Components of the Teachers' Ethics in Senior Secondary Students: An Exploratory Study from the Dance Teachers Perceptions

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Abstract: **The quality of education and performance of students depend on the teachers as reflected in the discharge of their duties. Teaching should be regarded as a profession: it is a form of public service which requires teacher's expert knowledge and specialized skills, acquired and maintained through rigorous and continuing study; it calls also for a sense of personal and corporate responsibility for the education and welfare of the pupils in them accuse. Teachers' professional ethics have significant relationship with students' performance. Such professional ethics include teachers' knowledge of the subject matter, communication ability, emotional stability, good human relationship and interest in the job. In Sri Lanka, considering government great investment in education, its output with regard to the quality of students has not been commensurate with the expenditure. The senior secondary students' performance such as discipline, academic achievement and values has been declining at an alarming rate. But sufficient qualified teachers are there in Sri Lanka. Teachers' professional ethics have been known to have important influence on students' performance and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating educational policies and principles into actions based on practice during interaction with the students. Both teaching and learning depend on teachers: no wonder an effective teacher has been conceptualized as one who produces desired results in the course of his duty as a teacher. Therefore, the major purpose of the study was to identify components of the teachers' ethics in senior secondary students, from the teachers' perceptions in Sri Lanka. The study was mainly qualitative and used the inductive approach. Questionnaire was used to gather data from 1400 participants. Numbers of teachers were considered three main Contextual themes such as Student and Teacher Relationships and the Effect on Student Learning, Teacher efficacy and classroom management and Teaching Method. The findings of the study showed that there were several factors; conducted to teachers' ethics, that contribute towards students' performance. The study, recommends that teacher's Ethics, availability of resources involvement are critical for the attainment of high quality education in secondary schools in Sri Lanka.**

Key words: **Teachers' professional ethics, students' performance, dance teachers' perceptions.**

I. INTRODUCTION

The government is the sole sponsor of the education of the students from Primary to University levels. Since government committed itself to provide basic education for all, the Ministry of Education and Skill Development has been receiving a lion's share in both recurrent and development budget.

Teachers should play an essential role in helping the students to direct their potential to achieve their performance. Learners need to be prepared for these challenges that lie down ahead of them. In addition to cultivating knowledge, skills and attitudes teachers are expected to help the students to identify and develop their potential.

The government also provides free text books and uniform to school children. There are 10,162 schools in Sri Lanka (Ministry of Education Sri Lanka, 2016).Currently there are 4,143,330 students and 232,555 teachers in government schools in Sri Lanka. The enactment of compulsory education legislation, making it a legal requirement for all children aged 5-14 years to complete nine years of education, supported by the Disparities in achievement are in part attributable to disparities in teacher deployment, Sri Lanka enjoys an enviable Student Teacher Ratio (STR) across Grades 1-13 of 18:1. However, there are wide disparities between schools in the size of the STR, and in the numbers and qualifications of teachers available to teach key subjects such as English in the primary and secondary grades and math and science in the secondary grades. (Ministry Of Education Sri Lanka, 2016) But students' academic performance, discipline, values are not equivalent.

Though teachers attempt to make the classroom an effective learning environment for students, some teacher practices can harm students instead of helping them to learn.

Teacher has a responsibility to the society. Students usually want to be like their favourite teacher in their personal life. So if the teacher can set example by their ethical behaviour, than 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 behaviour to their students.

Schools are established for the purpose of teaching and learning.

It is also more important that the teachers and learners are properly accommodated to facilitate the teaching and learning that go on there. But results are not good.

Analysis done by the Department of Examination shows that there are over 4,000 students in the Colombo district who failed all the subjects in the GCE Ordinary Level examination last year.

Therefore, this problem is not confined to the rural youth but there is a tendency even for a greater number of urban youth to become 'victims to anti systematic elements. (Department of Examination, 2016) furthermore 2015 O/L results mentioned as below.

