# CHAPTER-II

**LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

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CHAPTER-II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.1 Introduction

Reviewing the related literature directed the researcher to proceed in a right direction. The review of pertinent literature helped the researcher to improve the quality of research activities. According to Fraenkel and Wallen (1993) further, it helped the investigator in the following ways: Firstly, it helped the researchers to gather the research ideas of other researchers in the research field of ethical behaviour and judgment and it identified what is the result of other pertinent studies. A detailed literature review helped to assess the information in the light of the researcher’s own study and it is considered as a base to promote future research works in the relevant field.

The main aim of reviewing the previous literatures was to limit the area of the research problems and it helps gain research knowledge and to plan the present research further these studies help researcher to avoid replication and to promote insight in order to improve the research design.

In this chapter, an attempt has been made by the researcher to analysis the studies done aboard and in India in the field of Ethical Behaviour and Judgment.

2.2 Studies in Ethical Behaviour

In this section, the investigator traced out the previous studies in the field of Ethical Behaviour and those studies are given below.

Washburne and Heli (1962) did a study on Ethical Behaviour in Teacher Education. In this study they found that the Teacher’s ethical behaviour has a measurable effect on both the academic and social development of student-teachers in teacher education.
**Flandeers (1963)** conducted a research on Teacher Training and ethical behaviour. In this research, he found that in-service teachers trained in interaction analysis technique, changed their teaching ethical behaviour significantly. They become more sensitive to their own classroom teaching and become more independent and self-direction in comparing their intentions with their actions.

**Flandeers (1965)** did a study on Primary School Teachers Ethics. In this study, he found that classes of elementary Teachers Ethical Behaviour that Scored high on fondness of the teachers, motivation, fair rewards and punishment, lack of anxiety and independence, used more indirect influence in the classes of ethical behaviour of teachers than the Teachers who scored low, used comparatively little indirect influence.

**Amidon and Giammatteos (1965)** did a study on Teachers’ Ethics in Schools. In this study, they found that, ethical behaviour Patten of the superior teachers could be identified and that, they differ markedly from those of other teachers.

**Mc Leod (1966)** the study on Student-Teachers Ethical Behaviour in Teacher Education. In this study he found that Secondary Science Pupil-Teachers who have been trained in interactions analysis technique differ significantly. They use more likely to change their variable of ethical behaviour patterns as well as variable patterns relation to their co-operating teachers.

**Burge’s (1967)** did a study on Teachers Ethics and Personality. In this study, he found that variable of ethical behaviour of Teachers and their personality as measured by EPPS are not related significantly.

**Silberman (1969)** did a study on Student-Teachers Attitude of Ethics. In this study, he found that teacher’s attitude is related to teacher ethical behaviour.
**Ishler (1969)** did a research on Student Teachers’ Ethics. In this research, he found that, creative teachers showed more indirect ethical behaviour than less creative Student Teachers did. Less creative teachers used more direct ethical behaviour in their classroom interaction process.

**Felsenthal (1969)** conducted a study on Ethical behaviour, classroom interaction, and teaching attitude. In this study, he found that patterns of classroom interaction is related to the attitudes of teachers ethical behaviour and pupil reading achievement was obtained to be directly related to teacher attitudes and indirectly related to classroom interaction of ethical behaviour.

**Felsenthal (1969)** did a research on Teachers Ethics and Attitude of Teaching. In this research, he found that, the sex factor to be significantly related to teachers ethical behaviour, Boys receive a share of student-teachers interaction positively and negatively.

**Robert K Bane’s (1969)** did a study on Ethical Behaviour found that; there is a significant relationship between teaching ethical behaviour and sex. Male teacher used greater amounts of warning, accepting and directing ethical behaviour than female teachers.

**Hughes (1970)** conducted a research on Teachers Ethics. In this research, it was found that, there is no significant difference exist in the characteristics and ethical behaviours of co-operating teachers who have been identified by their student’s ethical behaviours.

**Sharma (1971)** did a study on ethics of Secondary School Teachers and B.Ed Student-Teachers. In this study, he found that, the teaching aptitude, attitude, academic qualification, creativity are significantly related to classroom teacher ethical behaviour.

**Tishar’s (1971)** did a study on Teachers Ethics, revealed that science teachers exhibited a high degree of ethical behaviour patterns than other subject teachers.
Pillai (1974) did a research on “Organizational Climate, Teacher moral, and School Quality.” In this research, he found that, the Performance of pupils in high moral school was superior to that of the average morale school which in turn was better than the low morale schools. Both climate and morale were positively and highly related to both criteria, namely pupil performance and innovative ability of the schools. Esprit, thrust, disengagement and hindrance were found to significantly influence the level of performance of pupils in schools. The innovative ability of the school was significantly related to the three climates, namely, asperity, thrust and disengagement. The four moral dimensions, namely, school facilities and services, curricular issues, teacher’s salary and community pressures were found to influence the innovative ability of the schools.

Franklin’s .J. (1975) study on Organizational climate and Teacher Morale in Colleges of Education in Gujarat. He revealed that, the openness of climate in contrast to closeness of the climate did not lead to ‘high’ or ‘low’ effectiveness of the teacher education programme. However, the dimension ‘Exhibit’ indicated a significant effect on the low side. The teachers rapport with the principal and the teacher educators, the teachers, job satisfaction, the teacher’s salary, the teacher educators satisfaction with work load, the community support and pressure, and the curriculum issues had a significant and contributing effect making the teacher education programme less effective in the state of Gujarat. There was no significant difference in morale of teacher educators with an urban background and those with rural background. Morale of teacher educators was no significantly related to the number of years of teaching experience of the teacher educators.

Vimla Mahesh (1975) did a study on Ethics of Teachers. In this study he found that, effective teachers differ significantly with regard to teachers ethical behaviour patterns and variables from the ineffective teachers.

Dekhtawala (1977) did a research study on Teacher Morale in Secondary schools of Gujarat. In this research, he revealed that, the South Gujarat region possessed The highest morale (362.19) whereas Kutch-saurashtra manifested lowest morale (330.97). There was a significant relationship between teacher morale and achievement of students, but no significant relationship was found
in relation to size of the schools, types of the schools and area of the schools. The male teachers, older teachers and married teachers had higher morale than their counterparts did. However, no significant relationship was found between teachers morale and teachers experience. Through factor analysis, thirteen factors were extracted. They were teacher characteristics and leadership behaviour, teacher feeling forwards teaching profession, teaching cheerfulness, rationally and efficiency towards the teaching profession, leadership behaviour and teaching profession, leadership behaviour and teaching efficiency, satisfaction workload, feelings towards the institution, community support.

Sharma and Susma (1977) did a study on ethical behaviour flow patterns of Extravert and Introvert teachers in classroom. They found that, a significant difference between extravert and introvert teacher with regard to classroom ethical behaviour and behaviour flow, Extroverts use more indirectness while introverts employ more directness in their ethical behaviour.

Vyas (1980) did a study on Factors Affecting Teachers Morale In this study he found that, the Teachers morale was not related to their age or sex. The two components of morale, group spirit and attitude towards the teaching job, were significantly different for teachers in the age. The teachers with less teaching experience had a higher level of morale than those with more experience. The postgraduate teachers had a significantly lower morale than the undergraduate did. The trained graduates and the un trained postgraduates differ significantly in their morale. The trained postgraduate teachers had a higher morale than the untrained postgraduate teachers did. Teacher’s morale and teachers self-concepts had no relationship. Teacher’s attitude and teacher moral were not significantly related. Teachers adjustment and teachers morale were significantly related.

Mahatma (1980) did a study on “Classroom Ethos and their Relationship with Teacher Behaviour Characteristics and Teacher Morale”. The research revealed that, the Classroom were generally characterized as personally supportive milieu, less interactive and less democratic in the real teaching learning situations. Students desired more autonomy for decision-making and interpersonal co-operation or support for effective group actions in the
teaching learning situations. Three basic elements which emerged in to a characteristic pattern of tenth grade actual classroom could be described as (a). The individually interpersonal meaningful guest for personal cognitive outcome rather than emphasizing on group achievement in the imposed formal group structure. (b). The teacher-defined learning directions for group actions, and (c). The apathetic attitude towards the reality orientation of social ideological awareness which was not conductive to striking a balance between theory and practice during the teaching-learning process. The classrooms of Mathematics were generally characterized as a co-operative, supportive milieu interpersonally. The classrooms were oriented to the desired accomplishment of group tasks and the clarification of personal experience. The authenticity aspect of tenth grade actual classroom was significantly related to autocratic-democratic, harsh-kindly, evading-responsible, etc., characteristics of the teachers classroom behaviour. An attempt was made to study the relationship between the A, L and P ethos in general and the fourteen dimensions of the teachers moral in general. Out of the 42 relationship tested only one between ‘productivity’ and ‘Material and equipment’ dimension of the teacher’s morale was significant.

Pinkeerani (1981) conducted a comparative study of the Ethical behaviour of student with schools of formal moral education and those schools without formal moral education. He found that the overall ethical behaviour of the students was found significant in the case of students who received moral instruction and was almost same in case of others without moral instruction. The overall ethical behaviour of the students without moral instruction were significantly poor and different when compared with those who received moral instruction.

Naik (1982) did a research on Relationship between leadership behaviour of secondary school Head Masters and Teacher Morale. The revealed research study that, there was significant and positive relationship between building facilities, evaluation of students, special services, supervisory relations and colleague relations. Integration (Leadership behaviour dimension) was significantly related to material and equipment, special services and to supervisory
relationships. Teacher’s morale had no significant relationship with the type of school, area of the school and size of the school.

*Patel (1982)* conducted a research Study on leadership Behaviour of principals of Higher Secondary Schools of Gujarat State. In this study, he found that, Morale of teachers increased when the actual leadership behaviour of the leader approximate the desired behaviour as perceived by teachers. Male and Female principals perceived their own leadership behaviour are being significantly different on the ‘Consideration’ dimension. The teachers scored highest on professional development under the leadership of principals manifesting the HL pattern of leadership behaviour in contrast to teachers working under the leadership of principals manifesting the LL pattern. The teachers working in schools where a paternal climate prevailed scored the highest on their professional development and the lowest in schools with familiar climate. The rural and urban dimension did not play any significant role in case of any of the dimensions of leadership behaviour. Professional qualifications of principals did not play any significant role in the professional development of teachers and in shaping the climate of the schools.

*Annamma (1984)* conducted research on Value Education. In this research He found that, the size of family was positively related to value education development among the college students.

*Pandey (1985)* did a study of Leadership Behaviour of the principal, Organisational Climate and Teacher morale of the Secondary Schools. He revealed that, No significant difference was found between the leadership behaviour of rural and urban principals. Rural schools were more open than those in urban areas were. A positive and significant relationship at 0.05 level was found between the initiating structure dimension of leadership behaviour and esprit, psycho-physical hindrance, controls, production emphasis and humanized thrust dimensions of organisational climate. The consideration dimension of leadership behaviour was found positively and significantly related to psycho-physical hindrance, controls and humanized thrust dimensions of organizational climate. Teacher morale was positively and significantly related to the initiating structure and consideration dimensions of leadership and controls, production
emphasis and humanized thrust dimensions of Organizational climate. There was a significant association between high verses low teacher morale and open verses closed climate.

*Narulla (1986)* conducted a analytical study on Common Factors of Teacher Morale. In this analysis, he found that, there are five factors which were extracted viz. 1. Morale based on teacher self-confidence, work-load and job satisfaction. 2. Moral based on educational and social support. 3. Morale based on human and social relationships among the staff, discipline and facilities for co-curricular activities. 4. Morale based on service conditions and rapport with students and colleagues. 5. Morale based on professional adjustment.

*Nasrollah Ahaddiat and James (1993)* did a study on Ethics education in accounting; An investigation of the importance of ethics as a factor in the recruiting decisions of public accounting firms. In this study, they explored the importance of ethical behaviour as a factor in the recruiting decisions of public accounting firms. Factors related to the ethical behaviour of entry level employees were compared with other personal characteristics that are traditionally viewed as important to public accounting firms (e.g., personality appearance, academic performance, etc). Recruiters from both Big-Six and non-Big-Six firms indicated strong views on the importance of the students ethical propensities. In fact, ethical received the highest rating by the public accounting firms regardless of their size. The present study provide strong evidence for accounting educators to continue to stress to their students the importance of ethical behaviour and to continue their efforts to more fully integrate ethics education into the accounting curriculum.

*Killum (1993)* A research study of on Relationship among principal Leadership, School Effectiveness, Teacher Moral and Selected Demographic Variables in Secondary Schools. It was revealed that, there were no significant differences in the characteristics of the two groups of school, in principals, leadership, school effectiveness, teacher morale and selected demographic variables. A comparative analysis of the two groups indicated no significant differences in characteristics of principal leadership effectiveness, school effectiveness, teacher morale and selected demographic variables.
Pushpa. G et. al  (1994) conducted a study on Assessment of Prosaically Behaviour among primary School Children. In this research, they found that, the different types of prosaically behaviour like sharing, reciprocity, compensation and emergency were compared individually. No significant differences in prosaically behaviour among girls lower to higher classes were observed. The prosaically behaviour of boys and girls of different classes were compared and the results indicated no significant different in the prosaically behaviour. Reciprocity and emergence behaviour increases as the boys are in fifth class. But girls there is no significant difference in the prosaically behaviour.

Colnerud and Gunnel (1994) conducted a research on Loyalty Conflicts in Teacher Ethics. They found that teachers can be morally good, only when the act does not conflict with an institutional norm and when it does not interfere with a colleague privacy, also that it would be hardly possible to make ethical norms explicit in order to strengthen professional ethics in the teaching profession.

Michael Wright (1995) conducted a research on Moral Judgment and ethical behaviour. He revealed that moral judgment and ethical behaviour can be learnt by adults through an education experience. In addition, the education media, which best facilitate learning of good moral behaviour and ethical judgment. Further he Concluded that research proved the there is a logical link between teaching and learning of moral judgment and ethical behaviour. In the modern business environment.

Tirri and Kirsi (1996) conducted a study on Teachers View on their Professional Ethos: A Case Study. They indicated that the highest percentage of teachers emphasized commitment as an indicator of teachers with a high professional ethos. The second most common dimension of teachers, Teachers ethos according to the teachers, was justice. One-quarter of the teacher rated justice as an important quality. Only 12 percent of the teachers mentioned truthfulness, and 9 percent of the teachers mentioned care, as important qualities for teachers with a high professional ethos.
Morgan et. al (1996) did a study on Students and professors Views on the Ethics of Faculty Behaviour. In a study they found that, Faculty groups identified the following themes, Responsibility toward students. Power issues with students. Hypocrisy within the institution. Lack of institutional role in ethical awareness. And Professional misconduct. The institutions should play a larger role in promoting discussions about ethics in academics. It was concluded that the differences between faculty and students understandably reflect issues salient to each constituency. Further the quantitative items, most of the behaviours were seen as unethical by faculty and students and differed only in degree, Additionally, the students and faculty focus groups received different prompts which likely affected the content of their concerns.

Garahm et. al (1997) The research study on Ethical Behaviour of Teachers in an Ever-Changing American Social System. In this research they found that, from a list of ethical “do’s “ and “ don’t s” for teachers, four categories of ethical issues emerged. Competence, professional relationship, confidentiality, and conflicts of interest. Competence combo dies both negative and positive aspects, as teachers not only must refrain from doing the wrong thing but also must work to enhance the level of effectiveness in their own teaching and in the profession. In the professional relationships category, courtesy is basic. It is grounded in an attitude of respect and patience with co-workers, school administrators, students and parents. But while the reverse of courtesy is being overly critical of others in the school setting teachers must still be able to offer constructive criticism to school administrators and other teachers. Dilemmas of confidentiality should be solved by considering the surrounding facts, common sense approaches, and the actions that would be in the best interest of all parties involved. Finally, while avoiding even the appearance of a activity that might lead to a misunderstanding of what is proper may not always possible, it is a goal that will relieve conflicts of interest in most professional situations.

Self and Ellision (1998) did a study on Used Rests Defining Issues Test. They found that, there was an increase in moral reasoning from student-teacher who took an ethics course. The researchers applied the test
before and after the course, and found significant increase in reasoning capabilities.

**Bramdley and Jon G. (1998)** conducted a research on Some Random thoughts on the Ethical Behaviour of Teaching Candidates. In this research, they found that, teaching is not a full-fledged profession like other social occupation student-teachers are oriented in to a vacation still attempting to create a place in society. Asserts that until teacher educators adopts a public and accountable ethical regime for teacher candidates, the vocation will continue to be a quasi-profession.

**Sandy (1999)** conducted an evaluation study on Value Education. In this study he revealed that, 1. Gender has no influence on value. 2. There has no significant different between urban and rural schoolteachers in their moral and economic values. Urban schoolteachers have higher moral value than rural teachers do do. 3. Boys school teachers have higher moral, theoretical, political and economic values than those of co-education school teachers. 4. Values of teachers are not influenced by length of teacher experiences.

**Kropiewnicki et.al (2001) conducted** a research on Female leadership and the ethics of care; three case Studies. In this study, they found that, the ethic of care was found in all three principals and was revealed in such areas as teaching, learning, dedication to students, efforts to create child cantered schools, empowering others, listening, and resolving difficult conflicts fairly. The research indicated that female leaders tend to utilize ethical perspectives of care and responsibility in varying degree, when dealing with children and adults at schools.

**Meisels ET. al (2001)** conducted a research on Principled Moral reasoning and behaviour of pre-service Teacher education student. In this research they found that, indicate a weak but significant inverse relationship between P-Scores (the principle score) and AMS scores, indicating that participants levels of moral reasoning may affect ethical behaviour.
**Cummings et.al (2002)** conducted a study on Academic misconduct in undergraduate Teacher education students and its relationship to their principal moral reasoning. In this study he revealed that, the students himself was involved previously in academic dishonesty (plagiarism or other academic mistakes) and considers this behaviour as a normal one, so if you can do it why not. To identify and to denounce an unethical behaviour could have some prejudice on the student who does it in front of this faculty colleagues. The student accept this kind of situation because he is recognizing that the other student has more aggressive attitude, he is more versatile and he could have some revenge next time.

**Petress and C.Kenneth (2003)** did a study on Academic dishonesty; A plague on our profession. In this study they found that, It is not my job, it is teachers job to take care about it. This is not affecting me at all, are frequently presented in students academic researches.

**Meena Buddhisagar Rathod et.al (2003)** conducted a research on Ethics of Teaching Profession; Role Commitment. In this research they found that, the code of ethics shows the dignity and importance of the teaching profession. It calls attention to the great responsibility of teachers. It is revealed that each teacher has to perform his role according to the highest ethical standards.

**Sankaran et.al (2003)** conducted a study on Relationship between Student Characteristics and Ethics. In this study, they found that, the Ethics is inversely related to individual competitiveness and type a personality. Ethics improves with age. Gender does not affect ethics, and that Level of ethics differs across majors, based on the finding teaching strategies for educators. To improve student’s ethics level are presented. Implications to student, advisement are also discussed.

