

Professional Ethics among College Teachers in Relation to Social Intelligence

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Abstract

The present research was conducted to study the relationship between professional ethics and social intelligence of college teachers. In this regard, a sample of 200 college teachers was aimlessly selected. Two questionnaires were chosen to collect data. The collected data were analysed through SPSS software and proper statistical methods like mean, t-test and Pearson Correlation coefficient were used. The results demonstrated that there is no significant difference in the professional ethics mean scores of male and female college teachers, i.e. both the groups measure similar to professional ethics. The study also admits that there is a significant correlation between the professional ethics and social intelligence of college teachers, which means that higher the professional ethics, higher will be the social intelligence and vice versa.

Keywords: Ethics, Professional Ethics, Teachers, College Teachers, Intelligence, Social Intelligence.

Introduction

The college teacher is the critical factor, as the essential input resource of the whole system of higher education. He is the most crucial determinant of the quality of higher education. Along with this, he is an entity of numerous psychological characteristics like attitudes, feelings, emotions, ideas, thoughts and drives. High morale of teachers is forte to the institutions (Dalabh, 2012). Teacher's values, attitude and beliefs significantly influence the future of the pupils, in perspective of teaching. Teachers, therefore, are the torch-bearers in creating social solidarity, national integration and a learning society. Teachers are those professionals who have the authorised right to practice their profession of teaching (Dhall, 2012). They as professionals need some elite body of knowledge and skills that provide the expertise to practice. The quality of the education system largely depends on the quality as well as the commitment of the teachers to their profession, and the same is universally accepted and acknowledged. Professionally well-trained, competent, performing, and committed teachers always prove to be the real assets of any nation. The highest position in the professional pyramid is of a teacher because the teacher is the one who makes all other professionals. Teachers are facilitators, so are different from other professionals. Teacher-performance is the most crucial input in the field of education. Performance refers to the behaviour of the teacher in the process of teaching-learning (i.e. in the classroom). The Supreme Court of India (2015) has recognised, in a recent judgment that no education system can be better without the quality of teachers. Quality of teachers designates to competent, performance and capable teaching (Mantry, 2016). Professional means one has to discharge his/her duties efficiently and effectively, i.e. have to be ethical in all what he delivers. So, a teacher must possess professional ethics.

The distinction of the country does not depend on towering buildings and gigantic project. It depends on the teachers. A teacher has been respected and worshipped throughout human history because of his/her noble mission. Good education requires good teachers (Hasan, 2004). Professional ethics are essential to become a good teacher. The need for particular ethical principles is a must in every profession and society as a whole. The code of ethics defines acceptable behaviours and promotes high standards of practice. This code of ethics provides a benchmark for member's self-evaluation to establish a framework for professional conduct and responsibilities. It works as a vehicle for professional maturity in every profession. A teacher is the most accountable and responsible person in society. He must be honest, devoted and dedicated to his job. He should feel the importance of his profession. He must possess the essential zeal required by the teaching profession. He should be competent and efficient enough to discharge unlimited responsibilities towards various groups of society. Professional ethics of the teaching profession claim that a teacher must not try to apply institution alter for private gains. If he does so, then he signs his moral death warrant. A teacher should not select this profession to make his living because nothing else is available.

The ideal of business for them should be public service, not monetary gain. In the teaching profession, one must have to contribute his best for the students in general and the society or humanity in large. The teaching profession is regarded as the most valuable profession as its social value lies in its significant contributions to the development in the quality of life and the betterment of the society, at large. The extent to which members of the teaching profession come up to the requirements and the expectations will determine the dignity of this profession in the society. The declaration of teaching prepares men to transform the present crisis-stricken society into future utopia. The teacher is the architect of a harmonious society. The overall development of student depends much upon the professional competency and calibre of the teacher (Campbell, 2008).

Social intelligence refers to the capability to read other people and understand their intentions

and motivations. It is the capacity to negotiate complex social relationships and environments effectively. Psychologist Nicholas Humphrey admits that it is social intelligence, rather than quantitative information, that defines humans. Albrecht (2005) defined Social Intelligence as the ability to get along with others, by winning to the needs and interests of others sometimes called social radar, and attitude of generosity and consideration and a set of practical skill for interacting successfully with people in any setting.