Figure 1- 2015 O/L result

Subject	Pass%	Fail %
First Language	87.28	13
English	44.57	56%
Mathematics	51.9	49%
Science	65.88	35%
History	72.56	28%

Department of Examination in Sri Lanka, 2015

Apart from the general reduced performance referred to above, there appeared to be difference in performance from one school to the other. It may be argued that such variation in performance is unavoidable. Teachers should always play a significant role in the intellectual and moral development of students by using various techniques, assessments, and methods to improve student achievement in school's subjects. Teachers have been criticized for the poor students' academic performance because they are duty bound to make students go through all forms of testing. They have been isolated from other education stakeholders and students' achievement is used to determine the teachers' effectiveness. Teachers have been threatened with job losses every time when the results are not pleasing the parents and the public. They are facing 'inequality' and 'discrimination' in spite of the fact that students' performance is determined by a number of factors which some teachers have no control over them. Additionally the World Bank of 2005 suggests that about 18% of children have failed to complete their education up to the grade 9 (World Bank, 2005). Among educational attainments of the total population, the highest percentages were those who passed grade 9- 10 (21.6%) and grade 6-8 (18.6%). (Statistics.gov.lk/education/schools_university.pdf.).

It's a known fact that there are certain issues of the students' progress even though graduates render their service as trained teachers in Sri Lankan education system. It is believed that the fault lies in the ethics of teachers.

Nearly 88.7% of this age group attends school, with almost no gender discrepancies. However, the average attendance of 15 - 19 years age group was 52.6% and it shows that a large number of students, (around 47%) dropped out from school before or after the GCE O/L examinations. On the other way Students who drop out of schools after GCE O/L and A/L examinations, even though recognized as academically 'educated; they would still not be attractive to the labour market due to their lack of specific job skills.(Jayaweera, 2010; MOE and UNICEF, 2008).

In order to sustain academic performance the teacher will have to create an academic achievement ethics, organize instruction throughout the school spectrum and aims to attain the target set by the School, thus becoming instructional leaders. There are several ways in which teachers have an impact on the students' academic performance. One of the ways is the teacher being an instructional leader. Instructional leadership involves setting goals, managing curriculum, planning lesson plans, allocating resources and evaluating students regularly to promote student learning and growth.

As a result the students, especially the GCE O/L and A/L students are prone to private tuition classes rather than going to schools. Although free education is a birthright of all Sri Lankan citizens, most students who compete in the GCE ordinary level examination attend paid tutorials outside school. These classes are often costly; its need bringing up the idea of "Free Education" entirely into question. (McCaul, 2007)

Several recent academic studies have shown that the Sri Lankan higher education system has not changed to meet the evolving demands of globalizing world (Jayawardena, 2012; Arunathileke& Jayawardena, 2010). The National Human Resource Development Project (NHREP) also criticized the school curriculum for being 'too academic' and focusing only for GCE O/L and A/L examinations.

In adequacy of career guidance, lack of technical and vocational education and absence of vocationally useful elements in the secondary school curriculum have been identified by the NHREP as reasons for this situation Teacher motivation and work attitudes have deteriorated over the past few years due to lack of incentives to teachers. Also many blame the teachers for doing private tuition as a business to earn more. (Jayawardena, 2012; Arunathileke&Jayawardean, 2010).The highest number of complaints, the Bribery and Corruption Commission in Sri Lankan has received is against the education sector (http://www.tisrilankd.org/?p=1-610). A good number of them enter it by chance, and a great percent of teachers are influenced by family circumstances, monetary gain in the form of tuition, a number of holidays and vacations etc. A teacher can never be an effective teacher if he/she does not have a positive attitude towards teaching. Most of our school teachers at present do not seem to think of school teaching as their career.

This was the case because teachers' ethics may be determined by the grades the students obtain in their examinations.

It is unheard of to dissociate teachers from their students' performance because they are responsible for interpreting and

implementing policies. Some of the questions which might be asked include: What has caused this drastic decline of students performance? Is it justifiable to put the blame on teachers disregarding other stakeholders? An effective teacher is able to build the culture of learning, provide resources needed for quality teaching, and structure the classroom environment to stimulate learners' motivation. Effective teacher behaviour of the school leader has been shown to be the most crucial role to improve teachers' performance and students' academic achievement. In addition more than half of the population has not completed Grade 10 and that they joined the labour market without proper employment skills. This is a serious challenge to national development in Sri Lanka. There is a visible disparity across regions in educational attainment or students' performance, with regard to facilities, quality of education, teachers etc. but adequate studies have not been done on such ground realities. The quality of secondary education has not kept abreast of the expansion in enrolment. Although, this according to UNESCO (2001) continues to be a global concern, it is the general belief that teachers' professional ethics affect students' performance.

The expected goals of the education system are mouldings students to become well-disciplined with a sound moral education and good performances in examination. But this has become a problematic issue. According to the teachers 'ethics Circular No. 2012/37, in Sri Lanka, a teacher has been identified as a person who provides knowledge, develops skills and does evaluation. (Ministry of Education in Sri Lanka, 2012) Nevertheless there are so many examples of negligence of the practice of teachers 'ethics.

