

Ethical leaders and professional code of ethics to promote ethical standards – A global concern

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Abstract

Ethics basically is a science of discrimination between the right and the wrong. In our present society, there is violence, injustice, oppression and we witness more 'broken communities' in our midst. *The educator accepts the responsibility to adhere to the highest ethical standards.* As Teachers, individuals and as representatives of communities, we have a great responsibility of healing these broken communities devoid of slowly disappearing human values, through reconciliation, peace, love, justice. *The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct.* The Ethical Standards for the Teaching Profession represent a vision of professional practice. In pursuance of the recommendations of the National Policy on Education (NPE), 1986/1992, the (NCERT), the UGC, had developed, for the first time, a Code of Professional Ethics for Teachers. It is universally felt that like all other professions, the teaching profession should also have its own Code of Professional Ethics which indeed is a pre-requisite to ensure its dignity and integrity.

Keywords: Ethics, Ethical leaders, Ethical standard, professional code of ethics

1. Introduction

The erosion of values in the present day society is a matter of grave concern. Nothing is known to the next door neighbor. Children do not full heartedly bother to take care of their parents. There are only quite a few people who are desirous of helping others. The progress of science and technology has led to the increasing loss of values and eroding the foundation of its future growth. Under these circumstances educational institutions can play an important role in igniting the society for the gradual transformation through various activities, of course, inspired by ethical excellence.

Teaching is a sacred profession. It is rather a sacred service than a profession. Any profession demands for its worthy existence, acceptance and enforcement of code of ethics which make the profession self-regulating, self governing and self satisfying. Teacher professional ethics mean a set of dignified principles put into practice by the Teachers. They are the valuable tactics that are exhibited and enforced by teachers in relation to the students, colleagues, community and to oneself, to produce a profound effect on strategy of education.

According to the code of ethics, the main duty of teachers lies towards the well-being of students. It stresses that teachers must treat all children equally irrespective of their caste, religion, gender and class. It specifically cautioned teachers against "subjecting any child to fear, trauma, anxiety, physical punishment and mental and emotional harassment" and "from any act involving sexual abuse of the child". The code also maintained that teachers should have a good and cordial relationship with parents of the students and that the teachers should not hide any information about the child from their guardians. The code also instructs teachers to refrain from politics among themselves. Teachers should not engage in any kind of propagation if their personal views, the code mentioned. "It is important to respect the child's rights. Many

times teachers prohibit students to express their feelings. Before imposing discipline among students, it is important teachers must show disciplinary behavior themselves,"

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards. Education and Ethics are closely allied with one another and there is a need for developing strategies to promote ethical standards among teaching communities and is a global concern.

2. Ethics and Leadership

Ethics is a philosophical term originating from Greek word "ethos" meaning custom or character. Ethics based on fairness. Ethics deals with moral principles, which are usually accepted voluntarily by an individual or a group. Ethical behavior consists in making sure everyone is treated fairly. Ethics based on a set of coherent, generally-accepted principles. These are meant to be principles that most rational people can accept: honesty, justice, fairness, avoiding harm to others, taking responsibility for your actions, putting the greater good ahead of your own interests, etc.

What is the definition of leadership? What is good leadership? (Ciulla, 2004, p.13) ^[4]. In her book, *Ethics, the Heart of Leadership*, Joanne Ciulla (2004) ^[4] defines good as "morally good and technically good or effective" (Ciulla, 2004, p.13) ^[4]. Ciulla believes ethics is the heart of leadership and a good leader is ethical and effective.

Leadership is a relationship between people. Therefore, the ability to ethically influence others is a major determination of effective leadership. In his book, *Ethics and Leadership*, William Hitt (1990) ^[11] lists three requirements of leaders that

allow them to capitalize on their ability to influence ethical conduct. These three requirements are: (1) achieve an understanding of ethics; (2) serve as a role model in making ethical decisions; and (3) develop and implement a plan of action for promoting ethical conduct on the part of his or her staff” (Hitt, 1990, p.4) ^[11].

