

Principles of Teaching Professionalism Ethics: A Conceptual Review

BY

Gurumoorthy Poobalan^{1*}, Dr. Roslee Talip², Junaidi Asman³, Mazni Mustapha⁴ Sukuneswari Kaliappan⁵, Muhammad Din Sulaiman⁶, Lindy Marcus⁷, Amrah Mohamad⁸, Rosna Padan⁹

^{1,2,3,4}Faculty of Psychology and Education, University Malaysia Sabah

⁵SMK Bukit Kepayang, Seremban, Negeri Sembilan, Malaysia

⁶SMU(A) Al Balaghul Mubin Kelantan, Malaysia

^{7,8}SMK Beluran, Sabah, Malaysia

⁹D/A Pejabat Pelajaran Daerah Kecil Lawas, 98850, Lawas, Sarawak, Malaysia



Article History

Received: 17/03/2023

Accepted: 23/03/2023

Published: 25/3/2023

Corresponding author:

Gurumoorthy Poobalan

Abstract

This concept paper discusses and purposes the principles of teaching ethics in Malaysia. Teachers' ethics play an important role in achieving educational transformation. Therefore, the teachers should apply ethics in teaching in line with the Malaysia Education Blueprint (2013-2025). Researchers uncover 6 principles of teaching ethics in order to improve the quality of teaching professionalism. To find the information needed, the researcher used a library study. Based on Findings, the study reveal 6 principles as equality, openness, secrecy, loyalty, perseverance, and avoid conflicts of interest in enhancing the quality teaching professionalism. The findings of the study will fill the gaps of future literature review of principles of teaching ethics among school teachers.

Keywords: Principles of Teaching Ethics, Equality, Openness, Secrecy, Loyalty, Perseverance, avoid conflicts of interest

INTRODUCTION

Teachers in our part of the world have a responsibility to contribute to the development of a highly civilized society. Teachers fulfill a wide range of responsibilities and serve as role models for all members of society. It is the practice and policy of teachers that encompasses various aspects of moral values that are applicable to educational institutions, as defined by the principle of teacher ethics. Students and members of the community have always relied on the ethical principles of teachers as a guide when making decisions. Others. As a result, teachers are always held in high regard for their demonstration of ethical principles in their classrooms.

Some communities, on the other hand, keep a close eye on teachers' behavior and analyze the ethics of their professionalism on specific issues on a regular basis. In reality, there is no denying that there are numerous instances of ethical violations involving the professionalism of teachers. As a result, the Ministry of Education Malaysia always takes seriously the issues of non-

compliance with the principles of teaching ethics when it comes to school administration.

To maintain the image of the teaching profession in Malaysia, the Ministry of Education recommends that all teachers adhere to the "Code of Ethics for the Teaching Profession," which serves as a platform and guideline for all teachers. As a guide, the following code of ethics is intended to help educators maintain an ethic of the teaching profession that emphasizes responsibility toward students, responsibility toward parents, responsibility toward society and the country, as well as responsibility toward colleagues and the teaching profession.

Furthermore, the application of ethical principles in teacher education can assist teachers in raising the level of professionalism in the classroom. As a strategy for teachers to balance the noble values, the principle of teacher-teaching ethics should be applied

through teaching and learning to improve the image of teachers in the community.

STATEMENT OF THE PROBLEM

Students deserve to be treated with dignity and respect by teachers. Respecting the dignity of pupils requires teachers to acknowledge that there are no circumstances in which teachers can engage in a romantic or sexual relationship with their students. Several Malaysian school teachers have been accused in recent years of sexually preying on their students. New Straits Times claimed on July 30th, 2018 that a primary school co-curriculum assistant in Ampang, Malaysia had been charged with sexual assault on a fourth-grade student. The Malaysian teachers' code of ethics prohibits this from happening. Rather, the teacher should focus on ensuring the well-being, safety, and accountability of students in the classroom. To ensure the safety and success of pupils, teachers must adhere to teaching ethics standards.