Social scientist Ross Honeywill believes social is an accumulate measure of self- and social awareness, evolved social acceptance and attitudes, and a capacity and demand to manage complex social change. The original explanation by Edward Thorndike in 1920 is "the capability to understand and manage men and women, boys and girls, to act intelligently in human relations". It is equivalent to Interpersonal Intelligence, one of the types of intelligence analyse in Howard Gardner's Theory of Multiple Intelligences, and closely related to the theory of mind. Some authors have barred the definition from dealing only with knowledge of social situations, perhaps more appropriately called social cognition or social marketing intelligence, as it pertains to trending socio-psychological advertising and marketing strategies and tactics. According to Sean Foleno, social information is a person's capability to understand his or her environment optimacy and react accordingly for socially successful conduct. The social intelligence hypothesis states that social intelligence, that is, compound socialization such as politics, romance, family relationships, argument, association, reciprocity, and kindness, (1) was the driving force in developing the size of human brains and (2) today provides our ability to use those large brains in compound social assets. That is, it was the insistence of living together that collection our need for intelligence generally. Social information is a critical factor in brain growth, social and emotional complication co-evolves. Social Intelligence is measured by social intelligence quotient or SQ, which is an analytical consideration similar to the 'standard score' approach used in IQ tests with a mean of 100. Scores of 140 or above are studied to be very high. Unlike the ideal IQ test, it is not a

fixed model. It leans more to Jean Piaget's theory that intelligence is not a fixed aspect but a compound ranking of information-processing skills underlying a flexible calmness between the individual and the environment. Therefore, an individual can change their SQ by adjusting their attitudes and behaviour in response to their complex social environment. SQ has until recently been measured by techniques such as question and answer discussion. People with SQs over 120 are treated socially skilled and may work well with jobs that affect direct contact and communication with other people. Both Nicholas Humphrey and Ross Honeywill consider that it is social intelligence, or the richness of our qualitative life, rather than our quantitative information, that makes humans what they are. This is social intelligence.

Significance of the Study

In this world of globalisation and competitive world, we are witnessing distinct changes in our educational system. Since the change is inevitable, the aims and objectives of education are changing according to the needs, interests and requirements of the learners, society and nation as a whole. Now, the concept of teacher and teaching is also changing day by day. A teacher in this contemporary era has many duties and responsibilities to play. Apart from having the right academic and professional qualifications, they should also possess knowledge of professional ethics. Professional ethics is like a guide, which facilitates the teacher to provide quality education and inculcate ethical values among the learners. In an era of tremendous workload and severe competition, a teacher also needs to profess and act in an emotionally and socially intelligent manner so that students, in turn, can imbibe these positive characteristics and can turn out to be a productive and dutiful citizen of the nation. The teaching profession is an essential profession, which makes all other businesses possible. It is a demanding profession that requires in-depth knowledge of subject, content and age-specific pedagogy. It also requires many skills such as patience, leadership, creativity, administration etc. which evaluate the totality of behaviour and potential of an individual. The whole of expression also includes social intelligence based

on which spectrum of values of the teachers can be determined.

Present scenario of teaching reveals that teaching once known to be a noble profession is now at a very low ebb. Some of the teachers are found to indulge in all sorts of malpractices and are self-centred. They are highly politicised and ridicule those teachers who do good work. Values have been eroded, and they are crush under the brutal boots of the reckless teaching community.

An enormous effort is required to reverse this trend. Various measures have to be spelt out clearly to improve and nurture the potentialities of the teacher. Research studies reveal that in respect to the teaching profession, there is no uniform code of professional ethics for teachers, due to which their level of social intelligence and performance is affected. More imaginative and analytical studies are further required to develop innovative skills and specialised training among teachers to build up favourable attitude. Therefore, it is in this environment that the investigator has undertaken the declare study.

Statement of the Problem

The problem selected for the study reads as under:

“Professional Ethics among College Teachers in Relation to Social Intelligence”

Objectives of the Study

1. To study the Professional Ethics of college teachers concerning gender.
2. To study the correlation between Professional Ethics and Social Intelligence of college teachers.