Leaders influence followers-this means they affect followers’ lives either negatively or positively (Yukl, 2012) ^[31]. The nature of the influence depends on the leaders’ character and behaviour (particularly the nature and outcome of behaviours). Leaders have more power-interpersonal and/or formal hierarchical power-and therefore have a greater responsibility with respect to their impact on their followers. Leaders influence followers in the pursuit and achievement of common goals. It is in these situations that leaders need to respect their followers and treat them with dignity. In other words, leaders need to treat their followers as individuals with distinctive identities. Finally, leaders are instrumental in developing and establishing organizational values. Their own personal values determine what kind of ethical climate will develop in their organizations.

3. Code of Ethics and Educator

Any code may be considered to be a formalization of experience into a set of rules. A code is adopted by a community because its members accept the adherence to these rules, including the restrictions that apply.

The code of professional ethics may be defined as a set of self imposed professional ideals and principles, necessary for the attainment of professional excellence and self-satisfactions.

The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct. The purpose of the code of ethics is to define standards of professional conduct.

4. Basic Rules of Conduct

A code of professional ethics is generally based on two principles, namely, professional integrity and ideals of service to the society. Therefore, *Ethical leaders* should follow in order to be considered true leaders are outlined as follows (Freeman, Martin, Parmar, Cording, & Werhane, 2006) ^[9]:

- **Leader principle:** a leader is foremost a member of the company and its spokesman, therefore his deeds must serve the purpose and benefits of the corporation.
- **Constituents principle:** leaders respect their co-workers and perceive them as people who share common purpose. Their individuality and freedom is accepted within the borders of ethical behavior.
- **Outcome principle:** a leader connects values to stakeholder support as well as societal legitimacy. Company mission, vision, values and goals (strategy and tactics) are outlined within an understanding of ethical ideals.
- **Processes/skills principle:** the leader is open to different opinions and ideas, views and creates an atmosphere of dynamic and fruitful communication.
- **Situation/context principle:** moral judgments are used to make ethical decisions and when crossing the boundaries of different ideas. The ethical leader knows the limits of the values and ethical principles they live.
- **Ethics principle:** a leader understands leadership and ethics as an integrated process and frames actions and purposes in ethical terms.

Greenfield notes that school leaders face a unique set of ethical demands. Schools are moral institutions, designed to promote social norms, and principals are moral agents who must often make decisions that favor one moral value over another. Moreover, although schools are dedicated to the well-being of children, students have virtually no voice in what happens there. For all these reasons, the leader's conduct "must be deliberately moral."

The relationship between teachers and students is a very important and sensitive one. It must be built on strong foundations, streaming from mutual respect and trust as well as on the highest of ethical standards. The same may be said of the relationship between teachers and other members of the school community that includes among others, the administration, other professionals and parents.

5. Ethical Leaders to Develop Ethical Standards

Though it is possible for anyone to become an ethical leader, but research shows some unique personality characteristics that are more commonly found in leaders who are considered as being ethical leaders by their followers.

5.1 Personality Characteristics

Leader’s character influences his ethical performance. However, it is true, that a strong character plays an important role in effective self-leadership and in the process of leading others.

5.1.1 Traits: Leaders therefore must rely on their inner voice, inner compass that points them in the ethical direction (Brown, 2007) ^[2]. In his book, Covey addresses the issue of ethical leadership with the term “Character ethics”, that he understands not as of individual character, but of “principles that govern human effectiveness” being self-validating natural laws (Covey, 2004, p. 32) ^[5]. Covey’s view on effective leadership with a strong ethical component is described in the following sentence: “To value oneself and, at the same time, subordinate oneself to higher purposes and principles is the paradoxical essence of the highest humanity and the foundation of effective leadership (Covey, 2004, p. 19) ^[5].

The criteria relevant for judging ethical behaviour of a leader include individual values, conscious intentions, freedom of choice, stage of moral development, types of influence used, and use of ethical as well as unethical behaviour (G. Yukl, 2006) ^[30]. Some of the characteristic behaviours of ethical and unethical leaders are shown in the table below.

