

PROFESSIONAL COMPETENCY AND PROFESSIONAL ETHICS OF IN-SERVICE TEACHERS

Thazin Mon¹, Khin Hnin Nwe²

Abstract

The main purpose of this study was to investigate professional competency and professional ethics of in-service teachers from Yangon Region. Besides, this study conducted to explore the effect of professional competency on professional ethics of in-service teachers. Quantitative approach was used in this study and the required sample was selected by using random sampling technique. A total of 500 in-service teachers (primary assistant teachers, junior assistant teachers and senior assistant teachers) from selected townships of the Yangon Region in 2021-2022 academic year participated in this study. As research instruments, Teacher's Perception of Professional Competency (TPPC) and Teacher's Perception of Professional Ethics (TPPE) developed by Masiwal (2015) were adapted to measure professional competency and professional ethics of in-service teachers in this study. The results showed that the sample teachers not only possessed reasonable high professional competency in their teaching profession but also tended to practice better professional ethics in their teaching profession. In this study, it was found that there were significant differences in professional competency of in-service teachers by location, designation and teaching experiences. It was observed that there were significant differences in in-service teachers' professional ethics by location and designation but there was no significant difference by teaching experience. Moreover, professional competency was positively and significantly correlated to professional ethics of in-service teachers ($r = 0.635$, $p < 0.001$). Regression analysis revealed that all variables of professional competency were significant predictors of the professional ethics of in-service teachers. To sum up, the findings of this study have implications in assisting policy makers, administrators and educationists by highlighting the importance of professional competency to enhance professional ethics of in-service teachers.

Keywords: Competency, Professional Competency, Ethics, Professional Ethics

Introduction

Today's world is very competitive and the teacher's role is most important in the competitive world. Therefore, the teacher needs to have sufficient professional competency to meet the needs of the fast-changing society. Manju (2018) viewed that teachers are responsible for operating the educational system and they need strong and efficient professional competencies. Teachers' competencies should be redefined counting on the event of the entire lifetime of humans and education. Teachers' competencies are aligned with the power to manage information, framing duty solving and active communication with students. Teachers similarly possess knowledge about subject curriculum and syllabus through accurate testing processes. If teachers acquire professional competencies and ethics and if they are enabled and empowered to perform their multiple tasks in the classroom as well as in the school and community in a genuinely professional manner, then a high quality of learning among students may result in cognitive, affective and psychomotor areas (Mustafa, 2013).

Besides, a teacher may be good in pedagogy; may have adequate and quality teaching resources at his/her disposal, his/her students may perform well, but if he lacks professional

¹ Department of Educational Psychology, Yangon University of Education

² Department of Educational Psychology, Yangon University of Education

ethics his good classroom teaching is often overshadowed by this. A professional teacher needs to be confident and ethically sound. This is important because teachers' professional ethics can affect the image of the individual teacher, the image of the school, the image of the teaching profession as a whole and the image of the teaching (Melo, 2003). So, high professional competency and professional ethics are the basis of the teaching profession, as they cannot be considered in isolation. Therefore, this study attempted to investigate the relationship between professional competency and professional ethics of in-service teachers.

Purpose of the Study

The main purpose of the study was to investigate professional competency and professional ethics of in-service teachers from Yangon Region.

Research Questions

1. How is the perception of professional competency and professional ethics of in-service teachers from Yangon Region?
2. Is there any significant difference in professional competency of in-service teachers by location, designation and teaching experience?
3. Is there any significant difference in professional ethics of in-service teachers with regard to location, designation and teaching experience?
4. Is there any relationship between professional competency and professional ethics of in-service teachers?

Definitions of Key Terms

Competency: It is a set of demonstrable characteristics and skills that enable and improve the efficiency of, performance of a job (Evangelista, 2009).

Professional competency: It refers to a set of knowledge, skills, values, attitudes, capacities and beliefs people need for success in a profession (Selvi, 2010).

Ethics: It refers the set of rules that govern the behaviour of a person, established by a group or culture (Mohana, 2007).

Professional ethics: It means a set of self-imposed professional ideals and principles necessary for the attainment of professional excellence and self-satisfaction (Campbell, 2000).