**Glenn et.al (QSA 2003)** did a research on Developing a value based approach to technology education; Ethical appropriateness of design solutions. They found that, an investigation of students Teachers confidence and preparedness in being able to consider the ethical appropriateness and the strategies they would employ to promote student consideration of ethical design solutions to design challenges. The analysis of student teacher responses revealed an array of
strategies including avoidance of controversial or ‘touchy’ issues, use of a (n) (un) common sense approach, honesty, a search for ‘truth’ and a respect for personal values and beliefs. The key implication from this paper are the continuing challenges to develop values-framed and culturally framed pedagogical approaches to teaching technology to meet the dual requirements of ensuring that technology is no seen as being values-neutral or value-free, and that more sophisticated strategies are developed for providing future teachers with the confidence and strategies to deal with aspects of ethical appropriateness.

*Mary Beth Armstrong et.al (2003)* did a research on Ethics education in accounting moving toward ethical motivation and ethical behaviour. In this research, they found that, on ethics education in accounting and utilizes thrones (1998) integrated model of Ethical Decision Making to categorizes that literature. The study reveals a preponderance of work discussing moral development, which consists of sensitivity and prescriptive reasoning, but a shortage of work addressing virtue, which consists of ethical motivation and ethical behaviour. Because of this deficiency, the authors explore the potential of exhortation and moral exemplars to increase ethical motivation among accounting students, faculty, and practitioners.

*Benninga and Jacques S. (2003)* conducted a research on Moral and Ethical issues in Teacher Education. They found that, Moral and ethical issues, including character education, are slowly becoming part of the teacher education programs. Philosophical writings and psychological research exist to provide guidance, and exemplary university training programs, provide beginning models of practice. Overwhelmingly deans and administrators of teacher education programs agree that core values can and should be taught in our schools. It is now up to the profession to ensure broader and deeper implementation.

*Kuther and Tara L. (2003)* did a study on Profile of the Ethical Professor; Student Views. In this study they found that, the students expect professors to act with professionalism, to employ a vast base of content knowledge, and to show concern for student welfare. Many view professors as exemplars of scholarship and professional behaviour. It is found that Professors must be cognizant of student
expectations and should reflect on their behaviour both in and of the classroom.

Campbell and Elizabeth (2004) conducted a research on Ethical Bases of Moral Agency in Teaching. They found that, the “Moral and ethical bases of teachers interactions with students”. The primary content is to combine empirical investigation and philosophical inquiry in order to explore teachers ethical knowledge related to both what they hope to teach and model for students and how they hope to govern their own behaviour. This research explored some of the theoretical complexities of the study and presents some of the interview and observation data, focused primarily on the case of one of the teachers.

Pavel Vacek and Jan Lasek (2005) conducted a research How Teachers and Students Feel and Understand the Ethical Dimension of the Teachers Profession. In this research, they found that, There were comparisons between the ethical expectations of teachers and student - teachers; Students think that Teachers behave in unethical ways significantly more frequently than teachers themselves. Some Teachers tend to avoid noticing or giving examples of unethical behaviour Students think that intentionally unfair evaluation is much more frequent, and is a more serious issue, than teachers think. Students are more sensitive to personally unethical behaviour, while teachers are more concerned about unethical behaviour between members of the teaching profession. Unlike the teachers, students do not necessarily think that a teacher setting a bad example is a danger to pupils moral development.

Drake et al (2005) did a study on using the Defining Issues Test, on Assessing capabilities in moral reasoning. They found that, a significant increase between the beginning of course and its end. Such finding are widespread and well accepted that discussion on moral practices and the teaching of ethical theory increase capabilities in moral reasoning.

Mumthas. N S. (2005) did a study on Professionalism among Teacher Educations. He revealed that, the component of professionalism, viz, ‘knowledge and practical mastery of pedagogical techniques’ has the highest mean score. The other components in the order of magnitude of their mean score are
‘practice of ethics of teachers,’ ‘evidence of improvement and growth made in curriculum transaction’ , ‘skills/ competencies in classroom instruction’ and ‘participation in extra- instructional activities respectively.’ Evidence of improvement and growth made in curriculum transaction’ is the component, which contributes to the highest difference between the high and low professionalism groups of teacher educators. Even though the mean score of male teacher educators is higher than the mean score of female teacher educators, the difference between the mean score of professionalism of male and female teacher educators is not significant event 0.05 level. The study revealed that there exists no significant difference in the mean scores of professionalism of teacher educators based on their marital status. There exists no significant difference in the mean scores of professionalism of teacher educators based on their teaching experience.

**Danley and Janet V. (2006)** did a research on Ethical Behaviour for Today’s Workplace. In this research they revealed that, the standards of ethics in the context of situations frequently encountered during daily interactions with students and co- workers. Brief- “real life” sketches will provide context for discussion. While by no means meant to be a definitive or all- inclusive review of any particular code of ethics, this research were strive to give the reader some thought- provoking examples and concepts to consider.

**Campbell and Elizabeth (2006)** did a study on Ethical knowledge in Teaching; A Moral Imperative of professionalism. They found that, On one hand, consideration of ethical intent and behaviour seems quite simple and self-evident. In teaching, as in life more generally, core principles relating to virtues such as honesty, justice, fairness, care, empathy, integrity, courage, respect, and responsibility should guide conduct and interpersonal relations.

On the other hand, ethics is also highly complex, as professional teachers struggle to interpret and apply such virtues in consistent and defensible ways in response to the varied situations, challenges, and uncertainties that they all face. Being an essentially good person with an intuitive, general sense right and wrong due not, in itself, equip the professional teacher to appreciate the layered nuances of classroom and school life in terms of their moral and ethical
significance. In order to navigate the complexities of daily practice, teachers need to cultivate the ethical knowledge so central to the conceptualization of teaching as a unique profession. This research discusses numerous ways in which ethical knowledge may be expressed and illustrated and how professionalism can be promoted.

*Kanwahjit Kaur Kingra (2006)* conducted a study on Professional Ethics and Values in Teacher Education. In this study he revealed that, there is a great breakdown of values among youth they need guidance for their development; so the ethics and values must be inculcated in the curriculum of teachers education to help them. As a great teacher can motivate his or her students to perform, the teacher should be one who has great knowledge of values and ethics, which he practices in life. Values should become the core of teacher education without which education is not assumed complete.

*Eleonora karassvidou and Niki Glaveli. (2006)* conducted a research Towards the ethical or the unethical said?; “An explorative research of Greek business students attitudes. In this research they found that, internalized code of ethics (ICE) and anomie constructs proved to be reliable and captured the examined students profile in terms of both their ethical orientations and their world view. Greek future business people’s ethical judgment tends to incline towards the ethical side. The ICE appears to influence student’s ethical judgment while anomie has no impact. Further academic dishonesty is positively related to students attitudes towards unethical managers behaviours in the business context.

*Siddheshwar Sharma (2006)* did a study on Professional Ethics and Values in Teacher Education. He revealed that the Young people at their school and university should be given an understanding of moral and spiritual values on a level with the rest of their education. A proper value oriented education becomes imperative, and whatever the teacher does, will surely be noticed by the pupils and leave its impact upon them. In value education the personality of the teacher counts. Education should have universal appeal, and should be oriented towards the unity and integration of people. Such value education should help eliminate obscurantism, religious fanaticism, violence, superstition, and
fatalism. Networking arrangements must be created between institutions of teacher education and university department of education so receive priority for instilling ethical values both in students, society and teachers.

**Suhasini (2006)** did a research on Enhancement of Education through Soft Skills and Ethical Values. In this research he found that, the knowledge of soft skills enhances the social behaviour of the individual and promotes social adjustment and understanding, the author said that teacher education has to respond positively, rationally, and creatively to face the challenges of enhancing ethical values and integrate them with life skills.

**Nityanada Pradha (2006)** did a study on Ethical Responsibilities of Teaching Implications for Teacher Education. In this study he found that, the student teachers today are expected to learn such things as how to prepare lesson plan, write behavioural objectives, do action research and solve problems etc. It is no doubt acceptable and useful to master these skills, but they are not sufficient. If we consider that ethical consideration should be integral to all aspects of teacher education and ethical decision making power and indispensable technical requirement for practicing teaching should be required to evaluated these tools from the ethical point of view. They should be asked to consider how the use of such approaches affects the well being of their students. The study mentioned here through the discussion of various ways of teaching professional ethics as well as presentation of various issues along with the recommendations will help in initiating a systematic effort to overcome the relative neglect of professional ethics in teacher education programs and ultimately raise the ethical standards of the profession.

**Susan et. al (2007)** did a study on “Ethics in Classroom Assessment Practices; Issues and Attitudes”. In this study they found that, the ethical behaviour and examining educators ‘ethical judgments in relation to assessment. It describes the results from a web based survey of educators in which they read a brief scenario and indicated whether the student evaluation practice in the depiction was ethical or unethical. Results showed strong
agreement among the educators on fewer than half of the scenarios presented in this study.

_Murphy and Kelle, L (2007)_ did a study on “A Professional code of ethics and progress Report; One University’s Approach to Addressing Disruptive Behaviours in the Classroom”. In his study, they found that, in order for physical education teacher education (PETE) Candidates to learn effectively and become good educators such behaviours must be addressed and modified. To do so, educators must first understand the origins of behaviours and develop strategies to deal with them. Some strategies that will help to promote professional behaviour by PETE students include following a conceptual framework and professional code of ethics and developing professional process reports.

_Yavvz  Akbulut et.al (2008)_ conducted a study on “Influence of gender program of study and PC experience on unethical Computer using behaviour of Turkish undergraduate Students.” In this study they found there is no significant differences among different programs of study and between high and low experienced PC users. The analysis showed significant differences between males and females. It was revealed that a significant interaction between the program of study and gender was found, which indicated that the difference between males and females did not follow a similar pattern across different programs of study. More specifically, females ethical judgment were consistent across different fields while males judgments varied.

_Lumpkin and Angela (2008)_ did a research on “Teachers a Role Models; Teaching Character and Moral Virtues” In this research they found that, the public expects teachers to display behaviour reflective of moral virtues, such as fairness and honesty, and to adhere to professional codes of conduct. The theoretical construct of these articles is that teachers can and should serve as role models who teach character and moral virtues. Here the author find that integrity is the bedrock value, discusses the virtues of honesty, trust, fairness, respect, and responsibility, and provides applications that can guide the actions of teachers as they as role models teaching character and moral virtues. She then gives recommendations for teaching students how to reason morally, which will help
teachers to model for students how to live a life of character based on moral virtues.

Meenakshi Raman et.al (2009) conducted a study on “Educators in Higher Education Institutions; A Sketch for Normative Codification.” In a study they found that, they have realistic and tangible goals. Unrealistic goals increase ethical ambiguity. Consult in confidence with other professionals when he is faced with conflicting or confusing ethical choices. Decide cases of questionable practice after first discussing with other professionals of all the ramifications of actions. Work to determine when to act or not to act, while being mindful of the values the rules and regulations of the institution and the relevant legal requirements.

Sachdey (2009) did a research on “Educators in Higher Education Institutions; A Sketch for Normative Codification.” In this research they found that, the Education ethics, therefore is a necessary correlate of education as a profession as it is shown in the value- based enunciation of multiple dimensions of the role and obligations of and educator. In fact, an educator cannot play his role and fulfil his obligations unless he learns to understand and develop an integrated value- oriented approach forwards his students, colleagues, employees, other professionals, the academic community in general and the world at large.

Pope et.al (2009) did a study on “Examining Teacher Ethical Dilemmas in Classroom Assessment.” They found that, the most frequently mentioned assessment topic causing conflict included grading, standardized testing, and special populations. These findings suggest that exploit guidelines for defining and avoiding unethical behaviour would be helpful to teachers in developing their assessment practices.

Thomas A. et al. (2009) did a research on “Ethical issues in instructional technology: An exploratory framework”. In this research they found that the authors encourage research through observational and survey studies to clarify understandings of these continua. Presented separately, they acknowledge that these dimensions overlap and interact to comprise a mesh of moral dilemmas. If morality represents a concept designed to balance society powers. Then
implementation of moral instructional technology processes respects the views of all educators. The authors argue that how educators interpret technology’s placements along these moral continua have important consequences for practice. They encourage research that interprets these relationships and how they may best support classroom processes.

**Clari Dolorlert and Sally Samobrook (2009)** conducted a research on “Ethical confessions of the “I” of auto ethnography the students dilemma.” In this research they found that the contributes to relational ethics concerned with self-disclosure and the “I” of a reveal, and highlight the possibilities for developing Medford’s notion of mindful slippage as a strategy for removing highly personal and possibly harmful elements within student auto ethnography.

**Kayla Hales (2009)** did a study on “Ethical issues in relational maintenance via Computer-Mediated Communication It was found that the exploration of prior literature and the findings of a pilot study support the nation that, with the increase of CMC use to maintain relationship follows the potential increase of unethical behaviour In this medium. A number of ethical

**Kadir Beyaoglu (2009)** did a research on “A Cyber philosophical issue in education on Unethical Computer using behaviour-the case of prospective teachers”. In this research he revealed that, the participating prospective teachers are sensitive to ethical computer use. However, the general mean of the surveys is above the average be a small degree that makes the participants judgments of ethical use inconsiderable. It can be concluded that they undetermine ethical computer use. Science teachers and computer, education teachers judgments were less ethical than those of classroom teachers and social science teachers. The finding also revealed that female candidate teachers were more concerned about ethical issues and that prospective teachers who had up to five years of PC experience considered ethical computer use more than those with five years and beyond. After the survey analysis, the study was completed, with qualitative data gathered from semi-structured interviews with nine students.
Anthony Raj and Annaraja (2011) did a study on Relationship between Risk-Taking behaviour and Academic Achievement of Tribe students studying in High Schools. They found that, there is no significant difference between Tribe boys and girls in their risk-taking behaviour. There is no significant difference between Tribe boys and girls in their achievement. There is a significant relationship between academic achievement and risk-taking behaviour of tribe students.

2.2.1 Epitome of the Review of Pertinent Literatures on Ethical Behaviour

The following conclusions are arrived from the pertinent studies of Ethical behaviour. The previous studies of Ethical behaviour among Student-Teachers revealed that the mean score of Male Teacher educators is higher than the mean score of Female teacher educators in ethical behaviour these concept supported by study of Murtha’s (2005). Further the study of Flesenthal (1969) revealed that, Sex factor to be significantly related to teachers ethical behaviours Male Student-Teachers receive high interaction, both in positive and negative. The study of Robert K Bane (1969) revealed that, significant relationship between teaching Ethical behaviour and sex. Male Teacher used greater amounts of warning, accepting and more direct ethical behaviour that was also true for female teachers. These concept are supported by this studies Maryel (2001), Sandya (1999).

The research of Kadir Beyaoglu (2009) found that, Female teachers were have more concerned about ethical issues and that prospective teachers who had up to five years of experience.

The research study of Vyas (1980) revealed that gender does not affect ethical behaviour level of student-teachers. These concept supported by this studies Mumthas (2005); Sankaran et al (2003).

The research study of Dekhtawala (1997) investigated that there exist no significant related to Male and Female Student-Teachers in the Ethical behaviour these concept supported by Vyas (1980). Further study of Murtha’s (2005) revealed that professionalism of Male and Female Teachers educators is not significant even 0.05 Level.
The studies of Franklin (1975) revealed that, on School Teachers moral and Ethical behaviour performance is relation on urban and rural background Student-Teachers are same.

The study of Sandya (1999) identified that, Urban School Teachers have higher moral values than the rural teachers.

The research of Vyas (1980) revealed that, Trained graduate and untrained post graduate differed significantly in their morale and ethical behaviour. The trained post graduate teachers had a higher moral than the untrained post graduate teachers. The post graduate teachers had a significantly lower moral than the under graduate.

The research of Mc Leod (1966) revealed that, Secondary social science Student Teachers are significantly differing in interaction of technique. They would like by change the variable of ethical behavioural patterns, in relation their co-operating teachers. These concept supported by this studies Nasrollan et al (1993); Hughes (1970)

A research of Sankaran et. al (2003) revealed that, Student-Teachers ethical behaviour differ across majors subjects.

The study of Tishar (1971) revealed that, science teachers exhibit a higher degree of similarity in their ethical behaviour patterns than other subjects teachers.

The research of Sankaaran et. al(2003) revealed that, Teachers level of ethics differs various major subjects was, as well as Teaching strategies for educators to improve students ethics level are presented.

The research of Robert K Bane (1969) revealed that there is significant relationship between with teaching experience and without teaching experience of Male and Female Student-Teachers. Male Student-Teachers offered better than Female Student-Teachers performance in Ethical behaviour.
The study of Bramley and Jon. G (1998) revealed that, the Teacher’s teaching attitude, aptitude, creativity and academic performance are related to each other and therefore it is develops their Ethical behaviour.

The study of Silberman (1969) revealed that, the teachers teaching experience and teaching attitudes could develop the teachers ethical behaviour. Teacher’s creativities and teaching experience supporting the student- teacher’s ethical behaviour. These concept supported by Ishler (1969).

The research of Vyas (1980) revealed that, without teaching experience had a higher level of moral than with teaching experience.

The research of Pandey (1985) revealed that, the Teachers and Student-Teachers performance of Ethical behaviour in their Teaching experience, moral and ethics could develops the Teachers and Student-Teachers Ethical Behaviour, these concepts are supported by this studies Narulla (1986); Sharma(1971); Flandes (1963); Suhasini. A(2006).

The research of Franklin (1975) revealed that the Teaching experience is related ethical behavioural activities among the Student-Teachers, Teachers, and Teacher Educators. Which is same these concept supported by the studies Dekhtawala(1977),Singh(1978),Vyas (1980), Sandya (1999),Mumthas (2005).

The research of Franklin (1975) revealed that, no significant related to teaching experience of Teacher educators these concept supported by this studies Dekhtawala (1977), Singh (1978), Sandy (1999).

The research of Mumthas (2005) revealed that, there exists no significance difference in the mean scores of professionalism of Teacher educators based on their teaching experience these concept supported by Franklin (1975).

The study of Sundya (1999) revealed that, Ethical behaviour of teachers performance are not influenced their length of teaching experience. These concept supported by Mumthas (2005).
The study of Dekhtawala (1977) revealed that, married teachers had higher moral than unmarried Teachers in Ethical behaviour and their teaching experience and moral is same. These concept supported by this studies Felsenthal (1969); Tishar (1971).

The research Vyas (1980) revealed that, teachers marital status is not related to the teachers moral and ethical behaviour of teachers. These concept supported by Mumthas (2005); Vimla Mahesh (1975).

Muthama (1982) reveal that, Teachers economic status is influence their moral and ethical behaviour.

The research of Drake et. al (2005) revealed that a significant increase between the beginning of B.Ed course and it end. In addition, well accepted on moral practices and the Teaching of ethical theory increase capabilities in moral reasoning.

The study of Pinkeerani (1981) revealed that, over all Ethical behaviour of the students was significant in the case of students who received moral instruction and was almost same in case of others without moral instruction. Overall Ethical behaviour of the students without moral instruction were significantly poor and different when compared with those who received moral instruction.

The study of Bramdley and Jon. G. (1998) revealed that, until and otherwise Teacher-educators adopts a public and accountable ethical regime for Teacher candidates, the vocation will continue to be a quasi-profession.

The research of Washburne and Heil (1962) revealed that, Teachers Ethical behaviour has a measurable effect on both the academic and social development of the students-teachers. Further study of Burge (1967) revealed that, Ethical behaviour of Teachers and their personality is measurable.