Table 1: Ethical and unethical leadership

The Ethical Leader	The Unethical Leader
Is humble	Is arrogant and self-serving
Is concerned for the greater good	Excessively promotes self-interest
Is honest and straightforward	Practices deception
Fulfils commitments	Breaches agreements
Strives for fairness	Deals unfairly
Takes responsibility	Shifts blame to others
Shows respect for each individual	Diminishes others’ dignity
Encourages and develops others	Neglects follower development
Serves others	Withholds help and support
Shows courage to stand up for what is right	Lacks courage to confront unjust acts

Source: (Zanderer, 1992)

5.1.2 Values: Values are general principles that guide action. Values are not actions, they are codes which underlie the sanctions or punishments for some choices of behavior and rewards for other. Values have a profound effect on a leader’s performance. According to Dolan *et al.* (2006)^[7], ethical moral

values refer to forms of conduct that one has to live by in order to reach desired outcomes in the form of final values. The word “moral” derives from the Latin expression “mores” which means customs. In the table below are examples of different types of values that can be attributed to leaders.

Table 2: Examples of final (personal and ethical-social) and instrumental values (ethical-moral and values of competition)

Personal values: What are the most important things in your life?	Happiness, health, salvation, family, personal success, recognition, status, material goods, friendship, success at work, love.
Ethical-social values: What do you want to do for the world?	Peace, planet ecology, social justice
Ethical-moral values: How do you think you should behave towards people that surround you?	Honesty, sincerity, responsibility, loyalty, solidarity, mutual confidence, respect for human rights
Values of competition: What do you believe is necessary to compete in life?	Money, imagination, logic, beauty, intelligence, positive thinking, flexibility,

Source: (G. A. Yukl & Yukl, 2002, p.422)^[31]

On the basis of virtue (value) theory five values are crucial for ethical leaders (Blanchard & Peale, 1996)^[1]:

- **Pride** - Lacking self-esteem an ethical leader will hardly receive esteem and respect from followers. Ethical leaders demonstrate healthy pride, not vanity, as the dividing line between them is thin due to strong egotistic tendency in human beings. Ethical leaders recognize that inordinate self-love is a vice not virtue.
- **Patience** - In the process of implementing strategies that enable an organization to reach its goals, a leader is faced with obstacles from internal and external environment, reluctance and lack of commitment from followers. As it takes time to overcome barriers patience is of utmost importance.
- **Prudence** - Prudence is a virtue that refers to exercising sound judgement in practical affairs. It is considered as the measure of moral virtues as it provides a model of ethically good actions. A leader in the habit of exercising prudence and fortitude is not inclined to resort to unethical practices even in times when things do not go as planned.
- **Persistence** - It refers to leader’s striving for goals and his continuing quest to take all the necessary steps to achieve them, even if they involve sacrifice and personal risk. Persistence lies in trying to overcome the “practice” of justifying unethical conducts when one feels overwhelmed by mounting pressures, because of a sense of duty to others.
- **Perspective** - It is understood as the capacity to perceive what is truly important in any given situation.

5.1.3 Integrity: Today one of the traits most cited as required in order to exercise effective leadership is integrity. The leaders that demonstrate integrity are honest with themselves and others, learn from mistakes and are constantly in the process of self-improvement. They lead by example and expect as much of others as they do of themselves. They take responsibility of judging important decisions and strive to balance competing interests when in the process of reaching crucial organizational goals (Hoening, 2000)^[12].

5.2 The Ethical Standards

The Ethical Standards for the Teaching Profession represent a vision of professional practice. At the heart of a strong and effective teaching profession is a commitment to students and

their learning. The Purposes of the Ethical Standards for the Teaching Profession are:

- to inspire members to reflect and uphold the honour and dignity of the teaching profession
- to identify the ethical responsibilities and commitments in the teaching profession
- to guide ethical decisions and actions in the teaching profession
- to promote public trust and confidence in the teaching profession.
- to inspire a shared vision for the teaching profession
- to identify the values, knowledge and skills that are distinctive to the teaching profession
- to guide the professional judgment and actions of the teaching profession
- to promote a common language that fosters an understanding of what it means
- to be a member of the teaching profession.