Review of Related Literature

Professional Competency

The concept of professional competency is close to the concept of potential. It means an individual's potential capacity concerning a definite task, situation, or context. It refers to an individual's subjective perception of his/her possibilities and abilities to act according to the goals and facility to affect his/her environment. Furthermore, it means how well tasks are performed and planned and how they are developed to achieve the goal. It consists of the ability to combine information and learned skills into practice according to expectations. It also manifests an individual's attitude and behavior in certain work situations (Svetlana, 2013). Teachers, in addition to general competencies, should also have their own job competencies in order to enter the profession of full teacher responsibility.

Jabri (2017) stated that teachers' professional competencies in the case include the ability to (1) understand and implement a good educational foundation of philosophical, psychological (2) understand and apply the learning theory according to the developmental level of the learner's behavior (3) be able to handle or field of study subjects assigned to him (4) understand and apply the appropriate teaching method (5) able to use a variety of tools and media studies as well as other learning facilities (6) is to able to organize and implement the programs (7) is able to carry out the evaluation of learning and (8)is able to motivate learners.

Professional Ethics

Ethics is a moral philosophy that deals with human character and conduct. Professional Ethics is the set of rules and moral principles that are observed in every profession and these professions related to specific ethics are known as Professional Ethics (Banter, 2003). Practicing good ethics in the field of education is primarily expected from the teachers. Teachers handle various lively problems while dealing with parents, students, etc. Any unethical act or deed or practice by teachers causes great ripples in society and affects many adversely. This calls for proper and to great extent ideal practices by teachers that enable in sustaining the respect, to the teaching community as well as to the educational institutions. Professional practices of teachers always inspired and motivated the students in their own conduct shaping, and remain ethical. Professional ethics as practiced in educational institutions by the teachers and students reflect the values being nurtured in the process of education. Be it an examination system or admission process or parent-teacher interaction or the teacher's response to the students' errors or misconduct etc. always calls for a good professional response from the teachers (Anangisye, 2006). Therefore, the teacher must inculcate the fundamental professional ethics and values within them before entering into the teaching profession.

Method

Research Design

Quantitative design and questionnaire survey method were used in this study.

Participants of Study

A total of 500 in-service teachers (primary assistant teachers, junior assistant teachers and senior assistant teachers) from selected townships of the Yangon Region in 2021-2022 academic year participated in this study.

Measures

Professional Competency. Teacher's perception of professional competency (TPPC) developed by Masiwal (2015) was used to measure professional competency of in-service teachers. It has a total of 32 items under the five subscales such as content knowledge, communication skill, pedagogy, evaluation and managerial skill. Each item was assessed along a 5-point Likert scale. The Cronbach's alpha value in this study was 0.71.

Professional Ethics. For measuring professional ethics of in-service teachers, teacher's perception of professional ethics (TPPE) developed by Masiwal (2015) was used. It is a self-report, Likert-Scale questionnaire with items scored on range of "1 to 5" for strongly disagree to strongly agree respectively. It consists of 38 items and the scale has 4 subscales, namely character (10 items), behavior (12 items), attitude (10 items) and belief (6 items). The Cronbach's alpha value in this study was 0.79.

Instrumentation and Procedure

All the measures used in this study were adapted to Myanmar language version. Then, expert review was conducted for face validity and content validity of the instruments. Next, the questionnaires were modified according to their suggestions and recommendations. And then, a pilot study was conducted in first week of June 2021 with a sample of 50 in-service teachers from Yangon Region — BEHS (2) South Okkalapa to test whether the wording of items, statements and instructions had their clarity in Myanmar language version and were appropriate to in-service teachers. The internal consistency (Cronbach's Alpha) of the whole inventory for TPPC was 0.71 and TPPE was 0.79 respectively. Thus, the computation of Cronbach alpha showed that the TPPC and TPPE had high reliability to measure professional competency and professional ethics of in-service teachers.

Results of Quantitative Study

To identify professional competency of in-service teachers, descriptive statistics were conducted and the results were shown in Table 1. The mean percentage of total professional competency of in-service teachers was 78.46%. So, the mean percentage of total professional competency of in-service teachers was satisfactory level. According to the result, the mean percentages of each subscale for professional competency of in-service teachers were 82.71%, 77.23%, 77.27%, 73.36% and 81.24% respectively. It could be seen that the mean percentage of content knowledge was the highest and that of evaluation was the lowest among all subscales of professional competency of in-service teachers. (see Table 1).