In many research studies, the effect of teachers' attitudes on students' performance has been estimated and several efforts were made to know whether teachers' attitudes might have any direct or indirect effect on student performance. Attitudes are way to improving the quality of education. Teachers' attitudes towards their profession have a great influence on students' learning. It also determines their satisfaction on their job.

This is important as teachers are the nation builders and the development of a nation to a large extent actually depends on the teachers. Thus it is important to find out whether teachers have positive or negative attitudes towards teaching profession and so the main variable of the present research focuses on constructing and finding out teachers' attitude towards teaching profession, so as to make suggestions to improve teachers perception toward their profession.

The current paper was specially designed to examine the Components of the Teachers' Ethics (in Senior Secondary) Students on the performance of academic achievement, values and discipline.

The findings of the study will bring a constructive revolution in classroom setting to ensure effective teaching learning process. Furthermore the findings of the study will be beneficial for teachers, policy makers, ministry of education

because it will explore the Teachers' Ethics on the students' performance at secondary school level.

II. REVIEW OF LITERATURE

Researchers and scholars have recently developed great interest in teacher efficacy because it promotes teacher effectiveness and provides solutions to problems in teacher education. Furthermore, it enhances teacher productivity. Literature reveals that teachers do not believe in themselves as competent yet teacher efficacy influences classroom instruction, students learning and performance. Literature indicates that teachers, who do not believe in themselves as effective, do not use instructions that will promote cognitive learning.

Jean Piaget (1976), in his book To Understand is to Invent: the Future of Education (1973) states that the growth of knowledge is the result of individual constructions made by the learner's understanding. Piaget contends that the current state of knowledge is temporal, changing as time passes as knowledge in the past has changed, it is not a static instance; it is a process. It is a process of continual construction and reorganization.

Bandura's (1977) theory and research provided the second theoretical framework of self- efficacy. He proposed that "teacher's efficacy is a type of self-efficacy

Lev Vygotsky (1978) in his Mind in Society outlined how thought and language are independent and develop separately, but with similar processes. He also offers pointers for instructional technologists. Vygotsky analysed a number of studies to help develop his theories of thought and language. Children's development because it can accelerate or decelerate development.

Bruner (1977) writes that the process of education requires that "schools must also contribute to the social and emotional development of the child if they are to fulfil their function of education" (p. 9). Bruner develops four themes he considers essential to the process of learning – one of them relates to stimulating the desire to learn, creating interest in the subject being taught, and what he terms "intellectual excitement" (p. 11). He suggests studying the methods used by 'successful' teachers as a way of determining effective practices (p. 30).

Vygotsky (1978) believed that higher mental functioning are socially formed and culturally transmitted.

Cognitive development is mediated through language dialogues between one who knows (teacher) and one who is learning (student). Vygotsky posits that the instructional message gradually moves from teacher-student dialogue to inner speech where it organizes the student's thought and becomes an internal mental function. .

There is a great deal of literature that provides substantial evidence that strong relationships between teachers and students are essential components to the healthy academic development of all students in schools (Birch & Ladd, 1998;

Hamre & Pianta, 2001). There is credible evidence that the nature and quality of teachers' interactions with children has a significant effect on their learning (Brophy-Herb, Lee, Nievar, & Stollak, 2007) Educators, psychologists, social constructivists, and sociologists have all contributed to the growing interest in targeting interventions toward improvements in the quality of teachers' interactions with children (Little, 2012). Teachers who are effective can succeed in planning and preparing their work. They also possess knowledge of their teaching materials and a clearly defined pedagogy. They are able to choose their instructional objectives, to create consistent instruction, as well as to evaluate student as they teach (Tournaki et al., (2009). Effective teachers are viewed as experts in classroom management. Therefore, relationships can be formed where a teacher respects students as well as manages the classroom effectively (Daniels, 1996). All function as important factors in classroom management. Effective teachers develop student learning through interactive instruction. Effective teachers increase students" accomplishments by facilitating active learning. Questions and discussions and other methods that aid learning are essential forms of instruction (Tournaki, et al., 2009). When students are given feedback on their work and made aware of their progress in learning, the teachers are viewed as using "effective teaching techniques and communicating with clarity and accuracy". Considering how effective teachers become experts in helping students to learn is useful in establishing responsibility in teaching, which reduces the problems in education. Ross (2007) contends "more effective teaching should increase the likelihood of teachers obtaining mastery experiences, the strongest predictor of self-efficacy" (p.52). Research has indicated that teacher's quality and students are detrimental to students' high or low academic performance (MacNeil &Maclin, 2005). Collaboration between school leaders, teachers, students and parents can assist in promoting students learn Provision of quality secondary education is therefore important in generating the opportunities and benefits of social and economic development (Onsumu, Muthaka, Ngware & Kosembei, 2006). One of the indicators of quality of education being provided is cognitive achievement of learners (United Nations Educational, Scientific and Cultural Organization, [UNESCO], 2005). According to Adediwura and Tayo (2007), academic achievement is designated by test and examination scores or marks assigned by the subject teachers. McClelland's (1987) theory of achievement motivation has been based on needs motivation. This theory identified three types of motivational needs: (a) achievement, (b) authority/power motivation, (c) and affiliation motivation. Workers and managers alike have all of the following above in varied degrees.

