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**CERTIFICATE**

I, Dr. A. HAMEED**,** do hereby certify that this dissertation, “**INFLUENCE OF ORGANISATIONAL CULTURE ON PROFESSIONAL ETHICS OF SECONDARY SCHOOL TEACHERS”** is a record of bonafide study and research carried out by **Sulfiya C.H.** under my supervision and guidance. The report has not been submitted by her for the Award of any Degree, Diploma, title or Recognition before.

Farook Training College **Dr. A. Hameed**

2009 (Supervising Teacher)

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**DECLARATION**

I, **Sulfiya C.H.,** do hereby declare that this dissertation, “**INFLUENCE OF ORGANISATIONAL CULTURE ON PROFESSIONAL ETHICS OF SECONDARY SCHOOL TEACHERS”** has not been submitted by me for the award of any Degree, Diploma, title or Recognition before.

Farook Training College **Sulfiya C.H.**

 2009

**INFLUENCE OF ORGANISATIONAL CULTURE ON**

**PROFESSIONAL ETHICS OF SECONDARY**

**SCHOOL TEACHERS**

**SULFIYA C.H.**

***Dissertation***

 *Submitted to the University of Calicut in Partial*

*Fulfillment of the Requirements for the Degree of*

**MASTER OF EDUCATION**

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**UNIVERSITY OF CALICUT**

**2009**

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## **CHAPTER - 1**

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**INTRODUCTION**

Education has been deemed as the basic input for the development of the individual as well as the society. Kothari commission (1964 – 1966) rightly remarked that “the most important reform in education is to change it or to make endeavour so that it may related to the life of the people, their needs and aspirations and thus we will have to develop education as a powerful weapon for bringing about social, economic and cultural changes which are necessary for the achievement of national objectives.

The commission further remarked that ‘the destiny of India is now being shaped in her classrooms thus we believe is no mere rhetoric. In a world based on science and technology it is education that determines the level of prosperity, welfare and security of the people the quality an number of persons coming out of our schools and colleges will depend our success in the great enterprise of national reconstruction, the principle objectives of which is raising the standard of living of our people. In this context it has become quite urgent to identify the changes and needed in the existing system of education and to prepare a programme of educational development based on them if it is to play its proper role. As per this aim the development of education should be made in such a way so that it may lead to social and national unity techniques of modernization may be made mobile, social and moral values may be established.

Ethics is of two things, first, ethics refers to well based standards of right and wrong that prescribe what humans ought to do, usually in terms of rights, obligations, benefits to society, fairness or specific virtues. Secondly, ethics refers to the study and development of one’s ethical standards. So it is necessary to constantly examine one’s standards to ensure that they are reasonable and well-founded. Ethics also means the continuous effort of studying our own moral beliefs and our moral conduct, and striving to ensure that we and the institutions we help to shape, live up standards that are reasonable and solidly based.

Professional Ethics concerns one’s conduct of behaviour and practice when carrying out professional work. Such work may include constantly researching, teaching and writing. The institutionalization of codes of conduct and codes of practice is common with many professional bodies for their members to observe. Any code may be considered to be a formulation of experience in to 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.

A teacher is the most accountable and responsible person of the society. He should feel the importance of the profession. He must be honest, devoted and dedicated to his profession. He must posses the essential zeal required by the teaching profession. He should be competent and efficient enough to discharge his unlimited responsibilities towards various group of society.

Professional Ethics demand that a teacher does not try to exploit school influence for private gains. If he does it he signs his moral death warrant. The teaching profession one must contributes his best for the welfare of the mankind.

Organisational Culture is the personality of the organisation. Culture is comprised of the assumptions, values, norms and tangible signs of organization soon come to sense the particular culture of an organization.

Deal and Peterson (1993) states that Organisational Culture embraces such organizational needs as common language, shared concepts, defined organizational boundaries, method for selecting members for the organisation, methods of allocating authority, power, status and resources, norms for handling intimacy and interpersonal relationship, criteria for rewards and punishments, and ways of coping with unpredictable and stressful events.

The school organisation will embody the deals, the ends and purpose of the society. To put more briefly, organisation is an effective, systematic arrangement to carry out a definite and specific purpose. Organisation thus becomes a means where by orderly progressive work is carried on but teachers implement techniques based on their beliefs and values. Impressive evidence indicates that healthy and strong Organisational Culture increases student motivation and achievement and teacher’s satisfaction and productivity.

**1.1. NEED AND SIGNIFICANCE**

The purpose is that a teacher fulfills the ideas that he undergoes the character that to portrays, the personality he develops in himself – all are characteristics of a missionary attitude. Teaching is not only a profession but also a mission. He has to recognize the fact that the welfare of those whom he serves should be his first responsibility.

Professional Ethics of teachers is an unwritten contract between the society and teacher executed through the pupils. Good education for children is possible only when the teachers resort to certain desirable teaching-learning behaviours and avoid certain unwritten behaviour which are likely to affect pupils development. The teacher being psychologically a role model of the children consciously or unconsciously his student behaviours. So the teacher must confirm that he should follow the rules of desirable behaviour and rules of avoiding undesirable behaviour.

 If all the teachers observe and follow the rules of conduct, it helps in the smooth and effective administration of the institution by the principal, making more time available to him to concentrate on academic activities instead of wasting much of his time on keeping watch on teachers and setting disciplines and conflicts caused by teachers lapses and neglect of duties.

An unprincipled teacher showing no regard for rules of conduct earns only a bad name, criticism by his colleagues and disregard by the students and the society, hence to derive a dissatisfaction from his own job. It is undesirable for his, otherwise he get self-satisfaction. Self satisfaction being one of the major aims of life for all human beings.

Teaching profession is regarded as the most important profession as its social values lies in its significant contribution to the development in the quality of life and betterment of the society at large. The profession of teacher prepares men to transform the present crisis stricken society in to future utopia. The teacher is the architect of a harmonious society. The all round development of the children depends much upon the professional competency and efficiency of teachers.

The satisfaction of basic needs becomes the important part of the values shared and emphasize by the interaction of the institutional expectations and personal characteristics. Over two decades of research findings have indicated that Organisational Culture influence the profession and commitment of workers.

Kilman, Savton and Serpa (1985) provided an apt analogy that helps to illuminate the nature of Organisational Culture: culture is to the organisation what personality is to the individual – a hidden, yet unifying theme that provides meaning, direction and mobilization.

Only with a smooth culture, the quality of education imparted to students can be improved. Organisational Culture serves as the guidelines for dealing with people and has a major influence on motivation and productivity of individuals as well as total work group. Schein (1985) suggested that Organisational Culture is grounded in the deeper level of basic assumptions and beliefs that are shared by members of an organisation, that operate unconsciously and that in a basic take a-fo-granted fashion an organisaiton view of itself and its environment.

From the educational point of view it is important to enhance the teacher performance as much as possible because they are the ones who mould the future generation of our country. Though the studies related to Organisational Culture are common in the industrial sector such studies are rarely conducted in the educational field.

From the point of view, of the management, the information generated from the study can be used to get first hand information about the Organisational Culture prevailing in their respective institutions from the teacher’s view.

In the educational scenario, it is seen that various studies have been conducted with Professional Ethics. The other variable Organisational Culture seen already related but the studies conducted in India are rare. The investigator could not find adequate number of studies which examine the influence of Organisational Culture on Professional Ethics of Teachers. Lack of such studies in India is evident from Review of Related Literature. This inspired the investigator to study the influence of Organisational Culture on Professional Ethics of Teachers.

The intention behind the present study is to find out the influence of Organisational Culture on Professional Ethics of Secondary School Teachers in Kozhikode, Palakkad and Malappuram Districts of Kerala. Thus the study with these two variables, Organisational Culture and Professional Ethics has relevance in the present sequences prevailing in their respective institutions from the teachers view.

In the path of educational system, it is seen that various studies have been conducted about Professional Ethics and Organisational Culture.

**1.2. STATEMENT OF THE PROBLEM**

Organizational characteristics, including student orderliness and sense community were significantly related to Professional Ethics of Teachers. Thus the study of these variables is of much relevance. Hence the present study is entitled as **‘INFLUENCE OF ORGANISATIONAL CULTURE ON PROFESSIONAL ETHICS OF SECONDARY SCHOOL TEACHERS’.**

 **1.3. DEFINITION OF KEY TERMS**

The definitions of key terms, used in the title of the study are given in the following.

1.3.1. INFLUENCE

Affecting an individual response in favour of one alternative among others available.

1.3.2. PROFESSIONAL ETHICS

Professional Ethics is a charter of rights and duties for the protection of professional autonomy and freedom. (Agarwal, 1995).

1.3.3. ORGANISATIONAL CULTURE

A pattern of shared basic assumptions that the group learned as its solved its problems of external adaptations and internal integration, that has worked well enough to be considered valid and therefore, to be taught to new members as the correct way to perceive, think and feel in relation to those problems. (Schein, 1997)

1.3.4. SECONDARY SCHOOL TEACHERS

It stands for the teachers who are teaching in Eighth, Ninth and Tenth standards of school education in Kerala.

**1.4. VARIABLES OF THE STUDY**

The Independent and Dependent variables selected for the present study are as follows:-

1.4.1. INDEPENDENT VARIABLE

The independent variable selected for the study was Organisational Culture.

1.4.2. DEPENDENT VARIABLE

The dependent variable selected for study is Professional Ethics of Secondary School Teachers.

**1.5. OBJECTIVES**

The objectives formulated for the study are the following.

1.5.1. To find out the Influence of Organisational Culture on Professional Ethics of Secondary School Teachers for the Total sample.

1.5.2. To find out the Influence of Organisational Culture on Professional Ethics of Secondary School Teachers for the sub samples based on (a) Gender, (b) Locale and (c) Type of Management.

1.5.3. To find out whether there exist any significant difference in the Organisational Culture of Secondary School Teachers based on (a) Gender, (b) Locale and (c) Type of Management.

1.5.4. To find out whether there exist any significant difference in the Professional Ethics of Secondary School Teachers based on (a) Gender, (b) Locale and (c) Type of Management.

**1.6. HYPOTHESES**

 Following hypotheses were set for the study.

1.6.1. There will be significant relationship between Organisational Culture and Professional Ethics of Secondary School Teacher for the Total Sample.

1.6.2. There will be significant relationship between Organisational Culture and Professional Ethics of Secondary School Teachers based on (a) Gender, (b) Locale and (c) Type of Management.

1.6.3. There will be significant difference in the Organisational Culture of Secondary School Teachers based on (a) Gender, (b) Locale and (c) Type of Management.

1.6.4. There will be significant difference in the Professional Ethics of Secondary School Teachers based on (a) Gender, (b) Locale, (c) Type of Management.

**1.7. METHODOLOGY**

The methodology adopted for the present study is outlined in the following sections.

1.7.1. SAMPLE FOR STUDY

The present study was conducted on a representative sample of 360 Secondary School Teachers belonging to three districts in Kerala i.e., Kozhikode, Malappuram and Palakkad. The sample was drawn using Stratified Random Sampling Technique giving due representation to Gender, Locale and Type of Management.

1.7.2. TOOLS USED FOR THE STUDY

The following tools were used to collect data for the study.

**1.7.2.1. Scale of Professional Ethics (Hameed & Sulfiya, 2009)**

The Scale of Professional Ethics, prepared and standardized by Hameed and Sulfiya (2009) was employed to measure the Professional Ethics of Secondary School Teachers. This scale was developed in Malayalam language by giving weightage to five principles of Professional Ethics (Jaganath, 2003). It is made in the form of five point scale. The five possible responses for each statement were always, often, sometimes, rarely and never. A copy of the scale of Professional Ethics and Response Sheet in Malayalam language and its English versions are given in Appendix I, Appendix I (A), Appendix I (B) and Appendix I (C). The final copy of the scale of Professional Ethics and Response Sheet in Malayalam language and its English versions are given in Appendix II, Appendix II (A), Appendix II (B) and Appendix II (C).

**1.7.2.2. Scale of School Organisational Culture (Gafoor, 2002)**

Organisational Culture of Secondary School Teachers was measured using the scale, prepared and standardized by Gafoor (2002). This scale was developed giving due weightage to seven components of school Organisational Culture – commitment, formalization of rules, co-operative emphasis, expectations, emphasis on academics, professional management and goal consensus. A copy of the Scale of Organisational Culture and Response Sheet in Malayalam language is given in Appendix III and III (A)

1.7.3. STATISTICAL TECHNIQUES USED FOR ANALYSIS

The following statistical techniques were used in the study for the analysis of the data.

**1.7.3.1. Pearson’s Product Moment Co-efficient of Correlation (r)**

The most often used and most precise form of co-efficient of correlation is the Pearson’s Product Moment Co-efficient (r). This technique was employed to study the degree of relationship between Organisation Culture and Professional Ethics of Secondary School Teachers.

**1.7.3.2. Mean Difference Analysis**

Test of significance of difference between means was utilized to compare the relevant variables with regard to Gender, Locale and Type of Management.

**1.8. SCOPE AND LIMITATIONS OF THE STUDY**

The present study is an attempt to find out whether there is any Influence of Organisational Culture on Professional Ethics of Secondary School Teachers. The study was conducted on a sample of 360 secondary school teachers belonging to three Districts in Kerala i.e., Kozhikode, Malappuram and Palakkad.

The sample was selected, using Stratified Random Sampling Technique giving due weightage to Gender, Locale, Type of Management. Appropriate and standardized tools were used for collecting the data from the sample. The investigator, by this study, hopes that the findings of the study will help the teachers to understand the conditions of these schools and change accordingly.