In addition, pupils should be treated equally. In the classroom, teachers are required to treat all pupils fairly, not push their own beliefs on them, and not misuse their authority as teachers. There will always be one student that shines brightest in school activities, but they are all students and should be treated equally. The other pupils may lose respect for the teacher if he or she shows favoritism to one of them, which could lead to doubts about the teacher's ability to educate. In order for a teacher to teach a pupil about equality, he or she must be equal themselves. For an example, every year, the school holds a poster-making competition open to students in every grade level, and the same student is selected year after year as the winner since he or she is well-known and popular. How can a teacher bring out the best in the average pupils if they only focus on those who are quick to grasp new concepts? Teachers are said to be "second parents" since a parent's love and care must be shared evenly among all of its children. Because of this, educators must try their best to provide all of their pupils an equal amount of time in class and attention.

Therefore, teachers must always practice the value of equality in serving all students while always being open-minded in dealing with any issue of student discipline by maintaining the confidentiality of student affairs. Developing and adhering to a principle teaching ethics helps to guarantee that teachers conduct themselves in an ethical and professional manner at all times. This is why it is important for teachers and administrators to work together to ensure that students have a secure and productive learning environment in the classroom. Teacher conflicts should be handled privately and not discussed in front of pupils, even if they are mutual. When discussing children or other sensitive information with other teachers, be cautious. In addition, teachers should endeavor to keep up with the latest developments in their field. Teachers will have numerous opportunities to learn along the way, but they must be open and willing to take those possibilities. Even if teachers have been in the classroom for many years, they must be up-to-date on the most recent developments in education if they are to remain effective in the field, especially in the twenty-first century. In 2014, the Ministry of Education in Malaysia knowledgeable and skilled teachers in Malaysia to enhance the

foundation of Malaysian education through the Malaysia Education Blueprint.

In a nutshell, the formation of teaching ethics principles and a teachers' code of ethics should be commended, and competent supervision is necessary to aid teachers in their implementation. It's a time when politeness extends beyond thank you, please, and apologize. Academic qualifications and teaching ethics should go hand in hand and not be separated. Teachers must be well-formed before they can shape their pupils, which can be accomplished by practicing and adhering to the principles of teaching ethics.

OBJECTIVES OF THE RESEARCH

The goal of this study is to determine the principles of teaching ethics. The following are some of the study's goals:

a) Identify the principles of teaching ethics.

REVIEW OF LITERATURE:

Teachers' work ethics must be guided by certain principles if they are to improve the overall level of professionalism in the classroom. In teacher teaching ethics, there are six principles that must be followed: equality, openness, secrecy, loyalty, perseverance, and the avoidance of conflicts of interest. The following is an analysis of six principles of teacher-teaching ethics that are discussed further below.

Principle of Equality

The Principle of Equality is a feature of teaching and learning that pays close attention to the individual requirements of each learner. The equality of teachers towards all students, regardless of their socioeconomic level, race, religion, or religious views, is the subject of this idea. In particular, this concept requires that all students be educated and dealt with equally, regardless of their gender, language, religion, politics, familial origin, intellectual power, academics, or other statuses, and that all students be treated equally. Furthermore, any change in education must be accompanied by a process of equity on the part of the instructor in the teaching and learning of all of his students (Gunnarsson, 2021). For mutual change in education to occur, teachers must adopt a fair attitude toward their students while focusing on the guidance and application of ethics in their classrooms and professional development.

Teachers, on the other hand, demonstrate and apply general moral ideals in a variety of ways, including concerns of ethical-based fairness and equality. Teachers' actions and behaviors in this regard differ from one another (Shani Kerr, 2021). Furthermore, the curriculum offered may not adequately equip students to detect and respond to harmful impacts and implications for education and the social work curriculum. In addition (Christine et al., 2021). Teachers' roles in the execution of teaching and learning should be fair and equitable, with no preference given to any particular pupils or groups of students. Equity and justice should be practiced not only in teaching and learning but they should also be applied from the perspective of learning materials offered to all students throughout the course of the educational process (Bengt-Ove Andreassen 2021).

