

Professional Competence and Ethics of Teachers Attributes for Quality Education in the case of PGDT in Wollega Zones

Assefa Degebas

College of Education and Behavioural Sciences, Wollega University, Post Box No: 395, Nekemte, Ethiopia.

Abstract

The purpose of this study was to investigate how professional competence and professional ethics contribute for the improvement of quality of education. To look at these phenomena post graduate diploma complete teachers who have served for one and above years and working in Wollega zones were randomly selected. Accordingly 123 teachers and 204 students were selected as the sample of the study. After collecting the data through questionnaire descriptive measures, correlation and multiple regression statistical analysis were computed to notice the result. Descriptive statistics summarizes the demographic variables of participants. Pearson product moment correlation results revealed positive relationship between professional ethics and quality of education ($r = .32$), while strong positive correlation between professional competence and quality of education ($r = .81$) was found. Multiple regression analysis result also showed significant contribution of professional competence (54.6 % with $F(1, 120) = 187.753 < .001$) and some amount of professional ethics (4.6% with F change $(1, 121) = 19.398 < .034$) for the variance of quality of education. Hence it was recommended that teachers have to be professionally competent and ethical to be knowledgeable, guided and act properly in socially and morally acceptable manner to teach students effectively that may contribute lot to the quality of education. Teaching is a complex task that needs content knowledge, teaching skill and well preparation, thus teachers have to have adequate knowledge, skills and preparation for their class in order to present the lesson clearly, correctly and logically relating to the real environment. Moreover, teachers have to aware that there is individual difference and support those students who need special attention. Furthermore, professional teachers have to create wholesome and conducive classroom atmosphere and employ different method of teaching to instill knowledge, skills, values and attitudes to their students.

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***Corresponding Author:**

Asefa Degebas¹

Email: adegebas@yahoo.com

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INTRODUCTION

Teaching is creative and reflective profession which needs teaching competence and code of professional ethics. It demands a great deal of professional expertise and its own code of ethics, which may be expressed in a set of ethical principles (Ammattijärjestö,

2015). Teaching competence and professional code of ethics strengthens the professional profile of teaching professions by reviewing the effectiveness, academic and pedagogical quality of teachers (European commission, 2013). It also enables teachers

to meet complex demands effectively and efficiently by mobilizing psycho-social resources and empowers teachers to act professionally and appropriately to ward the improvement of quality education (Koster & Dengerink, 2008).

Teachers' professional competence is an important determinant of instructional quality that impacts students' achievement gains. Particularly teachers' knowledge competence of subject matter: their content knowledge (CK) and pedagogical content knowledge (PCK) have been shown to affect teachers' instructional practice as well as student learning (Baumert, Kunter, Blum, Brunner, Voss, Jordan & Klusmann, 2010; Hill, Rowan, & Ball, 2005).

Content knowledge represents teachers' understanding of the subject matter taught. According to Shulman (2000), "the teacher need not only understand that something is so, the teacher must further understand why it is so". This emphasis is on a deep understanding of the subject matter taught at school. Thus, it is assumed that a teacher is able to resolve the demands of his profession with a dynamically varying situation in the educational reality. This is because; teaching is a knowledge-rich profession as teachers themselves are also learners. They are expected to process and evaluate new knowledge relevant to their professional practices. They also regularly update their knowledge base to improve their practice and to meet new teaching demands (Guerriero, 2013).

Teaching profession is based on the concept that perceive teachers as experts who have been assigned specialized tasks which provide them with high level of education that has to be guided by professional ethics which is the standard of behaviour expected from a particular profession (Nuffic, 2004). Professional ethics are the principles, beliefs, assumptions and values that characterize a moral life (Starratt, 2004). It also refers to knowledge, honesty;

accountability, integrity, and loyalty that have govern any profession (General teaching counsel for Ireland, 2004). Hence, as every profession is expected to progress a set of ethical principles to guide the conduct and behaviours of its members, teaching as a profession also demands a professional ethics. These ethical principles provide the basis to differentiate between desirable and undesirable professional conduct and behavior. It also constitutes a code of "quality control" for the profession and for those who practice it (Prakasha & Jayamma, 2012). This code of conduct can be classified into teachers' professional conduct, professional responsibility and personal conduct (Department of Education and Training, 2008).