The study will also help the heads of institution to improve their qualities to produce a better Organisational Culture for the school. It is expected that this study was help to reach at valid generalizations and assumptions.

**Limitations of the study are the following:-**

1.8.1. The limited time and inconveniences forced the investigator to restrict the sample to three districts of Kerala, i.e., Kozhikode, Malappuram, and Palakkad only.

1.8.2. The sample was selected from the stage of Secondary School Education only.

1.8.3. School Organisational Culture is studied only from the Teachers’ perspective. The head of the institution and students were not given due chance to register their opinion.

1.8.4. Due to practical reasons, the study is limited to a representative sample of 360 secondary school teachers only.

1.8.5. Due to time constraints, the study involves one Independent Variable only.

 Inspite of the above limitations, the investigator has tried her level best to make the study as much objective and valid as possible and hope that the findings of study will yield truthful result.

**1.9. ORGANISATION OF THE REPORT**

The organisation of the present research report is as follows. The report has been presented in five chapters and each chapter is explained in the relevant sub units.

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**REVIEW OF RELATED LITERATURE**

The present study is an investigation into the influence of Organisational Culture on Professional Ethics of Teachers in Secondary School. For this purpose, the investigator tried her level best to review almost all the available literature in this area and the studies from 1984 to 2008. The reviewed literature has been classified and presented under the following headings.

**2.1. THEORETICAL FRAMEWORK OF THE VARIABLES**

2.1.1. ORGANISATIONAL CULTURE

 2.1.2. PROFESSIONAL ETHICS OF TEACHERS

**2.2. REVIEW OF RELATED STUDIES**

2.2.1. ORGANISATIONAL CULTURE

 2.2.2. PROFESSIONAL ETHICS OF TEACHERS

**2.1. THEORETICAL FRAMEWORK OF THE VARIABLES**

In this section of the study, the most important theoretical viewpoints regarding the variables namely Organisational Culture and Professional Ethics are dealt by the investigator and presented as follows.

2.1.1. ORGANIZATIONAL CULTURE

In the past 25 years, the concept of organizational culture has gained wide acceptance as a way to understand human systems. From an ‘open systems’ perspective each aspect of organizational culture can be seen as an important environmental condition affecting the system and its sub systems.

**2.1.1.1. Origin of the Concept**

Organizational culture has a history of its own. It is the result of members experience of the organisation and actions taken in the past. All those who join an organisation should adopt to the culture of the environment, if they are to integrate. This culture is required to change. Since it is based on the values and meaning that members give to their organisation a meaning that can be redefined.

**2.1.1.2. Defining Organizational Culture**

Marriam-Webster’s Online-Dictionary (2005) defines organizational culture as the integrated pattern of human knowledge belief and behaviour that depends upon man’s capacity for learning and transmitting knowledge to succeeding generations, the customary beliefs, social norms and material traits of a racial, religious or social group, the set of shared attitudes, values, goals and practices that characterizes a company or corporation.

Schein (1993) defined as: Organisational Culture as a pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and therefore, to be taught to new members as the correct way to perceive, think and feel in relation to those problems.

Morgan (1997) describes Organisational Culture as “an active living phenomenon through which people jointly create and recreate the words in which they live”.

Hoy (1990) suggests that the most successful schools were characterized by cultures which

1. Had the highest ambitions for every pupil.
2. Put the welfare of pupils ahead of the comfort of staff.
3. Focused on capability and learning inputs to improve outcome.
4. Held teachers accountable to the whole school, promoted team work and learning from each other and reduced professional autonomy.

The behaviour of people in an organisation is closely related to their way of thinking and that, in turn, determines the perception of the world. The application of Juhan Rotter’s Theory of Cognitive Orientation (Rotter, 1955) based on the school of cognitive paradigm provides an additional insight in to the issue.

Schein (1979) contents that organizational culture operates at several levels simultaneously. This includes:

1. Artifacts those rights, symbols, ceremonies and myths that serve to make organizational behaviour routine.
2. Espoused values, systems of beliefs and standards that provide the basis for an organisation is social behaviour and
3. Basic assumptions, those institutional practices that are so deeply ingrained in the collective consciousness of the group that to act in any other member is unthinkable.

All the three levels of organizational culture identified by Schein (1997) as well as by Delert, (2001) are readily observable in the contemporary Secondary School.

Adherence to formal curriculum documents, codes of student conduct, time tability and other administrative practices, constitutes the artifacts of secondary school culture and serve to make daily life in these institutions routine.

**2.1.1.3. Elements of Organizational Culture**

Mary (2007) put forward the following elements of organizational culture.

* State and unstated values
* Overt and implicit expectations for member behaviour
* Customs and rituals
* Stories and myths about the history of the group
* Shop talk typical language used in and about the group
* Climate – the feelings evoked by the way members interact with each other, with outside, and with their environment, including the physical space they occupy.
* Metaphors and symbols – may be unconscious but can be found embodied in other cultural elements.

Morgan (1997) proposes four essential strengths of the Organisational Culture approach:

* It focuses attention on the human side of organizational life, and finds significance and learning in even its most mundane aspects.
* It makes clear the importance of creating appropriate systems of shared meaning to help people work together toward desired outcomes.
* It requires members – especially teachers - to acknowledge the impact of their behaviour on the Organisation’s Culture.
* It encourages the view that the perceived relationship between an organisation and its environment is also affected by the organisation’s basic assumptions.

All the four approaches of organizational culture identified by Morgan (1997) are readily observable in the contemporary secondary schools.

**2.1.1.4. Measurement of Organizational Culture**

Assessment of organizational culture by Schein (1990), categorically reflected that culture can be assessed through written questionnaire or surveys, asserting that the assessor would neither know what to ask nor be able to judge the reliability or validity of the responses.

Rousseau (1990) allowed that such quantitative tools as Q-sorts and questionnaires can legitimately be utilized in conjunction with structured interviews to assess organizational culture. Such quantitative survey instrument for assessing organizational culture are readily available for example, Kilmann and Saxton’s Culture Gap Survey (Patterson & Peter, 2004). However, this instrument tend to be superficial and are incapable of probing depth and uniqueness of an organizational culture. As Rousseau (1990) commented the uniqueness of each organizational culture prevents outsiders from framing valid prior questions. Recently, a scale of School Organizational Culture was develop and standardized by Gafoor (2002).

2.1.2. PROFESSIONAL ETHICS OF TEACHERS

Theoretical viewpoint pertaining to the variable Professional Ethics is detailed in the following sections.

**2.1.2.1. Concept of Professional Ethics of Teachers**

Like all profession, teaching profession should have its own Professional Ethics which is one of the basic requirements. Ethics discusses the ultimate good and explain rights and duties in its own right. The ethics is derived from ‘Ethos’, which means character. It is also called ‘moral philosophy’. A code of professional ethics, when properly enforced enhances the power, prestige and status of the teacher in particular and of the teaching profession as a whole.

Teachers can enjoy certain responsibilities. The Professional Ethics of teachers help the teacher to develop a positive attitude of teaching and society. This can ensure development of a high degree of recognition, regard and social status of the profession. So that true professionalism can be encouraged in the long run.

According to Swamy (1992), one of the important facts is the formulation of code of Professional Ethics for teachers and voluntarily enforcing it to the members which has been almost completely neglected by the professional organisation of teachers in the country. The All India Federation of Educational Associations, the All India Federation of University and College Teacher Organisation made certain attempts to evolve a code of ethics, but in most of which remained on paper.

The National Policy on Education (1986) laid down that National level associations of teachers could prepare a code of Professional Ethics for teachers and see to its observance. As a part of this, the Department of Teacher Education, NCERT, New Delhi, organised a National Workshop in November 1986 at Hyderabad which developed a draft code of professional ethics, defining the duties and responsibilities of the teachers.

A National Commission for teachers – Higher Education (1983) stressed the necessity of Professional Ethics and values. Given below are some of these values:

1. As a man devoted learning to the pursuit of truth in his creative endeavours, and hence being in a position to see faster than many others as a social critic, the teacher has to struggle for the propagation of values. Therefore we believe that teachers should be first introspect and scrutinizes their own value system, so as to raise it to the highest moral standards.
2. We would like to say unambiguously that no profession and no service can survive without its do’s and do not’s.
3. We would urge the teaching community to apply a worthy criteria of performance to itself. So that it earns the most honourable place in the society.

**2.1.2.2. Professional Ethics – A Few Elements**

Professional Ethics has many elements. The elements of Professional Ethics (National commission for teachers – higher education, 1983) are as follows:-

1. A teacher shall co-operate with and secure the co-operation of other persons in all activities which aim at the improvement of the moral, mutual and physical well being of pupils.
2. A teacher shall not exploit school influence for personal gain.
3. A teacher shall have an exemplary moral conduct.
4. A teacher shall be temperate and sober in his habits. He should avoid smoking, chewing of betel leaves and such other undesirable habits in the presence of students with in the premise of the school.
5. A teacher shall take pride in his calling and by to promote the dignity and solidarity of his profession.
6. A teacher shall be punctual in his work.
7. A teacher shall keep himself abreast of the latest developments in educational thought and practice.
8. A teacher shall maintain right ethical behaviour in their relations to parents and the community.

**Ethics for Teachers**

The greatness of a country does not depend on lofty building and gigantic projects. It depends on teachers. A teacher has been respected and worshiped through out human history because of his/her noble mission. Good education requires good teachers. Professional Ethics are essential to become a good teacher (Singh & Panday, 2008).

Ethics of teachers are given below.

**1. Commitment to Students**

 Each student will have some expectations from a teacher, as he/she is considered to be second parent. There are some qualities which are related to commitment to students. They are:-

1. A teacher should deal justly, impartially, honestly and affectionately with the students regardless of their caste, creed, status and other characteristics.
2. A teacher should do best in his/her job of guiding the students in their pursuit of knowledge and skills.
3. A teacher should pass on to them by best information, knowledge, experiences, habits, manners, opinions and beliefs.
4. A teacher shall not shirk his/her duties, responsibilities and obligations towards them.
5. Teacher should acquaints himself with their needs, interests, possibilities, difficulties, problems and individual differences and shall enable them to get the maximum of their learning opportunity.
6. Teacher should never carry ill-will about a student and teacher should never be vindictive.
7. Teacher should never harm a student and not even misguide him.
8. Teacher should encourage the students to become self reliant and acquire habits of independent thinking and action.
9. Teacher should never exploit a student for any personal or professional ends.
10. Teacher should hold personal, private and confidential information about a student as sacred trust.
11. A teacher should be vigilant about the latest researchers about human behaviour in general and student behaviour in particular.
12. A teacher should deal with them with sympathy, patience and optimism. Teacher should never lose temper with them.
13. A teacher should not make uncharitable observations about them or about anyone else in their presence.
14. A teacher should preserve his/her reliability and creditability with them at all costs.
15. A teacher should win their respect. A teacher should not expect any flattery from them.
16. A teacher should take up tuition work only under official sanction and will do if not with the motive of every extra money but with the motive of student betterment.

**2. Commitment to Parents**

A Parent leaves the child in care of a teacher for almost three-forth of a day. So a teacher has to deal and communicate effectively with a parent as well.

1. In student’s interest, teacher should try to make a good relationship with the parents.
2. For a student’s lapses, teacher should avoid shifting the blame on parent.
3. Teacher should try to enjoy the confidence of the parents.
4. Teacher should not make a student a target of his/her revenge against his parent.
5. A teacher should respect the basic responsibility of parent for their children.
6. Teacher should help, increase the students confidence in his own home and avoid making disparaging remarks when might undermine that confidence.
7. A teacher should establish cordial relationship with the homes of the students.
8. A teacher should provide parents with information that will serve best interests of their children.
9. If a teacher should find a student going wrong, teacher at once take the parent in confidence.
10. A teacher should send to the parent’ honest reports about the student’s progress. There will be no attempt on his/her path to keep them in dark.

**3. Commitment to Community**

 A teacher is a socially committed person, as she or he shoulders the responsibility of molding the future generation – community.

1. A teacher should occupy a position of public interest, not only in his/her social conduct but also in private conduct.
2. A teacher should not involve in the group prevailing in the community.
3. A teacher should try to conduct as an ideal member of the community.
4. A teacher should try to create an ideal community in the school.
5. A teacher should protect school programme from interference from various section of the community.
6. A teacher should perform the duties of citizenship with consideration for my obligations to his/her community, student and family.
7. A teacher should not believe the hopes of the community from his/her profession.
8. A teacher should use educational facilities strictly academic with the given policies, legal provisions and rules and regulations.
9. A teacher should share responsibility for equalizing educational opportunities for all sections of the community.
10. A teacher should be patriotic without being chauvinistic.
11. A teacher should try to strengthen the community moral, spiritual and intellectual life through the medium of quality education.
12. A teacher should do his/her best for the community unmindful of returns and reward.
13. A teacher should take pride in selfless social service.
14. A teacher should try to make the best use of resources provide by his/her community without allowing their wastage.

**4. Commitment to Teaching Profession**

 First and foremost a teacher should inculcate a love toward his/her profession. As the technology is advancing rapidly, a teacher has to be enthusiastic in updating his/her knowledge.

* 1. A teacher should take pride in his/her profession. Teacher should never regret his/her having adopted it.
	2. A teacher should be devoted to his/her profession without nursing any desire to leave it on his/her first opportunity.
	3. A teacher should not sacrifice professional obligation.
	4. A teacher should contribute in making this profession so attractive in ideals and practices that sincere.
	5. A teacher should keep private and confidential information sacred.
	6. A teacher should ensure his/her own professional growth.
	7. A teacher should speak constructively of fellow teachers but report honestly to the responsible authority in matters involving the welfare of students, the school system and profession.
	8. A teacher should maintain the highest code of ethical conduct whether known through literature or handed down traditionally.
	9. A teacher should maintain active membership of professional organisation.