Principle of Openness

Aspect of the principle of openness is that instructors must be truthful in all relationships and in the performance of their duties. Teachers should be transparent and build positive relationships with all parties, including students, colleagues, the school community, parents, and members of the local community, to ensure that they can achieve their objectives. Teachers should accept and appreciate everyone in their immediate vicinity and should avoid tarnishing the good reputation of other teachers in any situation. Teachers should use caution while implementing this attitude of openness, and they should avoid pursuing materiality or rank just for the sake of achieving them.

It is also important for teachers to demonstrate an open attitude toward their pupils when implementing home-based learning in the face of the Covid-19 virus. This can be accomplished by developing a friendly relationship between teachers and students (Berenpas, 2021). Students' excitement for learning and respect for teachers both rise as a result of the practice of openness, which is also beneficial to the teacher (Loskutov et.al., 2021). The development of effective tolerance in pedagogical applications, when viewed from the perspective of openness in the world of education, has the potential to help students develop the personal qualities necessary to maintain positive relationships with their teachers and to maintain the comfort of a psychological climate that is very conducive to teaching and learning (Gridneva & Doskovskaya, 2020).

Principle of Secrecy

Teachers should respect the rights of each and every student when it comes to the confidentiality of their communications. Teachers should also maintain the confidentiality of each student's confidential information and not share it with anyone else (Younes et.al., 2020 and Unger et.al., 2020). In other words, every teacher must adhere to the idea of secrecy at all times. While teachers are required to explain all items and knowledge, not everything can be conveyed in a straightforward manner. Matters that have a negative impact on a person's dignity and self-esteem should be kept confidential, whether they are involving a teacher under supervision or a student. Not all issues must be handled openly, but if we adhere to the principle of secrecy, we will have a greater influence on our discussions.

Principle of Loyalty

Each and every instructor must address the concept of loyalty in their lessons. Anything and everything that human beings do is considered to constitute worship, including their allegiance and responsibility to God, their leaders, their families, organizations, and their country. As a teacher, one should avoid doing anything that can degrade the instructor's image in the eyes of the public.

It is essential for every teacher to embody the principle of loyalty in order to safeguard the sovereignty of their country and the nation at large. As part of the effort to guarantee that these principles are upheld in the public sector, each teacher is obligated to follow the code of conduct and commitments stated in various key regulations. It is not enough to simply express a desire to serve

the government; one must also demonstrate sincerity, willingness, and allegiance to the King, his country, and the federal government. Because of this, if the idea of obedience is truly valued, teachers will serve as second parents in the process of molding the personalities of pupils (Liu, & Zhang, 2021). Furthermore, teachers should refrain from disseminating pointless information, particularly on social media. A careless attitude not only pollutes one's own self-image but also distorts one's perception of the teaching profession as a negative thing.

Besides that, loyalty will contribute to the strength of the tie of relationship, whether it is the relationship between teachers, the relationship between teachers and students, or the relationship between teachers and the profession of teaching itself. Because loyalty is demonstrated by a teacher who is willing to go to any length to ensure that the title of teacher is regarded as a noble term.

Principle of Perseverance

Teachers are also expected to be prepared and to put up significant effort in order to put into effect the policies, programs, and activities that have been established by education policymakers. From the perspectives of the physical, emotional, spiritual, and intellectual, teachers should guide and develop the potential of their students. A positive attitude among pupils must also be instilled by teachers if they are to generate a productive generation.

A teacher's willingness to make sacrifices in order to serve in the public service is evidenced by this. As long as these principles are lived honestly and genuinely, the actions and decisions taken by instructors will be accepted by both students and parents. This is because the decisions must be fair and just, and they must be made in accordance with the regulations established. (Melchie Palmado Veluz, 2021 and Haslip, & Donaldson, 2021).