6. Code of Professional Ethics

The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

Professional Ethics concerns one’s conduct of behaviour and practice when carrying out professional work. Such work may include consulting, researching, teaching and writing. The institutionalisation of Codes of Conduct and Codes of Practice is common with many professional bodies for their members to observe. The professional educator acknowledges the worth and dignity of every person & demonstrates the pursuit of truth and devotion to excellence, acquires knowledge and nurtures democratic citizenship. The educator exemplifies commitment to the teaching and learning process with accountability to the students, maintains professional growth, exercises professional judgment, and personifies integrity. The educator strives to maintain the respect and confidence of colleagues, students, parents & legal guardians and the community and to strive as an appropriate role model. UGC and NCFTE frame code of ethics for teaching profession.

6.1 University Grants Commission (UGC)

The new code of professional ethics for higher education teachers by University Grants Commission (UGC) expects the

teacher to be in regular touch with parents of the students and meet whenever necessary to discuss their performance and growth.

The UGC, in the code of ethics released for the first time in such an exhaustive manner, has also asked teachers to work as agents of social change as it used to be in the past. Part of the new regulations fixed by the UGC for selection and promotion of teachers, the document also has guidelines as to how teachers should behave with colleagues, non-teaching staff, and authorities and most importantly with students. The UGC circular states that teachers should try to see through teachers' bodies and organisations, that institutions maintain contact with the guardians, their students, send reports of their performance to the guardians whenever necessary and meet them in meetings convened for the purpose for mutual exchange of ideas and for the benefit of the institution. It also directs teachers to respect the right and dignity of the student in expressing his/her opinion, deal justly and impartially with students regardless of their religion, caste, political, economic, social and physical characteristics, recognise the difference in aptitude and capabilities among students and strive to meet their individual needs. Further, it calls upon the teachers to encourage students to improve their attainments, develop their personalities and at the same time contribute to community welfare, inculcate scientific outlook and respect for physical labour and ideals of democracy, patriotism and peace.

Teachers have also be told to be affectionate to the students and not behave in a vindictive manner, make themselves available to the students even beyond their class hours and aid students to develop an understanding of our national heritage and national goals. Teachers should also refrain from inciting students against other students, colleagues or administration. As a part of their social duty, teachers have also been asked to strengthen the community's moral and intellectual life, take part in activities conducive to the progress of society, participate in community activities and shoulder responsibilities of public offices and refrain from any activity which promotes differences in the name of caste, faith, language etc. Calling upon the teachers to lead by example, the circular states: "A teacher is constantly under the scrutiny of his students and the society at large. Therefore, every teacher should see that there is no incompatibility between his precepts and practice... teachers should manage their private affairs in a manner consistent with the dignity of the profession, express free and frank opinion as well as participate in extra-curricular activities including community service." Teachers should, the UGC expects, treat colleagues in the same manner as they themselves wish to be treated and consider non-teaching staff as equal partners. It also asks teachers to refrain from undertaking private tuitions and coaching classes, cooperate in the formulation of policies of the institution by accepting various offices and refrain from taking leave except on unavoidable circumstances.

6.2 National Curriculum Framework for Teacher Education (NCFTE)

In pursuance of the recommendations of the National Policy on Education (NPE), 1986/1992, the National Council of Educational Research and Training (NCERT) in collaboration with the All India Primary Teachers Federation (AIPTF), All India Secondary Teachers Federation (AISTF) and All India Federation of Educational Associations (AIFEA) had

developed, for the first time, a Code of Professional Ethics for Teachers, in 1997.