**5. Commitment to Higher Authorities**

 Whatever initiative a teacher takes he/she should get the support from the authorities, likewise the teacher should support and cooperate with the authorities for the development of teaching profession.

1. A teacher should be reasonably obedient sincere and loyal to the higher authority.
2. A teacher should create good impression among the authorities of virtue of his/her merit and dedicated service.
3. A teacher should not seek undeserved favours from the authorities by backdoor method.
4. A teacher should report to the authorities and the matters determined to the welfare of the school.
5. A teacher should avoid discussing confidential and official information with unauthorized persons.
6. A teacher should conduct all business through proper channel. Teacher shall not try to bypass the authority.
7. A teacher should not misuse his/her own authority, if any.
8. A teacher should not use present service as a stepping stone for another.
9. A teacher should try to uphold the dignity and prestige of the authority.
10. A teacher should not enjoy shifting all the blame on higher authorities.

**Code of Professional Ethics for Teachers – NCERT**

The NCERT made a hectic effort to prepare such a code and get it implemented throughout the country. Such an exercise was undertaken six year ago when professor Sharma was the NCERT Director. Though the code of ethics has come to stay, its implementation has not become a reality due to various reasons. The code of ethics was accepted and recommended for its implementation by teachers organisations in the two day conference held on February 2001.

**2.1.2.5. Features of Code of Professional Ethics**

Teaching profession is regarded as the most important profession as its social values lie in its significant contribution to the development in the quality of life and betterment of the society. So the code of ethics is an important one. The important features of code of ethics are given below.

1. The teacher shall treat all students impartially and help the students in their social and emotional development.
2. The teacher shall seek to establish friendly and co-operative relations with parent, provide information to parents regarding the attainments and shortfalls of their children and strive to promote effective Parent Teacher Association.
3. The teacher shall strive to develop the educational Institutions as a community and Human Resource Development centre and strive to fight fissiparous tendencies based on religion, region, language and separate tendencies and shall refrain from interfering the local factional politics.
4. The management and the educational administrators shall be just, fair and impartial in matters like recruitment and promotions of teachers, admissions and promotion of students.
5. The teacher shall be a member of a professional organisation by his/her duties regularly, participate as a matter of right in the formulation of policies contribute to strengthen the quality.

**2.1.2.6. Measurement of Professional Ethics**

Mohana and Gnanadeavan (2007) used written questionnaires to measure the Professional Ethics of Secondary School Teachers. Pace and Steren (1991) have been constructed and validated Professional Ethics questionnaire and access the Professional Ethics of secondary school teachers. Recently a scale of Professional Ethics was developed and standardized by Hameed and Sulfiya (2009).

**2.2. REVIEW OF RELATED STUDIES**

Reviews of the studies related to the variables of the study are presented in this section. The survey of related literature exposed a number of studies pertaining to the influence of organizational culture on Professional Ethics of secondary school teachers. The related studies are categorized in to two and presented under the following headings.

2.2.1. STUDIES ON ORGANIZATIONAL CULTURE

2.2.2. STUDIES ON PROFESSIONAL ETHICS

2.2.1. STUDIES ON ORGANISATIONAL CULTURE

Extensive survey of related literature helped the investigator to gather a large number of studies on Organisational Culture. They are:

Bishit (1980) have made a correlation studies of school climate with the variable of personality of teachers. The sample consists of 600 teachers. *The finding is that the school climate influences the personality and self concept of teachers.*

Amernath (1981) conducted study about the relationship between organizational climate and academic achievement of the students. The sample were consisted of 840 students in different schools. *The result shows that there is a positive relationship between organizational climate and academic achievement of the student.*

Hawley and Rosenheltz (1984) made an analysis of the organizational climate existing in schools with a view to determine the factors relating to teachers involvement in their jobs. *The study reviewed that as much 67% of the variance of teaches perception of their skill on acquisition was influenced by the extent of principal’s collegiality, the recruitment and socialization of new entrants, principal’s evaluation practices, instructional co-ordination and goal setting, management and staff behaviour and teachers collaboration with colleagues.*

In a study Singh (1985) found that elementary school teachers were higher in spirit and intimacy than secondary school teachers. *The finding is that all dimension of school climate influenced school achievement.*

Hoy (1990) did a conceptual analysis of the school workplace. The sample consists of 150 higher secondary schools. *The finding is that school climate serves a crucial role in determining what the school is and what it might become.*

Mahashabde (1990) did a study on the relationship between effectiveness of principals of polytechnic in Maharashtra State and institutional climate, teacher morale and job satisfaction and students academic achievements. The tool used included a modified version of Leader Effectiveness and Adaptability Description of Harsay and Blanchard. *The result revealed that institutional climate, teacher morale and job satisfaction reflected in the academic achievement of students.*

Rajagopalan (1990) made a study on job satisfaction and attitude of teachers towards teaching profession as correlates of the organizational climate of teacher training colleges of Kerala. *The study revealed that teachers of rural and urban area differ in the degree of the relationship between organizational climate and teaching profession.*

Pradhan (1990) did a study about the organizational climate and academic achievement of the student, were studying in secondary school. The sample consists of 600 by Simple Random Sampling. *The result shows that organizational climate bearer a significant and positive relationship between their creativity and pattern of adjustment.*

Stessens and Katrine (1991) conducted a study about the professional culture of innovating primary school. The sample was consisted 9 schools. Case study method was used. They found three type of school: (1) the school, (2) the school as a professional organization and (3) living – apart – together school. In the second type school, school as a professional organisation there principle is seen as an architect, the school has a mission and teachers interaction like a professional football team. *The culture of such school influence the job satisfaction of teachers.*

Singh (1993) conducted a study to examine the teacher effectiveness in relation to their sex, area and adjustment. The sample of the study consists of 300 Secondary School Teachers. The result indicated significant difference between male and female, rural and urban teachers did not differ significantly in their adjustment.

Biswas, et al., (1993) studied the effect of school organizational climate on professional stress and its primary components of secondary teachers. *The result indicated that the professional stress of secondary male teachers belonging to open and the paternal climate differed significantly.*

Raja and Thiagaraja (1998) conducted a study on school organizational climate and Teacher Effectiveness of boys higher secondary schools in Tuticorin. The sample under the study contained 279 teachers of eight urban and four rural schools*. It was found that organizational climate had influence on teacher effectiveness.*

Pashiardis (2000) conducted a study about school climate in elementary and secondary school. The sample consist 200 elementary and 225 secondary schools in California. The finding is that school climate determining the quality of school and the commitment of teachers to the profession.

Francisca (2002) did an investigation on the organizational climate in special schools. The study revealed that the climate of school very much depends on the leadership behaviour of the principal and teacher perception. *The investigator found the existence of moderate climate influence the academic achievement of special school children.*

Burnett, et al. (2002) investigated the relationship between organizational culture and it effectiveness in the secondary schools. The sample consisted of 680 teachers. *The study revealed that there is very close relationship between Organisation Culture and Teacher Effectiveness.*

Kumaran (2003) did a study about organizational behaviour of the school where the measures of organisation health of school were studied through the responses given by the teachers of concerned schools, 852 teachers were selected at random from 75 schools in three educational districts, Chennai, Kanchipuram and Thiruvallur. *The results shows that organizational behaviour of the school directly influence of professionalism of teachers, commitment of teachers to the school and job satisfaction and academic performance of the teachers.*

Chadurvedi and Roy (2003) conducted a research on impact of job experience and organizational climate. The sample consisted of 180 employees from different industries at Bhopal. *The findings are that favourable organizational climate promotes organizational commitment.*

Maheshwari (2003) investigated the views and opinion of secondary teachers regarding the ways and means through which commitment my be inculcated, to explore the suggestion for the reforms and improvement in overall system of secondary school teachers. The sample consisted of 400 secondary school teachers. *The result revealed that teachers suggested that for increasing commitment, school environment should be healthy.*

Abbasi and Abbas (2004) investigated secondary school organizational climate in two developing countries India and Iran. The sample consisted of 512 sample were selected through the Simple Random Sampling form 66 secondary schools of Arakcity and Mysore City. The school organizational climate description questionnaire was used. *The results indicate that there is significant difference in their level of performance of the school.*

Sharma (2004) investigated the characteristics of organizational climate of English and Hindi Medium institutions situated in Meerat. The sample consisted of 250 male and 240 female teachers. *There is significant difference between male teachers and female teachers in perceiving the school climate and it affects their teaching.*

Paterson, et al. (2004) made a study about the influence of organizational climate on productivity of company employees. The sample consisted of 262 employees. *The findings of the result shows that organizational climate have significantly correlated with subsequent productivity, concern of employee welfare, skill development, reflexivity.*

Ghu and Cha (2006) made a study on school organizational climate and teachers participation. The sample consisted of 462 teachers in Koauchsing City. *The findings of the study shows the organizational climate is the most influencing fact or of teacher participating and school effectiveness in Koauchsing Country and Koauchsing City.*

Mary (2007) conducted a study on the organizational climate of government schools in Pondichery region among five sub themes: (1) Principal as teacher, (2) Teacher quality, (3) Teaching, (4) Office management and (5) Material resources. The sample consisted of 62 government school in Pondichery region. *The study revealed that Organisational Culture is weak then teacher’s co-operation is very low in that schools.*

Vander and Wolhater (2008) conducted a study about the relationship between organizational culture and students discipline in a boy’s bounding at an urban South African school. Ethnographical method were employed. The finding is that there is positive relationship between organisation climate and learner discipline.

**Summary of Studies on Organisational Culture**

Summary of studies on Organisational Culture are given below.

|  |  |  |
| --- | --- | --- |
| **Sl. No.** | **Author** | **Result** |
| 1. | Bishit (1980) | School climate influence the personality and self concept of teachers. |
| 2. | Amarnath (1981) | There is positive relationship between school climate and student’s academic achievement. |
| 3. | Hawley and Rosenheltz (1984) | Organizational climate influence the teachers perception of skill. |
| 4. | Sing (1985) | Positive relationship between teaching spirit and school climate. |
| 5. | Pradhan (1990) | Academic achievement and school organizational culture has positive relationship. |
| 6. | Hoy (1990) | School climate serves a crucial role in determining what the school is and what it might become. |
| 7. | Mahashabde (1990) | Institutional climate, teacher morale and job satisfaction reflected in the academic achievement of students. |
| 8. | Rajagopalan (1990) | There is significant difference among teachers in the degree of relationship between organizational climate and teaching profession. |
| 9. | Stessen and Katrine (1991) | The culture of school is good there is a lot of job satisfaction. |
| 10. | Singh (1993) | Organizational culture affect the teacher effectiveness. |
| 11. | Biswas, et al. (1993) | Professional stress is different in open and the paternal climate. |
| 12. | Raju and Thiagaraja (1998) | School, organizational climate had influence on teacher effectiveness. |
| 13. | Pashiardis (2000) | School climate determining the quality of school and the commitment of teachers to the profession. |
| 14. | Ghu and Cha (2000) | Organizational climate is the most influencing factor of teacher participating and school effectiveness in Koauchsing country. |
| 15. | Francisco (2002) | Adequate training must be provide to teachers to the development of school climate. |
| 16. | Burnett, et al. (2002) | School values very much influence the teacher’s commitment. |
| 17. | Kumaran (2003) | Organizational behaviour of the school directly influence the professionalism of teachers. |
| 18. | Maheshwari (2003) | There is positive relationship between commitment of teachers and school environment. |
| 19. | Chadurvedi (2003) | Favourable organizational climate promotes organizational commitment. |
| 20. | Abbasi and Abbas (2004) | Significant difference existed between countries in their organizational climate and level of performance of the school. |
| 21. | Sharma (2004) | There is significant difference between male and female teachers in perceiving the school climate. |
| 22. | Paterson, et al. (2004) | The organizational climate have significantly correlated with productivity, employee welfare and skill development. |
| 23. | Ghu and Cha (2000) | Organizational climate is the most influencing factor of teacher participating and school effectiveness in Koauchsing country. |
| 24. | Mary (2007) | Organizational climate affects the teachers’ co-operations. |
| 25. | Vander and Wolhater (2008) | Positive relationship between organizational climate and learner discipline. |

2.2.2. STUDIES ON PROFESSIONAL ETHICS

 Review of related literature revealed many studies on professional ethics. The results of the studies are presented below.

