

Conceptual Framework for Dancing Teacher's Ethics

Dr (Mr) W.B.A.Vitharana

Senior Lecturer, Department of Languages, Cultural Studies & Performing Arts, University of Sri Jayewardenepura, Sri Lanka

Abstract: Several dance teachers' ethical issues in general education system in Sri Lanka. Favoritism, Nepotism, and Bribes for school entrance, exams, assessment, private tutoring, etc, academic fraud activities. Therefore this paper specific the need of research on code of ethics teachers' profession.

Dance teachers should also be bound by a strong code of ethics in a clear up to instill professionalism inside them. Teaching constructs all other occupations. A Teacher is said to be a lamp that lights itself to light up the life of others; they should nourish appropriate ethics among themselves so that the same values can be nourished among students. While a great majority of teachers influence with their heads great this royal convention and even innovate and teach further away the classroom setting, other teachers have lost the passion to impart knowledge and are simply going through the motions of teaching, for the diminished of performing an bonding. Now, teaching profession can also be puzzled with pollution. The research paper covers the light on the needs, practices, and demands and impels in the execution of Professional Ethics in teachers.

In order to achieve the goal of the study, the literature survey research designed within the framework of qualitative approach was used in a sample of, Secondary sources, on the other hand, included journal articles, books, policy documents, thesis, booklets, and literature from educational researches. Equally relevant were electronic documents retrieved from the Internet. These varied sources provided the researcher with relevant data with diverse viewpoints. In the light of the above, the researcher utilized interviews, discussions and conversations as the major and reliable means for the data generation.

The study revealed that there was a generally positive attitude towards the code of ethics teaching profession. Ethics, also known as moral philosophy. The term comes from the Greek word *ethos*, which means "character".

Key words: Dance teacher's Ethics, professionalism, attitude

I. INTRODUCTION

In recent years awareness regarding ethical forms has been exceeded in the general People. When an occupation organizes itself as a profession, a code of ethics appears. Educational ethics engage to those professionals that are diligent within education. Ethics is a branch of philosophy considered with the study of what is good and bad. Ethical behavior is the way a living creature act. A teacher's work covers many things and ethics is one of them According to Moral agency and ethical knowledge, ethics in teaching is the practice of ethical codes and a formal perception of behavior and relevant disposition of the teacher. Ethics consider as one of the elements of human virtue through attitude, intentions, words and actions. It is the realization of good and identifies the bad which they apply in everyday practice of teachers as a

professional individual and group. Ethics focus on honesty and fairness which teachers are actually going to imply on teaching profession. A teacher has to contextualize in classroom with own morale disposition problems and uncertainties. Ethics reflect the inferences of what a teacher say or do and do not do not only in critical and confusing situation but also in their routine class time.

Several educational issues in Sri Lanka justified the need for this research. First, for decades, the current condition of Sri Lankan Education as the attribute of the school education is strange going down. A low rate of schools' attendance of both students and the teachers. Inconsistency in the quality of examination result of the school. the importance of extracurricular activities where student could not get involved such as social services, cultural activities and sports which would help student to develop their communication and decision making skills thus making them desirable recruits to any employer.

Table 1- Data on Sri Lankan Education System

Topic	Number
Government Schools	10123
Pirivenas	747
Private Schools	103
Expenditure	190.2(Rs.Bn)
Sat in GCE o/L	277,414
Qualified GCE o/L	66.55%

Source – Central Bank of Sri Lanka:2014

Table 2- Number of Teachers in Sri Lanka

Male	63123
Female	163860
Total	226983

Source – Ministry of Education: 2013

Table 3- Number of Students

Type of Schools	Students	Percentage
1AB	1,521,983	38%
1C	1,141,383	28%
Type 2	862,983	21%
Type 3	510,808	13%
Total	4,037,157	100%

Source – Ministry of Education: 2013

According to the above Factors, Teachers duty is very important and compulsory. Every teacher is obliged to act in a way those results in the welfare of students in keeping with the legal precept that teachers are the Loco-Parents of students. But current situation is not satisfactory in Sri Lanka.