It is universally felt that like all other professions, the teaching profession should also have its own Code of Professional Ethics which indeed is a pre-requisite to ensure its dignity and integrity. It is also significant that the Right of Children to Free and Compulsory Education Act, 2009 entrusts teachers with some onerous professional responsibilities to be internalized by them in the performance of their duties. Accordingly, it is considered necessary that the Code of Professional Ethics be evolved and adopted by the teaching community. For the purpose of this Code, the term "teacher" covers all school teachers, whether in government or private schools, on full-time or part-time basis, at the elementary and secondary levels and the teachers holding administrative and supervisory positions. The Code of Professional Ethics for teachers provides a framework of principles to guide them in discharging their obligations towards students, parents, colleagues and community. Increased awareness of the ethical principles governing the teaching profession is essential to ensure 'professionalism' among teachers. NCFTE in its preamble talks about:

- Recognizing that every child has a fundamental right to education of good quality;
- Recognizing that every child has an inherent potential and talent;
- Recognizing that education should be directed to the all round development of the human personality;
- Recognizing the need for developing faith in the guiding principles of our polity, viz., democracy, social justice and secularism;
- Recognizing the need to promote through education the concept of composite culture of India and a sense of national identity;
- Recognizing that teachers, being an integral part of the social milieu, share the needs and aspirations of the people;
- Recognizing the need to enhance self-esteem of teachers;
- Recognizing the need to organize teaching as a profession for which expert knowledge, specialized skills and dedication are pre-requisites;
- Recognizing that the community respect and support for the teachers are dependent on the teachers' professionalism; and
- Recognizing the need for self-direction and self-discipline among members of the teaching community,

Present Code of Professional Ethics for school teachers is an attempt to provide direction and guidance to the teachers in enhancing the dignity of their professional work.

Obligations towards Students

1. Treats all students with love and affection.
2. Respects the value of being just and impartial to all students irrespective of their caste, creed, religion, sex, economic status, disability, language and place of birth.
3. Facilitates students' physical, social, intellectual, emotional, and moral development.
4. Respects basic human dignity of the child in all aspects of school life.
5. Makes planned and systematic efforts to facilitate the child to actualize his/her potential and talent.

6. Transacts the curriculum in conformity with the values enshrined in the Constitution of India.
7. Adapts his/her teaching to the individual needs of students.
8. Maintains the confidentiality of the information concerning students and dispenses such information only to those who are legitimately entitled to it.
9. Refrains from subjecting any child to fear, trauma, anxiety, physical punishment, sexual abuse, and mental and emotional harassment.
10. Keeps a dignified demeanour commensurate with the expectations from a teacher as a role model.

Obligations towards Parents, Community and Society

1. Establishes a relationship of trust with parents/guardians in the interest of all round development of students.
2. Desists from doing any thing which is derogatory to the respect of the child or his/her parents/guardians.
3. Strives to develop respect for the composite culture of India among students.
4. Keeps the country uppermost in mind, refrains from taking part in such activities as may spread feelings of hatred or enmity among different communities, religious or linguistic groups.

Obligations towards the Profession and Colleagues

1. Strives for his/her continuous professional development.
2. Creates a culture that encourages purposeful collaboration and dialogue among colleagues and stakeholders.
3. Takes pride in the teaching profession and treats other members of the profession with respect and dignity.
4. Refrains from engaging himself/herself in private tuition or private teaching activity.
5. Refrains from accepting any gift, or favour that might impair or appear to influence professional decisions or actions.
6. Refrains from making unsubstantiated allegations against colleagues or higher authorities.
7. Avoids making derogatory statements about colleagues, especially in the presence of pupils, other teachers, officials or parents.
8. Respect the professional standing and opinions of his/her colleagues.
9. Maintains confidentiality of information concerning colleagues and dispenses such information only when authorized to do so.

7. Observance of the Code

The difference between the Code of Conduct and the Code of Professional Ethics needs to be appreciated. As far as the provision of the Right of Children to Free and Compulsory Education Act, 2009 is concerned, particularly with reference to Section 24 of the Act pertaining to duties of teachers, enforcement of the Code of Conduct is perhaps the answer. This enforcement is the responsibility of the appointing/disciplinary authority. However, the provisions which define the Code of Conduct could also be incorporated in the Code of Professional Ethics, as making them ethical provisions will always desist teachers from violation of the Code of Conduct.