Strike and Kenneth (1988) conducted a study in the area of school teaching and higher education. The sample consisted of 350 teachers in higher education field. *The result shows that ethical conceptions rooted in the ethics of enquiry and in the civic ethics may have the most salience to teachers because they are aroused with paramount education goal of advancing knowledge and creating citizens. In otherwise it will affect the students and society.*

Vittal and Davis (1990) conducted a study on relationship between ethics and job satisfaction for Management Information Systems (MIS) professionals. Five dimensions of job satisfaction are examined: (1) satisfaction with pay, (2) satisfaction with promotions, (3) satisfaction with co-workers, (4) satisfaction with supervisors and (5) satisfaction with the work itself. *Results indicate that MIS professionals are more satisfied with the various dimensions of their jobs when top management stresses ethical behaviour and when they are optimistic about the relationship between ethics and success within their firms.*

Sinclair (1993) conducted a survey, how organizational culture affect the ethics in an organisation. The sample consisted of 560 primary schools in Washington. *The finding is that organizational culture as a means to improve the ethics in an organisation.*

Fain and Gerals (1997) conducted a study about the ethics in health, physical education, recreation and dance. Teachers working condition questionnaire was used. *The result is that code of ethics is properly crafted. It can reflected the moral foundation of professional life. This also provides professional responsibility.*

Graham, et al. (1997) conducted a study on ethical behaviour of teachers in an ever changing American social system. In this study, from a list of ethical ‘dos’ and ‘don’ts’ for teachers, four categories of ethical issues emerged: competence, professional relationship, confidentiality and conflicts of interest. *These factors determine the level of effectiveness in their own teaching and in the profession.*

Howe (1998) conducted a study on ethics in teacher education. Sample consisted of 250 teacher educators in five centres. *The results revealed that* *ethics in instruction and curriculum developing will most likely succeeded if they involve the input and participation of experts, they follow the ethical principle.*

Lamb (2000) in his study on Professional Ethics and teacher relationship in secondary school. The sample consisted of 500 teachers from secondary level. *The findings of the study showed that, a profession can only grow in stature when its members have respect for themselves and for their contribution as profession to their society.*

Patrica, et al. (2001) examines the relationship between the ethical culture in two large international firms auditor. The sample consisted of 300 institutions. *The result shows that* *high moral intensity are affected by personal values and by environment variables such as professional code of conduct and previou*s *ethics instruction.*

Silvana (2001) in a study of professionalism, ethics and welfare reform: examined the Professional Ethics of welfare reform providers to determine its role in the achievement of welfare reform goals and suggest an alternative context, based on professional ethics, four themes emerged from the analysis of literature, main theme is that teachers beliefs, relationship and leaving environments hold a key to sustained and successful participation in to welfare of work programme.

Koh and Boo (2001) conducted a study on the basis of a survey method. 237 managers in Singapore, three measures of organizational ethics, namely top management support for ethical behaviour, the organisations’ ethical climate, and the association between ethical behaviour and career success are found to be associated with job satisfaction. *The finding imply that organizational leaders can favorably influence organizational outcomes by engaging in, supporting and rewarding ethical behaviour.*

A survey conducted by Aksoy (2002) on educators beliefs about ethical dilemma in teaching. A total of 129 teachers responds to the survey instrument. *The survey reveals that there is some agreement among teachers with respect to ethical issues, which occur in their profession on there by their attitude of profession is very much and commitment is very high.*

Zhewg and Hui (2005) conducted a survey on Professional Ethics of teachers in institution of higher education. The sample consisted of 300 teachers in college level. *The survey revealed the standard of Professional Ethics among teachers directly determine the educational standard of a college.*

Chuan (2006) conducted a study on change of concept, from teachers occupational ethics to professional ethics. In his study he transformed from experience based teachers to expertise based ones has marked a significant phase in the history of human education. Ethics is actually an important, apart of the transition from experience based teaches. *The result showed that we ought to promote the establishment of teachers Professional Ethics specially in view of the improvement.*

Tinfu (2006) conducted a survey on humanistic qualities of Chinese citizens. The sample consisted of 3348 teachers at the different level provinces. *The survey showed that professional moral level differs distinctly among teachers from universities, junior or senior high schools and primary schools.*

Mohana and Gnanadevan (2007) studied if there is any significant difference in Professional Ethics and organizational climate of teachers. Normative survey method was carried. The sample consisted of 640 teachers working at different levels in various educational institutions. *The result revealed that there is significant difference between the teachers working in urban and rural area in their professional ethics.*

Ozbek and Oque (2007) conducted a survey type research that aims at determining the levels of compliance with Professional Ethics by physical education teachers who worked at high school. Participants were 465 physical education teaches and 398 were high school headmasters. *The result shows that while physical education teachers followed professional ethics. So their professionalism, responsibility honesty and respect is at high levels.*

Well and Braice (2008) in their book explained that three codes of professional competence, Professional Ethics and collective interests. The finding is that these factors directly related to dimensions of professional practices. This affect the teachers professional commitment.

Danielsen (2009) examined the effect of school related social support from teachers, classmates and parents on students’ life satisfaction. The representative sample of 13 and 15 years old students 3358 from the Norwegian part. *The result showed that teacher support strongly related to school satisfaction and also showed that teacher support strongly related to self related domains, such as general self efficacy to students life satisfaction.*

|  |  |  |
| --- | --- | --- |
| **Sl. No.** | **Author** | **Result** |
| 1. | Vittal and Davis (1990) | When the management stresses ethical behaviour, the Management Information Systems professionals are more satisfied with various dimensions of their job. |
| 2. | Sinclair (1993) | Organizational culture as a means it improve the ethics in an organisation. |
| 3. | Fain and Gerals (1997) | Code of ethics can reflected the moral foundation of professional life. |
| 4. | Graham, et al. (1997) | Professional Ethics determined the level of effectiveness in their own teaching and the profession. |
| 5. | Howe (1998) | Ethics in instruction and curriculum developing with most likely succeeded if they involve the input and participation of experts, they follow the ethical principle. |
| 6. | Patrica, et al. (2001) | Professional code of conduct and previous ethics instruction affected by personal values. |
| 7. | Silvana (2001) | Professional Ethics hold key to sustained and successful participation in to welfare of work programme. |
| 8. | Lamb (2000) | A profession can only grow in stature when its members have follow the code of conduct. |
| 9. | Koh and Boo (2001) | Organizational leaders can favourably influence organizational outcomes by emerging in supporting and rewarding ethical behaviour. |
| 10. | Aksoy (2002) | When the teachers respond to ethical issues, which occur in their profession there by their attitude of profession is very much and commitment is very high. |
| 11. | Zhewg and Hui (2005) | The standard of Professional Ethics among college teachers directly determine the educational standard of college. |
| 12. | Chuan (2006) | We ought to promote the establishment of teachers’ professional ethics. |
| 13. | Tinfu (2006) | Professional Ethics level differ distinctly among teachers from universities, junior or senior or high schools and primary schools. |
| 14. |  Mohana and Gnanadevan (2007) | There is significant difference between the teaches working in urban and rural area in their professional ethics. |
| 15. | Ozbek and Oque (2007) | When the followed professional ethics; when their professionalism is at high level. |
| 16. | Well and Braice (2008) | Professional Ethics closely related to professional commitment. |
| 17. | Danielsen (2009) | Teacher support strongly related to students life satisfaction. |

**Conclusion**

 The above review of studies given a wide perspective of present problem under investigation. The studies showed that the relationship between Organisational Culture and Professional Ethics have positive relationship. It inspired the investigator to undertake the present study. It may be noted that the study of the influence of Organisational Culture and Professional Ethics of Secondary School Teachers in Kerala is a vital importance in the present educational set up of Kerala. This in itself argues for the need for a study of this kind.

**METHODOLOGY**

The present study is an attempt to find out the Influence of Organisational Culture on Professional Ethics of Secondary School Teachers. This chapter gives an account of the methodology adopted for the present investigation. Methodology of the study is presented under the following headings.

**3.1. VARIABLES OF THE STUDY**

**3.2. OBJECTIVES**

**3.3. HYPOTHESES**

**3.4. METHODOLOGY**

**3.1. VARIABLES OF THE STUDY**

The present study involves two variables i.e., Organisational Culture and Professional Ethics of Secondary School Teachers.

3.1.1. ORGANISATIONAL CULTURE

Organisational Culturehas an important role in professional development and achievement of the students. Organisational Culture is an important factor, which influenced very much in teachers attitude towards profession, commitment to the pupil, society and school. Therefore a detailed study of Influence of Organisational Culture on Professional Ethics is needed. So the investigator selected the Influence of Organisational Culture on Professional Ethics of teachers as the variable.

3.1.2 PROFESSIONAL ETHICS

 Professional Ethics of teachers help the teacher to develop a positive attitude towards teaching and society. This can ensure development of a high degree of recognition, regard and social status of the profession. So the variable Professional Ethics has selected by the investigator

**3.2. OBJECTIVES**

The objectives formulated for the study are the following.

3.2.1. To find out the Influence of Organisational Culture on Professional Ethics of Secondary School Teachers for the Total sample.

3.2.2. To find out the Influence of Organisational Culture on Professional Ethics of Secondary School Teachers for the sub samples based on (a) Gender, (b) Locale and (c) Type of Management.

3.2.3. To find out whether there exist any significant difference in the Organisational Culture of Secondary School Teachers based on (a) Gender, (b) Locale and (c) Type of Management.

3.2.4. To find out whether there exist any significant difference in the Professional Ethics of Secondary School Teachers based on (a) Gender, (b) Locale and (c) Type of Management.

**3.3. HYPOTHESES**

 Following hypotheses were set for the study.

3.3.1. There will be significant relationship between Organisational Culture and Professional Ethics of Secondary School Teacher for the Total Sample.

3.3.2. There will be significant relationship between Organisational Culture and Professional Ethics of Secondary School Teachers based on (a) Gender, (b) Locale and (c) Type of Management.

3.3.3. There will be significant difference in the Organisational Culture of Secondary School Teachers based on (a) Gender, (b) Locale and (c) Type of Management.

3.3.4. There will be significant difference in the Professional Ethics of Secondary School Teachers based on (a) Gender, (b) Locale, (c) Type of Management.

**3.4. METHODOLOGY**

The methodology adopted for the present study is discussed in the following sections.

3.4.1. SAMPLE FOR THE STUDY

Population for the present study is Secondary School Teachers of Kerala. The sample is drawn using stratified Random Sampling Technique giving due representation to Gender, Locale and Type of Management. The study was thus conducted on a sample of 360 secondary school teachers drawn from various secondary schools in Malappuram, Palakkad and Kozhikode Districts of Kerala. Details regarding the institution from which sample was drawn is given in Table 3.1.

**TABLE 3.1**

**Sample Collected from Different Institutions**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Name of Institution | Districts  | Type of Management | Locale | No. of Male | No. of Female | Total |
| 1 | M.E.S.H.S.S., Mannarkkad | Palakkad | Aided | Urban | 15 | 15 | 30 |
| 2 | G.H.S.S., Pottasseri | Palakkad | Govt. | Urban | 15 | 15 | 30 |
| 3 | G.V.H.S.S., Alanallur | Palakkad | Govt. | Rural | 15 | 15 | 30 |
| 4 | F.M.H.S., Karinkallathani | Palakkad | Aided | Rural | 15 | 15 | 30 |
| 5 | P.T.M.H.S.S., Thazhekode | Malappuram | Aided | Rural | 15 | 15 | 30 |
| 6 | A.M.H.S., Tirurkkad | Malappuram | Aided | Urban | 15 | 15 | 30 |
| 7 | G.H.S.S., Perinthalmanna | Malappuram | Govt. | Urban | 15 | 15 | 30 |
| 8 | G.H.S.S., Vettathur | Malappuram | Govt. | Rural | 15 | 15 | 30 |
| 9 | G.V.H.S.S., Meenchanda | Kozhikode | Govt. | Urban | 15 | 15 | 30 |
| 10 | G.H.S.S., Feroke | Kozhikode | Govt. | Rural | 15 | 15 | 30 |
| 11 | F.H.S.S., Farook | Kozhikode | Aided | Rural | 15 | 15 | 30 |
| 12 | R.K. Mission, Kozhikode | Kozhikode | Aided | Urban | 15 | 15 | 30 |

Breakup of the final sample is given in Table 3.2.

**TABLE 3.2**

**Breakup of the Final Sample**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Urban** | **Rural** | **Total** | **Aided** | **Govt.** | **Total** |
| Male | 90 | 90 | 180 | 90 | 90 | 180 |
| Female | 90 | 90 | 180 | 90 | 90 | 180 |
| Total | 180 | 180 | 360 | 180 | 180 | 360 |

3.4.2. TOOLS USED FOR MEASUREMENT

A description of the tool used for the present study is outlined in the following section.

**3.4.2.1. Scale of Professional Ethics (Hameed and Sulfiya, 2009)**

For the present study, one of the variable Professional Ethics was measured using scale by Professional Ethics, developed by the investigator. The procedure followed for the construction and standardization of the Scale of Professional Ethics is described in the following sections.

**A. Planning of the Scale**

For the preparation of the Scale of Professional Ethics, the investigatory made an extensive study on Professional Ethics and its components. The investigator also studied the available Scale of Professional Ethics. The available literature shows that five components constitute the Professional Ethics i.e., commitment to teaching profession, commitment to the students, commitment to parents, commitment to community, commitment to Higher Authorities (NCERT, 2004). The theoretical overview of Professional Ethics is given in Chapter II.

**B. Preparation of the Scale**

After a thorough analysis of the available literature, the investigator prepared items for the scale in collaboration with the supervising teacher based on five components of Professional Ethics. After selecting the components of Professional Ethics, the investigator utilized different sources of information for preparing appropriate items. The names of the sources used by the investigator are as follows.

1. Aggarwal, J.C. (1995). *Teacher and education in a developing society,* New Delhi: Vikas Publishing House.
2. Dash, M. (2004). *Education in India,* New Delhi: Atlantic Publishers.
3. Jaganath, M. (2003). *Teacher education,* New Delhi: Deep and Deep Publication.

The investigator prepared an initial tool of 75 items on the basis of the five components. The item format of reputed tests on Professional Ethics were referred and followed for developing the items. In order to avoid ambiguity and ensure clarity, some items were avoided and some were re-edited, only after the discussion with experts. From the initial tool of 75 items, 55 items representing all the five components were selected for the draft test. The draft scale constituted of 55 items, out of which 35 items were positive and 20 items were negative. The items were so framed that five responses such as Always, Often, Sometimes, Rarely, Never are possible for each item. Five component of Professional Ethics included in the scale are mentioned with appropriate examples in the following sections. The subject has to respond to each item by making ☑ mark in the column as follows:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always | Often | Sometimes | Rarely | Never |

Necessary instructions for responding to the items, response sheet and scoring key were prepared by the investigator. The response sheet includes five columns representing Always, Often, Sometimes, Rarely and Never.