Students are ever facing weakly teaching and supervision as well as constant complaints from society about the quality of teaching. In any case, pupils seem generally to have almost lost their trust on the school education and they rely heavily on tuition classes. Researchers noted that this reliance also arose from schools having to only have single sessions, whereas double sessions as was the case in the past would help to discourage the prevailing tuition culture. However the biggest issue schools face today, especially in rural areas as well as urban areas, is schools don't have sufficient dedicating teachers to teach the compulsory subject required to get them through the important examinations such as English, Math, Science. Though much had been done on an initiative of the Governor to appoint sufficient dedicating teachers, there were still problems in rural areas because of distribution problems, which could not be monitored carefully.

Researchers discussed effects and senses based on how we could make productive schools to cater to the education requirements of present and future generations. It was felt that the tuition culture is not only insulted for the school education, it also leads to social problems such as increased teenage pregnancy rate and other sexual issues of the society.

General education in Sri Lanka has concentrated mainly on the Ethics, which is equally crucial dimension in the teaching profession, has been largely neglected. As a result, this negligence marginalizes the ethical character inherent in education and/or teaching. Secondly, there is a growing body of evidence globally indicating that teachers engage in professional misconduct. So often, teachers are implicated in sexual related behaviors with their clients, theft, and academic dishonesty. Serve pillars of good moral conduct the code of ethics for teachers is designed to protect the rights of the students, all the Students. It is important that teachers understand that when they get a teaching position.

II. REVIEW OF LITERATURE

Ethics, also known as moral philosophy, is a branch of philosophy that involves systematizing, defending, and recommending concepts of right and wrong conduct. The term comes from the Greek word *ethos*, which means "character". Ethics is a complement to Aesthetics in the philosophy field of Axiology. In philosophy, ethics studies the moral behavior in humans, and how one should act. According to Tomas Paul and Linda Elder of the Foundation for Critical Thinking "most people confuse ethics with behaving in accordance with social conventions, religious beliefs, and the law", and don't treat ethics as a stand - alone concept.

Paul and Elder define ethics as "a set of concepts and principles that guide us in determining what behavior helps or harms sentient creatures". The Cambridge Dictionary of Philosophy states that the word ethics is "commonly used interchangeably with 'morality' and sometimes it is used more narrowly to mean the moral principles of a particular tradition, group, or individual."

Ethics are the branch of philosophy that deals with morality. Ethics is concerned with distinguishing between good and evil in the world, between right and wrong human actions, and between virtuous and no virtuous characteristics of people.

Professional people and those working in acknowledged professions exercise specialist Knowledge and skill. How the use of this knowledge should be governed when providing a service to the public can be considered a moral issue and is termed professional ethics. Professional ethics is a set of standards adopted by a professional community. Professional ethics are regulated by standards, which are often referred to as codes of ethics. The code of ethics is very important because it gives us boundaries that we have to stay within in our professional careers. The one problem with the code of ethics is that we can't always have the answers in black and white. Professional ethics are also known as Ethical Business Practices Components: A number of professional organizations define their Ethical approach as a number of discrete components. Typically, these include: Honesty, Integrity, Transparency, Accountability, Confidentiality, Objectivity, Respectfulness and Obedience to the law.

A professional ethics course is not about disseminate virtue to raise morality among immoral and amoral students, it also the ability to concern the respective citizens to first recognize and then responsibly confront moral issues.

Teachers work cover many things and ethics is one of them. Burger 1999 discussed in his speech that education has three goals:

1. Get Value,
2. Get Knowledge and
3. Acquire Skills and it is the duty of a teacher to work on the values and morals of our children. Students can learn about values by the day to day living examples of teachers - Both in campus and private lives.