Professional ethics serve as a baseline and require people to prepare themselves to react to a situation properly. Leonard (2016) stated that at work, ethical behavior is the legal and moral code guiding individuals' behavior. It requires ethical behavior that drives interactions with other employees. People accept such principles as to 'treat one another with respect' and 'treat others as they would like to be treated'. Ethical principles do appeal to anyone, regardless of creed, religion, race or culture they subscribes to. Thus, sound professional ethics in education will enable the individual to be critically aware and analyse the practices. Without explicit awareness of ethical practice and professional values as well as professional competence the development of effective profession in education becomes ad hoc and often dominated by appealing workplace cultures, which may not always be ethical or good (Campbell & Zegwaarx, 2011). Thus, a professional code of ethics, or statement of values, can serve to empower the professional teachers to aspire towards a professional conduct. However, professional ethics is meaningless if it is not reinforced by professional competence which in turn contributes for quality education.

The quality of education depends on several quality indicators of education like: learner's outside experiences which is learners' wellbeing and support from family; safe, healthy and stimulating learning environment; relevant and appropriate content of education presented in a well-managed classroom; learning processes, and education outcomes (UNICEF, 2000). Learners' well-being and parental involvement in students learning contribute for quality of education. Studies in Latin American countries found that day care attendance coupled with higher levels of parental involvement in their young children learning is associated with higher test scores and lower rates of grade repetition (Willms, 2000). Similarly, studies in Philippines, Sri Lanka and Turkey, has also shown that children who participate in early intervention programmes do better at school. Quality of school facilities also has indirect effect on students learning. In Latin America, a study conducted in elementary school found that students whose schools lacked classroom materials and inadequate library were significantly show lower test scores and higher grade repetition than those whose schools were well equipped (Willms, 2000). Unethical teachers' behavior like insulting students and using corporal punishment also affects the quality of learning negatively. This is because; learning cannot take place when the basic needs for survival and self-protection are threatened.

Authentic and contextualized problem-solving content that stresses skills development as well as knowledge acquisition also one of the indicator that affect quality of education positively. Curriculum that is based on individual differences with closely coordinated and selectively integrated subject matter focusing on results or standards and targets for student learning contributes a lot for quality of education (Glatthorn & Jailall, 2000). Moreover, curriculum that incorporate life Skills that focuses on attitudes, values and behavioral change, such as assertion, goal

setting, decision making and coping skills also have positive effect on quality of education (UNICEF, 2000).

Processing inputs is also another indicator that frames meaningful learning experiences for students in ensuring quality school processes that result in quality education. Qualified teachers, who have deep mastery of both their subject matter and pedagogy and capable of helping their students learn through student centered applying appropriate assessment method and focused feedback, contribute a lot for quality of students learning (Darling-Hammond, 1997 in UNICEF, 2000). Moreover, learning outcomes, the expected effects of the educational system that include what learners know and can do, as well as the attitudes and expectations learners have for themselves and their societies is also another indicator for quality of education. Academic achievement and the more complex indicator like education for citizenship, learners' confidence, self-esteem and life skill- psychosocial and interpersonal skills and skills for behavioral development and change are also an indicator of school quality (UNICEF, 2000). There is amalgamation and interlink between the aforementioned quality indicators and professional ethics and competence of teachers.

Professional competence involves knowledge, skill and dispositions (motivation, beliefs, value orientations and emotions) (Rychen & Salganik, 2003). Teachers are teaching in multicultural classrooms integrating students with their needs to bring effective behavioral change. They help students acquire not only "the skills that are easily demonstrated but more importantly, ways of creativity, critical thinking, problem-solving and decision-making (OECD, 2011). Professional competences in teaching are complex combinations of knowledge, skills, understanding, values and attitudes, leading to effective action in situations. More specifically the following figure clarifies the

complexity of professional competences
integrating skill, knowledge and values.