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Research indicates that the quality of an education system of a country depends on teachers. These teachers should possess self efficacy and effective classroom management strategies. Therefore the review of literature will be beneficial to teacher educators, teacher training institutions and stake holders. It is important to review the literature for the reasons that teacher efficacy has been found to be vital as a construct in the development of education.

Teachers employ different strategies to control disruptive behaviours in the classroom. Controlling behaviour in the classroom as a way to enhance learning is viewed as a priority for teachers in the teaching community. (Lewis, 2005) Teachers who are effective can succeed in planning and preparing their work. They also possess knowledge of their teaching materials and a clearly defined pedagogy. They are able to choose their instructional objectives, to create consistent instruction, as well as to evaluate student as they teach (Tournaki et al., (2009).

Effective teachers are viewed as experts in classroom management. Therefore, relationships can be formed where a teacher respects students as well as manages the classroom effectively (Daniels, 1996). All function as important factors in classroom management

When students are given feedback on their work and made aware of their progress in learning, the teachers are viewed as using "effective teaching techniques and communicating with clarity and accuracy". When effective teachers use the above-mentioned methods of teaching, the classroom becomes what Greenberg (2005) calls "a laboratory for learning, for the learning community places a great value on every class members developing an understanding of the process of learning, and the classroom atmosphere enhances the possibilities of high quality learning experiences"

Considering how effective teachers become experts in helping students to learn is useful in establishing responsibility in teaching, which reduces the problems in education. Ross (2007) contends "more effective teaching should increase the likelihood of teachers obtaining mastery experiences, the strongest predictor of self-efficacy" (p.52).

According to McClelland (1987) the achievement person seeks achievement and job advancement.

It is already known that the education involves an axiological component and the moral values represent the spinal column of an individual personality.

Mainly for an educator, the moral and morality are important from both perspectives - human and professional. The moral obligation of the teachers and the agreement with the community demand a professional competence coherent with both the teachers and the community.

Research Questions

The following research question guided the study:

1. What are the perceptions of teachers on teacher's ethics for improving the students' performance?

Research objective

Examine the teachers' perception on ethics for improving the students' performance.

III. RESEARCH METHODOLOGY

This research involves inductive approach qualitative study. The qualitative data obtained by the study conducted under a qualitative research approach were analysed using the content based on Thematic Analysis.

Sample and Data Collection methods

The study has been carried out mainly on the basis of the framework of qualitative study approach using the survey design. Although the general education is offered through Sinhala / Tamil/English medium, the teachers who teach through Sinhala medium only have been selected in this study. For realizing above objects senior secondary classes teachers in Colombo and Hambantota districts, as the population of the study. Purposive sampling method was used to select the sample. An open type questioner was used to collect data. The one (01) question appeared in the questionnaire was formed in order to Components of the Teachers' Ethics in Senior Secondary Students. The question so prepared was administered to a sample of 1400 teachers. The numbers of teachers who selected the study were as follows:

Figure 2 Number of teachers of the sample

District	Type of schools	Number of schools	Number of teachers	
			Female	male
Colombo	1AB	7	50	50
	1C	8	150	150
	2	16	250	250
Hambantota	1AB	4	30	30
	1C	7	70	70
	2	14	150	150
	Total	56	700	700

Content analysis, thematic analyses were used to analyse data collected from respondents. This involved coding and categorizing of data followed by formation of themes. In relation to the themes so identified, concept maps were constructed. Sub themes and subsidiary themes that emerged from those themes were incorporated into a concept map. Research literature on teachers' ethics, experiences of former research and experiences gained by the involvement in the educational process were used to establish the interrelations within and interrelations among the concepts.

