, and organizational climate in relation to teaching effectiveness.
5. Qualitative research tools may also be applied to gain a deeper insight of teachers' moral behavior and teaching practices.

References.

- [1] Hargreaves, A. (2020). *Teacher professionalism and ethical responsibility*. Teaching and Teacher Education.
- [2] Campbell, E. (2019). *The Ethical Teacher*. Open University Press.
- [3] Strike, K. A., & Soltis, J. F. (2009). *The ethics of teaching (5th ed.)*. New York: Teachers College Press.
- [4] Borich, G. D. (2007). *Effective teaching methods: Research-based practice (6th ed.)*. Upper Saddle River, NJ: Pearson Education.
- [5] Sanger, M., & Osguthorpe, R. (2021). *Ethical knowledge in teaching*. *Journal of Teacher Education*
- [6] Sharma, P., & Singh, R. (2018). *Professional ethics among secondary school teachers*. *International Journal of Educational Sciences*, 22(3), 180–185
- [7] Rani, S., & Kumar, R. (2019). *Professional ethics and teaching effectiveness among school teachers*. *Journal of Educational Research and Development*, 14(2), 44–50.
- [8] Bansal, S. (2020). *Professional ethics among secondary school teachers*. *International*

- Journal of Education and Management Studies*, 10(2), 145–149.
- [9] Tripathi, A., & Lata, R. (2020). A comparative study analyzing the teaching effectiveness of elementary teachers employed in government and private institutions. *Journal of Educational Research and Practice*, 10(2), 45–56.
- [10] Sheenam, & Taneja, M. (2021). Professional ethics and job satisfaction of school teachers in Punjab. *International Journal of Multidisciplinary Education Research*, 10(5), 10–18.
- [11] Kumar, S. (2021). Role of professional ethics in teacher performance. *International journal of Advanced Educational Research*, 6(4), 120–124.
- [12] Singh, A., & Kaur, M. (2022). Gender differences in professional ethics among teachers. *Indian Journal of Teacher Education*, 15(2), 70–76.
- [13] Gupta, R., & Sharma, P. (2023). Ethical values and student learning outcomes in secondary education. *International Journal of Educational Research*, 11(2), 88–94.
- [14] Mehta, P., & Sinha, R. (2024). Professional ethics among higher secondary school teachers. *International Journal of Educational Development*, 12(1), 33–39.
- [15] Singh, V., & Verma, S. (2025). Professional ethics as a predictor of teaching effectiveness. *International Journal of Educational Research and Development*, 13(1), 41–47.

Cite Your Article as

Sapna Sharma & Dr. Sudha Sharma. (2026). A STUDY OF PROFESSIONAL ETHICS AND TEACHING EFFECTIVENESS AMONG HIGHER SECONDARY SCHOOL TEACHERS. *Scholarly Research Journal for Interdisciplinary Studies*, 14(93), 280–292. <https://doi.org/10.5281/zenodo.19017101>