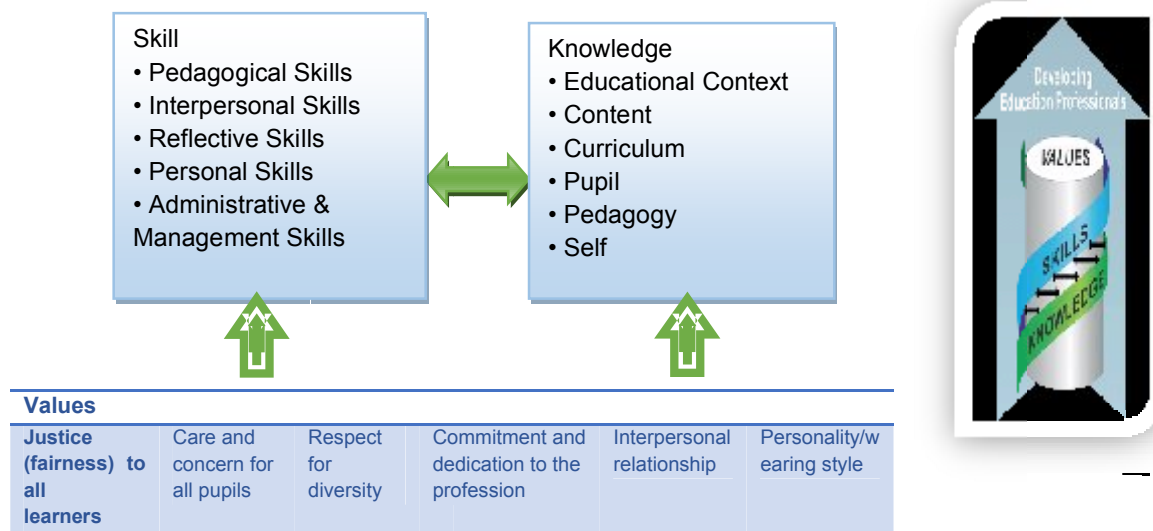


Figure 1: Skill, Knowledge and Value Framework. Adapted from (Chong & Cheah, 2009)

Good teaching does not occur in a vacuum. Every competent teacher needs to possess a strong set of values, skills and knowledge to equip the learners which in turn brings about quality education. In a similar manner, good ethical principles cannot compensate for poor professional skills, and good professional skills cannot make up for a lack of ethical principles that appropriate to the role and responsibility within the setting. Hence, focus on the competences and professional ethics of education system of teaching helps to improve quality of education. With regard to this concept, Malaysian Ministry of Higher Education (2006) announces to incorporate ethics, moral and professional skill among the other skills in the curriculum of Higher Education Institutions. This shows that when qualities like ethics, values and professional competence integrated it may empower individual teachers to be more effective in his performance and contribute to quality of education. As a result, teachers have to be acquainted with teaching professional competences and ethics that enhance innovatively new knowledge and skills and values to bring attitudinal change in students.

Despite the fact that, professional ethics and competence are significant in teaching profession to have quality teachers who bring the desired behavioral change to the student and the society, the concept has not been discussed extensively in the literature. There is also a knowledge gap concerning the extent of the relationship that exists between professional competences and professional ethics with quality education indicators. In addition, student experience, learning environment and learning process with pedagogical knowledge of teachers as indicator for quality education is the less studied area. Furthermore, as to the knowledge of the researcher there is no study conducted with regard to this concept on post graduate diploma complete teachers (PGDCT) who have been serving as a teacher in the given thematic areas of Wollega University.