Five components of the Professional Ethics included in the scale are mentioned with appropriate examples in the following sections:

**1. Commitment to Students**

Example

*Positive*

I give suggestions to build up children’s character.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always | Often | Sometimes | Rarely | Never |

*Negative*

I never accept opinions of children with regard to change in my way of teaching.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always | Often | Sometimes | Rarely | Never |

**2. Commitment to Parents**

Example

*Positive*

I say truth about the children to their parents and also keep it confidential.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always | Often | Sometimes | Rarely | Never |

*Negative*

I scold children in front of parents.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always | Often | Sometimes | Rarely | Never |

**3. Regarding Community**

Example

*Positive*

I like to tell children about social values.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always | Often | Sometimes | Rarely | Never |

*Negative*

I like to gain respect from society rather than to serving them.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always | Often | Sometimes | Rarely | Never |

**4. Commitment to Teaching Profession**

Example

*Positive*

To make teaching more effective, I use new experiments.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always | Often | Sometimes | Rarely | Never |

*Negative*

I can never accept anybody question my way of teaching.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always | Often | Sometimes | Rarely | Never |

**5. Commitment to Higher Authority**

Example

*Positive*

I don’t misuse the friendship with the authorities.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always | Often | Sometimes | Rarely | Never |

*Negative*

I attend symposium, seminar, etc. out of compulsion from the principal.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always | Often | Sometimes | Rarely | Never |

 A copy of the draft scale of Professional Ethics in Malayalam and English Version given in Appendix I and I (A).

**C. Tryout**

The draft scale, consisting of 55 items were re-edited and printed. Sufficient number of response sheets were also printed. The draft scale contained all the necessary instructions. Tryout of the draft text was done in order to select suitable items for the final scale by empirically testing the significance of each item in the draft scale.

For this, the scale was administered to a representative sample of 360 Secondary School Teachers of Malappuram, Palakkad and Kozhikode Districts selected using the Stratified Random Sampling Technique. Proper instructions were give to teachers regarding the method of responding. The response sheets were scored according to the following scoring scheme.

Statement of each item has five possible responses viz. Always, Often, Rarely, Sometimes, Never, scores of 5, 4, 3, 2 and 1 respectively were given to the responses of positive statement. For the items to be scored reversely the scores of 1, 2, 3, 4, 5 respectively were given to the responses of negative statements.

**D. Item Analysis**

The purpose of item analysis is to select valid items for the final scale. The procedure of item analysis is given below.

The response sheets of 360 teachers complete in all respects obtained after the testing, were scored and the total score of each student was found out. Then these sheets were arranged in descending order of the magnitude of total score and highest and lowest 27 percent (100 sheets) were separated. The score obtained by the top 100 subjects and bottom 100 subjects were taken as the upper group and lower group respectively.

The Mean and Standard Deviation of the each item for the upper group and the lower group were calculated separately. The critical ratio for each item was calculated, to find out. Items with adequate discrimination power and the critical ratio was calculated using the formula.

 (Garret, 1998)

Where

  = Mean of the upper group (for an item)

 = Mean of the lower group

= Standard Deviation of the upper group

= Standard Deviation of the lower group

N1 = Sample of the upper group

N2 = Sample size of the lower group

The critical ratio (t-value) obtained for each item, together with mean and Standard Deviation of the scores for two groups are given in Table 3.3.

**TABLE 3.3**

**Critical Ratio (t value) with means and Standard Deviation of the Scores of the Two Groups (Upper groups and lower groups)**

| Sl. No. | Upper Group | Lower Group |
| --- | --- | --- |
| 1 | 1 | 2 | 2 | t-value |
| 1 | 4.53 | 0.52 | 3.55 | 1.16 | 7.52\* |
| 2 | 3.40 | 1.11 | 3.18 | 0.86 | 1.52 |
| 3 | 4.27 | 1.22 | 2.90 | 1.67 | 6.48\* |
| 4 | 4.28 | 0.74 | 3.11 | 1.51 | 6.84\* |
| 5 | 3.59 | 0.84 | 2.78 | 1.47 | 4.68\* |
| 6 | 3.54 | 0.92 | 3.18 | 1.06 | 2.46 |
| 7 | 3.85 | 1.02 | 2.76 | 1.48 | 5.97\* |
| 8 | 2.25 | 1.81 | 2.20 | 1.54 | 0.10 |
| 9 | 3.24 | 0.84 | 3.31 | 1.30 | -0.41 |
| 10 | 4.84 | 0.63 | 3.13 | 1.67 | 9.41\* |
| 11 | 4.01 | 1.37 | 2.39 | 1.63 | 7.46\* |
| 12 | 4.36 | 1.31 | 2.70 | 1.62 | 7.83\* |
| 13 | 3.58 | 1.62 | 2.42 | 1.48 | 5.18\* |
| 14 | 4.20 | 1.25 | 2.73 | 1.63 | 7.03\* |
| 15 | 4.12 | 1.51 | 2.52 | 1.67 | 6.95\* |
| 16 | 4.65 | 5.32 | 3.22 | 1.75 | 2.50 |
| 17 | 4.81 | 0.58 | 3.04 | 1.60 | 9.90\* |
| 18 | 4.37 | 1.29 | 2.61 | 1.63 | 3.29\* |
| 19 | 3.42 | 1.51 | 2.45 | 1.34 | 4.72\* |
| 20 | 3.96 | 1.24 | 2.55 | 1.48 | 7.17\* |
| 21 | 4.19 | 1.22 | 3.05 | 1.60 | 5.56\* |
| 22 | 1.44 | 0.71 | 2.79 | 1.49 | 0.16 |
| 23 | 4.61 | 0.66 | 2.67 | 1.39 | 12.87\* |
| 24 | 3.93 | 0.89 | 2.86 | 1.59 | 6.03\* |
| 25 | 4.31 | 1.03 | 2.36 | 1.25 | 11.82\* |
| 26 | 3.19 | 1.36 | 2.84 | 1.43 | 1.72 |
| 27 | 3.17 | 1.05 | 2.70 | 1.32 | 2.69\* |
| 28 | 4.09 | 0.96 | 2.84 | 1.37 | 7.29\* |
| 29 | 2.13 | 1.26 | 3.28 | 1.61 | -2.53 |
| 30 | 4.63 | 0.99 | 2.09 | 1.23 | 15.13\* |
| 31 | 4.74 | 0.722 | 3.19 | 1.51 | 9.10\* |
| 32 | 4.15 | 1.37 | 3.46 | 2.98 | 2.06 |
| 33 | 4.60 | 0.65 | 2.62 | 1.50 | 11.86\* |
| 34 | 2.39 | 1.29 | 2.89 | 1.96 | -2.50 |
| 35 | 4.42 | 1.13 | 2.91 | 1.63 | 7.45\* |
| 36 | 4.57 | 0.93 | 2.56 | 1.49 | 11.29\* |
| 37 | 4.06 | 1.03 | 2.70 | 1.69 | 6.72\* |
| 38 | 5.70 | 8.13 | 2.87 | 1.65 | 3.35\* |
| 39 | 3.53 | 1.34 | 2.90 | 1.66 | 2.87\* |
| 40 | 4.40 | 0.88 | 3.06 | 1.57 | 7.30\* |
| 41 | 3.53 | 3.11 | 2.80 | 1.66 | 2.02 |
| 42 | 4.31 | 1.29 | 3.00 | 1.39 | 6.93\* |
| 43 | 3.91 | 1.21 | 2.88 | 1.59 | 5.07\* |
| 44 | 4.55 | 1.06 | 2.27 | 1.26 | 13.54\* |
| 45 | 4.19 | 1.35 | 2.78 | 1.31 | 7.33\* |
| 46 | 3.53 | 1.26 | 2.89 | 1.34 | 3.39\* |
| 47 | 3.49 | 1.44 | 2.72 | 1.36 | 3.60\* |
| 48 | 3.94 | 1.19 | 3.10 | 1.51 | 4.31\* |
| 49 | 2.82 | 1.32 | 3.66 | 6.22 | -1.30 |
| 50 | 4.48 | 0.82 | 2.89 | 1.41 | 9.55\* |
| 51 | 4.01 | 1.08 | 2.95 | 1.47 | 5.64\* |
| 52 | 4.60 | 0.65 | 2.84 | 1.51 | 10.52\* |
| 53 | 3.90 | 1.12 | 3.17 | 1.49 | 3.86\* |
| 54 | 2.86 | 1.67 | 3.15 | 1.58 | -1.22 |
| 55 | 3.85 | 1.48 | 2.94 | 1.58 | 4.12\* |
| 56 | 2.09 | 1.60 | 3.40 | 1.51 | -1.83 |
| 57 | 3.96 | 1.58 | 2.88 | 1.60 | 4.72\* |
| 58 | 2.79 | 1.80 | 2.74 | 1.57 | 0.19 |
| 59 | 4.62 | 1.02 | 2.77 | 1.49 | 10.00\* |
| 60 | 4.15 | 1.30 | 2.73 | 1.45 | 7.17\* |
| 61 | 2.45 | 1.86 | 2.89 | 1.47 | -1.81 |
| 62 | 4.04 | 1.42 | 2.59 | 1.35 | 7.22\* |
| 63 | 3.26 | 1.78 | 3.22 | 1.57 | 0.15 |
| 64 | 2.51 | 1.80 | 2.60 | 1.48 | -0.40 |
| 65 | 4.40 | 1.25 | 3.02 | 1.486 | 7.03\* |
| 66 | 3.98 | 1.06 | 3.26 | 1.486 | 3.90\* |
| 67 | 4.39 | 0.80 | 3.14 | 1.456 | 7.43\* |
| 68 | 4.73 | 0.52 | 3.03 | 1.54 | 10.28\* |
| 69 | 3.79 | 1.23 | 3.36 | 1.48 | 2.22 |
| 70 | 4.06 | 1.44 | 2.90 | 1.56 | 5.33\* |
| 71 | 4.25 | 1.22 | 2.92 | 1.50 | 6.73\* |
| 72 | 3.77 | 1.30 | 2.63 | 1.40 | 5.83\* |
| 73 | 2.52 | 1.72 | 3.10 | 1.62 | -2.41 |
| 74 | 4.49 | 1.06 | 3.58 | 1.42 | 4.74\* |
| 75 | 4.37 | 0.80 | 3.78 | 1.15 | 4.12\* |
| \* Items selected for the final test.  |

Item with a critical ratio greater than 2.58, the tabled value of ‘t’ for 0.01 level of significance, were selected for the final scale. From the total 75 items 55 items were selected with 0.01 level of significance. Thus the investigator prepared the final scale consisting of 55 items among them.

**E. Validity of the Scale**

The scale has **‘Face Validity’** as the identified components were based on the theory of Professional Ethics and studies related to Professional Ethics. Besides, the items are prepared in a direct and clear way and the scale is validated with the help of experts in the field.

For establishing the **‘Content Validity’** investigator covered all the procedure in the preparation of scale itself, i.e., (i) described the content of professional ethics, (ii) five components were determined and (iii) compared the structure of the scale with the structure of the content. Hence the scale shows substantial evidence of content validity.

**F. Reliability of the Scale**

Reliability of the present study was estimated by Test-Retest Method using a same sample of 30 Secondary School Teachers with an interval of three weeks between the two administration. The coefficient of reliability is obtained by correlating the scores on two successive administration of the test (administration number 1 versus administration number 2). The correlation coefficient of the two sets of scores was calculated using Pearson’s Product Moment formula. The correlation coefficient obtained to be 0.72. The obtained validity and reliability indicates that the Scale of Professional Ethics have acceptable psychometric qualities to measure the Professional Ethics of Secondary School Teachers.

**G. Norms**

A test is said to be standardized when it undergoes all the statistical procedures meant for it and when the appropriate norms were calculated for the test. Separate norms need to be established for the whole population, as well as different strata of population which shows significant difference from one another based on Gender, Locale and Type of Management. Before establishing norms, the data was statistically analysed to test whether test scores follow a normal distribution. The details of fixing norms are presented in succeeding chapter.

A copy of the scale of Professional Ethics in Malayalam language and its English version are given as Appendices II and II (A).

**3.4.2.2. Scale of Organisational Culture (Gafoor, 2002)**

Organisational Culture, one of the independent variable of the study was assessed using the Scale of Organisational Culture, developed and standardized by Gafoor (2002). The scale was developed giving weightage to seven components of School Organisational Culture viz., commitment, formalization of rules, co-operative emphasis, expectations, emphasis on academics, professional management and goal consensus.

The scale was prepared in the form of five point scale following a response pattern of completely, true, often true, sometimes true, rarely true and never true. The scores 4, 3, 2, 1 and 0 respectively for a positive item and vice versa for negative items. The scale consist of 52 items out of which 33 items are positive and 19 items are negative.

A copy of scale of Organisational Culture and its response sheet in Malayalam language and its English version are given in Appendix III and III (A).

The subject has to respond to all Items within a minimum time of 20 minutes. Face validity and content validity of the Scale of Organisational Culture were established by the scale constructor. Reliability of the scale of organization culture was found using Test-Retest method by the scale constructor.

