

**A STUDY OF PERCEPTION OF INSTITUTIONAL ETHICS IN
HIGHER SECONDARY SCHOOLS OF VADODARA CITY**

A

**Dissertation Submitted to
The Maharaja Sayajirao University of Baroda, Vadodara
for the Degree of
Master of Education**



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JUNE - 2021

DECLARATION

I, Jyoti Verma, hereby declare that the Dissertation study titled **“A Study of Perception of Institutional Ethics in Higher Secondary Schools of Vadodara City”** conducted and submitted by me for the partial fulfilment of the M.Ed. programme at The Department of Education, Faculty of Education & Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, is my original research work and no whole or partial part in the dissertation has been taken from anywhere. Wherever contributions of others are involved, every effort is made to indicate this clearly with due reference to the literature, acknowledgement of collaborative research and discussions. The work was done under the guidance of Prof. Sujata Srivastava.

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CERTIFICATE

This is to certify that Mrs. Jyoti Verma has conducted her dissertation work entitled “**A Study of Perception of Institutional Ethics in Higher Secondary Schools of Vadodara City**” under my guidance and supervision for the partial fulfilment of the degree of Master of Education (M.Ed.) at Centre of Advanced study in education (CASE), Faculty Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara. To the best of my knowledge, this dissertation is her genuine and original work carried out under my continuous supervision and guidance and has completed it to my satisfaction and fit for submission and evaluation.

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ACKNOWLEDGEMENT

This research work was possible with the guidance, help and support of several individuals who in their own capacities have contributed and extended their valuable assistance in the completion of this study. I owe my gratitude to each one for the patronage.

I acknowledge my sincere gratitude is to my guide Prof. Sujata Srivastava, Professor in Education, Center of Advanced Study in Education, Department of Education, The Maharaja Sayajirao University of Baroda, for her guidance and help during the period of my research work. Her valuable and timely assistance at different stages of the research has helped me to complete this piece of work.

I very gratefully acknowledge the support and encouragement of Prof. R.C. Patel, Head, Department of Education and Dean, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda.

I thankful to all my teachers in the Department of Education for their whole hearted support.

I want to thanks principals and teachers of all schools who granted permission and supported me for my study.

I express my deepest gratitude to my parents and my in-laws for their concern, constant moral support and help all through the research work. I express my special gratitude to my husband, Mr. Jai Verma and daughters Prakruti and Saiyori for being cooperative and motivating throughout my research.

Last but not least, I would like to extend my deepest thanks to the almighty for blessing me with the strength that kept me standing through all tests during this endeavour.

JYOTI VERMA

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CHAPTER – I

CONCEPTUAL FRAMEWORK

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CONCEPTUAL FRAMEWORK

1.0 INTRODUCTION

Education and ethics are essential needs for the full development of human beings. Education must provide two types of knowledge and skill — ‘to live on’ and ‘to live for’. The first one is related to the earning of livelihood, the second is related to the quality of life, the higher goal that leads an individual to the attainment of goal of self-realization. Education is not mere information. It is knowledge, a purifier which liberates one from the shackles of ignorance. Hence education can be viewed as the transmission of the values and knowledge of the society. Education merged as a separate discipline concerned with a formal system of teaching. Education makes a man complete and it also plays an important role in developing society and Schools are basic frameworks of education. School helps children to become a good citizen and human being. This is possible only by ethical education, so by ethical behaviour by all stakeholders that include teachers and principals in schools are important.

School education can be understood as the transitory process for the young children during the formative period of their growth and development at this stage they need to see to learn ethical practices or ethical behavior of principals and teachers in schools are very important because students learn ethical behavior from them as they are in their development stage in secondary schools.

It is necessary to inculcate value through ethical practices by teachers and principals who give environment around them. Effective schools play equal emphasis to curricular aspects co-curricular activities, teaching – learning and evaluation, infrastructure and learning resources, student support and progression,

school and management, all this area need to be healthy practices fostering practices to achieve the goal of education. Hence schools with strong root in ethical practices by teachers and principals sustains all challenges during students' growth & developmental stages like a tree that withstands severe blow of cyclone due to its deep rooted strength. So ethical practice in school not only gives necessary impetus for its strong image in society but also ensures its sustainability.

Education play an important as well as functional role to meet the vision and mission of school. In school education there are many academic activities that play an important role for all round development and effectiveness of schools. So for teachers and principals it is very essential to practices ethics in schools. Some of the academic activities are admission process, participation in classroom activities, engagement in library activities, engagement in laboratory activities, and execution of examination processes. Effective management need ethical practices that can be done by principals and teachers to maintain the institutional ethics. The practice of ethics in academic activities is not limited only to teachers but to principals as well. Ethical practices also been emphasized in various policy perspective given in commission and committees below also talked about importance of ethics in secondary schools.

1.1 POLICIY PERSPECTVES

Secondary Education Commission (1952-53) on secondary education stated that the supreme end of the educative process should be training of character and personality of student such a way that they will be able to realize their full potential and contribute to the well-being of the community. We need to inculcate the qualities of discipline, tolerance, patriotism, cooperation, world citizenship and morality in our children. It must be the responsibility of each and every teacher to provide the education of character through every single aspect of school programme.

National Education Commission (1964-66); opined that our education system should emphasize on the development of fundamental social, moral and spiritual values. Education used to be an important tool for inculcation and cultivation of values, morals, and attitudes for character building of the individual. Investment in education reaffirmed that human beings were positive assets and precious national resource that need to be nurtured and developed.

National Policy on Education and Programme of Action (1986, 1992), jointly developed a Code of Professional Ethics for Teachers were jointly developed by the NCERT and the All India Federation of Primary and Secondary School Teachers 'Organizations. The preamble to the code reiterates the resolve of the country's teachers to uphold their professional integrity, strive to enhance the dignity of the profession and to take suitable measures to curb professional misconduct. The professional obligations of a teacher relating to the following are included in the code: (1) Teacher in relation to the pupils, (2) Teacher in relation to parents and guardians, (3) Teacher in relation to the society and the nation, (4) Teacher in relation to profession, colleagues and professional organizations, and (5) Teacher in relation to the management and administration.

Central Advisory Board of Education Committee on Policy (2005); Planning Commission core group on value orientation of Education, all have gone into the role that education plays and can play in designing and developing the national characters. The values inculcated among young generation would remain with them permanently on religious and moral instructions also emphasized that the teaching of moral and spiritual values in educational institutions was desirable and the inculcation of good manners, social service and true patriotism should be continuously stressed and true patriotism should be continuously stressed at all stages.

National Curriculum Framework (2005) has stated ethics is concerned with all human values, and with the rules, principles, standards and ideals which give them expression. In relation to action and choice, therefore, ethics must be conceded primacy over each of the forms of understanding. Ethical understanding involves understanding reasons for judgments—for what makes some things and some acts right and others wrong—regardless of the authority of the persons involved.