Like all other professions, the teaching profession should also move towards self regulation, which implies that every teacher should have the inner urge to adhere to the ethical principles listed in the Code of Professional Ethics for teachers. However,

in spite of the expectation of the voluntary observance of the Code, some cases of violation of the Code or of partial adherence to it are likely to occur in the vast system of school education. Therefore, a suitable mechanism needs to be evolved to ensure that all members of the profession follow the ethical principles enshrined in the Code.

8. Professional Ethics and Responsibility

We are one profession of teachers and leaders in early childhood education and in primary and secondary schools. Our political mandate is to promote learning, development and building for all children and pupils. Our values, attitudes and actions influence the impact of our work. These ethical principles constitute a common ground for the development of our ethical awareness. It is our responsibility to act in accordance with these values and principles.

8.1 Basic values of the teaching profession: Human values and human rights

Our work is founded on values and principles set down in universal human rights, especially the UN convention on the rights of children. These rights must be promoted and defended in early childhood education and in schools. The inviolability of human individual freedom and the need for safety and care are fundamental. Respect and equality

Each individual person's personality and integrity must be met with respect. No form of oppression, indoctrination or prejudiced opinions shall be tolerated. All children in early childhood education and all pupils in schools have a right to participate and have their views heard and taken into account. They shall have a right to freedom within the framework of the education community. Professional integrity Ethical consciousness and high professional competence are the basis of the profession's integrity and are essential in creating good conditions for play, learning and building. Our right to methodological freedom and our professional discretion gives us a special responsibility to be open about our academic and pedagogical choices. Society should be confident that we use our professional autonomy both properly and ethically. Adherence to confidentiality and information standards is crucial in our work. Everyone has a right to privacy. Personal information must be managed in ways that protect the integrity and dignity of children, pupils, parents and colleagues. Electronic information dissemination requires a special critical awareness.

8.2 Ethical responsibility in the teaching profession

To uphold these commitments, the educator.

8.2.1 In dealing with children, pupils and parents

Teacher's responsibility is to build a trusting relationship with those they work for and with. Their loyalty rests with the children and the pupils, to promote what is in their best interest. Truthful communication of knowledge and high quality pedagogical facilitation is essential. All teachers and leaders of pedagogical institutions

- promote the possibility to play, learning and building for all children and pupils
- work to be up to date academically and pedagogically
- are caring and are aware of the power we have by virtue of our position

- are academically sound and ethically aware in evaluation work promote equality
- meet children, pupils and parents with respect intervene and protect children and pupils against violations, regardless of who the violator is
- meet criticism with openness and well founded professional arguments

8.2.2 In the work place

Teachers are knowledgeable, responsible and present grown-ups in children's and pupils' lives. As a professional community they have a common responsibility to develop quality education and to promote and develop our professionalism. The professional community:

- initiates ethical reflection and dialogue with all employees at the work place.
- cooperates to further develop knowledge, competences and ethical judgment, both internally and in interaction with relevant institutions in higher education and research.
- creates and participates in a culture of positive cooperation where all opinions are treated seriously is loyal to the goals and regulations governing their institution as long as these are in line with the political mandate and our professional ethics.
- works in a culture of openness and facilitates transparency respects the competence of other professions and acknowledge the limits of one's own disciplinary supports and takes responsibility when colleagues meet special challenges in their work.
- takes responsibility to find good solutions, and, if necessary highlights unacceptable conditions when they are discovered in the work place.