3.4.3. DATA COLLECTION PROCEDURE

For the collection of data, the investigator contacted the Principal of the concerned institutions and obtained their permission for collecting data from the teachers. Then the investigator formally contacted the teachers and explained the purpose and requested them to co-operate. The data collection tools, i.e., Scale of Professional Ethics and Organisational Culture were distributed to the teachers. All the tests were administered by the investigator personally and a uniform procedure was adopted in the administration.

3.4.4. SCORING AND CONSOLIDATION OF DATA

 Specific duration given in the respective test manuals were strictly followed for scoring the response sheet collected. The response sheet of the scale Professional Ethics scored according to the scoring scheme provided. A score of 5, 4, 3, 2, 1 given for the response for positive item. For a negative item scoring was done in the reverse order.

 The Scale of Organisational Culture involves 52 items. Each statement has 5 responses. The investigator scored each response sheet using scoring scheme of the scale of Organisational Culture. A sore of 4, 3, 2,1 and 0 was given for the responses for positive item. For a negative item scoring was done in the reverse order.

While scoring, incomplete response sheets were rejected and then the total simple was 360. All the response sheets correct in all sense were scored and consolidated for final statistical analysis. All variables were coded to facilitate computer analysis.

3.4.5 STATISTICAL TECHNIQUES USED FOR ANALYSIS

The hypotheses and hence the objectives warranted the use of the following statistical techniques for analyzing the data. The entire statistical processing was done through computer. The various statistical techniques used for analyzing data are given below.

Preliminary statistics like Arithmetic Mean, Medium, Mode, Standard Deviation, Skewness and Kurtosis were calculated in order to arrive at a conclusion about the nature of distribution.

**a. Mean Difference Analysis**

The statistical techniques, test of significant difference between means for large independent samples was used to find out whether their exists any significant difference exists Organisational Culture and Professional Ethics based on related subsamples.

The following formula suggested by Garret (1981) was used



Where

  and  are the mean scores of the two groups

 and  are the variances of the scores of two groups and

N1 and N2 are the number of cases in each group.

If the obtained critical ratio (t) is greater than the required table value at 0.05 or 0.01 levels of significance, the mean difference is considered to be significant.

**b. Pearson’s Product Moment Co-efficient of Correlation (‘r’)**

The most often used and most precise coefficient of correlation is Pearson’s Product Moment Coefficient of Correlation. The degree of relationship between the variables Organisational Culture and Professional Ethics of Secondary School Teachers was measured and represented by the coefficient of correlation which can be calculated using the formula suggested by Garrett (1981).



Where,

 = Sum of the X scores

 = Sum of the Y scores

 = Sum of the squared X score

 = Sum of the squared Y score

 = Sum of the product Y paired X and Y scores

N = Number of paired scores

 **ANALYSIS**

The main purpose of the present study was to find out the Influence of Organisational Culture on Professional Ethics of Secondary School Teachers. The collected and tabulated data were analysed using the statistical techniques like Correlation and Mean Difference Analysis. Analysis of the data has been done, classified and presented under the following headings.

4.1. PRELIMINARY ANALYSIS

4.1.1. Important Statistical Constants

4.2. MAJOR ANALYSIS

4.2.1. Estimation of the Extent of Relationship between Organisational Culture and Professional Ethics

4.2.2. Mean Difference Analysis

**4.1. PRELIMINARY ANALYSIS**

The statistical constants of the variables in the study i.e., Organisational Culture and Professional Ethics are presented in this section of the study.

4.1.1. IMPORTANT STATISTICAL CONSTANTS OF THE VARIABLE ORGANISATIONAL CULTURE

To know the nature of distribution of Organisational Culture on Professional Ethics of Secondary School Teachers, important statistical constants such as Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis of the variable Organisational Culture were computed for the Total sample and sub samples based on Gender, Locale, and Type of Management. The statistical values are presented in Table 4.1.

**TABLE 4.1**

**Important Statistical Constants of the Variable**

**Organisational Culture**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  Variable | Sample | Mean | Median | Mode | S.D. | Skewness | Kurtosis |
| Organisational Culture | Total | 143.44 | 143.00 | 119.00 | 22.16 | -0.48 | -0.202 |
| Gender | Male | 139.75 | 141.50 | 135.00 | 22.07 | -.202 | -.313 |
| Female | 147.13 | 144.50 | 151.00 | 21.69 | 0.128 | -.316 |
| Locality | Rural | 144.46 | 142.30 | 166.60 | 22.55 | 0.030 | -.741 |
| Urban | 142.42 | 145.50 | 144.00 | 21.47 | -.16 | 0.456 |
| Type of management | Govt. | 143.20 | 143.00 | 144.00 | 21.03 | -.087 | -.310 |
| Aided | 143.68 | 143.00 | 151.00 | 23.31 | -.024 | -.157 |

Table 4.1 shows that three measures of central tendency viz., Mean, Median and Mode of Organisational Culture for the Total sample is approximately equal. This shows that the variable Organisational Culture follow approximately normal distribution. The extent of Skewness or index of asymmetry for variable Organisational Culture of Secondary School Teachers is -0.48. This shows that the distribution is slightly negatively skewed. The measure of Kurtosis is obtained as -.202 which shows that curve is leptokurtic.

The extent of skewness of the variable Organisational Culture based on Gender, follows slightly negative skewness. The measure of kurtosis of the variable of Male Secondary School Teacher obtained is -.202 and that of female is 0.128, which shows that the curve is leptokurtic.

The extent of the Skewness of the variable, Organisational Culture based on Type of Management, follows slightly negative Skewness. The measure of Kurtosis of the variable aided, school teachers obtained -.157 and that of government school teachers is obtained -.310.

From Table 4.1 the obtained measure of Kurtosis of Rural Teachers is 0.741 and that of Urban Teachers is 0.456 which shows that the curve are Leptokurtic.

4.1.2. IMPORTANT STATISTICAL CONSTANTS OF THE VARIABLE PROFESSIONAL ETHICS

To know the nature of Professional Ethics of Secondary School Teachers, important statistical constants such as Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis of the variable Professional Ethics were computed for the Total sample and sub samples. The statistical values are presented in Table 4.2.

**TABLE 4.2**

 **Important Statistical Constants of the Variable Professional Ethics**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  Variable | Sample | Mean | Median | Mode | S.D. | Skewness | Kurtosis |
| Professional Ethics  | Total | 195.75 | 197.50 | 197.00 | 31.46 | -1.075 | 1.948 |
| Gender | Male | 195.82 | 197.00 | 197.00 | 32.51 | -1.041 | 2.662 |
| Female | 195.77 | 199.50 | 230.00 | 30.47 | -1.124 | 1.854 |
| Locality | Rural | 190.40 | 193.00 | 178.00 | 30.40 | -1.083 | 2.297 |
| Urban | 201.18 | 205.50 | 202.00 | 31.66 | -1.20 | 2.11 |
| Type of Management | Govt. | 202.99 | 202.00 | 178.00 | 25.06 | -.324 | .465 |
| Aided | 184.07 | 195.00 | 197.00 | 35.33 | -1.097 | 1.196 |

Table 4.2 shows that the three measures of central tendency viz., Mean, Median and Mode of the variable Professional Ethics are approximately equal. This shows that the variable follow approximately normal distribution. The extent of Skewness or index of asymmetry for the variable Professional Ethics of secondary school teachers is -1.075. This shows that the distribution is slightly negatively skewed. The measure of Kurtosis is obtained as 1.948 which shows that curve is Platy Kurtic.

The extent of skewness of the variable Professional Ethics of secondary school teachers based on Gender, follows slightly negative skewness. The measure of kurtosis of Professional Ethics of male teacher is obtained 2.062 and female teacher is 1.854.

**4.2. MAJOR ANALYSIS**

 In this section of the chapter, estimation of the extent of relationship between Organisational Culture and Professional Ethics and Mean Difference Analysis were attempted and presented in the following order.

4.2.1. Estimation of the Extent of Relationship between Organisational Culture and Professional Ethics

4.2.2. Mean Difference Analysis

4.2.1.ESTIMATION OF THE EXTENT OF RELATIONSHIP BETWEEN ORGANISATIONAL CULTURE AND PROFESSIONAL ETHICS

The collected data have been analysed to find out the relation if any between Organisational Culture and Professional Ethics of Secondary School Teachers. The co-efficient of correlation calculated using Pearson’s Product Moment Methods. The co-efficient of correlation between Organisational Culture and Professional Ethics for the total sample is presented in Table 4.3.

**TABLE 4.3**

**Pearson’s ‘r’ between Organisational Culture and Professional Ethics of Secondary School Teachers for the Total Sample**

|  |  |  |
| --- | --- | --- |
| **Sample** | **Sample Size** | **Co-efficient of Correlation** |
| Total | 360 | -0.022 |

From the Table 4.3, it can be seen that the co-efficient of correlation between the variables Organisational Culture with Professional Ethics for the Total sample is -.022, this indicates that these two variable, are not related significantly. Organisational Culture is increasing when Professional Ethics is decreasing. So the relationship between variables Organisational Culture and Professional Ethics of Secondary School Teachers is low, negative and not statistically significant. That is in the case of total sample change in one variable may not result a corresponding change in the other variable.

The coefficient of correlation between the variables Organisational Culture and Professional Ethics for the subsample based on genderwise presented in Table 4.4.

**Table 4.4**

**Pearson’s ‘r’ for the Variable Organisational Culture and**

 **Professional Ethics of Secondary School Teachers**

**for the Sub Sample Based on Gender**

|  |  |  |
| --- | --- | --- |
| **Sl. No.** | **Gender**  | **Co-efficient of Correlation** |
| 1 | Male | 0.038 |
| 2 | Female | -.088 |

From Table 4.4, it can be seen that the co-efficient of correlation between the variable Organisational Culture with Professional Ethics for male Secondary School Teachers is 0.038, which is not significant even at 0.05 level. It indicates that in case of Male Secondary School Teachers, the two variables are not significantly related. The magnitude of ‘r’ suggests that the relationship is low but positive.

The coefficient of correlation between Organisational Culture and Professional Ethics for female teachers is -.088. This indicates that, the two variables are not significantly related in case of female teachers. The magnitude and sign of ‘r’ suggests that the relationship between the two variables is low and negative.

The coefficient of correlation between the variables Organisational Culture and Professional Ethics for the subsample based on locality presented in Table 4.5.

**TABLE 4.5**

 **Pearson’s ‘r’ for the Variable Organisational Culture and**

**Professional Ethics of Secondary School Teachers**

 **for the Sub Sample Based on Locality**

|  |  |  |
| --- | --- | --- |
| **Sl. No.** | **Locality**  | **Co-efficient of Correlation** |
| 1 | Rural | -.056 |
| 2 | Urban | .027 |

Table 4.5, reveals that the co-efficient of correlation between Organisational Culture and Professional Ethics for the Secondary School Teachers is .027. The obtained value showing the relationship between two variables is not significant even at 0.05 level. The sign of ‘r’ indicates that the relationship is positive and the magnitude of the co-efficient of correlation suggests low correlation between the two variables. That means for a slight increase in one variable there is a corresponding increase in the other variable.

In case of Urban Secondary School Teachers the correlation coefficient between Organisational Culture and Professional Ethics is -.056 which is not significant even at 0.05 level. This indicated that in the case of Urban Secondary School Teachers, the two variables are not significantly related. The sign and magnitude of ‘r’ also suggests that the relationship is low and negative. The increase or decrease in one variable cause decrease or increase in the other variable.

The coefficient of correlation between the variables Organisational Culture and Professional Ethics for the subsample based on Type of Management presented in Table 4.6.

**TABLE 4.6**

 **Pearson’s ‘r’ for the Variable Organisational Culture and Professional**

**Ethics of Secondary School Teachers for the Sub**

**Sample Based on Types of Management**

|  |  |  |
| --- | --- | --- |
| **Sl. No.** | **Type of Management**  | **Co-efficient of Correlation** |
| 1 | Govt. | -.141 |
| 2 | Aided | .124 |

From Table 4.6, it can be seen that the co-efficient of correlation between the variable Organisational Culture and Professional Ethics of Government Secondary School Teachers is -.141 which is not found significant even at 0.05 level. The result indicate that in the case of Government Secondary School Teachers, the two variables are not significantly related. The magnitude and sign of ‘r’ suggests that the relationship is low and negative.

The coefficient of correlation between the two variable Organisational Culture and Professional Ethics of Aided school teachers is 0.124 and the value is not significant even at 0.05 level. It indicates that in the case of Aided School Teachers, the two variables are not significantly related. The magnitude and direction of ‘r’ indicates a low and positive relationship between the two variables.

**Table 4.7**

**Summary of Pearsons ‘r’ for the Variable Organisational**

**Culture Based on Total Sample and Sub Sample**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sl. No** | **Variable** | **Samples** | **Coefficient of Correlation**  |
| 1 | Organisational Culture and Professional Ethics  | Total | - 0.022 |
| Gender | Male | 0.038 |
| Female | -.088 |
| 2 | Locale | Rural | -.056 |
| Urban | .027 |
| 3 | Type of Management | Aided | 0.124 |
| Government | - .141 |

 Summary of correlations value from Table 4.7 reveals that in the case of Total sample shows that there is low and negative relationship between Organisational Culture and Professional Ethics of Secondary School Teachers. There is not significant relationship between Organisational Culture and Professional Ethics of Secondary School Teachers based on subsamples, Gender, Locale and Type of Management.

4.2.2. MEAN DIFFERENCE ANALYSIS

In this part of the chapter Mean Difference Analysis is undertaken to compare the mean scores of Organisational Culture and Professional Ethics of Secondary School Teachers with respect to Gender, Locality and Type of Management.