National Education Policy (2020); emphasis on preparation of professional ethics with skills reintegrating professional education into higher education, revitalizing professional education: One of the objective of NEP 2019 build a holistic approach to the preparation of professionals, by ensuring broad-based competencies and 21st century skills, an understanding of the social-human context, and a strong ethical compass, in addition to the highest-quality professional capacities. Preparation of professionals must involve an education in the ethic and importance of public purpose, an education in the discipline, and an education for practice - for this to happen, professional education must not happen in the isolation of specialty (NCTE, 2019)

The concept of ethics is not new it has been transited in history. The origin of ethics and ethical practices is not new phenomenon. Historical development can be traced from a long time since medieval period.

1.2 HISTORICAL DEVELOPMENT

The known history of pure ethics or ethics (moral) theories begin with ancient Greek philosophers (Sophists, Socrates, Socratic schools, Plato, Aristotle, Epicurus, Stoics) and after recovered by early English positivists has been the main topic of discussions in the Medieval times in Europe. These led to English Intuitionists (naturalists) followed by Utilitarian against Kantian ethics. (Pabla

2011) Throughout 19th Century these ideas have been discussed very fiercely throughout Europe. Then Comte, Darwin, and finally Spencer followed by Green came in, who set the evolution concept into physical sciences as well as the development of ethics. So at the beginning of 20th century Ethics was more with evolutionary concepts but still divided between Utilitarian and Kantians (Kant's Categorical Imperative (Rogers, 1937)).

Ethics is a branch of Philosophy that deals with the morality; the word ethics has been derived from the Greek word 'ethos' which means character. Aristotle was one the first great Philosophers to define the ethics. Again the term 'Ethics' is called moral philosophy. The word 'moral' has come from Latin word '*mores*' which means 'customs' or 'habit'. So the subject matter of ethics is related to human behaviour or habit Ethics means principles, morals, beliefs, moral principles, moral values, moral code etc. Indeed the word Ethics is derived from the word Ethos, which means character. In this way, Ethics is a science of character, habits of activity, or behavior of human beings. It evaluates human habits, character and voluntary determinations and discusses their property or otherwise. (William and Lillie, 1989).

Ethics are the norms by which acceptable and unacceptable behavior are measured. According to the beliefs of the ancient Greek philosopher Socrates, one develops ethics through maturity, wisdom and love. Socrates introduced the concept of teaching ethics and acceptable standards of conduct in 400 B.C. and has had a profound and lasting impact on the course of Western philosophy and history ever since. (Ray, 2017)

1.3 VALUE AND ETHICS: MEANING AND CONCEPT

The concept of value and ethics need to be understood clearly. So it is needed to understand the concept between ethics and value as ethics inherited from value itself. **Value** is the base of ethics and all ethical practices emerged from values. On the foundation of value the ethics lay. Values and ethics together lay the foundation for sustainability of schools. While they are sometimes used synonymously, they are different. **Ethics** are the set of rules that govern the behavior of a person. Values refer to the beliefs for which a person has an enduring preference.

Ethics and values are important in every aspect of life, when we have to make a choice between two things, wherein ethics determine what is right, values determine what is important. Ethics refers to the guidelines for conduct, that address questions about morality. Value is defined as the principles and ideals that help them in making judgment of what is more important (Evans, 2019).

- Value provides the principles and ideals upon which judgment is made of what is more important. Ethics refers to the guidelines for conduct that address questions of morality
- Values stimulate thinking, whilst ethics is a system of moral principles.
- Values affect the emotional state of mind, acting, as mentioned, as a motivator whilst ethics compel a person to follow a particular course of action.
- Values may differ between people. What is important for one may not be important for another. Ethics are consistent, affecting all equally.
- Values direct ambition... what we want to achieve. But ethics guides decisions regarding what is morally correct or incorrect.
- Values define priorities in life. Ethics determines right or wrong.

1.4 ETHICS: DEFINITIONS

Socrates' (470-399 BC) philosophical method is always ethical. Socrates believed that if one knows what the good is, one will always do what is good. Thus if one truly understands the meaning of courage, self-control, or justice, one will act in a courageous, self-controlled and just manner.

Rushworth Kidder (2003) states that "standard definitions of *ethics* have typically included such phrases as 'the science of the ideal human character' or 'the science of moral duty'"

Paul and Elder (2005) state that most people confuse ethics with behaving in accordance with social conventions, religious beliefs and the law and don't treat ethics as a stand-alone concept.

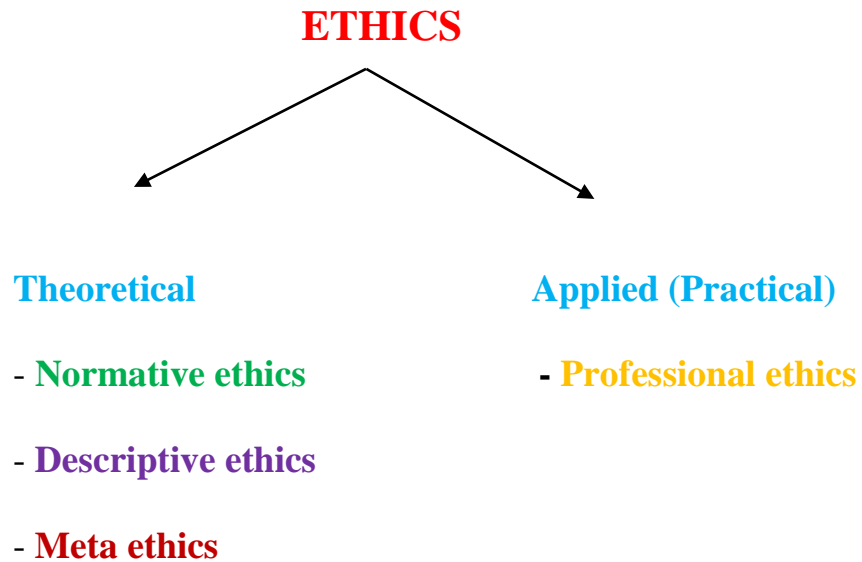
Richard William Paul and Linda Elder (2005) define ethics as "a set of concepts and principles that guide us in determining what behavior helps or harms sentient creatures"

The **Cambridge Dictionary of Philosophy (2015)** states that the word "ethics" is "commonly used interchangeably with 'morality' ... and sometimes it is used more narrowly to mean the moral principles of a particular tradition, group or individual."

1.5 DIMENSIONS OF ETHICS

Ethics is the most important and functioning branch of philosophy in today. In general, ethics is moral philosophy, our actions and our experiences in everyday life are the subjects of ethics. We have the capacity to think about our choices, so we are responsible for all our decisions and actions. In addition to this, it can be said that ethics is the study of what is wrong and what is right. Good-evil, right-wrong, virtue-vice, justice and injustice are some ethical concepts.

Ethics is divided into two parts: theoretical ethics and applied ethics. Theoretical ethics includes normative ethics, descriptive ethics and met ethics. Applied ethics refers to professional ethics.



Normative ethics is the study of what makes actions right and wrong.

Meta ethics is about the theoretical meaning and reference of moral propositions.

Descriptive ethics is about facts. It examines ethics from observations of actual choices made by moral agents in practice.

Applied ethics examines the particular ethical issues of private and public life. Professional ethics is one of the important branches of applied ethics. In general professional ethics can be defined as standards or codes to provide people to guidance in their professional lives.