Metaethics

According to James Fieser , The term "meta" means *after* or *beyond*, and, consequently, the notion of metaethics involves a removed, or bird's eye view of the entire project of ethics.

a. Metaphysical Issues: Objectivism and Relativism

Metaphysics is the study of the kinds of things that exist in the universe.

b. Psychological Issues in Metaethics

A second area of metaethics involves the psychological basis of our moral judgments and conduct, particularly understanding what motivates us to be moral.

i. Egoism and Altruism

One important area of moral psychology concerns the inherent selfishness of humans.

ii. Emotion and Reason

A second area of moral psychology involves a dispute concerning the role of reason in motivating moral actions. If, for example, I make the statement "abortion is morally wrong," am I making a rational assessment or only expressing my feelings?

iii. Male and Female Morality

A third area of moral psychology focuses on whether there is a distinctly female approach to ethics that is grounded in the psychological differences between men and women.

Normative Ethics

Normative ethics involves arriving at moral standards that regulate right and wrong conduct. In a sense, it is a search for an ideal litmus test of proper behavior.

The key assumption in normative ethics is that there is only *one* ultimate criterion of moral conduct, whether it is a single rule or a set of principles. Three strategies will be noted here: (1) virtue theories, (2) duty theories, and (3) consequentiality theories.

a. Virtue Theories

Many philosophers believe that morality consists of following precisely defined rules of conduct, such as "don't kill," or "don't steal." Presumably, I must learn these rules, and then make sure each of my actions live up to the rules.

b. Duty Theories

Many of us feel that there are clear obligations we have as human beings, such as to care for our children, and to not commit murder. Duty theories base morality on specific, foundational principles of obligation.

A *second* duty-based approach to ethics is *rights theory*. Most generally, a "right" is a justified claim against another person's behavior - such as my right to not be harmed by you. Rights and duties are related in such a way that the rights of one person imply the duties of another person.

A *third* duty-based theory is that by Kant, which emphasizes a single principle of duty. Influenced by Pufendorf, Kant agreed that we have moral duties to oneself and others, such as developing one's talents, and keeping our promises to others.

A *fourth* and more recent duty-based theory is that by British philosopher W.D. Ross, which emphasizes *prima facie* duties. Like his 17th and 18th century counterparts, Ross argues that

our duties are "part of the fundamental nature of the universe." However, Ross's list of duties is much shorter, which he believes reflects our actual moral convictions:

- *Fidelity*: the duty to keep promises
- *Reparation*: the duty to compensate others when we harm them
- *Gratitude*: the duty to thank those who help us
- *Justice*: the duty to recognize merit
- *Beneficence*: the duty to improve the conditions of others
- *Self-improvement*: the duty to improve our virtue and intelligence
- *Non-male faience*: the duty to not injure others

C. Consequentiality Theories

It is common for us to determine our moral responsibility by weighing the consequences of our actions. *Consequentialism*: An action is morally right if the consequences of that action are more favorable than unfavorable.

Three subdivisions of consequentialism emerge:

Ethical Egoism: an action is morally right if the consequences of that action are more favorable than unfavorable *only to the agent* performing the action.

Ethical Altruism: an action is morally right if the consequences of that action are more favorable than unfavorable *to everyone except the agent*.

Utilitarianism: an action is morally right if the consequences of that action are more favorable than unfavorable *to everyone*.

All three of these theories focus on the consequences of actions for different groups of people. But, like all normative theories, the above three theories are rivals of each other. They also yield different conclusions. Consider the following example. A woman was traveling through a developing country when she witnessed a car in front of her run off the road and roll over several times.

ii. Ethical Egoism and Social Contract Theory

We have seen that Hobbes was an advocate of the metaethical theory of psychological egoism—the view that all of our actions are selfishly motivated. For without moral rules, we are subject to the whims of other people's selfish interests.