The study Franklin (1975) revealed that, Ethical behaviour of Student-Teachers and moral performance in their internship training period and theirs course period are same. These concept supported by this studies Dekhtawala (1977); Vyas (1980); Naik (1982); Killvum (1993); Sandya (1999).
The study of Sandya (1999) revealed that, on Ethical behaviour of Student-Teachers moral performance is related in their teaching profession, which is supported by this studies Patel (1982); Narulla (1986); Drake et. al (2005).

The research of Benninga. et. al. (2003) revealed that Student-Teachers Moral and Ethical issues including character education, are slowly becoming part of the teacher education programme.

The study of Compbell et. al (2004) revealed that, moral and ethical bases of teachers interactions with Student-Teachers.

The research of Compbell and Elizabeth (2006) revealed that, Teaching of Ethical behaviour as in life more generally, core principles relating to virtues such as honesty, justice, care, empathy, integrity, courage, respect and responsibility.

The study of Meena Budhisagar (2003) revealed that, code of ethics shows the dignity and importance of the teaching profession, Teachers responsibility and performance to the highest ethical standards.

The study of Danley and Janet. V. (2006) revealed that, Standard of ethics in brief- "real life" sketches will provide context for discussion.

The study of Pillai (1974) revealed that, moral and ethical behaviour was positive and highly related to student’s performance and innovative ability of the schools.

The study of Annamma (1984) revealed that, the value-based education could develop their Ethical behaviour among the Student-Teachers.

The studies of Narulla (1986) revealed that, value based ethical behaviour of the Teachers performance could develop their professional ethics and professional social adjustment are extracted from it. These concept supported by this studies Suhasini. A (2006); E. Isaac Mostovicz et al (2009); Bramdley, Jon. G. (1998).
The study of Pope et.al (2009) revealed that, exploiting guidelines for defining as well as avoiding unethical behaviour would be helpful to teachers in developing their assessment practices.

The research of Ellision (1998) revealed that, the Ethical behaviour of Student-Teachers are increasing in reasoning capabilities during the course of period, these concepts are supported by Drake et. al (2005); Garahm et. al (1997).

The study of Lort N.K.Leonord (2005) revealed that, the factors influences attitude toward ethical behaviour are dependent on the type of ethical issue and they are enfoused with. The research of Colnervd and Gunnel (1994), revealed that, the Teachers Professional ethics can be morally good, when they does not interfere by others, thereby they can develop self-conflict and ethical norms were followed by strengthening their professional ethics performance of teachers and Teacher’s professional ethical performance can be suitably modified by ethical behaviour. These concept supported by Morgan (1996).

The study of Michel wright (1995) revealed that, the Ethical behaviour can be learnt by educational experience but there is no link between teaching and learning of ethical behaviour.

The research of Tirri and Kirsi (1996), revealed that, highest percentage of teachers emphasized commitment with a high professional ethics. Important qualities for teachers in his high professional ethos.

The research of Garahm et. al (1997) revealed that, “do” and “don’t” for teachers even the appearance of activity that right lead to misunderstanding of what is proper may not always possible, that will relieve conflicts of interest in most professional situations.

The research of Felsentha (1969) revealed that, classroom interaction is related to the attitude of teachers ethical behaviour, student achievements are directly and indirectly related to teachers attitudes and indirectly related to classroom interaction of ethical behaviour.
The research of Naik (1982) revealed that, Teachers ethical behaviour is same in difference school, area of the school an size of the school.

The research of Flanders (1965) revealed that, teachers ethical behaviour is high on their motivation, fair rewards and punishment, lack of anxiety and independence, used more indirect that classes of teachers ethical behaviour is low, used comparatively little indirect influence.

The research of Amidon et. al (1965) revealed that, ethical behaviour of the superior teachers are differ markedly from others teachers.

The research of Susan et. al (2001) revealed that, Student- Teachers and Teachers’ ethical behaviour assessment is currently an educational realm without professional consensus.

The research of Margerat et. al (1996) revealed that, most of the behaviour were seen as unethical by faculty and students and differed only in degree, additionally the students and faculty focus grays received different prompts which likely affected the content of their concerns. This concept supported by these studies Pavel Uacek et. al (2005).

The research of Glenn Finger et. al (2003) revealed that, student-teachers confidence and preparedness in being able to consider the ethical appropriateness and strategies to design challenges.

The research of Benniga et.al (2003) revealed that Teacher education programme agree that core values can and should be taught in our schools.

2.2.2 Insights Drawn From the Pertinent Literatures on Ethical Behaviour

The following conclusions are arrived from the review of studies of Student-Teachers ethical behaviour.

i. Accepting more direct ethical behaviour that was true for Student-Teachers.
ii. Teachers have more concerned about ethical issues and that prospective teachers.
iii. Teaching strategies of educators improve Student-Teachers ethics and moral behaviour.

iv. Teachers teaching experience, attitude, aptitude, creativity and academic performance could develop. As well as supporting the Student-Teachers ethical behaviour.

v. Moral and ethics could develop the Teachers and Student-Teachers ethical behaviour.

vi. Professionalism of Teacher education based on their teaching experience.

vii. Commitment and practice could influence the ethical behaviour of College Students.

viii. Teacher’s Socio-economic status, democratic, knowledge and health values developed Teachers moral and ethical behaviour.

ix. Accepted on moral practices and the Teaching of ethical theory increase capabilities in moral reasoning.

x. Until and otherwise Teachers -educators adopt a public and accountable ethical regime for Teacher candidates.

xi. Teachers ethical behaviour has a measurable effect on both the academic and social development of Student-Teaches.

xii. Students-Teachers moral and ethical issues including character education are slowly becoming part of the Teachers education.

xiii. Teaching of ethical behaviour as in life more generally, core principles relating to virtues such as honesty, justice, care, empathy, integrity, courage, respect and responsibility.

xiv. Code of ethics shows the dignity and importance of the teaching profession.

xv. Standard of ethics in brief-‘real life’ Sketches will provide context for discussion.

xvi. The value-based education could develop their ethical behaviour among the Student-Teachers.

xvii. Value-based ethical behaviour of the Teachers performance could develop their professional ethics and professional social adjustment.

xviii. Avoiding unethical behaviour would be helpful for teachers in developing their assessment practices.

xix. Factors influences attitude towards ethical behaviour are dependent upon the type of ethical issue and their en face with.
xx. Ethical behaviour can be learnt by educational experience.
xxi. Do, and don’t for Teachers even the appearance of activity that right lead to misunderstanding of what is proper may not always possible that will relieve conflicts of interest in most professional situation.
xxii. Classroom interaction is related to the attitude of Teachers ethical behaviour.
xxiii. Student- Teachers and Teachers’ ethical behaviour assessment is currently an educational realm without Professional consensus.
xxiv. Influence unethical- decision making.
xxv. Student-Teachers confidence and preparedness in being able to consider the ethical appropriateness and strategies to design challenges.
xxvi. Teacher education programme agree that core value can and should be taught in our schools.

2.3 Studies in Ethical Judgment

Morse (1956) did a study on decision-making process. In his study, he revealed that, there is positive relationship between the allocation of individual in the decision-making process and the performance. There is negative relationship between the teachers who did not participate and were not allowed to participate in the decision-making process and performance and the satisfaction of the individual in the productivity.

Paul (1971) did a research on “An Investigation of the Relationship between principal’s Decision-Making attitudes, leader behaviour and Teacher grievances in public schools” In his research, he found that, the Principals in schools where no formal grievances had been filed had significantly higher mean consideration scores on the L.B.D.Q. Than principal in schools with formal grievances. There were no significant differences on the means of the L.B.D.Q. initiation of structure scores for the two groups of principals in the sample. There were no significant differences between principals in schools with and without formal grievance on the four categories of leader behaviour as identified by the L.B.D.Q. Principals in school with no formal grievances did not differ significantly from principals in schools with grievances on the three decision-making styles as identified by the Decision – making Grid. Principals with different leadership styles did not differ significantly in their
perceptions of the difficulty of teacher grievances, which were filed. Principals with different leadership styles did not differ significantly in their success in solving grievances. Principals with different styles of decision-making did not differ significantly in their success in solving grievance. There were no significant differences between principals in schools with grievances and principals in schools with any grievances about age, level of professional experience as a principal.

Robert (1971) did a research on “A Study of Relationships among faculty morale, philosophies of Human Nature of High school principals and Teachers perceived participation in Educational Decision-Making” In his research he found that, older teachers do not perceive more participation in decision-making than do younger teachers. Teachers with more formal educational preparation do not perceive more participation in education decision-making than do teacher with less preparation. Teachers with smaller faculties do not perceive more participation in educational decision-making than do teachers with larger faculties.

Haslet (1976) conducted a study on analysis difference between male extravert and female extravert about teaching effectiveness. In his study, the investigators found that, defective teachers are significantly more responsive, trustworthy, concerned, and so forth than did males. Female ethical judgment good teachers to be significantly more organised, experienced, intelligent, and knowledgeable than did males.

Emrick and Peterson (1978) did a research on decision-making process on Teacher Education. In this research, they found that, the participants listed the following benefits of their involvement in the decision-making process of educational institutions. Improved staff moral, increased communication with the administrations, more efficient use of meeting time, better sense of professionalism, job satisfaction and production of teachers interest.

Vavrus (1978) In his study, the investigator found that, there was positive relationship between involvement of the teachers in the school decision-making process and their job satisfaction.

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James Lipham (1981) In his study, the investigator found that, the involvement of teacher in the decision-making process and their perceptions on the leadership quality of the principals are significantly and positively related to their job satisfaction.

Ganapathy (1982) did a research study on “A study of Decision-Making process in relation to Innovation and change in Schools.” In his research the investigator found that, the Headmasters followed a process while arriving at a decision. The decision were not based on subjective judgment. The decision making process took place at two levels. The first level was the individual level and second level came in to operation when innovation and fried to get his ideas translated. Very rarely an innovation was introduced for the sake of prestige. The headmaster some time consulted all teachers and other headmasters while analyzing the felt need. The headmaster clearly understood the disequilibrium and case for it. The source of innovation was the headmasters own thinking. The headmaster tentatively decides to introduce the innovation, if the evaluation was favourable. The headmaster followed three methods for evaluating the innovation these were observation, evaluation of consequences in meeting and informal enquiry. Fear of failure preconceived staff were some of the constraints in implementing innovations.

Muthamma (1982) did an Investigation into the moral judgment of upper primary school children in the selected schools of the city of Mysore. it was found that, There was significant difference in moral judgment of boys and girls. occupational background of the parents influenced significantly the moral judgment and the economic background of the students influenced their moral judgment.

Pralhaldas (1982) did a study on the moral judgment of junior college students and their relationship with their socio-economic status. it was found that, Moral judgment was not affected by intelligence. Moral judgment and personality adjustment had no positive linear relationship. Junior college and composite college students, and age groups from 16 to 19 did not find any significant differences. Student’s moral judgment was not distinguished by sex. Socio-economic status and moral judgment had a positive relationship. The DIT
scores differed among science and arts students, science and commerce and arts and commerce students. The Indian junior college students and of United States differed significantly on their mean scores.

Theodore Coladarci (1986) conducted a research on “Accuracy of Teacher Judgments of Students Responses to standardized Test Items the investigator revealed that, Aggregate measures of teachers judgment of their students responses correlated positively and substantially with aggregate measures of students actual responses. Teachers accurately judged their students responses to individual items for approximately three quarters of the total number of test items. The accuracy of teacher’s judgments varied significantly with sub test. There were significant individual differences among Teachers in the accuracy of their judgment and Teachers were least accurate in judgment low performing students and most accurate in judgment higher-performing students. These finding are consistent with other research in this area and are discussed within the context of interactive decision making of teachers.

Avaniya (1987) conducted a study on moral judgment and personality adjustment of teacher trainees. In his study the investigator found that, Most of the student- teachers possessed a low level of moral judgment. Positive linear relationship was not found on their moral judgment and home, health and emotional adjustment’s and faculty had not any effect on moral judgment. The age groups of 18-19 and 19-26 scored significant difference and others did not differ.

Rathan Kumari (1987) conducted a study on Human Value and Moral judgment. In his study the investigator found that, an association of higher average score with higher socio- economic status. Brahmins scored high, next Forward cast, Christian, background community students, scheduled tribe/ scheduled caste and Muslims in order. Students with high, higher and middle income parental background scored high on H.V.J. scale.

Blank (1988) In his study he found that, sought to identify the factors, which influence the decision - making process of the experienced teachers. Beliefs about teaching, learning and the role of the teacher in problem solving
instructions. Teachers perceptions of the individual students and “hypothetical students” and Teachers psychological and emotional needs.

Pratibaa (1988) conducted a research on “Moral Development in Children”. In his research he found that, Moral judgment was normally distributed. Sex did not have any significant role in determining the moral judgment of the children while intelligence played a vital role in the developmental of moral reasoning. SES, religion, and moral judgment of the children. Every moral programme and approach of instruction, along with the enriched content, enhanced the moral standard of children, irrespective of psychogenic variables. All the children in comparison to the traditional one liked the proposed programme and instructional materials. Though it has been found encouraging to claim that, given the proper curriculum, the right methods sustained enthusiasm, moral values would be enhanced. It was however not possible to say that values inculcated will stand the wash effect of time and space. (SS 0833).

Geethanth P.S (1988) did a study on Moral Judgment in relation to some selected variables. In his study he found that, Students in different classes in school differed significantly in their moral judgment. Students of different age groups differed significantly in their moral judgment. Urban students exhibited higher moral judgment than rural students did. Boys and girls did not differ significantly in their moral judgment. Students of different intellectual abilities differed significantly in their moral judgment. Students of different socio-economic strata differed significantly in their moral judgment. Students belonging to different subgroups on attitude towards religion differed significantly in their moral judgment. (PVD, 0120)

Reddi and Dayakar V. (1989) did a Study on Moral Judgment in relation to intelligence, personality and other variables. They found that, the boys obtained a significantly higher mean score than girls. There was no significant difference between urban and rural students. The sex effect was significant for stages 1,3,4 and levels 1 and 2 and for Moral judgment there was 1 no consistency in the finding obtained. Boys scored better in stages 1 and 4 and level 1 but girls were better in stage 3 and level 2; and also in Moral judgment.
Gepta and Ranjana. (1989) did a Study on Values and Moral Judgment of adolescents of two representative centres of western and eastern U.P. In their study they found that, Regional differences influenced the different personal values of adolescents in an important way. Regional differences influenced different moral judgment areas of adolescents in an important way. Adolescents belonging to the eastern part U.P. had greater and significant magnitude of moral realism in comparison to adolescents belonging to the western part of U.P. Sex difference remerged as a contributing factor in the moral judgment of adolescents. (SSO. 0819)

Penn (1990) In his study he found that, targeted focus on ethical instruction can increase students ability to reason ethically.

Das R.C. (1991) did a Study on the methods adopted by selected secondary schools in India for development of moral and ethical values and measurement of the value judgment of class IX of these Schools. In his study the investigator found that, A Significant positive correlation was found between intelligence and moral judgment. A Significant positive correlation was found between socio-economic status and moral judgment scores. The coefficient of correlation between intelligence test scores and moral judgment Score, with constant socio-economic status was found to be significant positive and moderate. The coefficient of correlation between moral judgment scores and socio-economic status, were found to be significantly positive but very low. The mean moral judgment score of the group of selected schools were found to be significantly higher than the mean moral judgment score of the group of other schools. Seven schools out of the group of selected schools and one out of the seven other schools were found to have a very high mean moral judgment score. The programmes and activities of these eight schools aimed at moral judgment were as follows; a). One period a week was provided in the school timetable to each class for moral education. b). brief talks on moral issues were given in the assembly after prayer. c). Yogasanas were taught to student. d). birthdays of religious and social leaders were observed by discussing their life and work e) Teacher observed and recorded the behaviour of the student and evaluated their personality in cumulative
records. The test of moral judgment constructed by the principal investigator had high reliability and high validity. ((Author.1198).

**Gupta K.M.(1991)** did a study on “Stage structure of Teacher educators in moral Judgment:” Indian Educational Review, Vol.26 (2):61.68 in his study, the investigator found that There exited no significant difference in the principled morality index of male and female teacher educators. Teacher educators of the science and humanities steams differed significantly in the principled index. The principled morality index for the science stream teacher-educators was higher than for the humanities streams teacher-educators. There existed no significant difference in the principled morality index of Ph.D. and non-Ph.D. teacher-educators. Eighteen percentage teacher-educators were not satisfied with the present set-up (establishment). The principled morality index of Indian teacher-educators was 30.67, which was less than the principled morality index of all foreign samples. (Spr.1500).

**Urmila Rani.(1991)** conducted a research on “Personal and educational environment factors as correlates of moral judgment among urban and rural senior secondary student”. In his research the investigator revealed that there was a significant relationship among intelligence, and family relationship and the moral judgment of urban and rural secondary students. Urban students, irrespective of their sex, did equally well on the moral judgment task. Rural girls performed better than the rural boys on the task did. Urban students were better in moral judgment as compared to rural students. The age of students, SES and viewing of TV by students and strict or liberal discipline at home did not affect the moral judgment, in urban and rural students. Moral attitude of the father and mother and the moral judgment of urban students were not related, whereas in the case of rural students moral judgment was related to moral attitude of father and mother. Education of parents was a strong factor in enhancing the moral judgment of students in both the samples. Moral attitude of teachers and school climate were not related to the moral judgment of the students in any samples. School/College differences and students studying in Govt/private institution did not come in the way in fostering moral judgment among urban students. In rural students the differences could not
be found due to absence of colleges and private institutions in rural area. Moral education given in the morning assembly or in an independent period positively affected the growth of moral judgment in urban students. However, not in rural students. (JNJ 0304).

**Bajpai and Amita (1991)** did a study on “An experimental study of an educational intervention curriculum for value-development and its facilitative effect upon the development of moral judgment.” In this study they found that the Children who participated in the programme acquired an ability to judge an act as right or wrong taking into consideration not only the material consequences but also the intention behind the act. The variables of intelligence, academic achievement, school adjustment and family structure were found to be significantly related to the level of moral judgment. Whereas to relationship was found with SES, sex and birth-order. (RJS 0675).

**Pradhan (1992)** conducted a study on the variation in the development of Moral judgment of School Students in different types of Schools in relation to general intelligence, Personal values, SES and Sex. Ph. D. Edu. Vtkal Univ. In his study, he found that there was a significant positive but moderate correlation between moral judgment and intelligence. There existed a significant positive but low correlation between moral judgment and SES. The girls exhibited significantly higher moral judgment than the boys did. The class VII and class IX students studying in privately-managed schools scored significantly higher in moral judgment than their government school counterparts. The urban school students of all the classes exhibited significantly higher moral judgment than the rural school students. Moral judgment development was related to age. The higher age-group students exhibited a higher-level moral judgment. Moral judgment increased with age among adolescent children. The girls were found to have scored significantly higher than the boys have.

**Margeret et.al (1993)** did a study on Perceived Participation in the Decision-Making process in a University setting. In this study they found that, the impact gender has perceived the male and female factors of tenure and participate in the decision-making process.
Gopal Chandra Padhan (1994) did a research on Moral values of school students in relation to different personal values. The research study found that moral judgment was significantly positively related with religious, social, democratic, knowledge and health values and significantly negatively correlated with economic, democratic power and health values.