Teachers' professional competence and ethical values play significant role in creating positive learning experiences and the reinforcement of learners' self-esteem that may contribute to quality of education. Besides, a professional teacher is also expected to meet society's requirements concerning the implementation of the goals of teaching which

accounts for societal change (Ammattijärjestö, 2015). However, with respect to the professional competence and ethical values of teachers, Ministry of Education (2009) indicated the following major problems. Namely, inadequacy of teachers' subject matter competence, in appropriate and insufficiency of active learning methods, insufficient professional commitment and work ethics, teachers' low interest to follow up and assist students and poor school-community relationships. Furthermore, (MoE, 2003) added that causes for low quality of education was inadequacy of teachers' teaching skill and lack of professionalism, and ethical values in Ethiopia teacher education. Thus, to bring quality education teacher's work should be guided by professional competences and ethical values. As a result, the following basic questions were raised to address the problem stated above.

1. To what extent professional values and ethics are practiced by PGDCT?
2. What are the professional competences PGDCT equipped with or lack?
3. To what extent professional competencies and ethics correlated to quality education indicators?
4. To what extent, professional competencies and ethics contribute to quality education?

Based on the aforementioned research questions the result of the study may contribute for teachers by explicitly explaining professional ethics as well as professional competencies that may improve teaching-learning; helps teachers to use it in their practice of teachings to bring quality education; benefit students as they will get quality education from their teachers; help for the society by improving their children to ward better life and help policy makers to include essential values that improve teaching profession toward the enhancement of quality education.

As the concept of quality education is so vast and can have different meaning depending on the context and purpose, in this study quality education was delimited to education quality indicators namely: learners' wellbeing-that include learns readiness, support from families and communities; learning processes in which trained teachers use student-centered approaches in well-managed classrooms and skilful assessment to facilitate learning; and learning environment that is healthy and safety with adequate resources and facilities

Materials and Methods

Design of the Study

Correlational research design was used for this study as it helps to predict the relationship between variables. The method employed in this study was quantitative research method because quantitative data is more efficient and able to test hypotheses. Moreover, in quantitative or positivist the researcher uncover existing reality using objective research method being detached from the research to maximize objectivity and minimize subjectivity.

The variables included in the study will be:

Independent variables -Professional competence and professional ethics

Dependent variable - Indicators of quality education

The population of this study was all PGDCT completed teachers who have one and above year of experience in teaching and high school students found in four Wollega zones. From each zone proportional number of district was selected randomly. Accordingly, from Horo Wollega zone Horo and Abaychomen wereda, from East Wollega –Sibu sire district, from West Wollega Gimbi and Haru woreda and from Kelem Wollega-Sayo and Gawokebe district were the samples. After secondary schools in which PGDCT found were identified, PGDCT who have one year and above

experiences were purposely selected with students of the class they were teaching and included.

Instruments Employed

Multi-rater survey questionnaire assessments of professional teaching competency, professional ethics and indicators of quality education were prepared and employed. It involved teachers and students as they are valid sources of information concerning their teachers' behaviour.

Data was collected from respondents, after they were informed about the purpose of the questionnaire, through questionnaire. There was no identification of individuals to maintain confidentiality. A five-point Likert (1=never, 2=rarely, 3= some times, 4= most of the time, 5= always) scale questionnaire was distributed to the respondents. In order to investigate the practical use of the questionnaire; a pilot study was conducted on 26 PGDCT and 30 students.

Using version 20 SPSS software statistical analysis, the reliability of the items was checked. Accordingly, 21 items on teachers' professional competence, from 28 items with the reliability of 0.78 and 19 items of teachers' professional ethics from 23 items with the reliability of 0.74 and 14 items of quality education indicator from 16 items with reliability of .75 were selected to be used for the final research. All the reliability results of instruments were above .07 so it was acceptable as the minimum expected Cronbach Alpha coefficient is 0.70 (Nunnally,

1978). To establish the validity of the instruments, factor analysis of scales were performed to confirm underlying dimensions. Principal Axis Factoring analysis with direct oblimin rotation was performed to determine factor loadings (Tabachnick & Fidell, 2007). Hence the highly related variables and subsets within the constructs of the Professional teachers' competence, professional teachers' ethics and education quality indicators were identified.