**4.2.2.1. Comparison of the Mean Scores of Organisational Culture Based on Gender (Male & Female)**

Test of significance of difference between mean was employed tocompare the Male and Female Secondary School Teachers with regard to their Organisational Culture. The mean and Standard Deviation of the scores of both groups were found out and subjected to mean difference analysis. The data and result of the t-test are presented in Table 4.8.

**TABLE 4.8**

 **Data and Results of the t-test for the Mean Scores of Organisational Culture Based on the Sub Sample Gender**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl. No.** | **Gender** | **Mean Score** | **S.D.** | **Size of the Sample** | **t-value** | **Level of Significance** |
| 1 | Male | 139 | 22.07 | 180 | 3.198 | Significant  |
| 2 | Female | 147.13 | 21.69 | 180 |

Table 4.8 shows that the t-value obtained for the variable Organisational Culture with respect to Gender is 3.19 which is greater than 2.58, the required value of ‘t’ for significance at 0.01 level. This suggests that there is significant difference between Male and Female Secondary School teachers with respect to their Organisational Culture. The high scores associated with the female teachers shows that they are found superior than Male Secondary School teachers in case of Organisational Culture.

**4.2.2.2. Comparison of the Mean Scores of Organisational Culture Based on Locality (Urban and Rural)**

Test of significance of the difference between means was employed to find out if there exists any significant difference between Urban and Rural Secondary School Teachers based on Organisational Culture. The t-value obtained for the sub sample, locality is presented in Table 4.9.

**TABLE 4.9**

 **Data and Results of the t-test for the Mean Scores of Organisational Culture based on the Sub Sample Locality**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl. No.** | **Locality** | **Mean** | **S.D.** | **Size of the Sample** | **t-value** | **Level of Significance** |
| 1 | Urban | 142.42 | 21.47 | 180 | .870 | Not Significant  |
| 2 | Rural | 144.46 | 22.85 | 180 |

Table 4.9 shows that the t-value obtained for the variable, Organisational Culture with respect to Locality is 0.870, which is less than 1.96, required for significance at 0.05 level. This suggests that there is no significant difference in the mean scores of Organisational Culture of Secondary School Teachers of Urban and Rural areas. Since the higher mean is attached with rural teachers, they are found superior as Rural Secondary School Teachers with respect to Organisational Culture.

**4.2.2.3 Comparison of the Mean Scores of Organisational Culture of Institution Based on the Subsample Type of Management (Aided and Government)**

Test of significance of the difference between mean was used to find out if there exists any difference in Organisational Culture of schools with respect to type of management. The t-value obtained for the sub sample, type of management is presented in Table 4.10.

**TABLE 4.10**

 **Data and Results of the t-test for the Mean Scores of Organisational Culture of Schools based on the Sub Sample**

**Type of Management**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl. No.** | **Type of Management** | **Mean** | **S.D.** | **Size of the Sample** | **t-value** | **Level of Significance** |
| 1 | Aided | 143.68 | 23.31 | 180 | .206 | Not Significant  |
| 2 | Govt. | 143.20 | 21.0 | 180 |

Table 4.10 shows that t-value obtained for the variable, Organisational Culture with respect to Type of management is 0.206, which is less than 1.96. The required value of ‘t’ for (at 0.05 level) in the mean scores of Organisational Culture on the basis of Type of management. The high mean score associated with the Aided school indicates that they are more favourable than Government school.

The comparison of the mean scores of Organisational Culture with respect to Gender, Locality and Type of management revealed that Gender is significant and among them Locality and Type of management are not significant.

 **4.2.2.4 Comparison of the Mean Scores Professional Ethics Based on Gender (Male and Female)**

**Table 4.11**

 **Data and Results of the t-test for the Mean Scores of Professional Ethics Based on the Sub Sample, Gender**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl. No.** | **Gender** | **Mean** | **S.D.** | **Size of the Sample** | **t-value** | **Level of Significance**  |
| 1 | Male | 195.82 | 32.51 | 180 | -0.015 | Not Significant  |
| 2 | Female | 195.7 | 30.47 | 180 |

Table 4.11 shows that the t-value obtained for the variable Professional Ethics with respect to Gender is -.015 which is less than 1.96, the required value of ‘t’ for not significant at 0.05 level. This suggests that there is no significant difference (at 0.05 level) between male and female teachers with respect to the Professional Ethics. The high scores associated with the male teachers shows that they are more favourable than female teachers.

**4.2.2.5. Comparison of the Mean Scores of Professional Ethics Based on Locality (Rural and Urban)**

Test of significance of difference between mean was employed to find out there exists any difference between urban and rural employed teachers in the Professional Ethics. The t-value obtained for the sub sample, locality is presented in Table 4.12.

**Table 4.12**

**Data and Results of the t-test for the Mean Scores of Professional Ethics Based on the Sub Sample, Locality**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl. No.** | **Locality** | **Mean** | **S.D.** | **Size of the Sample** | **t-value** | **Level of Significance** |
| 1 | Urban | 201.18 | 31.66 | 180 | -3.295 | Significant |
| 2 | Rural | 190.40 | 30.40 | 180 |

Table 4.12 shows that the t-value obtained for the variable, Professional Ethics with respect to Locality is -3.295, which is greater than 1.96, the required value of ‘t’ for significant at 0.05 level. This suggest that there is significant difference in the mean scores of Professional Ethics perceived by rural employed teachers and urban employed teachers. Since the higher mean is attached with urban area which shows that Professional Ethics is more in urban area than in rural area.

**4.2.2.6. Comparison of the Mean Scores of Professional Ethics of Teacher Based on Type of Management (Aided and Government)**

Test of significance of difference between mean was used to find out if there exists any difference in Professional Ethics of teachers with respect to type of management. The t-value obtained for the sub sample, type of management is presented in Table 4.13.

**Table 4.13**

 **Data and Results of the t-test for the Mean Scores of Professional**

**Ethics of Teachers based on the Sub Sample,**

**Type of Management**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sl. No.** | **Type of Management** | **Mean** | **S.D.** | **Size of the Sample** | **t-value** | **Level of Significance** |
| 1 | Aided | 202.5 | 20.06 | 180 | 4.170 | Significant |
| 2 | Government | 189.02 | 35.53 | 180 |

Table 4.13 shows that t-value obtained for the variable, Professional Ethics with respect to Type of management is 4.170, which is greater than 1.96. The required value of ‘t’ for significance at 0.05 level. This suggest that there is significant difference (at 0.05 level) between aided school teachers and government school teachers with respect to Professional Ethics . The high score associated with the Aided school teachers shows that they are more favored than Government school teachers.

The comparison of the mean scores of Professional Ethics of teachers with respect to Gender, Locality and Type of management revealed that Locality and Type of management are significant. Among them Gender is not significant.

**4.2.2.7 Summary and Discussion of Mean Difference Analysis**

 The result of the mean difference analysis employed for the comparison of the variable Organisational Culture and Professional Ethics of Teachers based on Gender, Locale and Type of Management are summarized and presented in Table 4.14.

**Table 4.14**

**Summary of Data and Results of Mean Difference Analysis Employed**

 **for Comparison of Variable Organisational Culture and**

 **Professional Ethics of Secondary School Teaches**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Sl. No** | **Variable** | **Sub samples** | **T -value** | **Level of Significance** |
| 1 | Organisational Culture | Gender | 3.198 | Significant  |
| 2 | Locale | .870 | Not Significant |
| 3 | Type of Management  | .206 | Not Significant |
| 4 | Professional Ethics  | Gender | -.015 | Not Significant |
| 5 | Locale | -3.295 | Significant |
| 6 | Type of Management  | 4.170 | Significant |

 Summary of t-value from the table 4.13 reveals that t-value obtained for the variable Organisational Culture based on gender and t-value obtained for the variable Professional Ethics for the sub sample locality and Type of Management were found significant at 0.05 level.

**SUMMARY, FINDINGS & SUGGESTIONS**

 This chapter provides an overview of the significant aspects of the study viz., study in retrospect, major findings of the study, education implications and suggestions for further research in this area.

**5.1 STUDY IN RETROSPECT**

 The various aspects relating to the present study like variables, objectives Hypothesis and methodology are given below in brief.

5.1.1 RESTATEMENT OF THE PROBLEM

 The present study was entitled **“INFLUENCE OF ORGANISATIONAL CULTURE ON PROFESSIONAL ETHICS OF SECONDARY SCHOOL TEACHERS”**

5.1.2 VARIABLES OF THE STUDY

The variables selected for the present study Organisational Culture is considered as the Independent Variable and Professional Ethics is considered as the Dependent Variable.

5.1.3 OBJECTIVES

 The objectives formulated for the present study are as follows:-

5.1.3.1 To find out the Influence of Organisational Culture on Professional Ethics of Secondary School Teachers for the Total sample.

5.1.3.2. To find out the Influence of Organisational Culture on Professional Ethics of Secondary School Teachers for the sub samples based on (a) Gender, (b) Locale and (c) Type of Management.

5.1.3.3. To find out whether there exist any significant difference in the Organisational Culture of Secondary School Teachers based on (a) Gender, (b) Locale and (c) Type of Management.

5.1.3.4. To find out whether there exist any significant difference in the Professional Ethics of Secondary School Teachers based on (a) Gender, (b) Locale and (c) Type of Management.

5.1.4 HYPOTHESES

 The following hypotheses were set for the study.

5.1.4.1. There will be significant relationship between Organisational Culture and Professional Ethics of Secondary School Teacher for the Total Sample.

5.1.4.2. There will be significant relationship between Organisational Culture and Professional Ethics of Secondary School Teachers based on (a) Gender, (b) Locale and (c) Type of Management.

5.1.4.3. There will be significant difference in the Organisational Culture of Secondary School Teachers based on (a) Gender, (b) Locale and (c) Type of Management.

5.1.4.4. There will be significant difference in the Professional Ethics of Secondary School Teachers based on (a) Gender, (b) Locale, (c) Type of Management.

5.1.5 METHODOLOGY

 The procedure of the present study is obtained as the following:-

**5.1.5.1 Sample for the Study**

The study was conducted on a sample of 360 Secondary School Teachers working in Palakkad, Malappuram and Kozhikode Districts Kerala State.

**5.1.5.2 Tools Used for the Study**

The investigator made use of the following tools for the study.

 a) Scale of Professional Ethics (Hameed & Sulfiya, 2009)

The Variable Professional Ethics was measured by a newly developed scale of Professional Ethics by Hameed and Sulfiya (2009)

 b) Scale of Organisational Culture (Abdul Gafoor, 2007)

 The scale of Organisational Culture developed by Abdul Gafoor (2007) was employed to measure the Organisational Culture of Secondary School Teachers.

**5.1.5.3 Statistical Techniques Used for Analysis**

 In the present study the calculated data were analysed using the following statistical techniques.

**a) Personals Product Moment Coefficient of Correlation**

 Pearsons Product Moment Coefficient of Correlation was to find out the degree of relationship between the variables Organisational culture and Professional Ethics.

**b) Mean Difference Analysis**

 Test of significance of Difference between Means was used to test whether there exists any difference in the variable Organisational Culture and Professional Ethics Secondary School Teachers.

**5.2 MAJOR FINDINGS OF THE STUDY**

 A brief description of the major findings of the study is presented in the following sections.

5.2.1 EXTENT OF RELATIONSHIP BETWEEN ORGANISATIONAL CULTURE AND PROFESSIONAL ETHICS

 Low and negative relationship between Organisational culture and Professional Ethics of Secondary School Teachers for Total Sample (r=-022) is noticed.

 There is low relationship between Organisational Culture and Professional Ethics for male Teachers (r=0.38) for female teachers there is low and negative

 The teachers working in rural schools are shown a low relation between Organisational Culture and Professional Ethics (r = 0.027). In the case of Urban teachers there is negative and low relationship between Orgnisational Culture an Professional Ethics (r = -.056). The teachers working in Rural areas, there is low and positive relationship between Organisatioal Culture and Professional Ethics (r = .027). There is only low and negative relationship between Organisational Culture and Professional Ethics of Government School Teachers (r = -0.141). In the case of Aided School Teachers there is low relationship between Organisational Culture and Professional Ethics (r = 0.124).

5.2.2 COMPARISON OF MEAN SCORE OF ORGANISATIONAL CULTURE BASED ON GENDER, LOCALE AND Type of Management

 There is significant difference in Organisational Culture of Secondary School Teachers with respect to Gender (t = 3.198) at 0.05 level. The female teachers have shown higher mean scores in the case of Organisational Culture.

 There is no significant difference between the mean score of Organisational Culture with respect to Locality (t = 0.870) because it is not found significance even at 0.05 level.

 No significant difference in Organisational Culture with respect to Type of Management ( t = 0.206). Because it is not found even at 0.05 level.

5.2.3 COMPARISON OF MEAN SCORE OF PROFESSIONAL ETHICS WITH RESPECT TO GENDER LOCALITY AND TYPES OF MANAGEMENT

 There is no significant difference in Professional Ethics of Secondary School Teachers with respect to Gender (t = -0.015). The male teachers have higher mean scores than female teachers in the case of Professional Ethics.

 There is significant difference in Professional Ethics of Secondary School Teachers with respect to Locality (t = -3.295). Significant at 0.05 level.

 There is significant difference in the Professional Ethics of Secondary School Teachers with respect to Type of Management (t= 4.170) Significant at 0.05 levels.

**5.3 TENABILITY OF HYPOTHESES**

 Based on the findings of the study the tenability of the hypothesis of the study was examined.

5.3.1 The first hypothesis states that “there will be significant relationship between Organisational Culture and Professional Ethics of Secondary School Teachers for the Total sample.”