Principle of the Avoidance of Conflicts of Interest

The next teacher must also be able to maintain a neutral demeanor. The definition of neutrality is the ability to carry out one's obligations and responsibilities without being influenced by others and without being subjected to external pressures that are related to the demands of one's public duty. In order to carry out their responsibilities, teachers are needed to refrain from bringing any type of external influence or pressure into the classroom in connection to any requests linked to their responsibilities (Mattar, 2021).

Avoiding conflicts of interest, on the other hand, becomes the next essential component of teaching ethics. Never instigate a rift between people. When there is a problem, a school can be wrecked, and what other conflict occurs does not have a personal stake in it? Conflict will suffocate the teamwork that has been formed for a significant period of time. To avoid conflict, cultivate a healthy relationship, practice tolerance, and make a plan to collaborate in order to avoid it.

RELEVANCE OF THE STUDY

It is possible for teachers to follow the ethical principles of teacher professionalism since these ideas can be referred to and put into

practise by instructors. Principles of professional ethics for teachers include a focus on the importance of the concept of worship and human development as crucial responsibilities. It is possible to gauge the quality of a profession by the amount to which the ethical standards of teaching professionalism can be defended and enforced.

Teachers can further strengthen the teaching profession's official image by adhering to the ethical norms of teaching professionalism. Community members may be able to see teachers' roles more clearly and help them achieve educational and national goals as a result of this. Ethical procedures can sustain and preserve the confidence given in the performance of a task, as well as create mutual responsibility and strengthen the connections between members of a production stakeholders (INTAN, 1991).

This research is crucial for the Ministry of Education Malaysia, the Sabah State Education Department, the District Education Office, teacher education institutes, and other educational institutions around Malaysia, as well as teachers. This research, in particular, can assist principals or headmasters, as well as other decision-makers in education policy, in recommending and implementing methods and procedures that will improve the application of ethical principles of teacher professionalism across the country. This significantly contributes to and accelerates the implementation of the Malaysian Education Development Plan's second wave from 2013 to 2025.

Additionally, this study paper is significant for the Academy of higher education leadership (AKEPT) in organising and designing training methodologies and material for leaders in the field of ethical principles of teacher professionalism. Through this research, public universities or Teacher Training Colleges participating in the preparation of prospective teachers might occasionally add knowledge in the application of courses on teacher ethics principles and also teacher professionalism.

By and large, the field of college professionalism must adhere to scientific principles that are consistent with the passage of time. Teachers must constantly expand their knowledge in order to improve the quality of learning services and teacher facilitation in accordance with global education's emphasis on student growth. Responsible parties such as the Ministry of Education Malaysia and the Department of Education, as well as school leaders, must consistently plan, strategy, and produce excellent teachers to contribute to the international recognition of the national education system.

METHODOLOGY

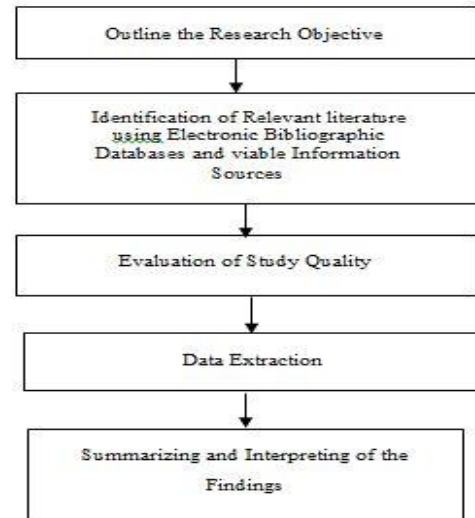


Fig. 1.1 Methodology for carrying out a systematic literature review

This research is a systematic evaluation of the teaching profession's ethics based on certain criteria. As a result of making this progress, the foundations of many of the principles in the literature on teacher profess can be identified. This article analyzes a number of studies to determine how the ethical ideals of the teaching profession should be put into practice. The methods employed is shown in Figure 1.1, Electronic search engines that focus on principles of the teaching profession's ethics, as well as literary resources like libraries, are employed in systematic literature surveys. Relevant articles are selected and analyzed for suitability before moving on to objectively evaluate the writing goals in order to ensure that the process is of the highest quality. In order to allow for appropriateness, interpretation, and a summary of conclusions, specific information is gleaned from each publication. This study relied on secondary data to gather all of its information, which was gathered from the existing body of literature.