Gorman and Duffy (1994) did a study on Service experience and the moral development of college students. They found that the development of the level of moral judgment of students in two types of college course, both requiring reading. Lectures and discussions, curriculum innovation for college under graduate, development of students in moral traditional college course. Use of rest is defining issues test in assessing moral judgment development, comparison between protest and post-test scores.

Sridhar (1995) did a study on extent of about authority and peer group influence on moral judgment, an aspect of moral development of high school students. In his study the investigator revealed that the relationship between moral judgment and certain personal and social variables such as age, sex, intelligence, family life atmosphere and socio-metric status of high school students on moral judgment. The study was based on the finding of Piaget, Kohlbe and bandura. Adults influenced the moral judgment of high school students largely.

Luckocushi and Jean (1996) conducted a study on Professional ethics among practicing educators. They found that ethical decision-making by teachers and the application of resulting case studies to teacher education. The initial study examined ethical decision-making and professional ethical philosophy. As a finding that Montana program standards leading to certification of teachers be strengthened in the area of professional ethics, that thoughtful application of the code of ethics be emphasized in teacher training, and that instruction in education course work include the use of case studies on applied ethics.

Beyer. L.E (1997) did a study on Teacher Education and Moral Judgment. In his study he found that, the Moral contours of teachers education. Teacher education curricula should be modified to incorporate subjects on ethical and
moral decision-making. Moral judgment is required teachers day to day activities, especially in instances when two social values meet head on. Instead of concentrating on merely pedagogical skills, they should be given the opportunity to practice ethical decision-making. Teachers should be able to understand the salient power structure within the classroom to be able to interact effectively with their students.

*Nonis and swift (1998)* did a study on School Ethics. In this study they found that, there were more cheating behaviour in writing project than taking exams in the classroom, and students viewed the ethics of cheating inside and outside the classroom different.

*Good et.al (1998)* did study on Development of Moral Judgment among undergraduate University students. In this study they found that, significant freshman to senior gains in principled thinking among the Ss attending the state and Christian liberal arts Universities, whereas, no significant freshman to senior gains in principled thinking was found among the Ss attending the Bible University.

*Cheung and Chau-kia (1999)* conducted a study on Ethical Judgment and Ethical Reasoning On Business Issues; A cross lag model for university students in Hong Kong. In this study they found that to promoting students ethical reasoning and ethical judgment regarding business. To evaluate if it fulfils the aim, a study surveyed 197 second-year students who attended the course in a institution in Hong Kong, both at the beginning and end of the term. Analysis of the panel using structural equation modelling showed that there were reciprocal relationships among ethical reasoning and ethical judgment over time. Active learning about business ethics, grades.

*Sheppard et.al (1999)* conducted a study on Code of Ethics. In this study they found that, have reflects the values of integrity, competence, responsibility, and an understanding of and respect for the cultural diversity of society. The code is not a static document but will need revision over time because of the continuing development of ethical knowledge. A brief overview presents the steps involved in ethical decision-making.
Sandya (1999) did a research on Evaluated study of Value Education. In her study the investigator found that, Learner studied importance of social class differences in terms of different kinds of parental control. He should that social status of an individual is correlated to moral judgment. Children of higher status families tended to display more mature form of moral judgment than those belonging to lower status. Found value concept with different cultural background. Honesty could be central standard of conduct for middle class parents because they see honesty as truthfulness.

Knots et. al (2000) conducted a study on Ethical judgment to college students. It was found that, a dimension of religiosity-religious commitment i.e. deals more with how religious a person is, and less with how a person is religious in terms of practicing certain rituals significantly influenced the ethical judgment of college students.

Paul Hager (2001) The research study on Workplace judgment and conceptions of learning. In his study the investigator revealed that, judgment is a pivotal notion for understanding learning, but how we view judgment is crucially shaped by our favoured conception of learning. The favoured conception of learning is shown to distort judgment, while an emerging conception of learning does justice both to judgment and learning from work.

Casello (2001) did a Study of site- based Decision- Making based on the Perspectives of the Participants. the investigator demonstrated the powerful impact site-based decision- making has on a group’s behaviour. What is critical to the success of site- based decision- making is the level of communication that is necessary between the school, the principal and the central office, and when all parties possess a strong desire to communicate and relate to one another Site- based decision-making can be a powerful tool for a building level administrator.

Kaczmarek and Peggy (2001) did a study on Experiential Teaching Strategies Applied to an Ethics and Professional Issues Course. In this study they found that, it is important that students have first-hand experience in working with contemporary ethical issues before they finish their graduate
training. An ethical and professional issues course proved an excellent laboratory for creating experiences that require students to experience dilemmas first hand and to develop solutions. Experiential exercises provide an opportunity for students to debate ethical issues to struggle with the weight of making ethical decision within the safety of the classroom before facing them in clinical practice.

King et.al (2002) did a study on Moral judgment development in higher education; Insights from the defining issues test. In this study, they revealed that, dramatic gains in moral judgment are associated with collegiate participation. Even after controlling for age and entering level of moral judgment. Although many studies used gross indicators of collegiate context (e.g. institution type or academic discipline) studies that examine specific collegiate characteristics and educational experiences are better suited to identifying factors that contribute directly or indirectly to changes in moral judgment during the college years.

Panna Akhani et. al (2003) did a study on Moral Education, Moral judgment and personality characteristics - An Exploratory study. In this study they found that, the children taking moral education lessons have significantly more moral judgment ability than the children not taking moral education lessons. It could be cagily inferred that those who were taking lesson in moral education were significantly better in moral judgment.

Megillicudy et. al (2003) did a study on the effects of interpersonal relationship and Character gender on adolescents resolutions of moral dilemmas. In this study they found that the consistent with a view that multiple, equally valid approaches to moral judgment might exist and affect the development of male and female students differently.

Maher and Michael John (2004) did a study An Investigation of Teacher Candidate Ethical Identity. from this study they found that, the ethical judgment, racial ethical sensitivity, and ethical action in a clinical setting suggest that blasé (1980) comprehensive review of the relation between moral reasoning and behaviour is a definitive work on the question of relationships. Between moral judgment, moral sensitivity and moral action of proposed self model has three
major components of ethical functioning that could guide program design in colleges of Education.

*Tejpreet and Sona (2004) conducted* a study on Parenting as Related to Development of Moral Values and Judgment. In this study they found that, good parenting styles which comprise of positive dimensions like love, affection, warmth, acceptance, lower level of power assertion are conductive to the development of appropriate moral values and judgment. Whereas negative parenting styles i.e. hate, rejection, discouragement create unfavourable environment for the development of socially approved moral values and judgment in children.

*Sapre Neelima and Ghugre Suhasinee. (2005)* conducted a research on Interactive decision-making in Teacher Education. From this, they found that the Training in interactive and immediate decision-making aspires to improve the quality of teaching. The training process no doubt, is complex involving many phases. However, awareness of this training is crucially significant for shaping the trainee-teachers behaviour.

*Sona et.al (2005)* did a study on School environment and Development of Moral Values and Judgment. They found that, the development of moral values is related to school environment. Environment of an educational institution comprises of its structure, leadership patterns, goal of students and teachers, which achievement, satisfaction and value pattern.

*Kaurknag et.al (2005)* did a study on Assessing School Environment. From this study they found that, good socio-emotion climate of the school plays a vital role in the development of positive moral values and ethical judgment.

*Robert et. al (2006)* did a study on Assessing ethical behaviour the impact of outcomes on judgment bias. In this study, they found that, the support for the main hypothesis that outcomes achieved by the rates influenced judgment of ethical behaviour. The hypothesis that ethical beliefs of ratters
will moderate the biasing influence of outcomes on ethical judgment bias was not supported.

**Susank et.al (2006)** did a study on Ethics in classroom assessment practices; Issues and Attitude. In this study, they found that, the defining ethical behaviour and examining educator’s ethical judgments in relation to assessment. It describes the results from a web-based survey of education in which they read a brief scenario and indicated whether the student evaluation practice in the depiction was ethical or unethical. Strong agreement among the educators on fewer than half of the scenarios that assessment is currently an educational realm without professional consensus.

**Duane et. al (2007)** did a study on the joint influence of client attributes and cognitive moral development on students ethical judgments. In this study they found that, the influence of cognitive moral development and a contextual factor, client risk level, on both ethical judgment and behavioural intentions. Students indicate that students with higher moral development evaluate earnings management as less ethical and are less likely to accept earnings management by an audit client than are students with lower moral development. Students in a high client risk scenario evaluated earnings management as less ethical and were also less likely to accept earnings management by an audit client than were students in a low client risk scenario. The finding also shows an interaction between client risk and moral development.

**Shane V et.al (2008)** conducted a study on Individual Moral Philosophies and Ethical decision making of undergraduate athletic Training Students and Educators. In this study they found that do not support change in athletic training ethics education practices to address sex-spectres needs. However, when opportunities occur for students to reason using different ethical perspectives, educators should be aware of their students and their own moral philosophies in order to optimally facilitate professional growth.

**John et.al (2008)** did a study on Teachers Perceptions of students Reading Abilities; An Examination of the Relationship Between Teachers judgments and students performance across a continuum of rating methods. In
this study they found that, teachers were generally accurate when estimating students performance when students had strong oral reading fluency skills, but teachers had more difficulty judging students with average to low oral reading fluency.

David et.al (2009) did a research on Education and Training in Ethical decision making; Comparing context and orientation. In this research they revealed that, the participants are able to gain a better understanding of the factors, both individual and situational, that frame an ethical dilemma. This methodology can also show how individuals can be influenced to make unethical choices based on the presence of certain contextual factors.

Eric Weisbrod (2009) did a study on the Role of affect and Tolerance of ambiguity in Ethical decision-making. In his study he revealed that, An experimental study among undergraduate accounting students and find that tolerance of ambiguity significantly influences ethical decisions in both personal and organization settings. The final finding also reveal a significant interactive effect between negative affect and tolerance of ambiguity.

Insung Jung (2009) did a study on Ethical judgments and behaviours: Applying a multi marginal ethical scale to measuring ICT ethics to College Students. In his study he found that, ethical decision-making processes did indeed vary by scenario, and that a single-issue approach is inadequate for studying ethical decision-making. perceived importance of the ethical issue was a factor in the scenarios, but it did not have an all-inclusive influence on the decision-making for the participants. The finding were considered in the context of theories and masons ethical issues of the information age. We offer advice to managers on how to limit unethical behaviour.

Elias (2009) In his study he noted that, contrary to previous research by Nonis and Swif (1998) Students were cheating outside the classroom slightly more unethical then cheating in class. This difference can be due to the fact that students today use the internet and library databases to complete their project much more than before. They are beginning to regard out-of-class questionable behaviour as unethical.
Chaya. A. Heblikar (2012) did a study on Moral judgment of Ninth standard students in Relation to their parental behaviour. In his study he found that, there is a high positive correlation between moral judgment and parental behaviour of IX standard students and null hypothesis is rejected. Therefore, there is significant relationship between moral judgment of standard IX students and their parental behaviour. Parental behaviour has great influence on the moral judgment scores of IX standard students. Higher the parental behaviour was the score on moral judgment.

2.3. 1 Epitome of the Review of Pertinent Literatures on Ethical Judgment

The following conclusions are arrived from the pertinent studies of Ethical judgment. The researches revealed that, the student-teachers were positively react with actual responses and those response from on ideal ethical judgmental behaviour, these concepts are supported by this study of Theodore coladarci (1986). Positive dimension like, love, affection, warmth, acceptance, are appropriately lead and develops moral values and ethical judgment behaviour of teachers, teacher-educators and student-teachers, these concepts are supported by this studies of Bajpai, Amita (1991); Pradhan, G.C (1992); Robert et al (2006); Penn (1990); Vavrus (1978); James Lipham (1981); Sapre et. al (2005); Anna M. Cianci et. al (2009); Sona Thakur et. al (2005).

The researches revealed that, teachers’ Sex, intelligence, family life are positively significant in their ethical judgment behaviour, these concepts were supported by this studies Cheung (1999); Panna Akhani et al (2003). Sridhar (1995). Further study of Chaya. A Heblikar (2012) revealed that, high positive moral judgment of parent behaviours could influence high positive correlation between moral judgment and parental behaviour of IX STD students. Parental ethical judgmental behaviours are positively significant these concepts are supported by this study Rahan Kumari (1987).

The research revealed that, Sex difference emerged as a contributing factor in the moral judgment behaviour of adolescents, these concept supported by this studies Gepta, Ranjana (1989), Megillicudy et. Al (2003); Yavvz et. al (2008); Muthamma (1982); Margaret et. al (1993).
The research of Haslet (1976) revealed that, Female Teachers who have good ethical judgment found to be significantly more organized, experienced, intelligent and knowledgeable than that of males. Further research of Yavvz ET al (2008); Pradha, G.C. (1992) revealed that, women increased Ethical judgment, ethical intention, and higher altruism.

The research revealed that, the Sex did not have any significant role in deferring the moral judgment behaviour of the students-teachers, these concept are supported by this studies Pratibaa (1980); Shane V Caswell et.al (2003); Geethantha P S (1988); Gupta, K.M (1991); Teacher educators; Vrmila Rani (1991); Megillicudy et. al (2003); Prahalladas (1982); Auanija (1987).

The study of Redid, Daya Kar V. (1989) revealed that, boys obtained a significantly higher mean score than girls in their ethical judgment behaviour.

The research of Cheung Chavkia (1999) revealed that, the higher age group student exhibited a higher level moral judgment and moral judgment increased with age and also moral judgment development was related to age. These concepts supported by this studies Pradhan, GC. (1992); King et. al (2002); Geethantha P.S.(1988); Avanija (1987), Panna Akhani et. al (2003), Sridhar (1995).

The research of Avanija (1987) revealed that, Junior college and composite college students and age-groups from 16-19 do not significantly differed in their ethical judgment behaviour. These concept supported by Prahatlada’s (1982)

The research of Vrmila Rani (1991) revealed that, the Urban Students exhibited significantly higher moral education and ethical judgment behaviour than Rural Students, these concept are supported by the studies are Pracilhan, G.C.(1992) Geethanth P.S. (1988). Further study of Vrmila Rani (1991) revealed that, Rural girls performed better than the rural boys, on the moral judgment. Morale education in morning assembly an independent period positively affected the growth of moral judgment in urban students, But not in rural students.
The study of Reddi Daykar V. (1989), revealed that there exists no significant difference between Urban and Rural students in ethical judgment.

The study of Sona et al (2005) revealed that, the development of moral and ethical judgment behaviour is related to school based environment.

The study of Kandir Beynoglu (2009) revealed that science, computer and education teacher ethical judgments were less than those of classroom teachers and social science teachers.

The researches of Robert (1971) revealed that, the factors of teaching experience, beliefs about teaching-learning, problem solving skills, teachers perceptions of individual, teachers psychology and emotional maturity could influence their decision-making process in ethical judgment behaviour, these concepts are supported by this study of Blank (1988).

The previous research of Geethanth P.S. (1988) revealed that, the religion differed significantly in their moral and ethical judgment behaviour of teachers, teacher educators and student-teachers, these concept are supported by this study Gopal Chandra Padhan (1994). Further study of Knotts et al (2000), explained ethical judgment of college students are differed in their aspect of religious commitment, religious practicing certain rivals.

The research of Prahalladas (1982) revealed that, socio-economic status and moral judgment had a positive relationship and the socio-economic, democratic, knowledge and health values influence their moral judgment behaviour these concept are supported by this studies of Geethanth P.S. (1988); Gopal Chandra Padhan (1994); Muthama (1982). Further study of Ratha Kumari (1987), could supported teacher and student-teachers high economics status influenced their moral and ethical judgment behaviour.

The study of Haslet (1976) found that teachers are significantly more responsive, trustworthy, concerned their ethical judgment behaviour.
The research of David F. Perri et al. (2009) revealed that, individuals can be influenced to make unethical choices based on the presence of certain contextual factors. These concept supported by this studies Nonid & Swift (1998); Elias (2009); Glasomn et al. (1988) Eric Weisbrod (2009).

The previous research of Avanija (1987) found that, most of the Student-Teachers possessed a low level of moral and ethical judgment behaviour in their profession, these concept supported by this studies King et al. (2002); Mohammed et al. (2005).

2.3.2 Insights Drawn From the Pertinent Literatures on Ethical Judgment

i. Love, affection, warmth, acceptance, are appropriately lead and developed moral values and ethical judgment behaviour of Teachers, Teacher-educators and Student-Teachers.

ii. Moral judgment of parent’s behaviour influenced moral judgment of IX STD students.

iii. Teaching experience, intelligent and knowledge developed Student-Teachers ethical judgment.

iv. Moral judgment behaviour increased with age.

v. Moral education and morning assembly promoted moral judgment of students.

vi. School based environment developed ethical judgment behaviour of school students.

vii. Teaching experience, belief about teaching-learning, problem solving skills, Teachers perceptions of individual, Teachers Psychology and emotional maturity influenced their decision-making process in ethical judgment behaviour of Student-Teachers.

viii. Socio-economic, democratic, knowledge and health value influence moral judgment behaviour.

ix. Teachers, Student-Teachers high socio-economic status influenced their moral and ethical judgment behaviour.

x. Teachers’ responsive, trustworthy and concerned could developed their ethical judgment behaviour.
xi. Certain contextual factors influenced to make unethical judgmental behaviour of individual.

xii. Student-Teachers affected on Tolerance of ambiguity.

2.4 Strengths of previous studies in Ethical Behaviour and Ethical Judgment

Washburne and Heli (1962) Teacher’s ethical behaviour has a measurable effect on both the academic and social development of student-teachers in teacher education. Silberman (1969) teacher’s attitude is related to teacher ethical behaviour. Sharma (1971) the teaching aptitude, attitude, academic qualification, creativity are significantly related to classroom teacher ethical behaviour. Meena Buddhisagar Rathod et.al (2003) the code of ethics shows the dignity and importance of the teaching profession. It calls attention to the great responsibility of teachers. Each teacher has to perform his role according to the highest ethical standards. Benninga and Jacques S. (2003) Moral and ethical issues, including character education, are slowly becoming part of the teacher education programs. Philosophical writings and psychological research exist to provide guidance, and exemplary university training programs, provide beginning models of practice. Overwhelmingly deans and administrators of teacher education programs agree that core values can and should be taught in our schools. It is now up to the profession to ensure broader and deeper implementation. Campbell and Elizabeth (2004) Moral and ethical bases of teachers interactions with students. Drake et al (2005) a significant increase between the beginning of course and its end. Well accepted that discussion on moral practices and the teaching of ethical theory increase capabilities in moral reasoning. Kanwahjit Kaur Kingra (2006) there is a great breakdown of values among youth they need guidance for their development; so the ethics and values must be inculcated in the curriculum of teachers education to help them. As a great teacher can motivate his or her students to perform, the teacher should be one who has great knowledge of values and ethics, which he practices in life. Values should become the core of teacher education without which education are not assumed complete. Meenakshi Raman et.al (2009) teacher have realistic and tangible goals. Unrealistic goals increase ethical ambiguity. Consult in confidence with other professionals when he is faced with conflicting or confusing ethical choices. Decide cases of questionable practice
after first discussing with other professionals of all the ramifications of actions. Work to determine when to act or not to act, while being mindful of the values the rules and regulations of the institution and the relevant legal requirements. Sachdey (2009) the Education ethics, therefore is a necessary correlate of education as a profession as it is shown in the value-based enunciation of multiple dimensions of the role and obligations of and educator. In fact, an educator cannot play his role and fulfil his obligations unless he learns to understand and develop an integrated value-oriented approach forwards his students, colleagues, employees, other professionals, the academic community in general and the world at large. Penn (1990) targeted focus on ethical instruction can increase students ability to reason ethically.