 The finding is that there is low and negative relationship between Organisational Culture and Professional Ethics of Secondary School Teachers. So the first hypothesis is partially accepted.

5.3.2 The second hypothesis states that “there will be significant relationship between Organisational Culture and Professional Ethics of Secondary School Teachers on the basis of Gender, Locale and Type of Management”.

The findings of the study revealed that there is low relationship between the Organisational Culture and Professional Ethics of teachers based on Gender, Locality and Type of Management. So the second hypothesis is also partially accepted.

5.3.3 The third hypothesis states that “there will be significant difference in the Organisational Culture of Secondary School Teachers on the basis of Gender, Locale and Type of Management”.

 The finding of the study revealed that there is significant difference between the Organisational Culture of male and female teachers. There is no significant difference in the Organisational Culture of teachers working in Urban and Rural area and Type of Management. So the third hypothesis is partially accepted.

5.3.4 The fourth hypothesis states that “there will be significant difference in the Professional Ethics of Secondary School teachers on the basis of Gender, Locality and Type of Management”.

The findings of the study reveal that there is significant difference between the teachers working Rural and Urban area in their Professional Ethics and Type of Management. There is no significant difference between male and female teachers in their Professional Ethics. So hypothesis is partially accepted.

**5.4 EDUCATIONAL IMPLICATIONS**

 The present study was to find out the influence of Organisational Culture on Professional Ethics of Secondary School Teachers in three district of Kerala that is Malappuram, Palakkad Kozhikode. Based on the result obtained from the study some of the practical suggestions are offered which will be helpful to improve the existing Professional Ethics and Organisational Culture of Secondary School Teachers.

 The investigator has the following suggestions for improving Professional Ethics and Organisational Culture Secondary School Teachers.

1. Conduct a seminar relating to teaching profession that will lead to better understanding of Professional Ethics of teaching.
2. Relationship between colleagues must helps to develop the Professional Ethics
3. Teachers must understand that teaching is a honorable profession.
4. Better relationship between students and teachers will make teaching effective.
5. Teacher should follow the Professional Ethics in their life. So that it will increase good qualities in students also.
6. Professional Ethics provides a screen for teachers to self evaluation.
7. Professional Ethics should provide a framework for professional behaviour.
8. Female teacher should be encouraged to take the responsibility in every organizational culture.
9. Every school must provide a supportive climate to its teachers.
10. Teachers must be made aware of the Professional Ethics so that will improve teaching.

**5.5 SUGGESTION FOR FURTHER RESEARCH**

The present study brings light to a number of new areas to be covered by future research. The following suggestions are put forward for the same.

1. Professional Ethics and professional development of secondary school teachers can be studied.
2. Organisational culture and professional efficacy can be studied.
3. Replication of the present study in higher secondary teachers can be conducted.
4. Influence of Organisational Culture on students achievement can be studied.
5. Present study can be extended to other districts of kerala state.
6. Professional Ethics and Organisational Culture of college teachers can be studied.
7. A qualitative study can be conducted on Professional Ethics as a pre requisite for teaching profession.
8. Professional Ethics of student teachers can be studied.

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**APPENDIX - I (A)**

**SCALE OF PROFESSIONAL ETHICS**

**RESPONSE SHEET**

t]cv : …………………………… hnZymebw : ………………… ]pcpj³/ kv{Xo : …………………………… PnÃ : …………………

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**APPENDIX - II (A)**

**SCALE OF PROFESSIONAL ETHICS**

**RESPONSE SHEET**

t]cv : …………………………… hnZymebw : ………………… ]pcpj³/ kv{Xo : …………………………… PnÃ : …………………

hZym`ymk tbmKyX : …………………………… {]tZiw : …………………

{]mbw : ……………………………

| tNmZy\¼À | FÃmbvt¸mgpw | an¡t¸mgpw | Nnet¸mÄ am{Xw | A]qÀÆambn | Hcn¡epanÃ |
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**APPENDIX - III (A)**

**SCALE OF SCHOOL ORGANISATIONAL CULTURE**

**RESPONSE SHEET**

t]cv : …………………………… hnZymebw : ………………… ]pcpj³/ kv{Xo : …………………………… PnÃ : …………………

hZym`ymk tbmKyX : …………………………… {]tZiw : …………………

{]mbw : ……………………………

| tNmZy\¼À | ]qÀ®ambpw icn | an¡t¸mgpw icn | Nnet¸msgms¡ icn | A]qÀÆambn icn | Hcn¡epw icnbÃ |
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**APPENDIX - I (B)**

**FAROOK TRAINING COLLEGE, CALICUT**

**SCALE OF PROFESSIONAL ETHICS – 2009**

**(Draft)**

Dr. A. Hameed Sulfiya C.H.

Lecturer in Education M. Ed. Student

Farook Training College Farook Training College

**Instructions**

 This scale is prepared for measurement of Professional Ethics. This scale has two parts. First part is for your personal data and second part consist of various statement related to Professional Ethics mark your response to are given statement as always, often, sometimes, rarely and never in the boxes given on the right side of the statements. You can give your responses after reading each statement in boxes  using this symbol. If you want to change are answer already marked you can darken and then put the symbol in the response box.

 The information obtained will be rightly confidential and is only used for the research purpose.

1. I used to provide suitable suggestions for the personality development of children.
2. I used to discuss with parents regarding the future of children
3. I would like to concentrate on content part only
4. I would like to tell children about social values
5. I used to give special consideration to those who are greed in sports.
6. In the absence of children I speak with parents about their improvement in studies.
7. I like to give special consideration to those children who are backward in studies.
8. I don’t used to misuse my friendship with the authorities.
9. I used to respect the higher authorities of my school.
10. I used to get appreciation from the higher authorities for the sincerity in my job
11. I can’t accept anybody who question my way of teaching.
12. I don’t used to consider the participation of children in their study matters.
13. I believe that the child will have high position in the society by raising standard of admiration.
14. I used improve my teaching for my self -satisfaction, rather than for others approval.
15. I don’t used to make my students desperate at whatever time they approach me.
16. I used to attend symposiums seminar etc due to the compulsion of the principal.
17. I would like to talk with my colleagues than teaching.
18. I am not used to inspire those students; who are not interested in studies.
19. When other teacher are on leave, I am not used that time effectively.
20. To make teaching more effective I used to indulge in new experiments.
21. I believe that there is no sense in improving my abilities, until others realise it.
22. I believe that more importance should be given to job performance than teaching.
23. I used to abuse / scold children in from my parents.
24. I used to take all the decision, regarding teaching alone.
25. I never accept opinions of children with regard to any change in my instructional strategies.
26. I used to discuss controversial issues in the staff room.
27. I would like to discuss my personal matters with my colleagues
28. I used to discuss with authorities about whatever things that can be done for the development of the school.
29. I never discuss with parents about matters related to teaching.
30. I used o accept my mistakes as and when that children point out.
31. I think that children should acquire good value in life more than getting good marks.
32. I used to discuss problems of children with them.
33. I always try to give proper learning activities to children which may increase the academic standard of students.
34. I don’t used to show personal attachment to students.
35. I would like to teach only those things to children which are noted in books.
36. In my interest is to ensure the participation of teachers only in the general programmes of the school.
37. I would like to gain respect from society rather than serving them.
38. When their children deviate to wrong way I used to inform parents.
39. I used like to give more importance to personal matters than official matters.
40. I used to provide honest information to parents about than children and keep it confidential.
41. I would like to be a member of teacher’s organisation.
42. I used exploit my official position for personal gain.
43. I used to provide all sorts of helps to charitable societies.
44. I would like to make the school an Ideal Society.
45. I used to complex my colleagues to join in teachers organisations.
46. I would like to work for the society without expecting any thing in return.
47. When any fault occurs in my work, I don’t used to inform it to the authorities.
48. For the progress in my teaching I used to indulge in discussion with people of my high position.
49. I used to clarify students on the basis of grade.
50. I find pleasure in working for society.
51. I would like to advice those parents who don’t provide attention to their academic matters.
52. I used to encourage children to on the basis of their abilities.
53. I like to play a leading role in all activities of the school.
54. I try to know the students personally
55. I don’t used to attend students outside the classroom.
56. I don’t try for job on the basis of recommendations.
57. When I enter in to a contract related to work I try to complete it.
58. When a change occurs in my job, it in compulsory for me authorities should inform.
59. I used to appreciate my colleagues when they attain any achievement in job.
60. I used to work for the development of my school, I ignoring my personal matters.
61. I don’t take revenge on students for the problems, I face from higher authorities.
62. I used to express my opinion against my colleagues.
63. I believe that all my achievements in teaching is due to my teachers.
64. I don’t used to indulge in such activities which may spoil the nobility of teaching profession.
65. I would like to respect my colleagues
66. I would like to give awareness to parents about value crisis in society
67. I used to share my doubts with my teachers.
68. I used to appreciate those parents who maintain continuous contact with the school.
69. While discussing controversial issues, I would like to express my subjective opinions.
70. When students fall ill, I used to keep myself away from my responsibilities
71. When I am in touch with new information, I would like to share it with my students.
72. It is compulsory for me to reach the classroom before the students enter it.
73. I never discourage students who are interested in social service.
74. I wish my students to share their problem with me.
75. I used to offer my readiness help who are economically backward students.

**APPENDIX - I (C)**

**SCALE OF PROFESSIONAL ETHICS**

**RESPONSE SHEET**

Name : ………………….. Type of School: …………

Male/Female : ………………….. District: …………………..

Educational Qualification: ………………….. Locality: ………………….

Age: …………………..

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**APPENDIX - II (B)**

**FAROOK TRAINING COLLEGE, CALICUT**

**SCALE OF PROFESSIONAL ETHICS – 2009**

**(Final)**

Dr. A. Hameed Sulfiya C.H.

Lecturer in Education M. Ed. Student

Farook Training College Farook Training College

**Instructions**

This scale is prepared for measurement of Professional Ethics. This scale has two parts. First part is for your personal data and second part consist of various statement related to Professional Ethics mark your response to are given statement as always, often, sometimes, rarely and never in the boxes given on the right side of the statements. You can give your responses after reading each statement in boxes  using this symbol. If you want to change are answer already marked you can darken and then put the symbol in the response box.

 The information obtained will be rightly confidential and is only used for the research purpose.

1. I used to provide suitable suggestions for the personality development of children.
2. I would like to concentrate on content part only
3. I would like to tell children about social values
4. I used to give special consideration to those who are greed in sports.
5. I like to give special consideration to those children who are backward in studies.
6. I used to get appreciation from the higher authorities for the sincerity in my job
7. I can’t accept anybody who question my way of teaching.
8. I don’t used to consider the participation of children in their study matters.
9. I believe that the child will have high position in the society by raising standard of admiration.
10. I used improve my teaching for my self -satisfaction, rather than for others approval.
11. I don’t used to make my students desperate at whatever time they approach me.
12. I would like to talk with my colleagues than teaching.
13. I am not used to inspire those students; who are not interested in studies.
14. When other teacher are on leave, I am not used that time effectively.
15. To make teaching more effective I used to indulge in new experiments.
16. I believe that there is no sense in improving my abilities, until others realise it.
17. I used to abuse / scold children in from my parents.
18. I used to take all the decision, regarding teaching alone.
19. I never accept opinions of children with regard to any change in my instructional strategies.
20. I would like to discuss my personal matters with my colleagues
21. I used to discuss with authorities about whatever things that can be done for the development of the school.
22. I used o accept my mistakes as and when that children point out.
23. I think that children should acquire good value in life more than getting good marks.
24. I always try to give proper learning activities to children which may increase the academic standard of students.
25. I would like to teach only those things to children which are noted in books.
26. In my interest is to ensure the participation of teachers only in the general programmes of the school.
27. I would like to gain respect from society rather than serving them.
28. When their children deviate to wrong way I used to inform parents.
29. I used like to give more importance to personal matters than official matters.
30. I used to provide honest information to parents about than children and keep it confidential.
31. I used exploit my official position for personal gain.
32. I used to provide all sorts of helps to charitable societies.
33. I would like to make the school an Ideal Society.
34. I used to complex my colleagues to join in teachers organisations.
35. I would like to work for the society without expecting any thing in return.
36. When any fault occurs in my work, I don’t used to inform it to the authorities.
37. For the progress in my teaching I used to indulge in discussion with people of my high position.
38. I find pleasure in working for society.
39. I would like to advice those parents who don’t provide attention to their academic matters.
40. I used to encourage children to on the basis of their abilities.
41. I like to play a leading role in all activities of the school.
42. I don’t used to attend students outside the classroom.
43. When I enter in to a contract related to work I try to complete it.
44. I used to appreciate my colleagues when they attain any achievement in job.
45. I used to work for the development of my school, I ignoring my personal matters.
46. I used to express my opinion against my colleagues.
47. I would like to respect my colleagues
48. I would like to give awareness to parents about value crisis in society
49. I used to share my doubts with my teachers.
50. I used to appreciate those parents who maintain continuous contact with the school.
51. When students fall ill, I used to keep myself away from my responsibilities
52. When I am in touch with new information, I would like to share it with my students.
53. It is compulsory for me to reach the classroom before the students enter it.
54. I wish my students to share their problem with me.
55. I used to offer my readiness help who are economically backward students.

**APPENDIX - II (C)**

**SCALE OF PROFESSIONAL ETHICS**

**RESPONSE SHEET**

Name : ………………….. Type of School: …………

Male/Female : ………………….. District: …………………..

Educational Qualification: ………………….. Locality: ………………….

Age: …………………..

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