In general, there are four basic principles in ethical codes 1-Honesty, 2-Confidentiality, 3-Conflict of interest, 4-Responsibilities (Gulcan, 2014)

1.6 INSTITUTIONAL ETHICS: MEANING AND CONCEPT

Ethics formally and explicitly into daily work place. It means getting ethics into company policy formation at the board and top management levels and through a formal code, getting ethics into all daily decision making and work practices down the line, at all levels of employment. It means grafting a new branch on the decision tree — a branch that reads “right/wrong” (**Weber 1979**)

The importance of understanding the need to develop a long term plan for an institution’s ethical viability. In the moral realm, institutions may be compared to people in that an institution functions as a moral agent that can be held accountable for its actions. Since the term “institutional ethics” specifies that the practice of ethical behaviour occurs throughout the levels of an institution, some researchers define both terms in a relational manner (**Mackenzie1910**)

“The ethical study of everyday practices in which institutional values described as fairness, compassion, integrity, honour and responsibility are manifested in institutional structures and behaviours”. The study of the ethical analyses of decisions and actions taken by institutions. The term institutional ethics is a broad and dynamic concept comprising ethical climate, levels of trust, moral awareness and ways of acting that ensure that a shared set of values that promotes the common good becomes the prevailing culture of the group.

Every schools as an institution must maintain a moral profile to gain institutional image and credibility in the eyes of the stakeholders and build a good institutional image. Ethical conduct is to be practiced in all facets of the institutional operations and activities, policy decision making, implementation, and follow up .It is not only necessary to frame ethical standards but also to ensure that the standards and benchmarks set are followed in letter and spirit. In an educational institution, Ethical behavior and conduct are to be followed by all the participants in the teaching – learning- evaluation process therefor ethical practices are important. Ethical dimensions of an educational institution cannot

be ignored and the ethical practices should be followed by top management (governing body)/trustees, principal and team, teachers, students/learners, on-teaching and support staff and other stakeholders.

1.7 DIMENSIONS OF INSTITUTIONAL ETHICS

Ethical dimensions of an Educational Institution cannot be ignored and it has a significant impact on society at large. Ethics are well-founded standards that make the actions right and wrong. It helps categorize different values such as integrity, discipline and honesty among others and apply them in daily lives. Ethics influences behavior and allows an individual to make the right choices. Without ethics it will be very difficult to regulate life and act responsibly. While the importance of ethics can't be ignored in any walk of life it's imperative that they are practiced in the field of education.

In schools the ethical practices by principals and teachers can be seen through various dimensions like Integrity, Honesty, Truth, Transparency, Respect for Others, Trust, Accountability, Fairness, Equity, Justice and Social Justice, Democratic and Ethical Governance and Management of the Education System and Educational Institutions, Personal and Systems Improvement, Institutional Autonomy / Institutional Independence, International Co-operation, Selflessness, Objectivity, Openness, Fairness, Leadership, Academic freedom.

1.8 NEED AND IMPORTANCE OF INSTITUTIONAL ETHICS

Ethics in educational institutions that are applicable on principals and teachers require them to show patience to every student despite their learning abilities. They should treat every student equally and do justice while taking an action. It's important that the teacher understands that every student is different and shouldn't be evaluated on the same basis. Ethics in educational institutions

doesn't allow teachers and principals to hold grudges and to intentionally treat students unfairly. At the same time ethics in educational institutions requires a student to respect the teachers and principals abide by the rules set by them.

In other hand the principal's ethical leadership is a great importance regarding the educational institution. The most important responsibility of school's principal is to have an ethical perception of school administration, in admission, in recruitment of teachers as a school's principals one must have certain responsibilities and he or she has to behave ethically while making decisions. Principal needs professional development in ethical decision-making and it is the necessity of establishing codes of ethics and behaving according to these codes for school leader.

The ethical standards of conduct articulated in the Institutional Code should apply to all members of the academic community, including institutional leadership, teachers, principals, administrative staff and students. Each member of the community including teachers and principals should be made aware of his/her rights but also of their personal responsibility to comply with the Code in the academic and non-academic process held in institution such as:

Admission criteria, recruitment process, examination and evaluation, curriculum and pedagogical methods, planning and in teaching–learning process and so on.

The Institutional code of conduct should include, or refer to, a specific set of rights and responsibilities of the education community members, principal, teachers, staff members and fellow students, while being treated in the same manner, to internalize a culture of academic honesty and ethical behaviour and social responsibility, and to respect institutional property and facilities (Universities & Observatory, 2012).

1.9 HIGHER SECONDARY SCHOOLS: FUNCTIONS OF ETHICS

In higher secondary schools, ethical behavior and code of conduct are to be demonstrated by all the participants such as trustees, principals, teachers in academic process. The area of ethical practices cover the dimensions of admission criteria, recruitment process, examination and evaluation, curriculum and pedagogical methods, planning, teaching–learning process and these all perceptions are need in higher secondary schools.

He is expected to teach the students after making a thorough preparation, and refrain from accepting remuneration for coaching or tutoring his own students.

He should be just and impartial to all his students irrespective of their caste, creed, sex, status, religion, language and place of birth.

He should set a standard of dress, speech and behaviour which should be worthy of example to the students;

He should establish cordial relations with parents and guardians of pupils;

He should cooperate with the head of the institution and with the management to ensure smooth running of the institution in accordance with the prescribed norms;

He should avoid making derogatory statements about colleagues, children and their parents;

He should refrain from taking part in activities which spread feeling of hatred or disaffection among different communities, religious or linguistic groups.

Teachers and principals of schools play a very important role in a student's life. They not only impart education but also help develop the personality of a student. As the teacher and principal often plays the role of a mentor and

influences an individual's development it's essential that they follow certain ethics.

Ethics in educational institutions are essential as they help run the system smoothly. It sets the standards of what's acceptable and what's not hence protecting interests of both the educators and the learners. Ethics in educational institutions has been given a lot of importance over the years and institutions are designing courses that help students understand these ethics. While it's the teacher's job to make the students aware about these ethics the school management often takes it upon them to familiarize the teachers with the ethics that are relevant to their profession. Ethics in educational institutions helps regulate the education system and ensures that this practice positively contributes towards human welfare. The education scenario is rapidly changing according to passage of time.

1.10 DETERIORATION OF ETHICS IN PRESENT SCENARIO IN SECONDARY SCHOOLS

Earlier in ancient India ethics played very important role in educational process and ethical practices involved into Guru and Shishya (teacher and student) Parampara.

The scenario of educational process has been changing through the marching of time. In schools the ethical practices also get lesser due to globalization, modernization and privatization.

The degradation of ethical climate in schools through malpractices done by the major participants such as teachers, principals, management as taking high fees in admission, unmerited admission process, spreading, corruption, absenteeism, unfair assessment, lack of pedagogical method in following curriculum, unfair means to attain self-benefit, likewise many unethical practices

happening which is the most burning problem of the country. The main failure of our education system is no inculcation of human values and it is the result of degrading human values in educational institutions. Every person is responsible for. It is high time that to identify the causes of the decline in ethics and also identify all those who are responsible for the same and who all are going to suffer from this deterioration of ethical values.