3. Applied Ethics

Applied ethics is the branch of ethics which consists of the analysis of specific, controversial moral issues such as abortion, animal rights, or euthanasia.

a. Normative Principles in Applied Ethics

Arriving at a short list of representative normative principles is itself a challenging task. The principles selected must not be too narrowly focused, such as a version of act-egoism that

might focus only on an action's short-term benefit. The principles must also be seen as having merit by people on both sides. For this reason, principles that appeal to duty to God are not usually cited since this would have no impact on a nonbeliever engaged in the debate. The following principles are the ones most commonly appealed to in applied ethical discussions:

The above principles represent a spectrum of traditional normative principles and are derived from both consequentiality and duty-based approaches. The first two principles, personal benefit and social benefit, are consequentiality since they appeal to the consequences of an action as it affects the individual or society. The remaining principles are duty-based. The principles of benevolence, paternalism, harm, honesty, and lawfulness are based on duties we have toward others. The principles of autonomy, justice, and the various rights are based on moral rights.

III. RESEARCH METHODOLOGY

In order to achieve the goal of the study, the literature survey research designed within the framework of qualitative approach was used in a sample of, Secondary sources, on the other hand, included journal articles, books, policy documents, thesis, booklets, and literature from educational researches. Equally relevant were electronic documents retrieved from the Internet

IV. DISCUSSION RELATED TO THE FINDINGS

John (2004) classified two relevant aspects of teaching: 1. Ethics in teaching and 2. Deal with academic commitment. A teacher should know about ethics and the ethics in teaching: 1. Code of ethics and ethical norms 2. Understanding teacher – student relationship 3. Tension in teacher - student relationship 4. Pedagogical issues

Caetano and Silva (2009) explained in their research that ethical dimensions are important in our education system and are in several legislative documents, both with regard to the student and teacher and as well as important for professional performance. The ethical issues are associated with social, spiritual, moral and civic values. And it is the teacher who can give a right direction to the student to raise their morality.

John Clark (2004) in his paper discussed that for teacher's ethics is more than code of ethics which is the set of principles and rules which serve in disciplinary processes. Teachers as a professional are responsible in one of the most ethically demanding jobs, to provide education in young people. It is teachers' duty to reflect on their activities to make sure the best ethical example to those who are educating morally.

Richard D. Osguthorp, in his paper discussed that The point of this article is to make a case for teachers of moral disposition without regard for the moral development of students. The article concludes that there are multiple reasons for wanting teachers of good disposition and moral character; that teachers' dispositions are best conceived as modifiers to

sides of an applied ethical issue.

the methods that they employ; and that the crux of the dispositions debate is ultimately grounded in avoiding poor moral character.

Schussler, Stooksberry, Bercaw, in their research discussed Dispositions have become an important part of the conversation about effective teaching. The purpose of this article is to analyze the disposition domains teacher candidates draw from as they think about their early teaching experiences. A framework of three disposition domains—intellectual, cultural, and moral—was used as a heuristic to analyze 35 teacher candidates' journals. The candidates reflected on a range of topics, yet few possessed the self-knowledge to identify their assumptions and evaluate how these assumptions influenced their teaching decisions. Candidates with the greatest capacity to unpack their assumptions and who therefore possessed the greatest awareness of their dispositions demonstrated (a) a propensity for questioning the how and why of their thinking and actions, (b) a balance between focusing on students and the self, and (c) an adoption of multiple perspectives. These baseline data provide essential information for teacher educators working to develop candidates' dispositions.

Bryan, Warnik, Silverman in their research discussed Evidence suggests that professional ethics is currently a neglected topic in teacher education programs. In this article, the authors revisit the question of ethics education for teachers.

The authors propose an approach to the professional ethics of teaching that employs a case-analysis framework specifically tailored to address the practice of teaching. The framework is designed to expose the prima facie moral considerations that are relevant as teachers make judgments about ethics.

Burant, Sharon, Chubuck, Joan in their research discussed this article addresses the current debates about the definition and assessment of dispositions in teacher education. Competing perspectives on the definitions and assessment of dispositions in teacher education are examined and critiqued, and a renewed commitment to foregrounding the moral nature of teaching is suggested. Recommendations for understanding and assessing the moral in teacher education, including the development of a code of ethics for the profession, are provided.