Hypotheses of the Study

The following suggestions have been formulated for the study:

1. There is no significant difference in the Professional Ethics of male and female college teachers.
2. There is no significant correlation between Professional Ethics and Social Intelligence of college teachers.

Sample

The sample for the present study subsists of 200

college teachers selected randomly from the four colleges of district Srinagar.

Design of the Study

The present study is a descriptive study of nature. Such study describes and interprets the current conditions of the concerned subject; in meanwhile, it also considers the past events and influences on the prevailing conditions. Social Intelligence is the independent variable, and Professional Ethics is the dependent variable.

Tools used

1. Professional Ethics Scale by Kaur and Batra (2015)
2. Social Intelligence scale by Chadda and Ganesan (2007)

Analysis and interpretation of Data

Objective No. 1: To study the Professional Ethics of college teachers concerning gender.

Hypothesis No H01: There is no significant difference in the Professional Ethics of male and female college teachers.

Table 1 Showing the Comparison of Professional Ethics Mean Scores of Male and Female College Teachers

Sample	N	Mean	SD	df	t-value	Level of Significance
Male	79	68.13	5.757	198	-1.963*	0.05
Female	121	69.60	4.804			

*Insignificant at 0.05 level

As indicated in table no. 1, when the t-test is applied 't' value computed is -1.963, which is not significant at 0.05 level. This means that there is no significant difference between the professional ethics of male and female college teachers, hence the null hypothesis no. 1 is accepted.

Objective No. 2: To study the relationship between Professional Ethics and Social Intelligence of college teachers

Hypothesis No. H02: There is no significant correlation between Professional Ethics and Social Intelligence of college teachers.

The results of the investigation on the relationship between professional ethics and social intelligence are listed in the following table:

Table 2 Showing the Correlation between Professional Ethics and Social Knowledge of College Teachers

Variables	N	Df	r-value
Professional Ethics Social Intelligence	200	198	0.177*

The Pearson correlation test was employed to investigate the relationship between professional ethics and social intelligence of college teachers. The Pearson correlation coefficient (0.177) indicated that there is a direct relationship between professional ethics and social knowledge, hence

the null hypothesis no. 2 is rejected. Social humans create the need for morality, not from a god but the human self -responsibility and social-interrelations (Herrick 2003). Following professional ethics, one develops positive feelings that teach respect for others, cooperation, tolerance, social values which improves human relations — higher the professional ethics, higher social intelligence and vice versa. From professional ethics, one develops positive feelings that teach respect for others, sense of brotherhood, tolerance, cooperation, social values which improve human relations. It means teachers who follow an ethical code of conducts are socially active. The results are supported by a study of Amiranzadeh and Zarei (2014) that revealed that there was a direct and significant relationship between social intelligence and professional ethics among the staff of the education department. With the increase in commitment of teachers to professional ethics, common knowledge has increased too.

Conclusion

From the above discussion, it may be achieved that the male and female college teachers performed similar on the measure of Professional Ethics, and none of the group is superior to others. The study also found that there is a direct correlation between Professional Ethics and Social Intelligence of college

teachers, which means that higher the professional ethics, higher will be the social intelligence and vice versa.

Educational Implications

The educational implications of the study are outlined below as:

1. A commitment of teachers to Professional Ethics plays a vital role in the professional success of teachers.
2. The socially intelligent teacher is a source for total quality management in education because of their abilities of high performance, high leadership qualities and improved teamwork.
3. Teachers who treat their students with love and affection, and facilitate the student's physical, intellectual, emotional, social and moral development will surely transmit the constructive professional ethics among them.

Suggestions

Based on the present study, the following are some of the useful ideas for further studies:

1. Comparative research on professional ethics is recommended to be conducted on teachers at various levels like secondary, colleges and universities.
2. The study may be conducted to find out the impact of various draft code of professional ethics on cross cultural-based teaching.

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3. The study was attended on the college teachers of district Srinagar only. The reviews are suggested to be done in other districts and states also.

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