- **Bussinessization of Educational Institutes:** Privatization of educational institutes is a major cause for the declining ethical values in education system. The self-financing private institutions with recognition, which may be termed as commercial private education institutions are the major players. With the mushrooming of these private institutes in the modern era, the education has acquired the status of a marketable commodity, where educational institutes are the traders and students are the customer.
- **Corruption;** It is the major cause of ethical deterioration in education system is rapidly spreading corruption. Corruption in education can include bribes and illegal fees for admission and examination; academic fraud, with holding teacher salaries, preferential promotion and placement, teacher absenteeism and illegal practices in the textbook procurement, meal provision and infrastructure.
- **Teacher's absenteeism;** Teachers are the role models of students and in most rural communities, they are the most educated and respected personality. Teacher absenteeism is one of the most serious. Causes of ethical declining of education.
- **Lack of value education in Curriculum;** Value education is included in the primary education curriculum but at adult stages, which are the most sensitive stages to build the character of the youth, the curriculum finds no space to value education.

- **Pedagogy does not engage properly teaching methodologies;** yearly plan design by teachers end with a little collection of topics and subjects out of the syllabus. The accumulation or presentation of data is not enough to decide the criteria for quality education for teaching in class.
- **Un-Fair Assessments;** It is now a major problem in the field of education where many institutions and universities do the assessment and selection of upcoming teachers by taking illegal money from them. Course assessments of student learning must be objective, valid and fair, but at present there are many factors that may affect fairness in grading. Teachers should avoid letting unrelated factors or personal biases which affect the grading of student assessments.
- **Students Safety;** Professional code of ethics also talks about teacher's responsibility to keep students safe other than the teacher's routine job to help all students to learn. Teachers must abide by all institute rules and regulations and safety procedures to ensure student safety and should be responsible enough to report cases of bullying and harassment. If a teacher suspect's case of abuse or neglect, or a student discloses to teacher in cases of abuse or neglect, the teacher is required to report it to the proper higher authorities.
- **Enhances Performance and Professional Practices;** the teachers should accept responsibility and accountability for their performance and must constantly try to demonstrate proficiency which will help them to determine personal integrity and maintain the dignity of the profession. Teachers must maintain ethical behaviour in professional practice in terms of accurate representation and maintenance of valid certifications, membership and other qualifications. In addition to qualifications, teachers must practice ethical behaviour when it comes to writing grades and handling assessments.
- **Working with Colleagues;** Teachers must work together with administrators, colleagues and other employees to provide a positive learning atmosphere for students. In order to set a positive goal for students, the teachers must follow

the direction of administrators, even if rules or an expectation seems to be irrational. The teachers should not disclose confidential information or make false statement about colleagues when differences arise between them, they must handle the disparities in private and avoid from talking negative about colleagues in front of students. In addition, teachers must engage in appropriate relationships with colleagues, keeping personal feelings and adult behaviour out of the workplace that may violate individual professional integrity.

- **Interaction with Stakeholders;** Apart from colleagues, teachers have a responsibility to interact positively with parents and other stakeholders. Interaction with parents must be kept professional, free from quarrels and physical contact. If a teacher has an issue with a parent, another teacher or administrator must be present during meetings. Teachers should avoid being excessively swayed by parents and other stakeholders when it comes to student's grades or other education-related matters. The teachers must communicate with parents and provide all information that should be revealed in the interest of the student and must understand and respect the values and traditions of the diverse cultures represented in the classroom
- **Guru and Shishya Bounding going away;** There are many more things to discuss, student should learn to respect Guru (teacher), A Guru should selflessly teach his Shishya (student), these days the bounding between Guru-Shishya is going away, and there is no respect of Guru.
- **Camouflaged salary;** in schools registers are maintained in addition to actual salary disbursed registers in many colleges.
- **Unfair means;** some unfair means are being practiced in exams, sometimes even with faculty involvement. The famous case of Anti copying Act in UP by BJP Government which was later abolished within one hour of Mr. Mulayam Singh Yadav becoming the chief Minister.

- **Unqualified and inexperienced teachers;** sometime at the time of recruitment process of teaching staff being recruited is not utmost skilled and knowledgeable, which results in compromising the quality of teaching.
- **Communication Level:** Strengthen the communication strategy of the institutions for higher secondary education so that integrity, credibility, responsibility and honesty are included.
- **Increased fee structures;** on some basis of processing fee in admission or the other under the label of Developmental Charges are being charged by school, result that, it increases in fee structure .
- **No correlation;** it's also seen that there is no correlation in between performance appraisal and increments in salary.
- **Not concerned with professional ethics** such as punctuality, attendance of faculty and students, results achieved overall development of student's personality, quality research work/ projects undertake. The main concern of these institutes is to make profits by dubious means.
- **Donations;** Donation accepted while giving admissions to students as capitation fees and further no accounts kept for these donations.
- **Lacking of value education in course curriculum;** Present School curriculum lack emphasize on value education. The present curriculum finds no space to value education, but has the space to make them perfect money makers,
- **Student–teacher relationship status;** the teacher itself become selfish for their wealth generation by tuition and coaching and doesn't work for the largest interest of the student. The poor student is unable to get quality education due to lack of money. Hence when a student becomes successful he had not true respect for the teacher. Education becoming a business rather than a mechanism for societal change.

- **Inadequate Govt. policies;** after independence many commission, committee, and policies were setup to improve Indian education system, but the improvement is not satisfactory because the curriculum is based on social and intellectual dimension of education and less weight age is given to values and morals. So the impact of Indian education is not fulfilling its desired needs and aspirations.
- **Lack of compulsory faculty training;** Government must make an action plan to train all the teaching faculties all over the country irrespective of subjects in the field of ethical and moral values. Because unless and until the teacher has the positive attitude towards others, then only the students attitudes will got changed. In the report "Moving towards a Learning society (1995)" on teachers' needs for continuing education has shown that teachers keep up with the times and need continuing education not only for changes resulting from administrative reforms but also in order to upgrade their knowledge of their own subject.
- **Lack of special training for head of educational institutions;** the role of the principal in creating the working culture and atmosphere of the school is central. In developing the quality of education the head works as an engine to hasten the growth of the institution. Principal should have the competency of manager as well as administrator; therefore, special attention should be paid on the principals' education. An ethics foundation course, integrating ethics in other subjects across the curriculum, and offering some other initiatives like hosting guest speakers and offering live learning projects, in order to expose students to ethics training.
- **Lack of teachers and principals evaluation by subordinates;** a feedback cum evaluation report must be filled by the subordinate's officers and an independent authority must handle such confidential work to maintain the transparency of the system. It is just like whistle blower system which means to judge the soft and hard skills of the higher authorities by the lower ones.

Now a day's teacher evaluation has started by the students for the teaching skills. Likewise principal's evaluation must be implemented to check their monopolistic approach of work. It will reduce the corruption on lower levels and make a healthy environment among the staff members.