Bogges in his paper discussed this two-site, qualitative case study examined how the Chicago and Boston Public School Districts alternatively prepared new teachers through partnerships with private, nonprofit urban teacher residencies. Drawing on urban regime analysis and resource dependence theory, the study asked how the reform partners defined "teacher quality" and how the structure of their partnerships contributed to those meanings. The study produced findings indicating participants' preferences for varying types of professional dispositions considered essential to teacher

quality. The study considered the implications of reform partners “tailoring” teachers to possess specific sets of dispositions in order to fulfill ideal constructions of teacher quality and meet the instructional needs of each district.

Galluzzo and Pankratz in their research discussed prominent researchers in teaching and teacher education has advocated the development of a formal knowledge base to guide program design in teacher education. The National Council for Accreditation of Teacher Education's recent adoption of an accreditation standard requiring that teacher education programs be based on essential knowledge forces teacher educators to specify the knowledge base for their programs. To assist teacher educators in defining a knowledge base for their programs, five attributes of a knowledge base are described: a set of beliefs, an organized theme, program outcomes and evaluation processes, a bibliography of essential references, and a program model.

Beyer in their research discussed Teaching has been conceived of as a decontextualized, apolitical, amoral enterprise in both historical and contemporary contexts of teacher education. For example, normal schools fostered a conception of competence in which moral deliberation was less than central by promoting vocationalism and an instrumental rationality that denigrated educational theory and critical reflection. Recent attempts to rekindle a science of education promote a similar kind of technical competence that ignores the importance of moral imagination. This conception of professionalism is in keeping with a focus on self-interest and individualism in American society that makes it hard to envision a common good.

Cummings, Dyas, Maddux and Kochman in their research discussed although teachers have considerable influence on young people's moral development, results of several studies suggest that preserves education students demonstrate lower principled moral reasoning than college students with other majors. Results also indicate a weak but significant inverse relationship between P-scores (the Principled Score) and AMS scores, indicating that participants' levels of moral reasoning may affect ethical behavior.

Jennifer L. Greer, in his research discussed the public expects school leaders to be moral exemplars, yet prior research indicates that teachers and, more recently, school principals may score lower than other career groups on a widely used measure of moral reasoning, the Defining Issues Test. Moreover, little empirical research has been conducted on educators during leadership preparation in graduate school. Researchers urge evidenced-based educational interventions for this group—specifically, Rest's four-component model, which addresses all four moral psychological processes: sensitivity, judgment, motivation, and character. They also recommend beginning ethics instruction with professional identity development.

Orlando in his research discussed *A great teacher respects students*. In a great teacher's classroom, each person's ideas and opinions are valued.

Students feel safe to express their feelings and learn to respect and listen to others. This teacher creates a welcoming learning environment for all students. *A great teacher creates a sense of community and belonging in the classroom*. The mutual respect in this teacher's classroom provides a supportive, collaborative environment. In this small community, there are rules to follow and jobs to be done and each student is aware that he or she is an important, integral part of the group. A great teacher lets students know that they can depend not only on her, but also on the entire class. *A great teacher is warm, accessible, enthusiastic and caring. A great teacher sets high expectations for all students. A great teacher has his own love of learning and inspires students with his passion for education and for the course material. A great teacher is a skilled leader. A great teacher can “shift-gears” and is flexible when a lesson isn't working. A great teacher collaborates with colleagues on an ongoing basis. A great teacher maintains professionalism in all areas—from personal appearance to organizational skills and preparedness for each day.*

Mark F. Goldberg in his research discussed Greatness in teaching is just as rare as greatness in medicine, dance, law, or any other profession. Although the qualities that make great teachers are not easy to inculcate or duplicate, understanding these qualities can give all teachers a standard of excellence to strive for, and guide schools in their efforts to recruit and retain the best teachers.

When well-known and respected teacher Thomas T. Lyons retired from Phillips Academy in Andover, Massachusetts, after a 36-year career, the many tributes he received from former students overwhelmingly focused on the time he spent with them (Rimer, 1999).