Table 1 Descriptive Statistics for each Subscale and Total Professional Competency of In-service Teachers

Variable	N	Mean	Mean%	SD	Minimum	Maximum
Content Knowledge	500	28.95	82.71	2.57	18	35
Communication Skill	500	23.17	77.23	2.41	17	30
Pedagogy	500	34.77	77.27	3.56	23	45
Evaluation	500	18.34	73.36	2.01	12	25
Managerial	500	20.31	81.24	2.19	13	25
Total	500	125.54	78.46	7.98	100	147

Note. Mean% = Mean Percentage, SD = Standard Deviation

In order to examine whether there was a significant difference in professional competency of in-service teachers by location, the independent sample *t*-test was carried out and the data was presented in Table 2.

Table 2 Descriptive Statistics and Results of Independent Sample *t*-test for Professional Competency of In-service Teachers by Location

Variable	Location	N	Mean	SD	<i>t</i>	<i>p</i>
Content Knowledge	Rural	250	28.92	2.44	-0.24	.808
	Urban	250	28.98	2.70		
Communication Skill	Rural	250	23.10	2.52	-0.65	.517
	Urban	250	23.24	2.31		
Pedagogy	Rural	250	34.55	3.44	-1.37	.171
	Urban	250	34.98	3.67		
Evaluation	Rural	250	18.46	2.10	1.27	.206

Variable	Location	N	Mean	SD	t	p
Managerial	Urban	250	18.23	1.92	-3.09**	.002
	Rural	250	20.01	2.13		
	Urban	250	20.61	2.20		

Note: **Mean difference is significant at the 0.01 level.

The result of independent samples *t*-test stated that there was significant difference for in-service teachers’ managerial competency by location, in which teachers from urban were more managerial than teachers from rural in Yangon Region.

To investigate the differences in professional competency of in-service teachers by designation, descriptive analysis was conducted. The mean and standard deviation for each subscale of in-service teachers by designation were reported in Table 3. Then, one-way ANOVA was also calculated to examine whether there were any significant differences in each subscale of professional competency by designation or not.

Table 3 Descriptive Statistics and ANOVA Results for Professional Competency of In-service Teachers by Designation

Variable	Designation	N	Mean	SD	F	p
Content Knowledge	PAT	141	29.21	2.35	2.003	.136
	JAT	208	28.60	2.68		
	SAT	151	29.07	2.60		
Communication Skill	PAT	141	23.27	2.52	0.748	.474
	JAT	208	23.25	2.36		
	SAT	151	22.97	2.38		
Pedagogy	PAT	141	35.31	3.12	3.142*	.044
	JAT	208	34.75	3.78		
	SAT	151	34.27	3.56		
Evaluation	PAT	141	18.35	2.09	0.011	.989
	JAT	208	18.33	1.99		
	SAT	151	18.36	1.98		
Managerial	PAT	141	20.30	2.12	0.118	.888
	JAT	208	20.26	2.09		
	SAT	151	20.38	2.38		

Note: *Mean difference is significant at the 0.05 level.

According to Table 3, it can be seen that the mean scores for professional competency of primary assistant teachers for content knowledge, communication skill and pedagogy were greater than those of junior assistant teachers and senior assistant teachers while for evaluation and managerial, senior assistant teachers were greater than other groups. Moreover, the results of ANOVA indicated that there were significant differences in the pedagogy of teachers’ professional competency by their designation at the 0.05 level. To obtain more detailed information, Post-Hoc test was executed by Tukey HSD method. According to the result, the pedagogy of primary assistant teachers was higher than that of senior assistant teachers (see Table 4).

Table 4 The Result of Tukey HSD Multiple Comparison for Professional Competency of In-service Teachers by Designation

Variable	(I) Designation	(J) Designation	Mean difference (I-J)	<i>p</i>
Pedagogy	PAT	SAT	1.041*	.033

Note: *Mean difference is significant at the 0.05 level.