1.11 RATIONALE OF THE STUDY

The term institutional ethics is a broad and dynamic concept comprising ethical climate, levels of trust, moral awareness and ways of acting that ensure that a shared set of values that promotes the common good becomes the prevailing culture of the group. Institutional ethics requires the support of an institution's ethical vision and strategy. With this underpinning, institutions should have the capacity to carryout ethical strategic plans a set of principles of ethics might develop a guiding framework for ethical practices, but the effectiveness of ethical practices depends on the capabilities of both institution and members including teachers and principals. They should be able to analyze the ethical aspects of problems, identify alternative ethical solutions to the problems, and choose the most appropriate ethical solution.

Effectiveness of the schools depend upon the teachers and principals for the schools. Principals play very important role in the ethics which demonstrated by and also teachers of the schools. Both making a long way in the effectiveness of the schools which gives quality education to the learner. Teachers with their ethical practices are involved in various functions such as administrations, admission, recruitment, curriculum implementation, pedagogy, classroom management, teacher's student relationship and school community relationship. These all various dimension, the ethical practices is an essential part which is follow by teachers. Through this the quality of education will go up and the student will also learn ethics from them.

The functions of principals in terms of administrations, admission, recruitment, curriculum implementation, pedagogy and school community relationship in following institutional ethics. Where they are demonstrate the ethical practices and ethical behavior so the effectiveness of the school and the quality of education grow up.

Therefore, researcher wanted to see, “What is a perception of teachers and principals in terms of various dimensions of ethics and the barriers they are facing in the way of practicing institutional ethics. And what the suggestion given by them so the study was under taken.

Many researchers dwell with the topic ethics and institutional ethics. Institutions may integrate the principles of ethics into management process (planning, organizing, staffing, directing, and controlling) to ensure their implementation of ethical strategic plans. Since institutions can implement an ethical strategy through organizational management, many of them enhance ethical performance by using a code of ethics as a practical guideline. The code of ethics is not just about right and wrong, but presents a contractual sense of duty to all members. They must be motivated to perform their work in accordance with the code of ethics.

As the review of related literature revealed that the most of the studies were conducted on ethics/value of principal, teachers in educational institutions and some of the literature related to ethics given a reflection on the ethical practices its importance/deterioration. Thus Concerning all the topics in mind the researcher in the proposed study, try to study a perception of institutional ethics of teachers and principals in various dimensions administrations, admission, recruitment, curriculum implementation, pedagogy, classroom management, teacher’s student relationship and school community relationship of higher secondary schools and the researcher also try to know the that by following ethical practices positively the aim of achieving learning outcomes and fair behavior of

teacher with student and academic achievement in teaching learning process in administration, admission, recruitment, examinations, evaluations, planning and assessment, done in the institutions. The researcher would like to conduct study in Vadodara city due to her convenience.

1.12 STATEMENT OF PROBLEM

A study of perception of institutional ethics in higher secondary schools of Vadodara city.

1.13 OBJECTIVES OF THE STUDY

1. To study the perception of institutional ethics in terms of -Admissions, Examination, Evaluation, Recruitment, Curriculum implementation, Pedagogy and Classroom Management, Teacher–Student Relationship, School-Community Relationship.
2. To study the barriers which come in the way to practicing institutional ethics.
3. To suggest measures for enhancing institutional ethics.

1.14 RESEARCH QUESTIONS

1. What is the perception towards institutional ethics in higher secondary schools?
2. What are different barriers that come in the way of practicing institutional ethics in higher secondary schools of Vadodara city?

1.15 EXPLANATIONS OF TERMS

Institution - Institution in the study refers to higher secondary schools of Vadodara city.

Ethics –Ethics here refers to questions of human morality by defining concepts of ethical behavior or a code of conduct and practices.

Institutional Ethics – The ethical practices followed in the area of Admissions, Examination, Evaluation, Recruitment, Curriculum implementation, Pedagogy, and classroom management, teacher –student relationship, school-community relationship, school-community interface in higher secondary schools.

Higher Secondary Schools – are educational institutions also higher secondary schools affiliated to Gujarat State Education Board that impart education to the students from class –X to XII.

1.16 DELIMITATIONS OF STUDY

The study is delimited to the all English medium higher secondary schools affiliated to Gujarat Secondary and Higher Secondary Education Board in Vadodara city for the year of (2020-2021).

CHAPTER – II

REVIEW OF RELATED LITERATURE

CHAPTER – II

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

Review of literature is a summary of the writing of recognized authorities of previous research. It familiarizes a researcher with what is already known and what is still unknown and untested in particular field. Educational research represents an activity directed towards the development of an organized body of scientific knowledge. In this direction, the survey of the literature is an important step. The survey enables the investigator to ponder over his or her problem with great insight and undertaking. The design and techniques employed by the previous investigators, when studied, help the new investigator to formulate their design more carefully. A worthwhile study in any field of knowledge demands an adequate familiarity with the work which has been conducted in that field. It is only through the accumulation of the recorded knowledge of the past that researcher utilizes the previous findings in order to enunciate a sound research design. Researcher locates comparative data that is useful in the interpretation of results, develops an insight to formulate appropriate hypothesis, explains ideas in a lucid manner, enrich his personal scholarship and prevents repetition of research. Research cannot be isolated from the work which has been done already which may be directly or indirectly related to the study proposed by the researcher. It gives the investigator an understanding of previous work that has been done and it develops the insight of an investigator. The knowledge of related literature brings the researcher up to date on the work which others have done and thus to state the objectives clearly and concisely. A thorough search of studies avoids unintentional duplication of previous studies.

The final and important specific reason for reviewing the related literature is to know about the recommendations of previous researchers for further research which they have listed in their studies.

Effective literature review should include the following characteristics:

- a) Methodologically analyze and synthesize quality literature.
- b) Provide a firm foundation to a research topic.
- c) Provide a firm foundation to the selection of research methodology and
- d) Demonstrate that the proposed research contributes something new to the overall body of knowledge or advances the research field's knowledge base.

2.1 REVIEW OF RELATED LITERATURE

Review of related literature is an essential prerequisite to actual planning and execution of any research project. Further through the reviews, the researcher can understand that the study being undertaken does not exist in vacuum and that considerable work on similar type of studies has been done. These reviews can guide the researcher to enhance his study by contemplating on what further developments the investigator should focus on.

Keeping in mind all above, the investigator has reviewed related studies conducted in the field of Institutional Ethics practiced by teachers and principals in Secondary and Higher Secondary Schools. The reviews are classified broadly into two categories namely; (i) Studies conducted in India and (ii) Studies conducted in abroad.

2.1.1 REVIEW OF STUDIES CONDUCTED IN INDIA

Gautam (1974), studied the patterns of social interactions between principals and teachers, the principals and the students, the teachers and the students, among the teachers and among the students. The study found that principals and the students pointed out the social interactions with those teachers who had greater power of exchange with them. Teachers pointed out more social interaction with students when they taught them as compared to others. Similarly students indicated more interaction with teachers who taught them more than with others. There was high positive social interaction among teachers and their designation, qualification and personality adjustment. There was more social interaction amongst the students of the same class than with those outside the class. There was a high positive association between the students' socio-economic status and the positive social interaction among themselves.