Data was statistically analysed through: descriptive statistics to describe the data, correlation to investigate the extent of the relationship between the variables and regressions analysis to see how professional competence and professional ethics contribute for quality of education.

RESULTS

From the total questionnaires distributed to teacher and student respondents, 204 (79%) from students and 123 (88%) from the teachers were retained. Out of the total of 123 PGDCT, 89 (72.4%) were males and 34 (37.6%) were females. The respondents have served from two to seven years teaching in high schools. Most of them 52 (42.3%) have served for 2 to 4 years followed by 39 (31.7%) of them who have served from 5 to 7 years. The number of students who participated in rating was 134 (65.7) from grade 9 and 70 (34.3) from grade 10.

Table 1: Descriptive Statistics measure of teacher's professional competence

No	Items	Teachers	Students
		Mean	Mean
1	Teaching skill	3.94562	2.90796
2	Content knowledge	4.0150	3.44505
3	Class room management	4.788367	4.5910
4	motivating students to facilitate learning	3.9469	3.341147
5	Assessing and Evaluating students 'performance	3.91644	3.3552
6	Interpersonal relationship with school community	3.957233	3.565933

Table 1 shows descriptive statistic (mean) of teachers' professional competence on teaching skill, content knowledge, classroom management, motivating students and assessing and evaluating students' performance and interpersonal relationship with school community rated by both teachers and students.

As it can be seen from the table, mean was taken to interpret the result. Accordingly, teaching skill is above average (3.95) which is valued as good as rated by teachers but below average (2.91) as rated by learners. This implies that there is controversy between teachers' and students' response. The difference might be because of social desirability that teachers wanted to consider themselves as having good teaching skills and rate themselves positively, ignoring their weakness. But students can evaluate their teachers' skills positively as they are very close to them and it can be valid. Thus, the result implies that more effort is expected from the teachers to be more competent. To improve their skills, they have to be well prepared in advance, integrate the subject matter with real life situation of students and use different

teaching method that may fit to different learning styles of individuals.

Concerning knowledge of the subject matter the mean as rated by the students is almost average (3.445), while above average (4.0150) for self-rated that can be valued as good. The result is not bad but still it needs more attention from teachers to have deep knowledge to evaluate the effectiveness of the content knowledge they were teaching. With regard to professional competences like motivating students to facilitate learning, assessing and evaluating students' performance and interpersonal relationship with school community, shows above average as rated by teachers and average as rated by students. This also indicated that more is expected from teachers to be more competent to motivate and evaluate their students effectively as well as to develop interpersonal relationship among the school community. On the other hand teachers were good at managing their students in classroom when teaching-learning is on the process as rated by both teachers and students. This shows teachers were monitoring learners' progress toward instructional objective through handling student discipline and behaviour problems.

Table 2: Descriptive statistics of teachers' responses on ethical profession

No	Items	Teachers	Students
		Mean	Mean
1	Justice (Fairness)	4.1477	3.0647
2	Care for others	4.3687	3.907075
3	Honest	4.31595	3.7211
4	Commitment	3.987375	3.571175
5	Respect	4.2830	3.9134
6	Personality/wearing style	4.482367	3.699367

Table 2 shows the descriptive statistics (mean) of teachers' professional ethics with respect to fairness, care for others, honest, commitment, respect and Personality/wearing style. As indicated in the Table, in the professional ethicises like: care for others, honest, commitment, respect others and wearing style,

both teachers and student rating shows good and the practice was apparent most of the time. However, as reported from the student, some ethical issues like: promoting confidence and integrity in students, encouraging students to have positive regard for others and maintaining confidentiality of students rated

below average by students. This implies teachers were not done much as much as expected from them in promoting confidence and integrity in their students. Moreover, performing task cheerfully and willingly was

rated average by both teachers and students. This implies that teachers were not much happy in their job which needs further investigation.