2.5 Weaknesses of previous studies in Ethical Behaviour and Ethical Judgement

Flandeers (1963) in - service teachers trained in interaction analysis technique changed their teaching ethical behaviour significantly. They become more sensitive to their own classroom teaching and become more independent and self-direction in comparing their intentions with their actions. Pinkeerani (1981) the overall ethical behaviour of the students was found significant in the case of students who received moral instruction and was almost same in case of others without moral instruction. The overall ethical behaviour of the students without moral instruction were significantly poor and different when compared with those who received moral instruction. Tirri and Kirs (1996) the highest percentage of teachers emphasized commitment as an indicator of teachers with a high professional ethos. The second most common dimension of teachers, Teachers ethos according to the teachers, was justice. One-quarter of the teacher rated justice as an important quality. Only 12 percent of the teachers mentioned truthfulness, and 9 percent of the teachers mentioned care, as important qualities for teachers with a high professional ethos. Morgan et. al (1996) Faculty groups identified the following themes, Responsibility toward students. Power issues with students. Hypocrisy within the institution. Lack of institutional role in ethical awareness and Professional misconduct. The institutions should play a larger role in promoting discussions about ethics in academics. It was concluded that the differences between faculty and students understandably
reflect issues salient to each constituency. Further the quantitative items, most of
the behaviours were seen as unethical by faculty and students and differed
only in degree, Additionally, the students and faculty focus groups received
different prompts which likely affected the content of their concerns.
*Bramdley and Jon G. (1998)* teaching is not a full-fledged profession like other
social occupation student-teachers are oriented in to a vacation still attempting
to create a place in society. Asserts that until teacher educators adopts a public and
accountable ethical regime for teacher candidates, the vocation will continue to be a
quasi-profession. *Cummings et al (2002)* the students himself was involved
previously in academic dishonesty (plagiarism or other academic mistakes) and
considers this behaviour as a normal one, so if you can do it why not. To identify
and to denounce an unethical behaviour could have some prejudice on the
student who does it in fount of this faculty colleagues. The student accept
this kind of situation because he is recognizing that the other student has more
aggressive attitude, he is more versatile and he could have some revenge next
time. *Petress and C.Kenneth (2003)* it is not my job, it is teachers job to take
care about it. This is not affecting me at all, are frequently presented in
students academic researches. *Pavel Vacek and Jan Lasek (2005)* there were
comparisons between the ethical expectations of teachers and student - teachers;
Students think that Teachers behave in unethical ways significantly more
frequently than teachers themselves. Some Teachers tend to avoid noticing or
giving examples of unethical behaviour Students think that intentionally
unfair evaluation is much more frequent, and is a more serious issue, than
teachers think. Students are more sensitive to personally unethical behaviour,
while teachers are more concerned about unethical behaviour between members
of the teaching profession. Unlike the teachers, students do not necessarily think
that a teacher setting a bad example is a danger to pupils moral development.
*Avanija (1987)* Most of the student- teachers possessed a low level of moral
judgment. Positive linear relationship was not found on their moral judgment and
home, health and emotional adjustment’s and faculty had not any effect on moral
judgment. The age groups of 18-19 and 19-26 scored significant difference and
others did not differ. *Nonis and swift (1998)* there were more cheating
behaviour in writing project than taking exams in the classroom, and
students viewed the ethics of cheating inside and outside the classroom
different. *Megillicudy et. al (2003)* the consistent with a view that multiple, equally valid approaches to moral judgment might exist and affect the development of male and female students differently. *David et.al (2009)* the participants are able to gain a better understanding of the factors, both individual and situational, that frame an ethical dilemma. This methodology can also show how individuals can be influenced to make unethical choices based on the presence of certain contextual factors. *Elias (2009)* contrary to previous research by *Nonis and Swif (1998)* Students were cheating outside the classroom slightly more unethical then cheating in class. This difference can be due to the fact that students today use the internet and library databases to complete their project much more than before. They are beginning to regard out-of-class questionable behaviour as unethical.

### 2.6 Effects of variables on Ethical Behaviour and Ethical Judgement in previous and present study

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<tr>
<th>S.No</th>
<th>Variables of Previous studies</th>
<th>Variables of Present studies</th>
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<tr>
<td>1</td>
<td><em>Felsenthal (1969)</em> the sex factor to be significantly related to teachers ethical behaviour, Boys receive a share of student-teachers interaction positively and negatively. <em>Robert K Bane’s (1969)</em> there is a significant relationship between teaching ethical behaviour and sex. Male teacher used greater amount of warning, accepting and directing ethical behaviour than female teachers. <em>Pushpa. G et. al (1994)</em> the different types of prosocial behaviour like sharing, reciprocity, compensation and emergency were compared individually. The prosocial behaviour of boys and girls of different classes were compared and the results indicated no significant different in the prosocial behaviour. Reciprocity and emergence behaviour increases as the boys are in fifth class. But girls there is no significant difference in the prosocial behaviour</td>
<td>The lower Ethical performance and poor judgment occur in the dimension of Honour, Self-Respect, Compassion, responsibility, Service, Fairness, Diversity and Equity among Male and Female Student-Teachers.</td>
</tr>
<tr>
<td>2</td>
<td><em>Sridhar (1995)</em> an aspect of moral development of high school students. the relationship between moral judgment and certain personal and social variables such</td>
<td>The Student-Teachers of different age groups of 21-25, 26-30, 31-35,36 and above are found to be</td>
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as age, sex, intelligence, family life atmosphere and socio-metric status of high school students on moral judgment.

| 3 | Urmila Rani (1991) | Urban students, irrespective of their sex, did equally well on the moral judgment task. Rural girls performed better than the rural boys on the task did. Urban students were better in moral judgment as compared to rural students. College differences and students studying in Govt/ private institution did not come in the way in fostering moral judgment among urban students. In rural students the differences could not be found due to absence of colleges and private institutions in rural area. The Student-Teachers belong to Co-operative college and Self-financial college of education and their performance revealed that the Ethical behaviour is slightly higher than Ethical judgment. An equal level of performance occurs in the dimension of Fairness. While, Government college Student-Teachers performance level shows slightly higher level of performance in Ethical Judgment than Ethical behaviour activities. The Student-Teachers of Co-education college and Women’s college revealed that the performance is very poor in the dimension of Honour, Self-Respect, Compassion, Responsibility, Service, Fairness, Diversity and Equity in relation to Ethical behaviour and Ethical Judgment.

The Student-Teachers belong to Urban and Rural area in the dimension of performance in Ethical behaviour and Ethical judgment, revealed that they belong to very poor performance group in the dimension of Honour, Self-respect, Compassion, Responsibility, Service, Fairness, Diversity and Equity.
There was no significant difference in morale of teacher educators with an urban background and those with rural background. Morale of teacher educators was no significantly related to the number of years of teaching experience of the teacher educators. Sandya (1999) Gender has no influence on value. There has no significant different between urban and rural school teachers in their moral and economic values. Urban school teachers have higher moral value than rural teachers. Boys school teachers have higher moral, theoretical, political and economic values than those of co-education school teachers. Values of teachers are not influenced by length of teacher experiences. Reddi and Dayakar V. (1989) the boys obtained a significantly higher mean score than girls. There was no significant difference between urban and rural students. The sex effect was significant for stages 1,3,4 and levels 1 and 2 and for Moral judgment there was 1 no consistency in the finding obtained. Boys scored better in stages 1 and 4 and level 1 but girls were better in stage 3 and level 2. and in Moral judgment

Science teachers exhibited a high degree of ethical behaviour patterns than other subject teachers

The lower level of Ethical performance and poor Ethical judgment occur in the dimension of Honour, Self-respect, Compassion, Responsibility, Service, Diversity and Equity among Student- Teachers with and without teaching experiences.

The Under Graduate and Post Graduate Student-Teachers percentage scores revealed that the high and lower level performance occur in the dimension of Ethical behaviour and Ethical Judgment. whereas the Student- Teachers who have Research Degree and their percentage scores slightly differ in their...
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<tr>
<th>Year</th>
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<th>Findings</th>
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<tr>
<td>2005</td>
<td>Mumthas. N S.</td>
<td>The high and low professionalism groups of teacher educators. There exists no significant difference in the mean scores of professionalism of teacher educators based on their marital status. There exists no significant difference in the mean scores of professionalism of teacher educators based on their teaching experience.</td>
<td>The lower level of Ethical behaviour and Ethical judgmental activities occur in the dimension of Honour, Self-respect, Compassion and Responsibility among the married and unmarried Student-Teachers.</td>
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<tr>
<td>1987</td>
<td>Rathan Kumari</td>
<td>An association of higher average score with higher socio-economic status. Brahmins scored high, next Forward cast, Christian, background community students, scheduled tribe/scheduled caste and Muslims in order. Students with high, higher and middle income parental background scored high on H.V.J. scale</td>
<td>The lower level of Ethical behaviour and poor Ethical judgmental activities occur in the dimension of Honour, Self-respect, Compassion, Responsibility, Service, Fairness, Diversity and Equity among the Student-Teachers of Hindu, Muslim and Christian religious.</td>
</tr>
<tr>
<td>1988</td>
<td>Geethanth P.S</td>
<td>Students in different classes in school differed significantly in their moral judgment. Students of different age groups differed significantly in their moral judgment. Urban students exhibited higher moral judgment than rural students did. Boys and girls did not differ significantly in their moral judgment. Students belonging to different subgroups on attitude towards religion differed significantly in their moral judgment. (PVD, 0120)</td>
<td>The lower level of Ethical behaviour and poor Ethical Judgment occur in the dimension of Honour, Self-respect, Compassion, Responsibility, Service, Fairness, Diversity and Equity among SC, BC, and OC Student-Teachers, whereas the equal Ethical behaviour performance and Ethical judgmental activities occur in the dimension of Fairness and Diversity, at the same time Ethical judgmental activities are better than the Ethical behaviour of Student-Teachers in the dimension of Honesty, Integrity, Service, Diversity and Equity.</td>
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</table>

The trained postgraduate teachers had a higher morale than the untrained postgraduate teachers did. Teacher’s morale and teachers self-concepts had no relationship. Teacher’s attitude and teacher morale were not significantly related. Teachers adjustment and teachers morale were significantly related. Performance of Ethical behaviour and Ethical judgmental process
Sharma (1971) the teaching aptitude, attitude, academic qualification, creativity are significantly related to classroom teacher ethical behaviour. Meena Buddhisagar Rathod et al. (2003) the code of ethics shows the dignity and importance of the teaching profession. It calls attention to the great responsibility of teachers. Each teacher has to perform his role according to the highest ethical standards. Campbell and Elizabeth (2006) in teaching, as in life more generally, core principles relating to virtues such as honesty, justice, fairness, care, empathy, integrity, courage, respect, and responsibility should guide conduct and interpersonal relations. Lumpkin and Angela (2008) the public expects teachers to display behaviour reflective of moral virtues, such as fairness and honesty, and to adhere to professional codes of conduct. Here the author find that integrity is the bedrock value, discusses the virtues of honesty, trust, fairness, respect, and responsibility, and provides applications that can guide the actions of teachers as they as role models teaching character and moral virtues. Sheppard et al. (1999) have reflects the values of integrity, competence, responsibility, and an understanding of and respect for the cultural diversity of society. A brief overview presents the steps involved in ethical decision-making. Sandya (1999) Honesty could be central standard of conduct for middle class parents because they see honesty as truthfulness. Knots et. al (2000) a dimension of religiosity-religious commitment i.e. deals more with how religious a person is, and less with how a person is religious in terms of practicing certain rituals significantly influenced the ethical judgment of college students. Eric Weisbrod (2009) tolerance of ambiguity significantly influences ethical decisions in both personal and organization settings.

The dimensions of ethical behaviour and judgments are Honour, self-respect, Compassion, Responsibility, Honesty, Integrity, Tolerance, Service, Fairness, Dignity, Diversity and Equity.
Conceptual Frame Work Based on Literature Review

Teacher Education is one of the professional Education in which Teacher plays vital role to improve the Quality of Education (The Education Commission, 1966) At the same time, Quality of Teacher is also most important determining factor for improving the Quality of Education (VIS-2007). Teacher Education is a branch of Education which gives more stress on Professional Preparation for performing the Teacher career (Mamta Mehndiratha, 1937).

In the field of Teacher Education, Teachers are not only Preparing to perform their Teaching profession, but also they share first of all their experience and then practices and there is a face to face tuition for the learner in order to strengthen their basic standard of Education (UNESCO, 2005). In the performance of Teachers in the field of Teacher Education, the Modern approval in Teaching makes, methodological challenges among Teachers. (Akiba, Letendre, and Scribner, 2007). Teacing Strategies for educators Sankaaran et. al (2003), Compbell et.al (2004).

Further, Teacher Education mostly focuses its importance on Pre service or In Service Training to improve the Quality of Teaching Profession (Moon, 2007). The Quality of Teacher Education is also regularized by various agencies of Teacher Education and the government. In this aspect, the integrated practical and theoretical curriculum models are useful in order to increase the standard of Teacher Education and at the same time, the place of action must be performed by the Teachers in a perfect way.

Therefore, the purpose of a Teacher Education programme is to develop students general education and personal culture, ability to educate others, an awareness of the principles which underlie good human relations, within and across national boundaries, and a sense of responsibility in teaching (ILO, 1966). Teacher education as “All formal and informal activities such as teaching attitude, aptitude, creativity and academic performance are related to each other and therefore it is develops their Ethical
behaviour teachers. Bramley and Jon. G (1998), Pillai (1974), Lort N.K.Leonord (2005) and experience that help to enrich the quality of a person to assume the responsibility as a member of the educational profession or to discharge his responsibility most effectively.” (Carrot V. good, 1973).

Further, educational services contribute to the growth of competences by conducting various programmes that are offered through various Colleges and Universities. Therefore, “Successful teaching is primarily due to personality characteristics such as ethical behaviour and judgmental activities, patience, persistence, the ability to analyse problems, and sympathy, empathy with students.” (OECD, 1990).

Teacher Education have developed the ethical behaviour and judgmental activities which are depending on many actors including curriculum, infrastructure, teaching- learning material and methodology etc. the most important factors is the teachers directly responsible for the process of Teacher Education. (ILO, 1991)

The Government of India, accorded highest priority to Teacher Education both as a human right and as the means for bringing about a transformation towards a more humane and enlightened society. (Ramamurti Committee report, 1990)

“Education is not limited to the imparting of information” and or the training in skills. It has to give the educated a proper sense of value direction of human ethical behaviour, It is a dynamic term involving ideal modes of conduct, that shape one’s vision of life. Ethical behaviour of values included one’s capacity to be one’s own self, to harmonies the contradiction within and to be of service to other. Higher Education can enhance qualitatively by giving depth to each curriculum and emphasizing those values of life which are beyond the phenomenal subject and add eternity to education. (Radhakrishnan, 1947)

Therefore, in order to overcome physical, mental, social, moral, emotional, national and international crises, Teacher Education must give preponderant place in inculcation of ethical behaviour of values, even if
these constitute a hidden aspect of the curriculum, and he should make use of his teaching experience and teaching attitude that would develop the teaching ethical behaviour. Silberman (1969), Michel Wright (1995), Franklin (1975), Dekhtawala (1977), Sinh (1978, Sundy (1999).

Accepted education as the most important means to bring about social change. It is believed that the right education can build better order of society. Education is the most important requisite to open up the individual. (Sharma and Sharma-230-1)

Further, Teaching profession involves more than effective planning, instructional knowledge, and teaching skills. It also extends to professional ethical behavioural dispositions. Dispositions are similar to professional beliefs or values systems, but they are more than that. Dispositions extend to professional modes of conduct and the ways in which beliefs and attitude are displayed by teachers action in and out of the classroom. Teachers with positive professional dispositions tend to act in ways that evaluate the profession of teaching the eyes of others. (Ros-Voseles & Moss, 2007)

**Ethical Behaviour and Moral Values**

Ethics is a commitment to higher order moral values and ability to distinguish right from wrong. To distinguish the rules and regulations and law are given much important that is code of professional institutions. Teacher code of conduct paves a way to tend to take ethical behaviour for granted until it goes missing from our lives and we fall victims to unethical behaviour. So there is an immense need to understand the meaning of ethics and values in our academic life and inculcate them in teaching activities. Code of ethics shows the dignity and importance of the teaching profession. Teacher’s responsibility and performance to the highest ethical standards. Meena Budhisagar (2003), Narvlla (1986), Suhasini. A (2006), E.Isaac Mostovicz et .al (2009), Bramdley. G.(1998).

2.7 Ethical Behaviour and Judgmental Activities in Teacher Education

Teacher education has more responsibility for Professional ethics. It is through Teacher education Programme that professional ethics can be taught to Student-Teachers in a systematic manner. Teachers need to understand the Ethical behaviour aspect of teaching relating to their Profession, welfare of the society, and for their Students welfare. It is necessary for the prospective teachers, and Student-Teachers to adopt relevant ethical principle, ethical code, ethical behaviour and Judgment to understand the grounds for holding them and the practice applying them in daily life situations.

There are number of ways to think about the teaching of Professional ethical behaviour and Judgmental activities in Teacher Education Programme. However, the first thing to note about teaching is Professional ethics, ethical behaviour and ethical Judgment which should involve in all the three faculties of Personality: such as Knowing, Doing and Feeling. The Teacher should be aware of the value enriched in the code of ethics, and feel proper emotions and internalize values through their deeds. Positive dimension like, love, affection, warmth, acceptance, are appropriately lead and develop moral values and ethical judgment behaviour of teacher-educators and student-teachers. Bajpai, Amita (1990), Penn(1990), Pradhan, G.C. (1992), Robert et.al (006), Vavrus (1998), James Lipham (1981), Sapre et.al (2005), Anna M. Cianci et.al (2009), Sona Thakur et.al (2005).
Professional ethics, ethical behaviour, and ethical Judgment are the application of an individual’s ultimate concerns about human conduct to their Professional lives. It is a concern with how the Professionals actions affect others, especially Student-Teachers and how the Student-Teachers interests should be taken into account. To the degree that these values are also found in Teacher Education Programme. In the practice of their professional ethics, ethical behaviour and ethical Judgment, Student-Teachers recognize their responsibility to serve the needs of their school education.

**Need of Ethics in Teacher Education**

Teacher Education Institutions, especially Professional Institution, can play a significant role in providing a sound foundation for Professional ethics and values to Student-Teachers. Understanding the concepts of ethics and having an awareness of the Professional codes of ethics and their role in developing a mindset tuned among the Student-Teachers. This awareness will ensure that Student-Teachers carry a high sense of social responsibility and commitment to uphold the degree and honour of the Profession. The development of the concept and training methods in ethics, and integrated them in the course curricula, and some of the needs of studying ethics in Professional Teacher Education.

The following may be useful for developing Ethical Behaviour and Judgment to the Student-Teachers.

1. Stimulating the ethical imagination is needed to anticipate problems and to minimize the chances of being taken by surprise.