8.2.3 for early childhood education and schools as public institutions

Teachers are committed to the values of early childhood institutions and schools as these are set down in regulations decided by legal democratic institutions. The individual teacher and leader share the profession's responsibility to advance the purposes and goals of education. The profession:

- shows courage and defends our political mandate.
- use the freedom of speech actively and participates in relevant academic discussions and in policy debates on education.
- take responsibility to warn authorities and the public when poor framework causes unacceptable conditions for children and pupils.
- strive for good cooperation, but not by taking over responsibilities that are part of other professions' expertise
- do not compromise the values of the political mandate, our professional knowledge or our ethical values.

9. Strategies to Promote Ethical Standards among Teaching Community

Ethics deals with moral principles, which are usually accepted voluntarily by an individual or a group. The code of professional ethics may be defined as a set of self imposed professional ideals and principles, necessary for the attainment of professional excellence and self-satisfaction. A code of professional ethics is generally based on two principles, namely, professional integrity and ideals of service to the society.

The professional interaction of Teachers is governed by four fundamental principles.

- Autonomy to treat people with rights that are to be honoured and defended.
- Justice to share power and prevent abuse of power.
- Responsible care to do good and minimize harm to others.
- Truth to be honest with others and self.

When there is an adequate imbalance between these principles and practice, there is breach of ethics, to name a few,

- Having inappropriate relationships with students
- Violation of educational procedures
- Failing to perform duties.
- Imposing personal faiths on students.
- Improper grading, engaging students in unethical behaviour, lack of fairness and so on.

Teachers and leaders in education are committed to the professional ethics and can never shirk their professional responsibilities.

- Encourage Teachers to be professionally competent and ethically conscious.
- All Institutions must urge their teachers to keep in mind the aims of education, and encourage them to make themselves more competent and to be more diligent in pursuing them. Such institutions, desirous of doing so, should continuously be involved in conducting seminars, symposia and workshops with illustrations of unethical behaviours of live examples and their profound effects on society being depicted with suggestions of strategies to be followed as to how to resolve them.
- Dividing Teachers of secondary schools with experience of being mentors into groups and faculties might meet separately in a primary school and interact with the primary school teachers.
- Ethics consultant offices should be set up as a part of Internal Quality Assessment in each institution and a renunciate of any spiritual organisation of repute be a visiting faculty. All teachers would be informed that these people will be available to give advice on a confidential basis.
- A senior member of the institution who can receive anonymous or confidential information about ethical problems that have emerged in their part of organisation be made available beyond working hours, to resolve ethical dilemmas.
- Instituting Reinforcements to Teachers. To motivate a teacher who maintains 'no flaw' throughout the year in relationships to students, colleagues and superiors, prizes be instituted and awarded by eminent spiritual personalities.
- Workshops and orientation programmes on importance and inculcation of work ethics like commitment, self-discipline, loyalty, and work value should be conducted for teachers in collaboration of well established spiritual centres.
- Training programmes on dealing with moral dilemmas, moral code of conduct, ethical values should be conducted for teachers to highlight the significance of professional ethics since teachers serve as role models to students.

- Helping teachers to identify the distinction between facts and values through live examples of day to day functioning of institution.
- Bringing down individual relativism and sorting out issues of superiority and inferiority through mutual dialogue.
- Reducing substantial prejudice: Highly prejudiced teachers do not usually volunteer for ethics classes. When the classes are compulsory, they corrupt. They should be guided properly. So prejudices should be countered with patience and perseverance. In this regard, the heads of the institutions should be visionary leaders of future.

10. Conclusion

Ethical principles deal a lot in producing better and perfect personalities. Whether it is a developed country or a developing country, ethics are indispensable and ethical education serves as a mainstream in the harmonious development of human personality as a deriving factor in character formation.

It is a global concern since major parts of world communities are witnessing racial discrimination, terrorism, Regional hatred, value deterioration and hence, it is every one's responsibility to highlight the importance of ethical standards of Teachers in particular because Education along with ethics brings out vital changes in personalities, communities and in the whole universe promoting world peace and universal brotherhood.

Teachers are observed very intently scrutinized by students for many hours each day. And for all students, teachers may be revered and seem larger than life. A teacher is more than just a teacher, and as long as this is so, ethics education should be part of teacher education.

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