Various literatures stress the centrality of moral education in teacher training. According to Sirotnik (1990, p. 316) “teacher education is more a process of building moral character than a process of building knowledge-based skills, and expertise (not that the latter are unimportant)”. In the same vein, Pring (2001, p.106) asserts that “it is an activity in which the teacher is sharing in a moral enterprise, namely, the initiation of (usually) young people into a worthwhile way of seeing the world, of experiencing it, of relating to others in a more human and understanding way”. Perhaps, more extensively David Carr in most of his scholarly works spells out not only the ethical character and nature of teaching but also aspects in which the teaching undertaking is ethically implicated. In *Professionalism and Ethics in Teaching*, for example, Carr argues:

Teaching seems to differ from many other professions and occupations in so far as the kind of person a teacher is, and the way he or she is inclined to live, appear to have considerable implications for professional practice, not least in respect of

that further ethical dimension of moral exemplification which is less conspicuous, if not entirely absent, in the case of such standard professions as medicine and law (Carr, 2000; p. 226). Hence the ethical character of teaching rests on the fact that it constitutes a human action undertaken mainly for the benefit of human beings (Fenstermacher, 1990). Equally important is its explicit concern with human needs or public good: "There are persons who by virtue of their membership to a profession have a moral obligation to provide clients with certain basic needs. This suggests that the need of the provider is secondary to the clients' needs and interests" (Anangisye, 2006; p.191).

Such moral education calls for appropriate nurturing; and exemplary conduct in terms of moral awareness on the part of parents and others (Herrick, 2003). In principle, parents are the first engineers of children's moral education and development. This obligation, however, is not only limited to the family setting since the teaching of moral or ethical values also extends to school and college settings. In countries, such as China, moral education is taught right from elementary school to university (Xiaoman & Cilin, 2004). So far, there is little doubt that moral education is an integral part of school, or college (see, for example; Nyerere, 1968). These educational institutions are agencies with an obligation to provide ethics education to students and raise the necessary awareness on the importance of ethics.

V. RESEARCH CONCLUSION AND RECOMMENDATIONS

Dance teacher has a responsibility to the society and in our society teachers are respected all Over. Students usually want to be like their favorite teacher in their personal life. So, if the teacher can set example by their ethical behavior, then it will be easy to preaching ethical issues among the students.

And if the young generation be aware about ethical issues than the total society and country will be benefited. Therefore, as an important part of society teacher should be ethical and

they should follow the code of ethics of a teacher and should reflect their ethical behavior to their students.

Strive to promote mutual respect and trust in relationships with colleagues, assist newcomers to the profession, and behave in a way which enhances the status of the profession. Do best to fulfill the responsibilities to employer, community and society.

Responsibility toward Students Provide learning equally to each student Recognize students' potentiality Encourage students' in learning, health and safety To be fair to each student, justify each student equally Resolve problem regarding discipline, law and policy

Why ethics for a stately occupational – Dance teaching

1. Many influences in the molding of the next chain
2. Dance teacher works as a Friend, Philosopher and Guide
3. Imbalance between past, present and future
4. To enjoy respect and degree in the community
5. to adequate ethical and cultural values in Sri Lanka
6. Confused with new development and cultural heritage
7. it's no longer a service but a livelihood with tentative careers vision and mission
8. Paradigm shift in the perception of teachers
9. Leaching in the values, responsibilities, directive in this occupation

BIBLIOGRAPHY

- [1] Ana Paula Caetano. Maria de Lurdes Silva, *sísifo / educational sciences journal* · no. 8 · jan/apr 09 issn 1646 -6500
- [2] Davis, M., (1991), Thinking like an engineer: The place of a Code of Ethics in the practice of a Profession", *Philosophy and Public Affairs*, 20.2 150 -167.
- [3] Davis, M., (1991), Thinking like an engineer: The place of a Code of Ethics in the practice of a profession", *Philosophy and Public Affairs*, 20.2 150 -167.
- [4] Harris, C. E., Jr., Pritchard M. S. and Rabins M. J., 1995, *Engineering Ethics: Concepts and Cases*, Wadsworth Publishing