2. Recognizing ethical issues and distinguishing the Student Teachers from Professional issues.

3. Developing analytical skills while, student-teachers are trained in these skills for solving their Teaching problems, they should be trained in analytical skills in identifying and solving ethical problems too.
4. Eliciting a sense of responsibility Through every person appreciates that Student-Teachers should undertake certain responsibilities, training them an ethical point of view would also go a long way in their identifying and practicing these responsibilities.

5. In Providing Code of ethics Ethical training would enable the Teacher to appreciate and understand each of the Teachers indicated in code of ethics drawn by the several Professional bodies.

6. Providing case studies and illustrations that help the Teachers appreciate the right ethical decisions for specific issues and develop the right kind of thinking when problems crop up.

7. Ensure that the Teacher develop the ability and freedom to express their concerns about issues like teaching.

8. Foster an ethical atmosphere and culture in Teacher education increasing Teachers moral and ethics.

**Need of Ethics for teacher Educators**

Teaching as a Profession creates products and processes not only to satisfy the basic needs of human being, but also to enhance the convenience, culture, social responsibilities, Teaching and aesthetics of everyday life. These processes are very much concerned with Teaching Professional life, more specifically with Teacher education, social responsibility and student welfare. Teaching involves in the exercise of Ethical behaviour and ethical Judgment and decision-making process. While making experts ethical Judgment, Teaching Profession constantly come as dilemmas in deciding the alternatives to choose the Student-Teachers and consider the alternatives that they choose is the best one. But, their colleagues or their Educational College Administers and others may not agree with that alternative being the best. This is because every alternative appears equality either good or bad to different persons.
Hence, the concept of ethics as well as the Understanding of the guidelines would help Teacher educators to identify the better alternatives that would be good for all. The Teaching Profession would thus be able to respond appropriately to ethical challenges during their carrier. Ethics would certainly show Student Teachers many things that go right in the work place, which have to be needed for teachers.

**Professional Ethics**

Professional ethics is the entire set of general regulations considering the jobs performed by the members of the profession in an ethical way and complied with by most of the members. Socket (1990), Kultgen (1988).

Ethical codes, which are determined by Professional are supported with sanctions, will guide the person who applies them and help them to decide in possible dilemmas Fain (1992). Although Professional ethical codes are shaped differently for each profession, there are many common codes. Among them, the very important are honesty, legality, reliance, Professional loyalty, Respect, Honour, Self-respect, Compassion, Responsibility, Integrity, Tolerance, Service, Fairness, Dignity, Diversity and Equity. (Wiley, 2000).

Each Teacher has to reflect ethical vision in order to be a good teacher. An ethically good teacher has to be honest, compassionate, wise, brave, and fair LuckoVerseski (1997). Teachers have various and intensive relationships with students, the parents, principals, the other teachers and the society. It is inevitable to have ethical dilemmas in these relationships. When there is an ethical dilemmas, teacher should decide, a matter of discussion. Teachers experience in ethics dilemmas appear every sensitive situations (Rushwort & Patricia 1998).

**Teachers and Ethics of Teacher Education**

Teacher education is an important part of all education process. It is not an unnecessary lesion, which is added to other lesion, programs with the aim of occupying the students Bucher (1983). The principal aim of Teacher education is to contribute to each individuals being in society through Under Graduate
providing them with ethical, moral, Judgment, decision- making, intellectual, social, cultural and emotional development, Teacher education could be defined as a process including Teaching ethical behaviour, and ethical Judgmental activities, which get the individual acquire Philosophical, Sociological, and Psychological foundation of Teaching skills with the aim of providing long-term life quality (Lumpkin (1990)). The objective of Teacher education course is not to discover and train inherent capabilities, and give Teaching skills, but to equip and train the Student-Teacher in such a way to secure of his/her ethical, moral, judgmental, social, cultural, emotional and mental integrity Anderson (1999). Teacher education courses in schools focus on the dependency of life on Ethical behaviour and Judgmental actions. Teacher education curricula intends to develop the basic ethical behaviour, Judgmental action, and motor skills of Student-Teachers through various skills and movements. (Buchder and Wuest 1999).

In Teacher education field, teacher is assigned to make principle duties inside and outside the school and practical/ Training/ coaching in addition to the duty inside the class. In Teacher education field, teacher has the responsibility of being a model for the student-teachers and society by pertaining ethical behaviour an judgmental actions are the appearance for healthy Teaching while doing the profession. Teaching value based ideas must be reflected through ethical behaviours, in life also, Judgmental activities and teaching Professional life styles that would constitute good examples for the students not only inside but also outside the school (Harrison & Blakemore 1992).

Professional ethics committee (Resick, Seidel & Mason (1975, 94-95). Janelle and Jaylor (1994) have determined ethical code for Teacher education. These ethics include the ethical behaviour and ethical Judgment in which Student Teachers should perform concerning their duties and social responsibilities.

Practical Professional ethics courses should be organised to ensure full compliance of Teacher education. Teacher with Professional ethics codes. In addition to that providing education in ethics will contribute to the Teacher education, Teachers behave ethically ( Fain & Gillesplie ( 1990), Priest,
Krause & Becah (1999)). Among teachers of formal education, it was observed that the theoretical and practical knowledge increased and solutions and suggestions to problems became more successful (Bergem(1993).

Some difficulties may be encountered in carrying out ethical codes. It is always possible that teachers experience dilemmas, and experience contradictions between individual values and the roles that they are assigned with. In this respect, behaving ethically is a difficult task. Teachers having some peculiarities such as doing what is right, being helpful, honest and fail which constitute ethical behaviour and ethical Judgment activities will alleviate this difficulty (Frank,1996, Oser&Althof, 1993). Teacher could be helped to gain ethical behaviour and ethical Judgment activities through peer and Teacher education programs. Teacher education programme agree that core values can and should taught in our schools. Benniga et.al (2003)

**Ethical Judgment**

Ethical Judgment is reasoning about the possible actions in the situation and judging which action is most ethical. A person making an ethical judgment uses reason to decide what the best solution or decision is to a problem.

Ethical Judgment is a critical piece in the decision-making process. To make a good and sound decision or effectively solve a problem, a person must some basic cognitive skills that enable them to through and systematically complete the decision-making process. These basic cognitive skills include understanding what the ethical problem is, knowing what codes can be applied to the situation, using reasoning to determine what the best decision is reflecting on the situation to make sure that the best decision has been made, and planning how to implement the decision.

**Developing Students Ethical Behaviour and Social Responsibility**

There is more debate over the content to which Educational College can develop student’s ethical behaviour and social responsibility than any other Teacher graduate skills or attributes. They are not really “Skills”, they are “attributes” or “
qualities” yet there is no doubt they can be learned and developed in a Teacher Training course. Most of the Teacher Training Colleges have a policy in Academic Misconduct, in which ethical behaviour and Social responsibility are discussed.

An understanding of ethical behaviour, social responsibility and cultural diversity provides Student-Teacher with the ability to consider the impact of their conduct and actions. The Student-Teachers Teacher Training College are required to behave ethically and responsibility in relation to cheating in examinations or assessment items, acknowledging the intellectual property rights of others, improper practical Examination, and assisting other students to cheat. Students are expected to treat Teacher Training College Staff with courtesy at all times, contribute to a culture of respect and tolerance between students, and demonstrate respect for difference. (Griffith University (2004)).

Student Teachers need to become aware of the Educational Values and attitudes that underpin human ethical behaviour. The role of Teacher Training College is to help Student Teachers make their own decisions by having stimulated discussion.

As college of education Student-Teachers progress in their careers it is highly likely that they will attain a role of national and moral authority. Therefore, Student Teachers should understand the various approaches to ethical dilemmas and they should have the ability to:

1. Recognize ethical issues
2. Develop critical thinking and self-confrontation skills
3. Cultivate tolerance towards disagreement and the inevitable ambiguities in dealing with ethical problem, and
Professional Ethics

The future of nation depends upon student teacher knowledge, skill, and character. Student of today face identify crisis. Their despondency reflects the moral, ethical behaviour and ethical judgmental activities void at the heart of society. It is well said, that “we cannot prepare the future of our student but we can certainty prepare our Student-Teachers for the future.” This is where caring Teachers need to get involved. This calls for Professional ethics and values in teacher education for the teaching profession.

Ethical Value

Ethical is commitment to higher order moral values and ability to distinguish right from wrong. In this, we have laws, code of conduct of professional institutes, rules, and regulations. Ethical values are applied in an everyday professional life to regulate academic activities.

2.8 Meaning, Definition, and Concept of Ethical Behaviour and Ethical Judgment

“Ethical behaviour is characterized by honesty, fairness, and equity in interpersonal, professional, and academic relationship and in research and scholarly activities. Ethical behaviour respects the dignity, diversity, and rights of individuals and groups of people. This definition is not a denial of the existence of other ethical duties with respect to practice, professional service delivery, and research” etc.

The following are the Ethical behaviour they are Honour, Self Respect, Compassion, Responsibility, Honesty, Integrity, Tolerance, and Service, Fairness, Dignity, Diversity and Equity.

Ethics has been defined as “Moral philosophy the study of the general nature of moral and of the specific moral choices to be made by a person”. (The American Heritage Dictionary of the English Language. 4th end). Therefore Ethics mean a standard of conduct and a moral compass that can be applied to a range of situation. Tuffley. D.(2004), Griffith University).
Ethics involves:

- Evaluating personal values
- Knowledge of personal standards, community and universal principles,
- Choices and the impact of these choices on others and oneself,
- Both short and long term consequences, and

The Oxford English Dictionary (1989) defines, Ethics as the science of morals or moral principles, values, norms, standards, morality like expressions are also considered synonyms to this expression and recently “Social responsibility” The American Heritage Dictionary “Ethics is the study of the general nature of moral and of the specific choices to be made by individual in their relationships with others”.

A set of moral principles or values, “More simply stinted, ethics is the study of what is good and right for people. Ethics involves not only telling right from wrong and good from evil, but doing what is right, good and proper. To understand ethics, we must explore a few related terms. The lack of integrity has become a critical issue in individual and teaching ethical behaviours, today. It is a set of principles or standards of human conduct that govern the behaviour of individuals or organization. Philosophically speaking, Ethics as concerned with what is morally right and morally wrong in a given field of human activity.

Ethics is a branch of philosophy dealing with the concepts and principles of morality, including theoretical questions such as the source foundation of morality, the status and justification of moral rules, the relationship between moral and other human objectives and the nature of responsibility and it can be defined as the discipline dealing with moral duties and obligation, and explaining what is good or not good for others and for us.
Professional Ethics

Personal ethics deals with how we treat others in our day-to-day life. Many of these principles are applicable to ethical situations that occur in teaching and Teacher Training College. It is, however, often involves choices at an organization level, rather than at a personal level. They involve relations between two research degree animations, between the corporation and the government, or with the society or between groups of individuals. “Professional ethics is a set of standards adapted by professionals in so far as they see themselves acting as professionals.”

2.9 Historical Background of Ethical Behaviour and Ethical Judgment

“The shortest, the surest way to live with honour in the world is to be in reality what we would appear to be, all human virtues increase and strengthen themselves by the practice and experience of them” (Socrates 469-399 B.C) In ancient times ethical behaviour and ethical judgment were inspirational. According to Greeks (443 B.C) ethical behaviours and ethical judgments are expression of personal values rather than the applications of principle.

According to Hartman (2006) “In reality, the values that an individual holds fast are central to the development of character, and character leads to ethical behaviours, the more sensitive and compassionate the individuals character, more ethically focused, we can expect his/her behaviour to be”. In race, culture, ethnicity, religion, or political persuasion suggested that we should be tolerant of unethical practices, as well.

Ethical Judgment

The concept of Moral, ethical behaviour is as old as the day when man first started living as a social animal. Ethics provide people in organization with a standard of what is right in a particular context, but sometime people lack the skills and knowledge required to make effective and highly responsible ethical decisions.

It is good to make at least a simple start in life but a beginning i.e. basic has more probabilities of being feeble in every sense especially in the long run. Moral education is rudimentary in the school and is out of question at the University level. In history, we find more value-based education when it was
imparted secretly to the chosen ones, when education was guarded within the walls of seminary of monastery, when the education was passed to the disciples from the guru, the spiritual teacher. Today a teacher is no longer spiritual and without any training in spirituality, nor is knowledge devotion and a mystery. Man is a social being, for every man. “Understanding of our fellow being is important, but this understanding becomes fruitful only when it is sustained by sympathetic feeling in joy and sorrow.”

Education is one basic important foundation for creating a value-oriented society. Teachers are basic components for building such a value structure, value change, as thinking, technology and the other entire human activities and understandings change. The value-structures have to move along the changing concepts of society. Value-Oriented education is the urgent need of our times.

“Our educational system must prepare our young people to be more responsible and resourceful. It must take not of the problems, needs and aspirations of youth as well as the challenges of a changing world. It should teach our young people to see the regional problems in the national context and the national problems in the international perspective. It should inculcate moral and social values, attitude of non-violence and tolerance.”

2.10. Psychological Background of Ethical Behaviour and Ethical Judgment

Ethical Judgment skills include planning to implement decisions (e.g. thinking strategically) and cultivating courage (e.g. standing up under pressure). To increase the ability to complete an ethical judgment action, Student-Teacher need to develop ego strength (i.e. Strength of will) and specific implementation skills. To increase ego strength, Student-Teachers should learn self-talk that allows them to encourage themselves towards a moral, ethical value-based judgmental goal and distracts them how to mobilize support from others for the ethical behaviour, and ethical judgmental action. To increase implementation of skills, Student Teacher needs to observe models implementing specific skills. They need to practice implementing systematically a particular ethical behaviour and ethical judgmental activities in different ways of contexts.
Developing Ethical Behaviour

To increase ethical behaviour and judgmental reasoning, Student-Teachers should discuss moral dilemmas (hypothetical and real) which will bring about cognitive conflict and challenge their thinking. They should practice perspective-taking generally and within the ethical domain in order to learn to view the world from multiple perspectives. Lord Nolan’s Report on Standards in public life is instructive. It lists seven principles of public life: 1. Selflessness, 2. Integrity, 3. Objectivity, 4. Accountability, 5. Openness, 6. Honesty, and 7. Leadership.

2.11 Types of Ethical Behaviour

Professional ethical behaviour allows us to understand professional power and responsibility. It is a good conduct of professionals together with or independently of legal factor. Professional ethical behaviour as a general field can be supplemented by such disciplines as the types of ethical behaviours.

1. Normative ethical behaviour

2. Meta ethical behaviour

3. Teaching Professional ethical behaviour

4. Professional code of ethical behaviour

5. Teacher code of ethical behaviour

6. Human ethical behaviour

7. Applied ethical behaviour

Normative ethical behaviour—The principles, rules, and guidelines that are used to directly control the behaviour are termed as normative ethical behaviour. It assumes responsibilities, accesses moral positions, and kind of moral arguments.

Meta ethical behaviour—Grounding foundation, principles, and rules are theoretical and form a part of a subject of Meta ethical behaviour.
Teaching Professionals’ ethical behaviour—There is a number of ways to think about the teaching of professional is ethical behaviour in teacher education programs. Each has its merits as well as its shortcomings and some are better than others. However, the first thing to note about teaching professional ethical behaviour should involve all the three faculties of personality such as, knowing, feeling, and doing. The teachers should be made aware of the values enshrined in the code of ethics, to feel the proper emotions and internalize value in thought and deeds.

Professional Code of ethical behaviour—it contains a provision whereby members are prohibited from doing anything, which bring the professions itself into disrepute. It is seen as the mark of the profession and is used as a warranty to the customer that the business will conduct itself in keeping with certain basic moral principles.

Teachers code of ethical behaviour—When a person become a member of a teaching profession, they must be committed to its general purpose, in order to be a professional. As the general purpose in medicine is to promote health. It is to promote learning in education. The clients put their trust in the professional’s honest commitment to the purpose on the part of the practitioner. To breach that obligation is to act unprofessionally. In the traditional practice like teaching certain standards of conduct and manner on the part of teachers have been developed which forms a code of ethical behaviour for teachers. A code of ethics usually is a list of do’s and don’ts on part of professionals and it does not offer a philosophical justification of the fundamental ethical principles enshrined in the code.

Human ethical behaviour—Ethical also refers to the study of human moral behaviour. Philosophical ethics (or moral philosophy) consists of the investigation of the concept and language of morality. Descriptive (or comparative) ethics involves studying the ethical principle and practices of several of great or religious group. The ethical systems of great figures in the history of religious, or philosophical ethics (e.g. Moses, Aristotle, Aquinas, Kant, etc) may also be examined. The study of ethics, behaviour, primarily prescriptive for groups, and for individuals belonging to those groups, what is the right and proper way to act on the basis of established principles.
**Applied ethical behaviour**- 1. Ethics involving systematic into moral norms or standards of behaviour and understanding their underlying values and justification.
2. Applied ethics dealing with the application of ethical principles in the moral decision dilemmas. This also includes analysis of case studies and drawing of alternative ethical behaviour in specific situations.

2.12 **Principles of Ethical Behaviour**

The fundamental principles of Ethical behaviour within the Faculty of Teaching Professions focus on relationships among and between administration, faculty, staff and students, are;

- Each person is personally accountable for his or her actions
- All persons have a shared responsibility to uphold ethical behaviour within the faculty
- The purpose of fundamental principles and accompanying policies and procedures is to facilitate and promote ethical behaviour in contrast to policing cases of unethical behaviour.
- Policies and procedures for dealing with unethical behaviour need to reflect an efficient and effective process that avoids obscuring or clouding the issues.

**Basic Principles of Ethical Behaviour**

Teaching Professional practices by clarifying the nature of the ethical responsibility and ethical behaviour in a school setting. They are.

1. That each person has the right to be treated with respect to, dignity, and integrity.

2. That each person is entitled to freedom of choice and with that freedom must accept responsibility for choices and decisions.

3. That full potential for each person depends upon the development of self-awareness, self-direction, skills in interpersonal relationships, problem solving and decision-making.
4. That each person has the right to personal growth and development within context of the personal liberties set out in the Human Rights and the United Nations Convention on the Rights of Education.

**Guidelines for Ethical Behaviour**

1. **Primary Responsibility**: The Student-Teachers first responsibility is to act in the best interest of the students.

2. **Informed Student**: The Student-Teachers shall inform students of the purposes, goals, Techniques and specific under which they may receive Guidance, age or before the time when the Guidance and Counselling relationship is entered.

3. **Confidentiality**: Confidentiality is crucial to establishing and maintaining a strong Teacher-Students relationship. Therefore, the Student-Teachers shall attempt to obtain the consent of the student before divulging information received during Teaching practice. Confidentiality is nevertheless, absolute.

4. **Impartiality** The Student Teachers shall be aware of their personal values, and shall strive to remain impartial in assisting students with decision-making and problem solving.

5. **Testing and Assessment**: a). The Student-Teachers shall consider socio-economic, cultural, and ethnic factors in school students. b). The Student-Teachers shall interpret test results with reference to other relevant information.

6. **Programs and Service**: a). The Student-Teachers share with other educators, the responsibility for establishing and maintaining Teaching and Guiding programs which are responsive to the needs of student and community. b). The Student-Teachers shall provide parents with information on the role and function of the school system and Student-teachers.
7. **Professional Standards:** a). The Student Teachers shall attain the standards of formal Professional preparation that are recommended by the Educational College and UGC-with Pondicherry Universities. b). The Student Teachers shall strive to maintain Professional competence by taking advantage of Professional development opportunities. c). The Student Teachers shall accept those positions for which they are professionally qualified.

