

SAINT NICHOLAS SCHOOL – ENGLISH PROGRAMME HIGH SCHOOL STUDENTS' PERCEPTIONS ON PHYSICAL EDUCATION TEACHERS' COMPLIANCE WITH PROFESSIONAL CODE OF ETHICS AND CONDUCT

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Abstract

Teaching profession considers the development and application of the Professional Code of Ethics and Conduct (PCEC) as a means of maintaining acceptable professional standards. This study aimed to gain insights on the students' perceptions of PE teachers' compliance with the professional code of ethics and conduct in terms of professionalism, responsibility, care and respect and integrity and honesty. The outcome of this study will improve teacher-student-relationship and school - community partnerships through sports. There were 20 respondents from Saint Nicholas School – English Programme in this descriptive correlational study. The survey questionnaires were self-administered through Google form to the respondents. The data were statistically analyzed using frequency and percentage distribution, mean, and Kruskal Wallis test. The results showed that the students in SNS – EP perceived their Physical Education teachers had complied with the professional code of ethics and conduct in terms of professionalism, responsibility and care and respect at high levels. The level of compliance were similar in terms of students' sex and educational level.

Keywords: Professional code of ethics and conduct, professionalism, responsibility, care and respect, integrity and honesty

INTRODUCTION

The Ministry of Education of Thailand in Basic Education Core Curriculum B.E. 2551 (A.D. 2008) states that all should learn about health for acquisition of knowledge, accurate understanding with proper attitude, morality and appropriate values, as well as practical skills in health for acquiring hygienic habits, resulting in the achievement of a society of quality.

Furthermore, Physical Education places emphasis on enabling learners to participate in kinesthetic activities, physical exercises, playing games and sports. It serves as an instrument in holistic development in all respects—physical, mental, emotional, social and intellectual, as well as imparting capacities for health and sports.

This study aimed to gain insights on the students' perceptions of PE teachers' compliance with the professional code of ethics and conduct.

Most of all, the outcome of this study will improve teacher-student-relationship and school-community partnerships through sports.

LITERATURE REVIEW

Komba, H.H. & Mukadi, M. (2021). 58.33% out of 50 participants strongly agreed that PE teachers from Kola Hill and Kingalu secondary schools performed their duties diligently and in a disciplined manner which implied that PE teachers were responsible and accountable in their duties as they performed their duties prudently and in a disciplined manner.

The teachers complied with professional code of ethics and conduct since they were not involved in any illegal activities because the teachers involved will affect the students in discipline and academics. It is recommended that teachers in the selected schools should not involve in any illegal activities example corruption, drug abuse, and sex with students. Teachers should also perform their duties attentively since they are examples to the students among selected schools.

Liu, H., Yin, Z., Chen, S., Yang, Y. & Tian H. (2022). The developed Assessment of Ethics for Chinese Physical Education Teachers (AECPET) is a multi-dimensional model with eight domains: (1) Policy Implementation (PI), (2) Legal Compliance and Patriotism (LCP), (3) Love for Students (LS), (4) Daily Performance (DP), (5) Philosophy of Educating Students (PES), (6) Attitude towards Scientific Research (ASR), (7) Awareness of Self-discipline and Honesty (ASH), and (8) Attitude towards Serving Society (ASS); and 42 indicators.

Mabagala, S., Wanderi, M.P., Mwisukha, A. & Muindi, D.M. (2015) There were 720 student participants who were either studying PE or participating in school sports. It was concluded that PE students perceive their teachers as having a high level of compliance with the PCEC and their perception is influenced by their level of education. It was recommended that there is a need to improve and sustain PE programs in schools and colleges, emphasize training in the codes for teachers, and moral education for students. results showed that students perceived their PE teachers complied with the PCEC at high levels ($M = 4.01$, $SD = .54$).

The advanced level (form five –six) students differed significantly with other students. They were the only group that perceived PE teachers to comply with PCEC at low level. This might have been caused by the negative experiences they had with PE as they were not majoring PE in their subject combination and lack of effective PE programs in schools could have contributed negative evaluation of PE teachers.

Moen, K.M., Westlie, K., Gerdin, G., Smith, W., Linner, S., Philpot, R., Schenker, K. & Larsson, L. (2019). Caring teaching is inevitably built on developing good relationships, and that developing such good relationships is a complex process influenced by three key elements. First, teachers have to develop knowledge about their students on a societal, group and personal level; second, teachers have to reflect on the individual, environmental and relational aspects required for building good relationships; and third, teachers have to implement caring teaching strategies, such as planning, caring actions and doing 'the little things'.

Ramos, M.A., Ruiz, M.M. & Molina, G.M. (2020). Female Central University of Ecuador (UCE) students had a more idealized vision of their physical education teachers than their male counterparts. There were no significant gender differences in the case of University of Alicante (UA) student

Stuhr, P.T., Sutherland, S. & Ward, P.C. (2011). Caring as element of teaching should be direct, intentional and central to quality physical education.

SUGGESTIONS FOR ADMINISTRATORS AND PE TEACHERS

In order to improve and sustain the PE programs in Saint Nicholas School – English Programme, the school administrators may consider sending Physical Education teachers to seminars and workshops that emphasize the training of teachers in the code of ethics and conduct in terms of professionalism, responsibility, care and respect, integrity and honesty.

Further study may be administered to another group of student respondents with different profiles to determine unethical behavior among PE teachers.

CONCLUSION

The Physical Education teachers at Saint Nicholas School – English Programme had complied with the professional code of ethics and conduct in terms of professionalism, responsibility and care and respect, integrity and honesty at high levels.

The level of compliance were similar in terms of students' sex and educational level.

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