Vinayshil (1996), discussed the role of ethics and values in the functioning of organization. Ethics and values provide a sense of direction to the broad functioning of an organization. The findings of the study revealed that (1) It was important to identify the source of ethics and its understanding for every person in an organization. (2) A person must identify his/her value system; make a conscious choice and carry conviction to standby it.(3) Values must be carefully chosen and it was easy to standby them if one was clear about the reality and about one's origin and the purpose of life itself.

Navneet Educational Society (2000), did the systematic review on ethical behavior and put in their study in their web portal has expressed their detail about ethics and practices they follow the standards. According to the society objectives Ethical behavior and conduct are to be followed by all the participants in the

teaching – learning- evaluation process. Ethical dimensions of an Educational Institution cannot be ignored and it has a significant impact on society at large.

Sivawaroop (2004), conducted his study on educational ethics. His objective of the study is on human conduct. It is important to note that competition between groups led to increase in morality and standard of thinking. To fight against adverse forces of nature, man felt that many societies should come together. So, new rules were recreated to work in groups. These rules are 'Ethics'. Ethics is traditionally regarded as the science of rightness and wrongness, goodness and badness of human conduct. It is a normative discipline.

Mohana & Gnanadevan (2007), conducted a study on "Professional Ethics of Teachers at Different Levels". The study has been administered to a stratified random sample of 640 teachers working in primary schools, secondary schools, higher secondary schools and colleges/universities in Cuddalore District in Tamil Nadu. The results revealed that the professional ethics of teachers is high. Teachers differ significantly in their professional ethics with respect to their gender, location of the institution and age, and do not differ significantly with respect to their type of institution.

Prakasha & Jayamma (2012), Tried to analyze the value system of ancient India and in British period and researcher stated in this article on the deteriorating value system in India. It presents a glimpse of the value system that existed in India during the Gurukul age; the British reign and also analyzes the present situation. It highlights from various reviews that the education system in India has the potential to nurture the desired value system.

IAU-MCO Guidelines for an Institutional Code of Ethics in Higher Education (2012), conducted exploratory research with topic on Institutional

Code of Ethics in Higher Education. In this context of rapid change and expansion, members of the academic community – higher education leaders, faculty members, staff and students must be prepared to face and resolve ethical dilemmas of great complexity. The formative and socializing role of higher education in educating ever-increasing number and often a culturally more diverse group of students, and the far-reaching, at times unpredictable consequences of scientific and intellectual enquiry, place additional responsibility on the entire academic community to deepen ethical self-awareness, to act with integrity and to examine continuously the ethical underpinnings and implications of their actions in the wider community.

Bhatia & Bhatia (2015), Conducted a study on the role of ethical value in Indian higher secondary education. His objective of the study is to find the role of ethics in higher education. Study based on descriptive survey method. The big Missions, Aims and Objectives of many educational institutions with bold letters interspersed with high flown jargons remains only on the walls of these institutions in their Chairmen/Directors'/Principals' offices and are seldom preached, practices or implemented in true spirits. This is true not only in case govt. aided institutions but also in case of privately owned self-financial institutions as well. The institution should enable students to become contributing member of the society by providing knowledge, skills and character development opportunities. Proper education process is a passport to good, comfortable and secure life. The process is transmitted through commitment and sharing of Teacher-Pupil relationship. The love and joy, values and respect, the basic ethics are getting either eliminated or getting deteriorated to the rock bottom.

Masiwal & Shivdutt (2015), did study on Professional Competency and Professional Ethics in their Findings of the research study clearly revealed that

researcher it is an ardent attempt to study the Professional Competency and Professional Ethics. Review of available related studies motivated the researcher to opt for a study of Professional Competency and Professional Ethics of Pre-Service and In-Service Teachers at Mumbai. Study was focused on to the sample of two hundred Pre service teachers and two hundred In-Service at Mumbai. While Pre-Service Teachers were from English medium Colleges In-Service Teachers were drawn from three different Boards. Sample's reflections on Perception of Professional Competency, Professional Competency and Perception of Professional Ethics were quantitatively obtained together with the classroom lesson observations, Student responses and Principals qualitative reflections were gathered, for qualitative as well as quantitative analysis.

Biswal (2016), conducted a study on the topic, Ethical issue in educational profession. In their survey type of study with the objective of principle of ethical practices in institutions, he expressed that; Life is a journey from 'I' to 'we'. Therefore by practicing and cultivating good work culture in school will certainly take the institution a long way for which we have to curate and script our growth story now by incorporating ethical practices and adhering to the supreme principle of Truth, righteousness, love and non-violence in our thought–words and actions. Institution comes and goes but that institution sustains which adheres to high moral practices.

Thoker (2017), Conducted a study to evaluate the level of Professional ethics of higher secondary schools teachers on the basis gender by using the descriptive survey. The objectives of his study is honesty and sincerity, transparency and confidentiality, respect towards students and society and high quality of teaching.

Parihar & Sharma (2018), conducted his study on survey type method to find the decline of ethics in present scenario. The system of primary and higher education is not solely responsible for decline of ethics and values. Globalization is also a root cause for the decline because people become materialistic rather than moral. Higher education also focuses on skill development part rather than humanity part of students just to make their names on global standards. The main aim of imparting moral values and ethics during Gurukul system was to build a positive character among students that lead to make a true citizen and ultimately leads to gear up nation building process. Around the globe the declining trend of value and ethics is a burgeoning problem which needs to tackle soon. With the advent of modern technology from British rule skill education was emphasized rather than value education.

Needhi (2018), the researcher had studied on value and ethics with topic “Ethics and value for higher education” her findings expressed that it is important to state that the moral value of ethics in life explores what is our origin as human beings. It takes into consideration the fact “the unexamined life is not worth living;” to quote the ancient sage, Socrates. In the quest for the establishment of the value of life for education, higher learning institutions integrate ethics and ecology in their programs. The context of a new vision for education which calls for mind-set shift from reading and writing to skills acquisition with relevance for daily life and society becomes imperative. Ethics education is opportunity for a new value orientation. Such education ensures the training of both the teacher and the student, develops new technologies and conclusively allows a new vision, a new policy, a new market new resources and a new system.

Sherpa (2018), conducted a study on Professional Ethics in Education and researcher specially highlights the significance of professional ethics in teachers.

The objective of his study is need of professional ethics in present scenario. In this world of globalization and competitive world, we are witnessing diverse changes in our educational system. Since, change is inevitable the aims and objectives of education are changing according to the need, interests and requirements of the learners, society a nation as a whole. Therefore, for successful teaching, the knowledge of professional ethics and its implementation is very essential for teachers.

2.1.2 REVIEW OF STUDIES CONDUCTED ABROAD

Rogers (1937), had conducted a study on professional ethics. The objective of his study is that pure ethical concepts cannot be used unless they are applied to real-life problems. Applied Ethics deals with more concrete subjects, like the Family, Profession, State/ Politics. Therefore applied Ethics cannot altogether be regarded a distinct science. It is rather the application of Science, Art, and the other results of human experience intelligently, in accordance with the ethical ideal that is adopted. Very few general ethical principles can be used with precision in real life as they cannot take into account the particular conditions; consequently there is often uncertainty about the answers to moral problems until we come to particular cases. Although in many cases the borderline between Applied and Pure Ethics is not always visible.