In order to compare professional competency of in-service teachers under different teaching experience, the means and standard deviations of in-service teachers' professional competency were reported in Table 5. To make more detailed information on the difference of in-service teachers' professional competency by teaching experience, ANOVA was conducted. ANOVA results indicated that there were significant differences in content knowledge and managerial of in-service teachers by teaching experience (see Table 5).

Table 5 Descriptive Statistics and ANOVA Results for Professional Competency of In-service Teachers by Teaching Experience

Variable	Teaching Experience	N	Mean	SD	<i>F</i>	<i>p</i>
Content Knowledge	1-10	104	28.99	2.62	3.345*	.019
	11-20	163	29.40	2.48		
	21-30	105	28.76	2.81		
	31-40	128	28.48	2.36		
Communication Skill	1-10	104	23.01	2.26	1.471	.222
	11-20	163	22.96	2.48		
	21-30	105	23.54	2.51		
	31-40	128	23.27	2.34		
Pedagogy	1-10	104	35.06	3.37	0.501	.682
	11-20	163	34.75	3.76		
	21-30	105	34.46	3.74		
	31-40	128	34.80	3.31		
Evaluation	1-10	104	18.57	2.14	0.658	.578
	11-20	163	18.24	2.07		
	21-30	105	18.25	1.78		
	31-40	128	18.37	2.03		
Managerial	1-10	104	20.18	2.21	4.822**	.003
	11-20	163	20.82	2.19		
	21-30	105	19.91	2.21		
	31-40	128	20.08	2.06		

Note: *Mean difference is significant at the 0.05 level.

**Mean difference is significant at the 0.01 level.

Then, to look at the differences in detail, post-hoc with Tukey method and the results were shown in Table 6. According to Table 6, it can be seen that in-service teachers with 11 to 20 years of teaching experience were different significantly at 0.05 level from those with 31 to 40 years of teaching experience in content knowledge. For managerial, 11 to 20 years of teaching

experience were slightly different with 31to 41 years of teaching experience at 0.05 level and significantly different with 21to 31 years of teaching experience at 0.01 level.

Table 6 The Result of Tukey HSD Multiple Comparison for Professional Competency of In-service Teachers by Teaching Experience

Variable	(I) Teaching Experience	(J) Teaching Experience	Mean difference (I-J)	<i>p</i>
Content Knowledge	11-20	31-40	0.921*	.013
Managerial	11-20	21-30	0.908**	.005
		31-40	0.744*	.020

Note: *Mean difference is significant at the 0.05 level.

**Mean difference is significant at the 0.01 level.

To examine professional ethics of in-service teachers, descriptive statistics was carried out and the results were shown in Table 7.

Table 7 Descriptive Statistics for each Subscale and Total Professional Ethics of In-service Teachers

Variable	N	Mean	Mean%	SD	Minimum	Maximum
Character	500	38.64	77.28	3.62	27	50
Behavior	500	45.85	76.42	3.58	30	56
Attitude	500	38.81	77.62	3.09	2	50
Beliefs	500	24.92	83.07	2.10	18	30
Total	500	148.21	78.01	9.69	114	182

Note: Mean% = Mean Percentage, *SD* = Standard Deviation

According to the descriptive statistics shown in Table 7, the mean percentage of total professional ethics of in-service teachers was 78.01%. So, professional ethics of in-service teachers was satisfactory level. It can be seen that the mean percentage of in-service teachers' professional ethics for beliefs was the highest and that of in-service teachers' professional ethics for behavior was the lowest among four subscales.

To investigate whether there were significant differences in professional ethics of in-service teachers by location; the descriptive statistics and independent sample *t*-test were computed and presented. It was observed that the location differences were found to be in professional ethics of in-service teachers. To be specific, in-service teachers' professional ethics from urban were higher than those from rural in all subscales; character, behavior, attitude and beliefs. Based on the results of the independent *t*-test, significant differences were found in the character at 0.01level and behavior of teachers' professional ethics at 0.001level by location (see Table 8).