Table 3: Correlation professional competence and professional ethics with education quality indicator

Correlations			
	Professional competence	professional ethics	Quality indicator
Professional competence	1	.384**	.807**
professional ethics		1	.323**
Quality indicator			1
**. Correlation is significant at the 0.01 level (2-tailed).			

Pearson product moment correlation was performed to see the extent of the relationship exist between professional competence and education quality indicator as well as between

professional ethics and education quality indicator and it shows significant strong and medium positive relationship between the variables ($r = .81$; $p < .01$) and ($r = .32$; $p < .01$) respectively.

Multiple regression analysis assumption was discussed to check the rules

Table 4: Hierarchical regression analysis of professional ethics with education quality in dicator after controlling professional competence

	B	Std. Error	Beta	R ²	Adjusted R ²	R ² Change
Step 1.				.649	.648	.651
(Constant)	10.540	2.795				
professional competence	.691	.046	.807			
Step 2.				.651	.645	.046
(Constant)	10.111	3.219				
professional competence	.686	.031	.016			
professional ethics	.008					

Note: N=123; ***p< .001,

From the table above, professional competence accounted for 64.9%. After self-reported professional ethics was added, the model explained 65.1% of variance with $F(2, 120) = 111.804 < .001$. After controlling

professional competence, professional ethics alone accounted for 4.6% of variance as indicator for quality of education. It contribute significant but small as indicated in Sig. F change $(1, 121) = 19.398 < .034$

Table 5: Hierarchical regression analysis of professional competence with education quality indicator after controlling professional ethics

	B	Std. Error	Beta	R ²	Adjusted R ²	R ² Change
<i>Step 1.</i>				.104	.097	.104
(Constant)	37.165	4.054				
<i>professional ethics</i>	.170	.045	.323			
<i>Step 2.</i>				.651	.645	.546
(Constant)	10.111	3.219				
<i>professional ethics</i>	.008	.031	.016			
<i>professional competence</i>	.686	.050	.800			

Note: N=123; ***p< .001

The table above shows *professional ethics* accounted for 10.4%. After self-reported *professional competence* was added, the model explained the variance of 65.1% with $F(2, 120) = 111.804 < .001$. However, after

controlling professional ethics, professional competence accounts alone for (54.6 %) of variances indicator for quality of education. It shows significant contribution as indicated in Sig. F change (1, 120) = 187.753 < .001.

Table 6: Standardized regression analysis of professional ethics and competence with education quality indicator

Model	B	Std. Error	Beta	R ²	Adjusted R ²	R ² Change
professional	10.111	3.219	.800***	.651	.645	.651
competence	.686	.050	.016			
	.008	.031				

Note: N=123; ***p< .001,

To see how much both professional competence and ethics contribute quality education standardized regression analysis was conducted. Then, the model explained 65.4% of variance with $F(2, 120) = 111.804 < .001$.

To sum up hierarchical regression analysis was computed to see the contribution of professional competence and professional ethics to indicators of quality education. Accordingly, professional ethics alone accounted for 4.6% of variance as indicator for quality education after controlling professional competence with F change (1, 121) = 19.398 < .003. On the other hand, professional competence alone significantly accounted for 54.6 %. Finally, standardized regression analysis was performed to see the contribution of both variables to quality education. Hence, both variables in common significantly predict quality of education with a variance of 65.4%

with $F(2, 120) = 111.804 < .001$. Then from the result it is possible to guess that the rest 34.6% of variance can be contributed to quality of education by other variables like student's attentiveness, study skills, achievement motivation and other variables.

DISCUSSION

The present study set out to investigate professional ethics and competence of teachers attributes for quality education in the case of post graduate diploma complete teachers in Wollega zones. With respect to professional competence, from the result of descriptive statistics (mean), most teachers were not found competent enough in their teaching skill. Specifically teachers were found below average as rated by their students in using different teaching methods to facilitate learning and integrating the subject matter

with real life situation by creating conducive classroom atmosphere when teaching. Moreover, most teachers also rated average in mastering and evaluating the content knowledge of the subject they were teaching. Additionally, the open ended result also indicated that most PGDCT were not competent enough with the knowledge of their subject matter and the teaching skill they were using.