8. **Ways of Ethical Behaviour of Teaching Professionals**

I. Treat the Teaching Professional in a way that encompasses integrity, honest, dignity and respect. Example behaviour.

a) Treat (Teaching Professional, Educational Institutional) properly and equip in a way that maintains its usefulness to others.

b) Be Professional and fair in any conversations and actions when representing the Teaching.

c) Do not use any information connection with the Teacher education for improper advantage or private gain.

d) Apply yourself diligently during the working hours. (e.g. Personal phone calls, correspondence an conversations to a minimum)

II. Ensure that all Teaching Professional and individuals are treated by the educational with integrity, honesty, dignity and respect.

III. Treat each other and all Teaching Professional with Justice, equity, fairness and empathy.

a). Ethical Behaviour value and acknowledge each other’s contribution, provide positive feedback and encouragement.

b). When expressing constructive criticism of others, focus on the ethical behaviour and not the individual.
c). Ensure that many perspectives considered in decision-making in order to develop a balanced and non-Judgmental view.

d). show understanding, empathy and support in times of personal difficulty.

e). treat all Teaching Professional fairly and provide all possible and appropriate assistance.

IV. Demonstrate Consistent of Teaching practices that embrace Justice, equity, fairness and empathy. Example behaviour:

a) Follow Teacher educational polices regarding work/Teaching practices.

b) Encourage different and creative ways of approaching Teaching situation to ensure that Teacher have the opportunity to balance personal and private needs and work in ways that suit them best.

c) Ensure the Teaching Professional at every level are able to participate in Teaching-Learning activities.

d) Ensure the individual’s are given the support they need, including Teaching and opportunities to de-brief.

V. Ensure that all Teaching Professional are treated with Justice, equity, fairness and empathy.

VI. Have a shared sense of responsibility and accountability.

VII. Develop and maintain relationship with Teacher Education for, Student-Teachers and Educational Institutions based on a commitment to a shared responsibility and accountability.

VIII. Seek relationship with ongoing Teacher Educational Teaching Professional, Teaching Education University, Educational Polices and NCERT, NCT, UGC, who share our understanding of a shared responsibility and accountability.
2.13 Factors Influencing Ethical Behaviour

Teacher always plays a pivotal role in the society. The future of the nation is being shaped in our classroom, students are our future nation builders. Therefore, the teachers have a great responsibility in moulding the behaviour of students by giving value-based education, moral, ethical, decision-making, spiritual and judgmental activities. The development of moral and ethical judgment behaviour is related to school-based environment. Sona et al. (2005) Felsentha (1969), Pillai (1974).

In the ancient Indian institution of education, the student was advised to behave ethically as this would spiritually evaluate them. Student Teachers ensure that they always adhered to ethical behaviour. Similarly teachers were promoted to higher administrative posts should be based on their characters. (Mookerji, 1989).


The student-teacher’s ethical behaviour is very importance and encourage social responsibility among student-teachers and teaching professionals. Indian scriptures were shows that the student-teachers are educated in their social responsibilities, so that they may perform them in the future, when they take-up leadership positions in the society. The basic lesson taught to them was ‘let the whole world by happy’ the student-
teacher were encouraged to work for social welfare keeping this principles in mind student-teachers speak the truth, perform always the righteous action. Worship your father, mother, preceptor and guest as god, the student-teachers and teaching professionals in ancient India were also used to perform only those acts which satisfy their conscience (Apastamba Dharma sutra II. 29.11) Thus leading to value-based ethical behaviour and decisions-making. The factors of teaching experience, beliefs about teaching – learning, problem solving skills, teachers perceptions of individual, teachers Psychology and process in ethical judgement behaviour. Blank (1988). Teacher’s professional ethics can be morally good when they does not interfere by others, there by they can develop self-conflict and ethical norms were followed by strengthening their professional ethics performance of teachers and teachers professional ethical performance can be suitably modified by ethical behaviour, Gunnel (1994), Morgan (1996), Debsish et al (1996).

Student-Teachers Standards of Ethical Behaviour

The successful student-teachers are professional in their relationship with student, administrators, head master, other teachers, and support staff. They abide by the professional code of ethics and exhibit the following behaviours as they assure their responsibilities. Teachers teaching experience, creativities and teaching attitudes could develop the teacher’s ethical behaviour. Silberman (1969), Ishler (1969).

1. Good conduct that may reflects of their maturity good judgment attitudes towards their profession as well as in their life.

2. Following good diplomacy and high ethical behavioural standard in their profession.

3. Holy and appropriate relationship maintain with students.

4. Confidentiality regarding all information concerning individual students.

5. Adherence to all local school polices while they are assigned to the school district.
6. Appropriate professional appearance, professional dress is based on god grooming and appropriateness for the teaching assignment and should maintained code of dress.

7. Respectively with responsible communication to all persons

8. Refrain from allowing personal problems to interfere with classroom teaching

9. Demonstrate a willingness to share your educational ideas with professional colleagues

10. Seek to communicate with school students parents in an effective manner.

2.14 Factors Influencing Unethical Behaviour among Student Teachers

The Teaching Professional unethical behaviour problem in different disciplines or faculties and considered by many authors as suggest in our society. Academic to Kenneth C. Petress (2003). They are very close to the activities of teachers, parent, student-teachers or to the school educational board. This author also believes that plagiarism and other numerous and diverse and no less, they are familiar to all partners involved in it. “Some of the more familiar such ethical behaviour include coping test responses from a classmate, taking exams for others doing another’s Assignment, not citing other’s work included in course papers, take home exams, or other assignments and purchasing research papers from companies too willing to sell these to unscrupulous students.”

Other less dishonesty methods are: having in advance exams copies from difference sources or persons sabotaging lab experiments, or works, illegal access to computer school data and so on. Kenneth (2003), mentions that students were asked to evacuates their implication in unethical behaviour and 50% of students revealed that they were involved (Took part or had Academic dishonesty ethical behaviour) in such behaviour during their school life.
Unethical dimensions resort to immoral activities and if gets unnoticed by guiding forces, it tends to inadvertently become an undistinguishable component of one’s over all characters, like ethical behaviour and judgmental activities in teacher education.

When it comes to trace capability for unethical behaviour, it become difficult to pinpoint one individual, in Teacher education. There are many of reasons, which affect ethical behaviour and ethical moral judgmental activities. There were many factors are affect how they feel about controversial issue or ethical dilemma. Most of the behaviour were seen as unethical by faculty and students and differed only in degree, additionally the students and faculty focus gray received different prompts which likely affected the content of their concerns, Marg arat et.al (1996), Pavel uacek et.al (2005). These factors probably include parallel upbringing, religious, or spiritual teaching, peer pressure, political, educational methods, some role models, cultural influence, social pressures, law, the media and their worldly experience, when a need of person is replaced by greed due to a combination of factors then it leads to unethical behaviour. Individuals can be influenced to make unethical choices based on the presence of certain contextual factors. David F. Perri et.al (2009), Nonid & Swift (1998), Elias (2009), Glasomn et.al (1988), Eric weisbroad (2009), Avanija (1987), King et.al (2002).

In Teacher education system, the blame of unethical behaviour goes from trainees to trainees. Educators blame student- teachers for unethical conduct for asking them to focus on bottom line performance rather than a basic character.

2.15 Supportive Role of Religious Education in Promoting Ethical Behaviour

Spiritual and Moral Teaching are common to all religions. But it should be an integral part of the curriculum and provision of facilities for instruction there in should be a responsibility of the state.

How a person behaves tells, thinks and conducts himself in a given set of circumstances is determined by his value system and the nature of his mind knowing the nature of one’s mind and how to concentrate, control and direct it in the right direction is the aim and purpose of education and development.
The Students must be given a inspiration to strive for the highest and the best and not just for short form or intermediate goals only. They have to be given an intellectual appreciation of the concept of oneness and the purpose of life. After all this are our heritage and our uniqueness.

Dr. S.Radhakrishnan Commission (1948-49) State, “The fundamental principles of our Constitution call for spiritual training. There is no State religion. The State must not be partial to any one religion. All the different forms are given equal place, provided they do not lead to corrupt practices, each person is at liberty to approach the unseen as it suits his capacity and inclination. If this is the basis of our secular state, to be secular is not to be religiously illiterate. It is to be deeply spiritual and not narrowly religious.” The Commission suggested the method and promoting Ethical behaviour, how can we build the values in to the human mind? Our attempt should be to suggest and persuade, not command or impose.

“In the early stages these books should contain not moral lesson but lives of great men given as things of supreme human interest lives which exemplify the living of great and noble emotions. These books must be written with dignity, beauty, and tenderness.

While in the Secondary Schools, stories, which illustrate classics and great moral religious principles, are used. In college classes ideas, events and leading figures associated with religious and social reform movements should be studied. Para-32, page-301).

The absolute religious neutrality of the state can be preserved in state institutions. What is good and great in every religion may be presented and what is more essential, the unity of all religious must be stressed. It is in the detached atmosphere of an academic institution that we can study, analysis and eliminate the prejudices and misunderstanding which disfigure inter-religious relations. (Para-34, page-302-303).
Shri Prakash Commission (1959) “Suitable books should be prepared for all stages from Primary to University which should describe briefly in a comparative and sympatric manner the basic ideas of all religious as well as the essence of the lives and teachings of the great religious leaders saints, mystics and philosophers.” The essential teaching of the great world religious should be studied as part of the curriculum pertaining to social studies and history. Simple tests and stories concerning different religious may be included in the teaching of language and general reading.”

Mrs. Indira Gandhi, Confidence at Vigyan Bhawan (1981), has said that our education today is shallow and has advised that we must bring to the notice of our children the common ethical teaching of all the religious to bring national integration at home and peace in the world”.

Mr. S.B. Chavan (1981) stressed that, immediate attention is paid to impart moral education to students at all levels. He said: “It will be useful to promote comparative studies of all religious of different stages of education while the main thrust of this effort can be at the advanced stage. Simple books can be prepared for school children to study the basic ideas of different religious and a few lesson can be incorporated at the university level”.

Dr. Sampurnanand Committee (1961) State “It is necessary to foster mutual appreciation of the various religious in the country and universities can assist in this matter by encouraging research on various topics which help towards a greater understanding of and sympathy with different religious faiths”.

Therefore, It is necessary that immediate steps should be taken to induct moral and ethical values, if the growing indiscipline, intolerance and violence are arrested which with ultimately lead to national disintegration. Introduction of value-oriented education based on the teaching of great leaders of humanity from all levels of education will be necessary. It may be introduced directly or indirectly injected through plug points identified in the syllabus. If we are afraid of using the word “religious,” we can safely call them “human values.”
2.16 Human Value and Ethical Behaviour

Teachers and Students in Developing Human Value

Teacher is the source of inspiration and also model for the development of Moral and Human values-not only among his pupils, but also in the society. The Teacher’s task is not merely to impart knowledge. He has also to mould the character of his pupils and through them the character of the entire society. Character building includes the development of Moral as well as Human values.

We may particularly notice the frankness and courage of the Teachers to tell their pupils that they should take only their noble activities as their model but not other activities. We may also notice that the students are asked not only to adhere to truth and students are also take care of their own welfare and prosperity. In a society where a high degree of Moral conduct and human values are developed, there will be no conflict in regard to values, welfare, and propriety.

Basic Human Values S.J Dackawish (1959) reveals that the following are basic values they are I. Love for people II. Respect for dignity III. Interactional skills IV. Happiness V. Mentalit VI. Integrity VII. Humanity VIII. Religion IV. Impulse controls X. Sobriety XI. Genuineness XII. Fairness.

Human values and Ethical Behaviour in Teacher Education

The relevance and significance of human values and Ethical value in Teacher Education for the development is now well established across the world and it is widely appreciated by the national as well as international agencies like, UNO, WHO, UNESCO UNDP, etc.

Human values and Ethical value in Teacher education development is the process of enabling Student-Teachers to make things happen. It deals with both 1. The process of competency development in Student-Teacher (which includes- knowledge, skills, attitudes Ethical value, Ethical behaviour and Judgment). 2. To help Student-Teachers apply these competence for their own benefit and for that of others (Rao 1996). The Human value
development are many facets of developments of Student-Teachers physical, intellectual, emotional, social, moral, ethical behaviour and Judgment.

Human values development is never-ending which is closely Student-Teachers Ethical behaviour and Judgmental activity. The Report of the UNESCO’S International Commission on Education for the 21st Century (Delors 1996), “The competencies developed by Teacher education systems should be updated, reformed and refurbished continually in order to keep the development Human values and ethical values in Teacher education engaged in the development process”.

Human value and Ethical behaviour development of Teacher and Student-Teachers in education field is not only a life-long continuous activity during their Professional life, rather it is also a multidimensional and multi-faceted process for developments Professional preparation and development need to appreciate that

1. Initial training and in-service education are inseparable and integrated part of the entire process of Teacher education development.

2. Teacher/Student-Teachers need to develop themselves personally and Professionally in order to realize growth in Student’s learning

3. Effective Teacher development leads to pupil growth and

4. The scope for becoming a more effective Teacher always exists, Provided the teacher have a positive attitude towards change.

University Grant Commission Seminar (2003), States “Promotion of value education and ethics” was the “Affirmation that human values should permeate and inform teaching in all branches of knowledge and all subjects in Teacher education”.

2.17 Policy and Ethical Value-Based Teacher Education

The Education reform document challenges of education (1985) state that inculcate value-oriented education through Under Graduate moral, ethic, and spiritual ways.” New Education Policy (1986), It is heartening to note
that our New Education Policy stresses the acculturating role of education and totally endorses the Programme of value-oriented education.

National Policy of Education (NEP, 1986) and (Programme of Action, 1992), stated that a Teacher should not only be competent in his subject, Teaching methods and understanding the learner but also have a favourable attitude the teaching ethical Professional, ethical behaviour and have a keen interest in Teaching and judgmental activities. Teaching attitude refers to have a teacher thinks or feels about the ways in which he intends to act an ethical value based teacher.

“Emphasis was given to value-oriented education, and ten core elements were made an integral part of the school curriculum.”

National Policy of Education (1986)

1. The growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustments in the curriculum in order to make education a forceful tool for the cultivation of social and moral values.

2. Laid much emphasis on value education and urged to bridge the gap between the formal education system and India’s rich and varied cultural tradition.

3. “Education in India stands at crossroads today” that neither normal linear expansion nor the existing pace and nature of improvement can meet the needs of students.” ‘And the Education has an acculturating role and of refines, sensitivities that contribute Independence of mind and spirit”, it also recommended “conscious international of a healthy work ethics and values of human and composite culture.”

4. In its Article 9.3 States “Teachers association must play a significant role in up-holding professional integrity, enhancing the dignity of the teacher and incurring professional misconduct”.

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5. Rightly stated “No people can rise above the level of its teachers”

6. “Inculcation of value-based education to the students and highlights the status of the teacher and reflects the socio-cultural ethos of a society.”

7. Documented some ethical judgmental for value-education, it stated that “As the erosion of essential values and an increasing cynicism in society, there is a need to revise curriculum completely in order to make the education a forceful tool for cultivations, of social, moral, ethical and ethical judgmental values.” In our culturally plural society education should foster universal and eternal values like truth, love, peace, brotherhood, altruism and non-violence so that through aloe-oriented education, the Teacher education may bring unity and integration among the student-teachers and also eliminate religious fanaticism, violence, superstition and fatalism, through value-oriented education, Teacher education should preserve our better national goals and universal perceptions.

8. It emphasis on value-based education a purposeful and powerful tool for cultivation of social, moral and ethical values. It is in this context that the role of education needs to be redefined. Education should aim at integral development in the student-physical, mental, moral, spiritual and ethical besides imparting knowledge in various disciplines. It should strive to make him/her ideal citizens capable of shouldering responsibilities of national reconstruction.

9. “Inculcation of basic human needs of love, truth, moral, ethics, faith, justice, kindness, non-violence, co-existence, co-operation, and scientific temper should be emphasized.”

2.18 Various Commission Reports On Ethical Value Based Education

Wardha Education Commission (1937) Mahatma Gandhi Stated that “the truths that are common to all religious can and should be taught to all children.” “The truth that all religions are the same in essentials and that we must love and respect others faiths as we respect our own, is a very
simple truth, and can easily be understood but, of course, the first essential is that the teacher must have this faith himself (Page-147).

Different Committee and Commission reports on education have been constituted over the years in which the stress is on value-based education. In 1938, Mahatma Gandhi setup a committee on “Basis National Education” under the late Dr. Zakir Husain, which emphasized the need for changing the system of education in India. In 1944, the sergeant Committee observed the without an ethical basis, any curriculum would be barren. In 1945, “Religious Education Committee” of the “Central Advisory Board of Education recommended that spiritual and moral Teachings, which are common to all religious, must be an integrate part of curriculum. The University Education Commission also known as the Dr. Radhakrishnan Commission (1948) stressed the need to corporate spiritual training in the curriculum of educational institutions.

The Central Advisory Board on Education (1943-46) Recommended to Teacher education programme of spiritual, moral, and ethical value-based instruction.

Education Commission (1946) Suggested “The inculcation of Values in students such as initiative, Self-confidence, creativity and the spirit of social service by introducing work experience in general education.”

Rev. G.D.Barne (1946) Committee On Education, Report that “Spiritual and moral teachings common to all religions should be an integral part of the curriculum and provision of facilities for instruction there in should be a responsibility of the state.”

Dr. Radhakrishnan Commission (1947) “held the view in addition to the search for truth through scientific and scholarly pursuits an important task of education is a concern with values

The University Education Commission (1948) State that, Recommended Moral, Spiritual, ethical and educational value instruction to Teacher education programme.
The Secondary Education Commission (1952-53) stated and they observed the religious, ethics, social, cultural and moral instruction at the University stage play an important role in the development of character and spirituality to the students.

Dr. A.L.Mudaliar Commission (1952-53) Recommended “Moral instruction or Value-Oriented education in the sense of inspiring talks given by suitable persons selected by the head-master and dwelling on the lives of great personages of all times and of all climes will help to drive home the lessons of morality.” (Page-126).

The Muhaliar Commission (1952-53) also observed that growth of character of students would depend largely, on religious and moral instruction. The well documented and off-quoted report entitled “Education and National Development” of the Education Commission (1964-66) also known as Kothari Committee, listed many areas requiring immediate action, this included on moral education and inculcation of a sense of social responsibility in students.

Isuta Committee of Emotional Integration (1961) State that, Compulsorily at least a part of Indian culture, social, moral, ethical and religious values should be studied by every students.

The Education Commission (1964) Said, “A sound Programme of Professional Value-based education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvement in the education of millions.”

Kothari Commission (1964-66) Stated that, “functions of higher education should cultivate right interest, attitudes and moral and intellectual values.”

Kothari Commission (1964-66) Stated that, they have recommended instruction in moral, social, spiritual and ethical values at all levels of studies.
D.S.Kothari Commission (1964-66) Recommended, “A serious in the school curriculum is the absence of provision for education in social, moral and spiritual values. In the life of the majority of Indians, religions is a great motivating force and is intimately bound up with the formation of character and the inculcation of ethical values. A National system of education that is related to the life, needs and aspirations of the people cannot afford to ignore these very useful forces. We recommend therefore, the conscious and organized attempts be made for imparting education in social, moral, ethical and spiritual values with the help, wherever possible, of the ethical teaching of great religious”.