DISCUSSION



Fig 1.2 Principles Of Teaching Ethics

In accordance with Figure 1.2, educators must concentrate to six principles in order to ensure that the teaching profession's ethics remains on the correct track and in sync with the revolution of global education. Every teacher should place the welfare and safety of their students above all other considerations. All of these concepts represent good ideals that should be put into action. Teachers must strike a balance between the pursuit of academic success and the well-being and safety of their students. Teachers' ethical principles already exist in theory, but they also have their own objectives when it comes to teaching.

Additionally, teachers must be fair to all students, regardless of their physical or mental health or emotional state or other circumstances such as politics, economics, social, ethnic, or religious beliefs. To be fair and just to all students, all teachers must put aside their personal preferences and prejudices. In carrying out this role, the teacher should always avoid referring to or being affected by the student's socioeconomic background. Teachers should adhere to the obligations, such as "educating is an act of devotion," that must be implemented in order to raise up a generation of visionary leaders.

SUGGESTIONS & RECCOMENDATIONS

Every teacher must adhere to six ethical standards in the classroom, including equality, openness, confidentiality, loyalty, and perseverance, as well as avoid conflicts of interest, in order to cultivate a positive personality that can be admired and emulated by students and colleagues. The development of this teacher's personality involves good behavior and attitude, as well as being patient, generous, and always calm, as well as being able to manage life and finances more efficiently.

As part of their professional development, all teachers should participate in educational motivation courses and seminars organized by the Ministry of Education, state education departments, and district education offices on topics such as the ethics of the teaching profession and the principles of the profession. Teachers, for example, can enroll in an Ethics Course offered by the Teaching Service. According to the current period of globalization, these educational courses are necessary for a teacher to improve their talents and performance in the increasingly tough and complex education field. The teaching profession wants to effect a paradigm change toward a culture based on knowledge and intellect, in order to elevate the country's standing on an equal footing with other industrialized countries.

As an additional point of recommendation, I would like to urge that the Ministry of Education Malaysia diversify activities and programmes for aspiring educators while they are attending training courses at educational institutions. For example, holding workshops, presentations, seminars, competitions, sports activities, and other similar events are examples of what we do. In this curriculum, trainee teachers must be introduced to real-world concepts such as the application of ethical principles in the classroom and the concept of teacher accountability. The implementation of such activities and programs will result in the production of nation-state educators who are ethical and possess a strong personality.

The authorities, as well as the Ministry of Education Malaysia, must strengthen the rules and laws that apply to teachers who engage in personal misconduct or criminal activity. Teachers who do so will face severe punishment, such as dismissal, and will be barred from applying for any positions in the civil service. This is due to the fact that the act of misbehavior or crime committed is an action that tarnishes the reputation of the teaching profession as an institution.

The educator of tomorrow's generation must immerse himself in a variety of knowledge and skills that will allow him to balance his conscious and subconscious thinking so that every action he or she takes will not affect the principles of the profession's ethics, which will have an impact on all parties, including himself or herself.

CONCLUSION

As a principle, educators should refrain from engaging in activities that could compromise their effectiveness on the job. Of course, a teacher has a duty to uphold the teaching profession and the dignity that comes with it as a professional. Because of this, we must combine the efforts of every educator in order to realize our goal of "world-class education" and, by extension, "world-class nation."