With respect to this finding previous study stated that, even though the qualities of teaching and learning are influenced by students' cognitive, affective, and behavioural outcome, what matters most is the quality of teachers and teaching, supported by strategic teacher professional development (Shukla, 2014). Furthermore, teacher quality is an important moderating factor responsible for the differences found in student performance within schools (Hattie, 2009). This implies that more is expected from teachers to be professionally competent enough through reading and referring different materials from time to time. Besides, they have to plan in advance what they teach, well prepared to present their subject clearly relating with the real life situation of students. Additionally, they have to have an awareness of individual difference to employ different methods of presenting their subject. Teaching competencies include the acquisition and demonstration of the composite skills required for student teaching like introducing a lesson, probing question, explaining, reinforcement, understanding student psychology, recognizing behaviour and classroom management (Shukla, 2014).

Similarly, in professional competences like motivating students to facilitate learning, assessing and evaluating students' performance and creating interpersonal relationship with school community, teachers were found to be improved. In relation to this finding, Hattie (2009) assured that teachers who used particular teaching strategies, such

as providing challenging thinking tasks and appropriate feedback, and teachers who had high expectations of their students and who created positive teacher-student relationships, had above average effects on student achievement and thus could more legitimately be considered quality teachers.

Concerning professional ethics, the result revealed that care for others, honest, commitment and respect shows good and perceptible most of the time. It also specifically revealed that, teachers were acting as positive role models, respect their students irrespective of any difference like their religion, sex and place of birth as indicated from both self-report and student report results.

These ethical acts of teachers contribute for good relationship and have positive impact on students' achievement. This finding is also supported by researchers and empirical studies suggested that better teacher-student relationships have a positive impact on learning and students behaviour (Arthur & Wilson, 2010; Gorard & See, 2011), whereas poor student teacher relationships are often characterized by students with problems in school (Boon, 2008). One of the talents that a teacher should show is the ability to connect with students; cultivating relationships being more formally labelled as nurturing pedagogy (Youze, Fanta, Balyage & Makewa, 2014). Thus, quality teachers are considered to be those individuals whose pedagogy is grounded in values and beliefs that lead to care and positive teacher-student relationships that embedded in trust and high standards of professional ethics. Furthermore, concerning the wearing style, as indicated in the result teachers were neat and pleasing in their appearance, dressed and groomed appropriately. These values contribute for the quality of education as it attracts students toward their lesson.

However, as it was indicated in the result some professional ethics like: promoting students confidence and integrity, maintaining

confidentiality of students and commitment to students learning, needs attention to be improved as it is the main root to develop acceptable professional ethic that contribute a lot to students achievement which in turn boosts quality of education. Moreover, the result also shows that teachers were not much happy in their job which needs further investigation.

The correlation of professional ethics and professional competence to indicators of quality education revealed positive relationship. The result shows significant and strong positive relationship between professional competence and quality indicators of education ($r = .81$) while medium correlation for ethical competence and quality education indicators ($r = .32$) according to Cohen (1988). This implies that competence—the attributes (knowledge, skills and attitudes) enable an individual to perform a set of tasks to an appropriate level of quality or achievement to make an individual competent in their role. Professional competence is not only just knowledge it also includes skills, attitudes, and motivational variables that also contribute to the mastery of teaching and learning. With respect to this concept, Blömeke and Delaney (2012) proposed cognitive abilities and affective-motivational characteristics as the main components of teachers' professional competence. Thus, professional competencies have to be considered as the central element for teacher training.

From the result of regression analysis, the finding from both self-report and student report shows that professional competence significantly accounted and contributed much for the quality of education. The fact is that competence is the stock of knowledge, skills and attitude for achieving competitive advantage and to be effective. As the teachers job is challenging and demanding to be competitive and effective they have to be

equipped with professional teaching competence.