Kothari Commission (1964-66) “A serious defect in the school system is the absence of Provision for education in social, moral, Ethical and spiritual values.”

The Indian Education Commission (1966) revealed that “Described Teacher as are of the most important factors contributing to the national development. Teacher is the pivot around which all the value-oriented educational programme.”

According to the International Commission on the Development of Education (UNESCO -1972), the Teachers duty (activities) is less and less to inculcate knowledge and more to encourage thinking his formal functions Apart from that the committee also suggested that the Teachers duty is become moral, ethics and more an adviser, a partner to talk, someone who helps seek out conflicting arguments aments rather than handling out, readymade truths. Teachers have to devote more time energy to productive and creative activities, interaction, discussion, stimulation, understanding encouragement.

The United Nations Educational Social and Cultural Organization (1972) in its report suggested that, educational system should encourage the promotion of the moral, ethical and spiritual values of world peace, international understanding and unity of mankind.
The Common Wealth Report (1974) stated “the Teacher has a major role in educational development whether he approaches his work actively or passively he can influence development adversely by opposing innovation or merely remaining mute in the face of a growing need for reform, on the other hand he can participate actively as the initiator himself or an interpreter of the plans devised by others.”

Every education Committee constituted by the Government of India, after independence has expressed the need for teaching Social, Moral, Ethical, Spiritual, and Judgmental values. Yet, no serious attempt at this, for value-oriented, Ethical and Moral activities based on education by higher education Institution is in evidence.

The National Moral Education Conference (1981) Emphasized moral, education up to high school level to inculcate moral, ethical and human values compulsorily among all students.

NCTE Committee on Secondary and College of Teacher Education (1988) report as follows.

i. Believing that education should be directed to the all round development of human personality and the creative and productive abilities of all citizens for the intellectual, social, political, economic, scientific, moral, ethical and spiritual advancement of the country.

ii. Committee to self- direction and self- discipline, have resolved to adopt his code of Professional ethics and enforce it on ourselves voluntarily to practice our profession according to the highest ethical standards.

iii. Trusting that the society reorganize the role of the teaching community as nation builder and a catalyst of social change through human resource development and accords a status commensurate with its role and contribution.
The code of ethics shows the dignity and importance of the teaching profession. It calls attention to the great responsibility to teachers, it also conveys that each teacher has perform his role according to the highest ethical behavioural standards.

The Parliamentary Standing Committee on Human Resource Development (1990) Suggested to chalk out strategies to make education must be all value-based oriented to the society.

The Ramamurthy Committee (1990) also observed that education must nurture set of value-based like love, compassion, moral and ethics, build up a new social order based on truth, honesty, and non-violence and Prepare the ground for integration between science(truth), spirituality (unity of life) and democracy (Non-violence) which is the link between the two. It may be gathered from the preceding discussion that the five basic human values which have been emphasized again and again, are truth, righteousness, peace, love and non-violence.

Acharya Rama Murthy Committee (1990) Stressed imparting value-based education as integral part of the educative process in all side and especially in Teacher education.

Janardhana Raddy Committee (1991) Stated that endorsed the provisions of National policy on education relating to value-based education and they have instructed to Teachers. Ethics is very important to their professions.

In the Delor’s Committee Report (1996) learning: “The Treasure within, emphasis has been laid on reorientation of pre-service and in-service teacher education for enabling teachers in acquiring Value-based education intellectual and emotional qualities that a nation wants to be developed by them in their pupils.
The Parliamentary Standing Committee on Human Resource Development (1999) too emphasized the need to include ‘Value-based education in school curriculum as well as in teachers training programme

The Indian Government set up an Ethics Panel in Lok sabha as per the news paper report that appeared in April (2005) Summarized below.

Indian Government has constituted a Loksabaha committee on Ethics, this committee oversee the moral and ethical conduct of members, examine the complaints of unethical conduct and frame rules specifying acts which constitutes unethical conduct. In examining complaints, it will follow the same procedure adapted for inquiry and determination by the committee on privileges as also of rules relating to consideration by reports, a Loksabha Bulletin said.

2.19 Soft Skills and Ethical Value In Education

According Kothari Commission (1966),the factor which influence the Qualities of Education are “Quality, Competence and Teacher Ethical behaviour” are the most significant. The Quality of Education fully depends on Teacher and Educational facilities the environment available in the Teacher Educational Institution. The Student- Teachers are classified in to different aspect of the performance in the examination is only to make superficial and not totally fair classification. Student- Teachers all round personality, Ethical behaviour must judge before giving a grade. The question of Ethical value based behaviour, has received greater significance in the present Educational system, social, economic, political and cultural scenario. Basically all religions preach peace, and Ethical value based worship and ethical value crises is increasing day by-day. Teacher Education to enhance quality improvement of Teacher Trainees are given multiple activities, which enable them to develop their soft skills and Ethical value based behaviour Education, which gives importance to intelligence as well as Ethical behaviour and Judgmental activities of patterns Developing an emotional bond between the individuals is highly essential for co-existence.
The present Educational system is not giving importance and development of Student-Teachers Ethical behaviour and judgment of their inner personality. The result of Student-Teachers grows up without getting proper knowledge about value-based ethical behaviour. Student's power of today is not fully collectively for the attainment of social harmony and National Integrity.

As Aurobindo (1950) said, “the present world needs the education with the contribution of human values of Eastern Countries with that of Technological development of Western Countries.” Right from LKG the Educators should concentrate on Teaching value-based Ethical behaviour and Judgmental activities along with ABCD. The aim of every Indian citizen should be to visualize peaceful, irrespective of all aspects of Individual. The ultimate aim of education is to promote national cohesion and work ethics, and develop Ethical behaviour and Judgmental activities. Every man has same inborn qualities, which are traits of his personality and temperament- in brief of his individuality. The forces like family, school, college and society will have greater influence in moulding the concept of value based Ethical behaviour of Individual. Teacher Education in turn, has greater impact because most of the hours of the student will be spent in school or college. The Educational Institutions are effective agencies of Ethical behaviour and Judgmental value orientation. A value is as well defined as an endeavour, which satisfies psychological as well as physiological needs.

Sri.S.Radakrishnan (1936) said, that the school or college should be encouraged to create a climate, which may emphasize Ethical behaviour and Ethical Judgmental activities. Good Teachers are competent and committed as role models for their students, so Teacher must communicate to student value-based Ethical behaviour and Ethical Judgment and Ethical codes so that their future life will be nurtured to develop them good citizens of our nation.

Teacher is an Agent of Social Change Teacher is not just an instructor but a milder of human personality. Teacher is not only transmitter of knowledge but also as an innovator, social change, social engineer and socio-
educational ethical behaviourally in judgmental person, which they impart, leave an indelible imprint upon the students.

**Life and Soft Skills**- Soft skills may promote the social, educational ethical behaviour with judgmental and emotional growth of an individual. Skills such as HARD SKILLS (Technical Skills) NATURAL SKILLS (Learn to walk etc), SOFT SKILLS, which are best, understood as LIFE SKILLS. Soft skills are called Psychological skills, which insist upon accepting the behaviour of others along with their culture.

**Identified Soft Skills by WHO** is - Self-awareness - Self-esteem - Self-Respect, Critical Thinking skills- Convergent thinking skills. Divergent thinking skills, Decision-Making skills, Problem-solving skills, Interpersonal skills, Communication skills, Sympathy, Empathy, Coping with emotions, Handling peer pressure and Negotiation skills.

**Soft Skills of Education**- Its helps to the application of knowledge, attitudes, and value based ethical behaviour and Judgment. Develop individual’s self-confidence and Assessment of Ethical behaviour and Judgmental patterns of others. Improve interpersonal, Individual and group skills, Give responsibility towards society, Facilitated and equip ourselves for Modernization, Urbanization and Globalization. Promote social understanding; Make the peaceful living lifestyles and Develop International Level Understanding.

The Teaching Professions should have International level at pleasant and privilege to shape the students of our countries as a good citizens of tomorrow. Therefore, soft skills develop meaningful Socio-Educational relationship.

The knowledge of soft skills enhances the Social, Education, and Ethical behaviour of the student and promotes social adjustment, social understanding, decisions making, problem solving abilities, and Judgmental activities. So Teacher Education has to highly respond positively, towards developing value-based Ethical behaviour and Judgmental activities among themselves and students.
**Ethical Dimensions of Teaching** - Ethical considerations will be the central concern of Teaching and Schooling. The future Teacher will be appreciated not only for their knowledge and purely Teaching Skills, Soft Skills, Ethical based decision-making power, Ethical behaviour with Judgmental activities, value based ethical professional skills. Ethical Role Commitment, Ethical Responsibility in Teaching and Ethical decision making power of the Teacher will be considered as an indispensable Technical requirement for practicing the profession in view of the fact that Teachers daily confront a variety of Ethical questions about subject matter choices and responsibilities to Students, Teachers and parents. In order to cope Teacher Education curriculum with these concerns the Ethical dimensions of Teaching such as Student-Centred Teaching Valuing and sustaining diversity, enhancing social welfare of the students, Teachers, Teacher accountability and Teacher Ethical behaviour and Judgmental activities must find place in the Teacher Education Curriculum. The main aim of all such Ethical behaviour and Judgmental Considerations, however, should be to make the prospective Teacher internalize the fact that the Teacher is ultimately full responsible for what and how much a student learns and it is his Responsibility to see that all students learn to the best of their ability.

**2.20 Assessment of Ethical Behaviour and Ethical Judgment**

Teachers in many countries today are faced with demands related to the worldwide profession of a large-scale teaching also indicative that teacher assessment practices are an issue at the international level are results from the Progress in International Reading Literacy Study (PIRLS), showing a narrow range of typical classroom assessment practices used in 35 countries in five continents mullis et al (2008), this spotlight on assessment inevitably raises issues related to ethical behaviour and judgment concerns as practices evolve. Proposed that the best way to explore the issues of professional ethics and teaching is by examining the ethical conflicts teachers face in their relationships with the individuals they interact with in their Professional life- colleagues, Parents, and Students. ethical behaviour pattern of the superior teachers can be identified and that, they differ markedly from those of other teachers. Amidon and Giannmatteos (1965). The postgraduate
teacheroes had a higher moral than the untrained postgraduate teachers did. Vyas (1980).

Colnerud (1997) used the critical incident technique to investigate both the ethical conflicts teachers face and the conditions that contribute to those conflicts teachers identified five norms that come into conflict, thus causing ethical dilemmas for teachers. These norms- Interpersonal, Professional, institutional, social conformity and self-protection- can lead to ethical dilemmas as they conflict with one another in the activities of teachers. Norm in to five sub-categories - protection from harm, respect for integrity, respect for autonomy, Justice and veracity. The general ethical behaviour dilemmas faced by teachers, not directly on the ethical issues posed by assessment. Thus, while guidelines for ethical assessment have been offered by the Joint Committee on Standards for Educational Evaluation (JCSEE, 2003). Ethical dilemmas faced by teachers, little work combines the ethical behaviour and ethical Judgment from the teachers perspective.

Recent work has begun to examine educators’ perceptions on the ethical issues teachers face regarding assessment (Green-Johnson, 2007). There assessment issues that arise in the classroom have as either ethical or unethical. Ethical principles - do no harm and avoid score pollution. Do no harm is a well-established principle, dating back to ancient Greece. It demands that an individual avoid behaviours, which result in physical or mental harm to other individuals. It is also a central principle for other fields of professional ethics.

In education, do no harm requires that teachers act in such a way as to avoid causing harm to students as well as others individuals in education. “Assessment is a realm without professional consensus” Green, et. al (2007) (p-999). “the difficulty in being a morally good teacher” need further development this difficulty as arising from the competing obligations present in the teaching profession such as loyalty to colleagues versus acting in the best interest of students. Also the institution in which teachers work may make resolving these conflicts more difficult, a fact also noted by Bredo (1998).
Ethical behaviour and Judgment faced by teacher in their assessment of students Green et. al (2007) demonstrate that this domains may be especially problematic for practicing teachers of lack of agreement about ethical behaviour and ethical Judgment.

In Teacher education, Student- Teachers teaching dispositions encompass of beliefs, actions, ethical behaviour and Judgmental activities, has developed is required to teacher education courses, an observational assessments in required field experience in schools, in keeping with established assessment principles and practices, the assessments are varied, multiple, and spread through out the Teacher education programme.

Ethical behaviour and Judgment of all Teacher education Trainees are assessed using essay and observational instruments at Two key points in the teacher education programme. However, ethical behaviour and Judgment standards of professional conduct should be continually maintained through out the pre-service and in-service educator’s career. Since, Teachers Characters include an element of both beliefs and actions, the assessments are designed to cause students to demonstrate their teacher dispositions through a combination of essays and direct observations of their field-based work in school classroom.

Assessing Teacher Candidates Professional attitudes, values, and beliefs demonstrated through verbal and non-verbal behaviours as educators interact with students, families, colleagues, and communities. These positive behaviour support student learning and development. Teachers ethical behaviour has a measurable effect on both the academic and social development of student- teachers in teacher education. Washburne and Heli (1962).

The College of Education has adapted the following as key dispositions and behaviours essential for all candidates to demonstrate across their programmes of study. Teaching Professional candidate are demonstrate Ethical behaviours that are indicative of the following.

**Promoting Social Justice**

i. Holds high expectations for all Student- Teachers with no signs of bias or prejudice within those expectations.
ii. Student-Teachers a verity of instructional practices that assure academic success for diverse group of Student-Teacher

iii. Links academically challenging curriculum to the cultural, intellectual contextual, interest, and emotional assets and needs of Student-Teachers

iv. Develops personal bonds to the Student-Teachers and avoid other bad things

v. Constructs lessons that include the perspectives of different groups

vi. Explicitly Student-Teachers about society’s injustices and the dynamics of privilege

vii. Advocates for gives significant voice to and collaborates with parents and the community in educational decisions and processes

viii. Seek Opportunities to strengthen social Justice Understanding and practice as integral to everyday practice.

Providing Equitable Learning Opportunities for all Student-Teachers

i. Adapts instruction to meet varying needs and abilities for ensure, fulfills instruction as detailed on an Individualize Education Plan for a Student-Teachers

ii. Holds high expectations for all Student-Teachers

iii. Demonstrates no sign of overt bias, prejudice, or lack of fairness toward certain students or group of people.

iv. Creates a learning environment that enable all students to reach their full potential.

Promoting the Achievement of Student-Teachers at all Levels

i. Holds positive Ethical behaviour expectations for all Student-Teachers to learn

ii. Re-enforces Student-Teacher achievement for all Student-Teachers
iii. Does not negatively compare current Student-Teachers to other students with whom they have worked

iv. Conveys high expectations for Student-Teachers achievement

v. Advocates for all learners.

Recognizing Student Unique prior knowledge, life experiences, and interests as part of the context for Student learning

i. Demonstrates the belief that diversity in the classroom, in the school, and in society enhances learning

ii. Develop and encourage the Student-Teachers to value and draw upon their unique life circumstances

iii. Promote classroom environment that counteract Ethical behaviour of Student-Teacher

iv. Demonstrates sensitivity to the legitimate needs and concerns of others

v. Demonstrates positive attitudes toward developing Ethical values and Professional Growth and Development

vi. Provide Student Teachers with access to varying points of view.

Integrity- Maintaining her/ his Position as a Positive Role Model for Students and others.

i. Exhibits a positive attitude towards the discipline for the Student-Teachers Teaching Profession

ii. Maintains Composure in the classroom

iii. Demonstrates situational appropriate Ethical behaviour and professional demeanour

iv. Models Ethical behaviour expected of Teachers, Student-Teacher and learners in an educational setting

v. Use an appropriate words of Teaching Profession
vi. Maintains emotional control in Teaching profession and all places

vii. Uses self-disclosure and non-verbal Expressions appropriately.

**Demonstrating Positive Work Habits and Interpersonal Skills,**

**Demonstrating a Positive Attitude, Dependability Honesty and Respect for others.**

i. Interacts in a positive and professional manner with Students, Peers, Student-Teacher, Teachers, University person and others

ii. Considers opinions of others with an open mind

iii. Respects the property of others

iv. Demonstrates empathy and concern for others

v. Interacts appropriately in relation to cultural norms

vi. Acts from a positive frame of reference, including when changes occur

vii. Returns borrowed materials in a timely manner

viii. Respects the intellectual property of others by giving credit to other when using their work and avoiding plagiarism

ix. Adheres to the accepted standards of truthfulness, honesty and Ethical behaviour as stated in the Universalities student hand book, Student Teaching guidelines, and course syllabi.

x. Provides Student-Teachers access to varying point of view

xi. Shows due courtesy and consideration for people and ideas

xii. Maintains positive working relationships with colleagues.

**ACCOUNTABILITY Accepting Responsibility for what Occurs in her/his Classroom and for other School-Wide Responsibilities that Contribute to Student Learning and a Safe, Orderly Environment.**
• Consciously avoids acting in a dangerous or irresponsible manner that might put student at risk

• Identifies personal responsibility in conflict/problem situations

• Initiates communication to resolve conflict

• Adapts to new or unexpected situations

• Accepts consequences for personal actions or decisions

• Takes action to solve-problems within the authority granted to the candidate

• Maintains orders

• Follows school Procedures for disciplinary referrals

• Ensures the accuracy of information for which he/she is responsible

• Supports school system policies regarding health and safety issues.

Using Sound Judgment and Thoughtful Decision-Making with Consideration of the Consequences

• Use credible and data-based sources

• Generates effective productive options to situations

• Analyzes situations, comments, and interactions, and makes appropriate adjustments that promote a positive learning environment

• Makes reasoned decision with supporting evidence

• Uses appropriate strategies to respond to emotional and situations

• Avoided engaging in illegal or unethical conduct involving minor children or other behaviour, which would be grounds for dismissal from a teaching position.
Participating in Professional Growth Activities within and Outside the School

- Attends school and school system in-service / staff development sessions
- Pursues opportunities in professional educational organization and association
- Is an open to opportunity to attend/present at meeting of Professional organization.

Conclusion

The review of related literature indicates a death of research efforts in the area of Ethical behaviour and ethical Judgment in Indian context. The investigator also made an effort to collect relevant literature in foreign studies. The epitome of review of literature in different fields are collected on ethical behaviour and ethical Judgment those literature revealed that, the ethical behaviour and ethical Judgmental activities are developed the Student-Teachers performance in many fields and at the same time the overall literatures revealed that, maintenance of Student-Teachers ethical behaviour and ethical Judgmental activities is an essential one for improving the performance and the quality of the teaching-learning, educational and moral activities also. Therefore, the literatures recommended that the ethical behaviour and ethical judgment of Student-Teachers are essential for the academic programme of the Teacher Training Colleges.

Based on the literature review the investigator frame the conceptual framework. The performance of student-teachers ethical behaviour and ethical judgment are conceptualized. The relevant subcategories of the student-teachers and teacher’s ethical behaviour and judgmental activities are identified and explained. What are the factors that are influenced student-teachers ethical behaviour and ethical judgments in teaching professional and how they enhance in their ethical value-based behaviour.