Table 8 Descriptive Statistics and Results of Independent Sample *t*-test for Professional Ethics of In-service Teachers by Location

Variable	Location	N	Mean	SD	<i>t</i>	<i>p</i>
Character	Rural	250	38.13	3.71	-3.14**	.002
	Urban	250	39.14	3.47		
Behavior	Rural	250	45.34	3.53	-3.23***	.001
	Urban	250	46.36	3.56		

Variable	Location	N	Mean	SD	<i>t</i>	<i>p</i>
Attitude	Rural	250	38.69	3.13	-0.85	.394
	Urban	250	38.93	3.06		
Beliefs	Rural	250	24.90	2.11	-0.13	.899
	Urban	250	24.93	2.10		

Note: **Mean difference is significant at the 0.01 level.

***Mean difference is significant at the 0.001 level.

To investigate the differences in teachers' professional ethics by designation, a descriptive analysis was conducted. The mean and standard deviation for each subscale of in-service teachers by designation were reported in Table 9. Then, one-way ANOVA was also calculated to examine whether there were any significant differences in each subscale of professional ethics by designation or not.

Table 9 Descriptive Statistics and ANOVA Results for Professional Ethics of In-service Teachers by Designation

Variable	Designation	N	Mean	SD	<i>F</i>	<i>p</i>
Character	PAT	141	38.28	4.08	0.980	.376
	JAT	208	38.83	3.31		
	SAT	151	38.70	3.59		
Behavior	PAT	141	45.69	3.39	1.692	.142
	JAT	208	45.62	3.55		
	SAT	151	46.33	3.77		
Attitude	PAT	141	39.04	3.26	3.403*	.034
	JAT	208	38.39	2.91		
	SAT	151	39.18	3.13		
Beliefs	PAT	141	25.01	2.17	0.811	.445
	JAT	208	24.98	1.99		
	SAT	151	24.74	2.18		

Note: *Mean difference is significant at the 0.05 level.

According to Table 9, the mean scores of in-service teachers' professional ethics were found differences according to designation in character, behavior, attitude and beliefs. ANOVA results pointed out that there was a significant difference in teachers' professional ethics by designation at 0.05 level. To be specific, the Turkey HSD comparison procedure was computed (see Table 10). This finding pointed out that there was a significant difference in the attitude of in-service teachers by designation at 0.05 level.

Table 10 The Result of Tukey HSD Multiple Comparison for Professional Ethics of In-service Teachers by Designation

Variable	(I) Designation	(J) Designation	Mean difference (I-J)	<i>p</i>
Attitude	SAT	JAT	0.789*	.044

Note: *Mean difference is significant at the 0.05 level.

To compare professional ethics of in-service teachers under different teaching experience, the mean, standard deviations and one-way analysis of variance were computed in Table 11.

Table 11 Descriptive Statistics and ANOVA Results for Professional Ethics of In-service Teachers by Teaching Experiences

Variable	Teaching Experiences	N	Mean	SD	F	p
Character	1-10	104	38.03	3.63	1.540	.203
	11-20	163	38.94	3.79		
	21-30	105	38.87	3.52		
	31-40	128	38.55	3.46		
Behavior	1-10	104	46.18	3.37	2.048	.106
	11-20	163	46.25	3.57		
	21-30	105	45.29	4.02		
	31-40	128	45.57	3.43		
Attitude	1-10	104	38.95	3.12	.939	.422
	11-20	163	39.05	3.18		
	21-30	105	38.40	3.02		
	31-40	128	38.77	3.06		
Beliefs	1-10	104	24.88	2.15	.884	.449
	11-20	163	25.05	2.21		
	21-30	105	24.71	2.12		
	31-40	128	24.95	1.90		

According to Table 11, the mean score of in-service teachers who had 11 to 20 years of teaching experiences were the highest among the groups for all subscales of professional ethics. ANOVA results show that there were no significant differences in in-service teachers' professional ethics by their teaching experiences.

To investigate the relationship between professional competency and professional ethics of in-service teachers, the Pearson correlation analysis was performed and the results were presented in the following Table 12.

Table 12 Relationship between Professional Competency and Professional Ethics of In-service Teachers

Variable	Professional Ethics
Professional Competency	.635***
Significant	.000
N	500

Note: ***Correlation is significant at the 0.001level (2-tailed).