IV. DATA ANALYSIS

One of the processes of analysing textual content is labelling concepts, defining and developing categories based on their properties and dimensions. It is used to analyse qualitative data and part of many Qualitative Data Analysis methodologies like content analysis.

Data were analysed following the steps outlined by Rubin &Rubin (2005) for Responsive Interviewing analysis techniques:

1) Recognition: finding the concepts, themes, events, and topical markers in interviews;
2) Clarify and synthesize: through systematic examination of the different interviews to begin understanding of the overall narrative;
3) Elaboration: generating new concepts and ideas after clarification and synthesis;
4) Coding: systematically labelling concepts, themes, events, and topical markers, giving them a brief label to designate each and then marking in the interview text where they are found;
5) Sort: sorting the data units and ranking them and building relationships toward a theory (p. 207).

V. RESULTS AND DISCUSSION

The findings of the study indicate the positive impact of classroom teaching on the students' academic performance. Students' academic performance management has been a necessary part of every school life. The schools have been called to account for the disturbing academic performance. The findings are discussed according to the Research Questions (RQs) and categorized into Components of the Teachers' Ethics in Senior Secondary Students, from the Teachers Perceptions. The three specific categories are Student and Teacher Relationships and the Effect on Student Learning, teacher efficacy and classroom management, teaching method. The essential components were included in each category due to a preponderance of evidence after the convergence process was completed.

Contextual theme 1: Student and Teacher Relationships and the Effect on Student Learning. Sub themes were Feedback, Teacher's affective, Guidance, Motivation

All teachers considered essential to teacher and student relationships in a learning environment.

Contextual theme 2: Teacher efficacy and classroom management. Sub themes were Self-discipline in classroom, Teacher efficacy, in side Classroom structure

Classroom climate refers to the culture of respect and caring the classroom inhabitants have that is purposely created by the teacher. Set clear and consistent expectations, Create consistent routines and procedures, Create consequences for behaviour together, Build a sense of community within the classroom, Create student 'jobs' for sense of ownership of classroom, Classroom climate refers to the culture of respect and caring, the classroom inhabitants have that is purposely created by the, teacher are considered all participants. The classroom climate also includes clear expectations that are established together through consistent routines and

procedures. Classroom layout refers to the physical environment of the classroom and reflects the purposeful placement of furniture, equipment, and materials to support student learning. This category reflects the relationship the teacher purposefully creates with teachers 'Students as they interact within their learning environment are essential to enhances to secondary students' performance.

Those factors are all teachers were considered

Contextual theme 3: Teaching Method. Sub themes were Teachers 'Variables, Teaching Strategy

Teacher interaction behaviours refer to specific actions that allow for positive communication between the teacher and students. Delivering Instruction category contains specific methods of interaction between teacher and student during instructional time that build on the teacher - student relationship as it applies to learning. Delivering Instruction-Essential Components are Scanning and Monitoring, Wait Time, Student Interests, Active Listening, Physical Movement, Motivating Student, Equitability, Animated Delivery of Instruction Re-Teaching, are very important to students' performance and all teachers were considered

VI. CONCLUSIONS AND RECOMMENDATIONS

The purpose of the present study was to determine teachers' perceptions about the Components of the Teachers' Ethics in Senior Secondary Students, as well as to explore factors that may have influenced their responses. A qualitative analysis revealed that the perceptions held by secondary teachers. Specifically, in the current exploration, perceptions were identified that led to three themes. Student and Teacher Relationships and the Effect on Student Learning, Teacher efficacy and classroom management and Teaching Method were these themes. Teachers can influence the dynamics of their classrooms and build strong teacher-student relationships that will support student learning. The particular strategies that study participant used are well grounded in educational, sociological, and psychological research as described in the literature review. Each contextual category that was created as a result of this study includes specific components of the teacher and student relationship that affect the classroom learning environment in a meaningful way as evidenced by teacher responses to teacher interaction. This study, also, adds to what is already known about the importance of understanding and supporting teachers' beliefs in their efficacy. Findings contribute to an emerging theoretical position and form the basis for further investigations. Furthermore studies are imperative to understand better the efforts of using different methods. Use teaching methods that suit both the concept and the students who must learn it within the framework of direct instruction.

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