Purcell & Weber (1979), conducted his study on organizational ethics and done findings on the values of fairness, compassion, integrity, honor and responsibility are typically named as the hallmarks of ethical behavior. The first task of establishing ethical practice in organization involved formalizing codes of conduct and implementing initiatives to manage ethical decision making and day to day practice at both the leadership and employee levels. The field of

organizational ethics is regarded as an evolution of bioethics and perhaps as a natural and urgent reply to diminish the number of scandals arising from individual or corporate wrongdoing in the public and private sectors.

Rich (1984), conducted study on topic Professional Ethics in Education on Major problems and issues of ethics in elementary, secondary and higher education are examined. Findings of his study reveals the function and present status of professional ethics are considered, along with specific codes of ethics, including those of the National Education Association, American Association of University Professors, and the American Association of School Administrators. Of special interest are whether the standards are universalized and whether there are similarities or differences among codes and logical consistency. Also considered are: the justification of professional ethics, academic freedom, the ethical use of tests and testing, freedom of students to learn, research with human subjects, funding of research projects, conflicts of interest, and dishonesty in research. Relations with colleagues and education officials are investigated with attention to ethical issues in recruitment, merit raises and promotion, tenure practices, nepotism rules, retirement policies, faculty dissent, strikes, and disobedience to institutional policies. Faculty members' rights and responsibilities as citizens, Community misconduct and grounds for dismissal, holding public office, and teachers' relations with parents are also discussed. Finally, the dissemination, Implementation, and enforcement of ethical codes are evaluated, and recommendations for the education profession are offered.

William & Lillie (1989), has study on ethics which reveal in his topic, An Introductions to Ethics expressed his of the opinion that our provisional definition has limited the conduct with which we deal in Ethics in two ways. His objective on ethics is that we deal with human actions and not with the actions of the lower

animals. The other limitation is that of confining ethics to the study of the conduct of human beings with one another.

Farr (1992), determined the perceptions of public school principals and assistant principals through their ranking of selected ethical standards according to those considered most important compared to those most often encountered. It determined how they rank ordered the ethical standards, the degree of training they received in the ethical standards in their college administrative preparation programs. The results indicated that no significant associations were found in the perceptions of the various groups of principals and assistant principals regarding those standards they selected as most important compared to those they selected as most encountered.

Forster (2012), stressed in his study “Codes of Ethics in Australian Education: Towards a National Perspective” that teachers have a dual moral responsibility as both values educators and moral agents representing the integrity of the profession. Codes of ethics and conduct in teaching articulate shared professional values and aim to provide some guidance for action around recognized issues special to the profession but are also instruments of regulation which position teachers in sanctioned roles. This paper offers a rationale for reviewing the purposes of codes of ethics in Australia as instruments which profoundly influence teacher morality and have significant educational implications. As one of the first comparative reviews of Australian state and territory codes of ethics and conduct procedures the author finds that policies around ethical action in teaching can be characterized as either "aspirational" or "procedural"; each type shaping teacher role morality differently. The aim is to spur dialogue about notions of "value" and to articulate problems of individual autonomy, regulatory control and collective integrity.

Barrett (2012), examined in their study “How Do Teachers Make Judgments about Ethical and Unethical Behaviors? Toward the Development of a Code of Conduct for Teachers” the dimensions that underlie teachers judgments about ethical versus unethical behaviors. 593 educators and teachers in training were administered on a 41 item survey. For each item, respondents rated the extent to which they believed the behavior (a) occurred frequently and (b) represented a serious violation of professional standards. Four factors were identified: Personal Harm, Grade Inflation, Carelessness and Public/Private boundary violation. Personal Harm violations were rated as most serious and Carelessness violations most frequent. Professional educators viewed Carelessness violations as less serious than did teachers in training. Implications for a code of ethics for teachers were addressed.

2.2 IMPLICATION FOR THE PRESENT STUDY

Researcher found that only few studies have been conducted on institutional ethics/ethics in education, so the researcher also reviews studies on institutional values. In order to get a clear insight on institutional ethics in higher secondary education for that the investigator has gone through the available sources like books, documents, survey reports, journals and research works to obtain research findings on related topic.

The researcher has reviewed various objectives and methodology used in various research studies out of which some studies were conducted abroad on topics of ethics and institutional values, Purecell and Weber 1979, William Lilli 1999 Rogers 1937, Institutional ethics committee 2019, Institutional ethics (University of Oslo) Norway, Ethics and education (The University of Edinburg), Building ethics in institution few studies has been conducted in India which is related to professional ethics for schools teacher (Bhatia 2015), (Urmila 2015), Ethics and value For higher education. (Singh 2018).

Few studies conducted in India directly related to professional ethics, institutional values, Purecell and Weber (1979), Lilli (1999), Rogers (1937), Rich (1984) on topic Professional Ethics in Education Institutional Ethics Committee (2019), Institutional Ethics (University of Oslo) Norway, Ethics and Education (The University of Edinburg), Building ethics in institution and few studies has been conducted in India which is related to professional ethics for schools teacher Bhatia (2015), Urmila (2015), Ethics and Value in Higher Education Singh (2018).

Few studies have been conducted, a case studies –Purecell and Weber (1979), Roger (1937), William & Lillie (1999).

Many of the studies adopted survey method - Bhatia (2015), Biswal (2016), Thokar (2017), Roshan (2018), Needhi (2018).

Questionnaire and perception scale use as tools by the researchers–Sherpa (2018), Urmila (2015).

Out of 25 literatures reviewed the researcher came across many studies on institutional values, professional ethics, value and ethics in education. Few studies found on Institutional ethics but hardly found a study directly related to institutional ethics in higher secondary school and few studies have been done in India on institutional ethics in higher secondary school.

Therefore, researcher has conducted a study on institutional ethics in higher secondary schools on various perceptions of principals and teachers on institutional ethics on dimensions such as administration, recruitment, admission, examination, evaluation, curriculum implementation, pedagogy, classroom management, teacher's community relationship and school community relationship.

CHAPTER – III

METHODOLOGY

CHAPTER – III

METHODOLOGY

3.0 INTRODUCTION

Research is a systematic investigation to study the nature of a problem and to find a solution. It is a formal process adhering to certain well-established procedures and methods. The spirit of research guides the investigation. “It involves a more systematic structure of investigation usually resulting in some sort of formal record of procedures and a report of results or conclusions” (Best and Kahn, 1992).

This chapter gives a brief description of the methodology used in the present study. It explains the sample selected for study, construction of the tool, other tools used in the study, procedure of data collection and statistical analysis of the data collected to study the institutional ethics in terms of principal’s perceptions and teacher’s perception to practice the ethics in secondary and higher secondary schools.

3.1 RESEARCH DESIGN

The present study is survey type of research.

3.1.1 POPULATION OF THE STUDY

The population consist of all the teachers and principals of all English medium secondary and higher secondary schools affiliated to Gujarat Secondary and Higher Secondary Education Board of state of Gujarat.