Table 13 Inter-correlations for Professional Competency and Professional Ethics of In-service Teachers

Variable	Character	Behavior	Attitude	Beliefs
Content Knowledge	.294***	.312***	.269***	.248***
Communication Skill	.181***	.130**	.286***	.322***
Pedagogy	.370***	.433***	.370***	.336***
Evaluation	.208***	.191***	.152***	.205***
Managerial	.474***	.449***	.454***	.353***

Note: **Correlation is significant at the 0.01level (2-tailed).

***Correlation is significant at the 0.001level (2-tailed).

Results revealed that the professional competency and professional ethics of in-service teachers were positively significantly inter-correlated ($r = 0.635$, $p < 0.001$). It indicated that the higher teachers' professional competency, the higher the teachers' professional ethics (see Table 12). Table 13 showed that all subscales of professional competency and all subscales of professional ethics were correlated with one another.

To investigate the predictive contributions of variables of professional competency to professional ethics of in-service teachers, a multiple regression analysis was conducted. The result was shown in the following Table 14.

Table 14 Regression Analysis for Determining Predicting Factors of Professional Competency on Professional Ethics of In-service Teachers

Variable	B	β	t	p	R	R ²	Adj R ²	F
Professional Ethics	56.850		10.784***	.000	.665	.443	.437	78.439
Content Knowledge	.299	.079	2.807*	.037				
Communication Skill	.579	.144	4.150***	.000				
Pedagogy	.754	.277	7.249***	.000				
Evaluation	.504	.105	2.977**	.003				
Managerial	1.665	.173	9.626***	.000				

Note:*Correlation is significant at the 0.05level.

**Correlation is significant at the 0.01level.

***Correlation is significant at the 0.001level.

The results of multiple regression analysis pointed out that all variables of professional competency were significant predictors of the professional ethics of in-service teachers ($t = 10.784$, $p < 0.001$). Since the adjusted R square value was .437, it indicated that approximately 43.7% of the variance in professional competency can be explained by the professional ethics of in-service teachers. The model equation for predicting professional ethics of in-service teachers on professional competency was as follows:

$$PE = 56.85 + .299CK + .579CS + .754P + .504E + 1.665M$$

PE = Professional Ethics, CK = Content Knowledge, CS = Communication Skill,

P = Pedagogy, E = Evaluation, M = Managerial

Discussion and Conclusion

This study was conducted to investigate professional competency and professional ethics of in-service teachers from selected schools in Yangon Region. Also, it was conducted to explore the relationship between professional competency and professional ethics of in-service teachers. The finding indicated that the mean percentage of content knowledge was the highest and that of evaluation was the lowest among all subscales of professional competency of in-service teachers.

Therefore, it can be said that teachers with relevant content knowledge should consequentially be able to make better and more appropriate decisions about teaching and learning and to arrive at more appropriate solutions to problems than a teacher without such knowledge. Besides, teachers should understand the techniques of evaluation that they will be capable of maximizing the potential of their students.

Besides, teachers from urban were more managerial than teachers from rural in Yangon Region. This may be why it is the societal nature and urban environment that made them communicate fluently and clearly without any shyness and the more opportunity they get to communicate with the teachers and experts of urban areas made them possess better communication competency than rural teachers. The teachers of urban areas are very much confident and courageous to handle classes and they keep the class always under their control. This may be the reason for the better classroom management competency of urban teachers. On the other hand, lack of alleviating environment in the school and society, lack of reward and due recognition, socio-political instability, lack of desire for self-improvement, lack of quality students, etc., may be mainly responsible for the low level of professional competence among the rural school teachers. Mahanta (2012) conducted research on professional competence with gender and locality and conformed that it depends on gender and locality. Female teacher's professional competency was superior and also urban teachers were sophisticated than the rural ones.

And then, in the study, there was a significant difference in the pedagogy of teachers' professional competency by their designation. So, primary assistant teachers can effectively use motivation as an essential component of teaching and use teaching material to demonstrate introductory knowledge, skill and understanding concepts related to lessons more than junior teachers and senior teachers. This may be due to the new curriculum of Basic Education in Myanmar and preparing learning activities to align with students' level of cognitive, linguistic, social, emotional and physical development. This result was consistent with the finding of Aung San Hla (2020) who found that primary assistant teachers were significantly higher the mean scores in motivational competencies than senior assistant teachers. But, it contradicted to some extent found in previous research conducted by Ololube (2006) who found that no significant differences.

