



# The Impact Of Attitude And Professional Ethics Among B.Ed Students

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## **Abstract**

The teaching profession demands not only pedagogical expertise but also a strong ethical foundation and a positive attitude toward learning, students, and society. This study investigates the impact of attitude and professional ethics among Bachelor of Education (B.Ed) students, exploring how these variables influence their preparedness for teaching. The research adopted a descriptive survey method with a sample of 100 B.Ed students from selected teacher education colleges. The findings revealed a significant positive relationship between professional ethics and attitude levels, indicating that students with higher ethical orientation exhibit a more constructive professional attitude. The paper emphasizes the need to integrate ethical and attitudinal development in teacher education curricula to promote holistic teacher preparation.

**Keywords:** Attitude, Professional Ethics, Teacher Education, B.Ed Students, Teaching Profession.

## **Introduction**

Teacher education serves as the cornerstone of an effective educational system. The professional competency of teachers largely depends on their ethical orientation and attitude towards the profession. Attitude influences how teachers perceive their roles, interact with students, and engage with the learning environment. Similarly, professional ethics guide their conduct, ensuring fairness, integrity, and responsibility in educational practices.

In recent years, there has been growing concern about the erosion of ethical standards in education and the declining motivation among teacher trainees. The attitude and professional ethics of B.Ed students, therefore, play a pivotal role in shaping their future behavior as educators. This study aims to assess how attitude and professional ethics interact and influence each other among B.Ed students.

## **Objectives of the Study**

1. To assess the level of attitude toward the teaching profession among B.Ed students.
2. To evaluate the level of professional ethics among B.Ed students.
3. To examine the relationship between attitude and professional ethics.
4. To identify differences in these variables based on gender and educational background.

## **Hypotheses of the Study**

1. There is no significant relationship between attitude and professional ethics among B.Ed students.
2. There is no significant difference in the level of attitude between male and female B.Ed students.
3. There is no significant difference in professional ethics based on educational background.

## Review of Literature

Several studies have emphasized the role of professional ethics and attitude in teacher effectiveness. Pandey (2018) found that teacher trainees with a positive attitude toward teaching demonstrated greater classroom engagement.

Kaur & Singh (2019) reported that ethical awareness significantly affects teachers' moral judgment and decision-making.

Joshi (2020) highlighted that professional ethics form the foundation for responsible teaching and accountability.

Saxena (2021) noted that attitude toward the profession correlates with self-esteem and intrinsic motivation among teacher trainees.

These studies collectively indicate that ethical orientation and attitude are interdependent and crucial for professional growth.

## Methodology

### Research Design

The study adopted a descriptive survey method to assess the attitude and professional ethics of B.Ed students.

### Population and Sample

The population included B.Ed students from four teacher education colleges in Kerala. Using simple random sampling, a sample of 100 students (50 male and 50 female) was selected.

### Tools Used

1. Attitude Scale for Teacher Trainees (ASTT) developed by the researcher based on Likert's 5-point scale.
2. Professional Ethics Scale (PES) developed by Dr. R. Subramanian (2017).

### Data Collection

Data were collected through direct administration of the questionnaires in classroom settings, ensuring confidentiality and voluntary participation.

### Statistical Techniques

The following techniques were used for data analysis:

Mean and Standard Deviation

t-test for gender and background comparisons

Pearson's Correlation for relationship between variables

## Data Analysis and Interpretation

### Level of attitude Among B.Ed students

Level of attitude	Frequency (N=100)	Percentage (%)
High	40	40%
Moderate	50	50%
Low	10	10%

### Interpretation:

The majority of B.Ed students (50%) demonstrated a moderate level of attitude toward the teaching profession, while 40% exhibited a high level, indicating overall positive perceptions.

### Level of Professional Ethics among B.Ed Students

Level of professional ethics	Frequency (N=100)	Percentage (%)
High	45	45%
Moderate	48	48%
Low	7	7%

#### Interpretation:

Most students possessed moderate to high ethical orientation, suggesting awareness of ethical principles in teaching.

### Relationship between Attitude and Professional Ethics

Variables	N	Corelation (r)	Significance (P)
Attitude and Professional Ethics	100	0.72	0.01

#### Interpretation

A strong positive correlation ( $r = 0.72$ ,  $p < 0.01$ ) was found between attitude and professional ethics, indicating that students with better ethical orientation tend to maintain more positive attitudes toward teaching.

### Gender-wise Comparison

Gender	Mean Attitude Score	SD	t- value	Significance
Male	78.6	6.20	1.21	Not significant
Female	80.2	5.90		

#### Interpretation

No significant difference was found between male and female students in attitude scores, suggesting gender-neutral professional orientation.

### Educational Background Comparison

Background	Mean Ethics Score	SD	t- value	Significance
Arts	82.1	7.10	1.45	Not significant
Science	80.3	6.80		

#### Interpretation

The educational background did not significantly influence professional ethics, implying uniform ethical understanding across streams.

#### Findings

1. Most B.Ed students have a moderate to high level of attitude toward the teaching profession.
2. Professional ethics levels are also moderate to high among students.
3. There exists a significant positive relationship between attitude and professional ethics.
4. No gender-based or background-based differences were found in attitude and ethics levels.
5. The findings suggest that ethics training can enhance attitudinal orientation toward teaching.

## Discussion

The results indicate that B.Ed students generally possess favorable attitudes and ethical orientations toward teaching. This aligns with Saxena (2021), who emphasized that teacher trainees' attitudes are closely related to their ethical values. The correlation found ( $r = 0.72$ ) reinforces the idea that professional ethics nurture positive professional attitudes.

However, moderate scores in both variables highlight the need for greater emphasis on ethical education and value-based training in B.Ed programs. Teacher educators must model ethical behavior and integrate reflective practices that encourage moral reasoning, empathy, and professional commitment.

## Educational Implications

1. Curricular Integration: Ethical principles should be explicitly included in teacher education curricula.
2. Workshops and Seminars: Regular sessions on professional ethics and value education should be organized.
3. Role Modeling: Teacher educators should exemplify ethical conduct.
4. Assessment: Attitude and ethical development should be evaluated alongside academic performance.
5. Reflective Practice: Encourage students to engage in moral reflection through journals and discussions.

## Conclusion

The study concludes that attitude and professional ethics are interrelated dimensions that significantly shape the professional identity of B.Ed students. A positive attitude strengthens commitment and enthusiasm, while ethical orientation ensures responsible and moral conduct. For sustainable teacher development, both aspects must be cultivated systematically within teacher education institutions.

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