Teachers who possessed ethics, moral values and professional competence are able to practice with high moral value standards in relevant to professional practice, but lack of ethics, moral and professional skill in teachers partly attributed to the 'rote learning' style (Ministry of Higher Education Malaysia, 2006). Hence, teachers have to be equipped with competences of: using and developing professional knowledge and values, communicating, interacting and working with students and others, planning and managing teaching learning process, monitoring and assessing student progress and learning outcomes, reflecting, evaluating and planning for continuous improvement (Marsh, 2004). Furthermore, to be effective, teachers must possess and demonstrate competency in: content knowledge, pedagogical knowledge - skills necessary for guiding, managing, assessing, and communicating with students and pedagogical content knowledge which is ability to convey content knowledge through multiple models of teaching to enhance student understanding.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the findings of this study the following conclusions were drawn.

From the finding it was shown that teachers were respecting their students and have good interpersonal relationship irrespective of any difference. These ethical and professional acts of teachers have positive impact upon students' achievement. Thus, from this point of view it can be suggested that better teacher-student relationships have positive effect on students' learning and behaviour which in turn contribute for quality education.

Among ethical issues, promoting confidence to students learning is not significantly done on it. However, it is essential to promote

students self-confidence as it enhances students' dedication to their own learning. Thus, from these points one can conclude that the above mentioned ethical value is the main root to develop acceptable professional ethics that contribute a lot for students' achievement which in turn boosts quality of education.

The finding shows teachers' subject knowledge was a little bet above average. But, deep knowledge of teachers' subject matter helps students to more improve their learning. Thus, more is expected from teachers to be competent enough to teach effectively their students

Most teachers were not found competent enough in their teaching skill, specifically in applying different teaching methods to facilitate learning and integrate the subject matter with real life situation. Therefore, having deep knowledge of the content to be taught and well preparation in advance with awareness of individual difference helps to present the subject clearly.

Most teachers were good at managing and controlling their students learning. Monitoring students learning through continuous assessment have positive effect on student achievement. Therefore, it can be concluded that skilful teachers who give timely feedback for the student can identify the strong and weak side of their students to improve students' achievement as well as their own method of teaching and knowledge which in turn have positive impact on quality of education.

As it was summarized in the findings, professional competence is positively and significantly correlated and also contributes a lot to quality of education, while professional ethics moderately correlated and also contribute to some extent. This shows that both independent variables have a positive effect on quality of education. Therefore, from this finding, one can conclude that teachers who possessed professional competence and ethics are able to practice with high moral

value standards in relevant to professional practice and contribute a lot for the qualities of education which have direct positive effect on the student's life.

Recommendations

Based on the conclusion drawn the following recommendations were made.

Teaching is a complex task that needs knowledge of the subject matter, teaching skill and preparation. Thus, teachers have to improve themselves with knowledge and skills that enables them to perform their tasks at appropriate level of quality to make their students competent in their learning. Moreover, teachers have to aware that there is individual difference and try to create wholesome atmosphere through employing different teaching- learning method to encompass diverse needs of students.

From the finding it was indicated that some professional competence issues like: promoting confidence and integrity, organising learning to the diverse social, cultural and needs of students and maintaining confidentiality of students contribute to students' achievement. Therefore, these qualities needs attention and have to be improved since it is mandatory to develop acceptable professional competences and ethics as it enhances quality of education. Finally, if research will be conducted including observation technique while teachers' teaching in their classes it may better identifies teachers' competence. Moreover, it is also better if the research is conducted on elementary school teachers to more identify the professional competences and ethics teachers lack in order to improve it and to enhance better quality of education from the root.

As indicated in the result teachers were not much satisfied with their work but rated average. Even though being an average is not bad, more interest is needed to perform ones duty effectively and efficiently. Thus, this issue needs further investigation to identify the case to give remedy.

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