In finding out the professional competency of in-service teachers by teaching experiences, the results revealed that different years of teaching experiences affected professional competency of in-service teachers. Teachers who had teaching experiences from 11 years to 20 years would facilitate better students' learning of subject matter and manage to adapt their teaching based on student abilities. This may be due to the fact that the experience they gained and the well-versed knowledge in their subject, the feeling of easiness in their profession made them to be committed. The result of this study was consistent with the study of Mustafa (2013) who found that teachers had differences in professional competency by their teaching experiences and teachers with 16 to 25 years of teaching experiences show significantly outperformed the less experienced teachers with 4 to 9 years of teaching experiences. But, the result of this study was contradicted with the study of Yee Mon Oo (2020) who found that there was no significant difference in teachers' competencies by teaching experiences.

In examining professional ethics of in-service teachers, it was found that professional ethics of in-service teachers was satisfactory. They would have high professional ethics for

beliefs because teachers may be in a position to profess substantive beliefs about the meaning and value of education as a professional. On the other hand, their less of mean percentage in behavior showed that teachers would require not only the transmission of ethical knowledge important for moral–professional consciousness but especially their practice.

According to the results, professional ethics of in-service teachers would be affected by location. Teachers from urban areas would have better perception of character and behavior in teachers' professional ethics than teachers from rural areas. Therefore, teachers from urban handle various lively problems while dealing with students, parents and community more than those of rural in Yangon Region. This may be because ethics of teachers have important implication in their teaching profession. However, the result of this study was contradicted with the study of Mohana (2007) and Jeelani (2016) who found there was no significant difference between rural and urban higher secondary teachers with respect to their professional ethics.

And then, in the study, there were significant difference in the attitude of in-service teachers' professional ethics by designation. So, senior assistant teachers can be said that they may practice and discuss advanced knowledge day by day with their talented students and emphasize being highly result-oriented than others. This may be because teacher education programme would provide ethical, moral and professional knowledge to the teachers. The teacher would be equipped with necessary ethics, moral and professional skills to survive in today's complex teaching environment. The result of this study was contradicted with the study of Mohana and Gnanadevan (2007) who found that the professional ethics of teachers teaching at primary level was higher than the teachers teaching at secondary, second secondary and college level.

The results for investigation professional ethics of in-service teachers by teaching experiences show that there were no significant differences in in-service teachers' professional ethics at all. This means that teachers may consistently express positive attitudes, values and behaviors, consistent with what is expected of teachers by students, colleagues, parents and communities. Therefore, this study was the same to the presentation of Jeelani (2016) who found that there was no significant difference among the higher secondary teachers belonging to different years of teaching experience with respect to their professional ethics.

According to study, the result showed that there was positively and significantly correlated with teachers' professional competency on professional ethics. So, it can be said that the better professional competency, the higher the professional ethics of in-service teachers. Importance of a teacher in the rapidly changing times and very special significance of a teacher is a well-known matter. This also calls for more and more competent teachers having rich wealth of appropriate ethics built-in. Any study made on the teacher's professional competency and teacher's professional ethics remains useful to the better understanding of today's professional needs of the teaching community. Natesan (2010) stated that professional competency and the professional ethics remain dynamic in nature and accordingly they deserve to be updated and upgraded from time to time. Such a process enhances the quality in education.

Administrative authorities should concentrate to understand the importance of professional competency and professional ethics in in-service teachers. Recognizing and rewarding the professionally competent teachers and also honoring the teachers for their great ethical practices as inspiring models deserve due attention for the policy makers. To enhance their staff members' competencies, they should organize in- service programs such as workshops

on communications skills, teaching skills, technical skills, managerial skills, content as well as pedagogical and technology based skills etc. They should also organize seminars on various areas and elements of competency. For the development of professional ethics school management should also organize in-service programs like guidance and counseling, value based ethical programs, moral based guest lectures and workshops, and different spiritual talks.