REFERENCES

1. Bengt-Ove Andreassen (2021) Education About Islam in Norwegian Religious Education, (chapter of Book) Islamic Religious Education in Europe. Routledge. ISBN 9780429331039
2. Berenpas, Martine. (2021) On facing one's students: The relevance of Emmanuel Levinas on teaching in times of Covid-19. *Journal of Philosophy of Education*. 2021; 1-16. <https://doi.org/10.1111/1467-9752.12576>
3. Christine V. Rogerson, Dana E. Prescott & Heather G. Howard (2021) Teaching social work students the influence of explicit and implicit bias: promoting ethical reflection in practice, *Social Work Education*, DOI: 10.1080/02615479.2021.1910652
4. Gridneva N.A., Doskovskaya M.S (2020) Pedagogical tolerance development in the process of teaching a foreign language // *Vestnik of Samara State Technical University Psychological and Pedagogical Sciences*. Vol. 17. - N. 3. - P. 38-54. doi: [10.17673/vsgtu-pps.2020.3.3](https://doi.org/10.17673/vsgtu-pps.2020.3.3)
5. Gunnarsson, K. (2021). How to expand the boundaries: feminist posthumanist elaborations on change in education. *Reconceptualizing Educational Research Methodology*, 12(1). <https://doi.org/10.7577/rem.4245>
6. Haslip, M.J., Donaldson, L. (2021). How Early Childhood Educators Resolve Workplace Challenges Using Character Strengths and Model Character for Children in the Process. *Early Childhood Educ J* 49, 337-348 <https://doi.org/10.1007/s10643-020-01072-2>
7. *Intan* (1991). *Journal Administration and Development* Vol. 5, No. 1 1991 (ISSN 0128-3324). Author, Institut Tadbiran Awam Negara (Malaysia).
8. Liu, D., & Zhang, H. (2021). Developing a New Model for Understanding Teacher Satisfaction With Online

Learning. *SAGE*

Open. <https://doi.org/10.1177/21582440211036440>

9. Malaysia Education Blueprint 2013-2025. Retrieved from url [https://www.moe.gov.my/menumedia](https://www.moe.gov.my/menumedia/media-cetak/penerbitan/dasar/1207) /media-cetak/penerbitan/dasar/1207 Malaysia-education-blueprint-2013-2025/file
10. Mattar, M.Y. (2021). Combating Academic Corruption and Enhancing Academic Integrity through International Accreditation Standards: The Model of Qatar University. *J Acad Ethics* <https://doi.org/10.1007/s10805-021-09392-7>
11. Melchie Palmado Veluz (2021) Online Teaching Learning: Its Relationship On Perseverance Among Private High School Teachers In Lucban, Quezon. *Epra International Journal Of Research And Development (Ijrd)*. Journal Doi: 10.36713/Epra2016 Issn: 2455-7838(Online)
12. O.A. Loskutov , Yu.I. Markov, V.V. Krasnov (2021), The role of feedback with listeners-anesthesiologists in the evaluation of the lecturer. *The journal Emergency Medicine*. Vol. 17 No. 2 (2021) DOI: <https://doi.org/10.22141/2224-0586.17.2.2021.230656>
13. Unger, JP., Morales, I. & De Paepe, P. Objectives, methods, and results in critical health systems and policy research: evaluating the healthcare market. (2020) *BMC Health Serv Res* 20, 1072. <https://doi.org/10.1186/s12913-020-05889-w>
14. Sarah Zulkifli. (in press 2018, July 30). Ampang teacher charged with physical sexual assault against Standard 4 pupil. *New Straits Times*. Retrieved from URL <https://www.nst.com.my/news/crime-courts/2018/07/396064/ampang-teacher-charged-physical-sexual-assault-against-standard-4>
15. Shani Kerr (2021) Developing and testing a teaching intermediate concept measure of moral functioning: a preliminary reliability and validity study, *Ethics & Behavior*, 31:5, 350-364, DOI: 10.1080/10508422.2020.1794870
16. Younes, D., Courpasson, D. & Jacob, MR. Ethics from Below: Secrecy and the Maintenance of Ethics. (2020). *J Bus Ethics* **163**, 451–466 <https://doi.org/10.1007/s10551-018-4029-5>