Limitations of the Study and Future Research

This study can be used to fill the gap of the teachers' professional competency and professional ethics by educators, administrators and government. But, it can have some limitation or needs about teachers' professional competency and professional ethics. Firstly, since all survey data in this research were collected only from Yangon Region, so it may have limitations to the generalizability of findings. Therefore, the results may not be applicable to other regions and state across the country. Secondly, only 500 in-service teachers from Yangon Region were administered, the results may not represent all in-service teachers from Myanmar. Thirdly, the research was done by using quantitative research design. Thus, there was lack of observation and personal interviews. Future research should be conducted by using mixed method approach in order to get more specific information. Further research also needs to examine other demographic variables such as gender, qualification and type of school such as government and private. Finally, the relationship overtime between professional competency and professional ethics of in-service teachers could not be addressed as this study was not longitudinal study.

Acknowledgements

We would like to offer our respectful gratitude to Dr. Kay Thwe Hlaing (Rector, Yangon University of Education), Dr. May Myat Thu (Pro-rector, Yangon University of Education), Dr. Khin Khin Oo (Pro-rector, Yangon University of Education) and Dr. Nyo Nyo Lwin (Pro-rector, Yangon University of Education) for allowing us to do this study. Then, we would like to special thanks to all participants of this study.

References

- Anangisye, W. A. L. (2006). *Educating teachers: The ethical dimension of teacher professionalism in Tanzania*. Unpublished Ph.D. Dissertation thesis, Edinburgh, The University of Edinburgh.
- Aung San Hla (2020). *Assessing competencies and job effectiveness of in-service teachers* (Unpublished master's degree thesis). Yangon University of Education, Myanmar.
- Banter, K. A. (2003). *A descriptive analysis of the code of ethics for educators*. University of Georgia, Athens, Georgia.
- Campbell, E. (2000). Professional ethics in teaching: Towards the development of a code of practice. *Cambridge Journal of Education*, Vol 30, (2), 203-222.
- Evangelista, L. (2009). *Competence, competencies and career guidance*. Empoli, Italy. Retrieved from September 7, 2021 from <http://jyx.jyu.fi>.
- Jabri, U. (2017). The profile of English teachers' professional competence and students' achievement. *Edumaspu: Journal Pendidikan*, Vol 1- Nomor 1, April 2017, ISSN 2548-8201.
- Jeelani, B. (2016). *Professional ethics and emotional intelligence of higher secondary teachers in relation to their teacher effectiveness*. Annamalai University, Annamalai Nagar, India.
- Mahanta, S. (2012). Professional competence VIS-À-VIS variations of gender and locality. *IJSPR- International Journal of Scientific and Research Publications*, Vol 2 (12), December 2012, Issn 2250-3153.
- Manju, S. (2018). *A comparative study: Usage of internet and professional competency of university teachers*. Researcher and Development Center, Bharathiar University, Tamilnadu, India.

- Masiwal, C. S. (2015). *A study of professional competency and professional ethics of pre-service and in-service teachers at Mumbai*. Shri Jagdish Prasad Jhabarmal Tibrewal University, India.
- Melo, P. (2003). *Ethical conflicts in teaching: The novice teacher's experience*. Connections, 175-189.
- Mohana & Gnanadevan (2007). Professional ethics of teachers in relation to their organizational climate. *Journal of Educational Research and Extension, Vol. 44(4), pp.1-10*
- Mohana, D. (2007). *Professional ethics of teachers at different levels*. Unpublished Doctoral Thesis, Department of Education, Annamalai University, Annamalai Nagar.
- Mustafa, M. N. (2013). Professional competency differences among high school teachers in Indonesia. *International Education Studies; Vol 6, No. 9; 2013 ISSN 1913-9020*.
- Nateshan, K., & Begum, J. (2010). Quality concerns in teacher education. *APH Publishing Corporation: New Delhi*.
- Ololube, N. P. (2006) *Teacher education, school effectiveness and improvement*. Nigerian: University of Helsinki.
- Selvi, K. (2010). Teachers' competencies. *International Journal of Philosophy of Culture and Axiology, Vol. VII, No.1, 2010*.
- Svetlana, S. (2013). Teacher professional competency: Concept content and structure. *Science and Education a New Dimension: Pedagogy and Psychology, Vol. 3, 2013*.
- Yee Mon Oo (2020). *Relationship between teachers' work-autonomy and their professional competences* (Unpublished master's Thesis). Yangon University of Education, Myanmar.