3.1.2 SAMPLE OF THE STUDY

Out of 54 higher secondary schools 30 English medium higher secondary schools selected randomly that is affiliated to Gujarat Secondary and Higher Secondary Education Board in Vadodara city in that 30 principals included from schools and 10 teachers of each schools selected randomly but the final sample consist of 27 principals and 125 teachers from English medium higher secondary schools of Vadodara city. Due to Covid19 pandemic less data has been gathered therefore, secondary schools are also included in the sample for the study.

3.1.3 DESCRIPTION OF THE TOOLS

Perception Scale: The researcher has prepared the perception scale for attaining the objective 1 to study the perception of various functions of principals and teachers of higher secondary schools in ten dimensions that are Administration, Admissions, Recruitment, Examinations, Evaluations, Curriculum Implementations, Pedagogy, Teacher Student Relationship, Classroom Management and School Community Relationship.

In that there are 35 items for teachers and 37 items for principals that all are close ended questions asked through the Google Forms in Section 1.

Questionnaire: To meet the objective number 2 and 3, questionnaire has been made that comprised of eight dimensions in which open ended questions are asked on given area and suggestions are requested.

3.1.4 PLAN AND PROCEDURE OF THE STUDY

The data is collected personally by the investigator from 30 schools selected randomly as a sample. Validation of the tool has been done by experts to make sure that questions asked are attaining the objectives set and the language used is simple and clear. The questionnaire and perception scale are distributed

among the teachers and the questionnaire for the principal is given to them. The data is collected in the month of April, 2021. Due to pandemic (Covid-19) the data has been collected through Google Forms sent on mobiles and on emails of principals and the teachers of all English medium secondary and higher secondary schools affiliated to Gujarat Secondary and Higher Secondary Education Board taken as sample for the study.

3.1.5 DATA ANALYSIS

For determining the perceptions of principals and teachers in the area of institutional ethics, the data collected by using the perception scale and analysing through percentage and intensity index. For attaining the objective number 2 and 3 open ended questions asked to principals and teachers and the collected data analysed by using frequency and percentage.

CHAPTER – IV

**DATA ANALYSIS
AND
INTERPRETATIONS**

CHAPTER – IV

DATA ANALYSIS AND INTERPRETAION

4.0 INTRODUCTION

The organization, analysis and interpretation of data and formulation of conclusions are crucial steps to get a meaningful picture out of the raw data that is in the possession of the investigator. It is from this analysis that the results can be drawn. The present chapter provides the analysis and interpretation of the data with respect to the objectives of the study. Analysis of the data means studying and tabulating materials in order to determine inherent facts or meaning. It involves the breaking up of complex factors into simpler parts and putting the parts together in a new arrangement for the purpose of interpretations. The data are studied from as many angles as possible to explore the new facts. The interpretation of the data means arriving at what the result is, show its meaning, significance and answer to the original problem.

4.1 DATA ANALYSIS AND INTERPRETATION

For the systematic presentation of the results, the objective wise data analysis was done and interpretations were made on the basis of the analyzed data under the present study.

4.1.1 DATA ANALYSIS WITH RESPECT TO OBJECTIVE - 1

To study the perception of institutional ethics in terms of - Admissions, Examination, Evaluation, Recruitment, Curriculum implementation, Pedagogy and Classroom Management, Teacher–Student Relationship, School-Community Relationship.

PERCEPTION OF TEACHERS
TABLE – 1

Administration							
S. No.	Statement	SA	A	U	D	SD	II
1	I ensure to follow codes of conduct of institution.	80 (64.0%)	45 (36.0%)	0	0	0	4.64
2	I ensure to keep confidential information related to students / parents/ teachers and school personal.	92 (73.6%)	33 (26.4%)	0	0	0	4.74
3	I am sometimes unable to attend, staff meetings and the training and development programs arranged by Institution.	7 (5.6%)	20 (16.0%)	3 (2.4%)	72 (57.6%)	23 (18.4%)	3.67

Table – 1 revealed that the data pertaining institutional ethics followed by teachers in higher secondary schools in administration.

64.0% and 36.0% responses of teachers strongly agreed and agreed respectively with the statement # 1 that they have ensured to follow codes of conducts of the institution. The intensity index of 4.64 shows strongly favorable perceptions of teachers that they follow institutional ethics in their schools.

73.6% and 26.4% responses of teachers strongly agreed and agreed respectively with the statement # 2 that they have ensured to keep information confidential related to students/parents/teachers of their schools. The intensity

index of 4.74 shows strongly favorable perceptions of teachers that they follow institutional ethics in their schools.

57.6% and 18.4% responses of teachers disagreed and strongly disagreed respectively with the statement # 3 that they sometimes unable to attend staff meetings and training and development programs arranged by their schools. The intensity index of 3.67 shows strongly favorable perceptions of teachers that they follow institutional ethics in their schools.

TABLE - 2

Recruitment							
S. No.	Statement	SA	A	U	D	SD	II
4	I am fair and just with my behaviour at the time of my recruitment.	75 (60.0%)	48 (38.4%)	0	2 (1.6%)	0	4.57
5	I ensure that I honestly submit my data and information's related to me at the time of recruitment.	85 (68.0%)	40 (32.0%)	0	0	0	4.68
6	I feel happy, if community pressure influences my recruitment.	7 (5.6%)	16 (12.8%)	1 (0.8%)	65 (52.0%)	36 (28.8%)	3.86

Table – 2 stated that that data pertaining institutional ethics followed by teachers in higher secondary schools in recruitments.

60.0% and 38.4% responses of teachers are strongly agree and agree respectively with the statement # 4 that they were fair and just with their behavior at the time of their recruitment. The intensity index of 4.57 shows strongly

favorable perceptions of teachers that they follow institutional ethics in recruitment and its process in their schools.

68.0% and 32.0% responses of teachers disagreed and strongly disagreed respectively with the statement # 5 that they feel happy, if community pressure influences their recruitment. The intensity index of 3.86 shows strongly favorable perceptions of teachers that they follow institutional ethics in recruitment in their schools.

52.0% and 28.8% responses of teachers' shows disagree and strongly disagree reactions respectively with the statement # 6 that they s feel happy, if community pressure influences my recruitment. The intensity index of 3.86 shows strongly favorable perceptions of teachers that they follow institutional ethics in their schools.

TABLE – 3

Admissions							
S. No.	Statement	SA	A	U	D	SD	II
7	I do not take any money or donation from community for student admission.	90 (72.0%)	26 (20.8%)	1 (0.8%)	1 (0.8%)	7 (5.6%)	4.53
8	I do not entertain any recommendation s from political leaders for student admission.	77 (61.6%)	38 (30.4%)	4 (3.2%)	0	6 (4.8%)	4.44
9	I am fair in the entrance test given to students for admission.	71 (56.8%)	49 (39.2%)	1 (0.8%)	1 (0.8%)	3 (2.4%)	4.47

Table – 3 revealed that the data pertaining institutional ethics followed by teachers in higher secondary schools in admissions.

72.0% and 20.8% responses of teachers strongly agreed and agreed respectively with the statement # 7 that they do not take money or donation from community for student admissions. The intensity index of 4.53 shows strongly favorable perceptions of teachers that they follow institutional ethics in admissions in their schools.

61.6.0% and 30.4% responses of teachers are strongly agreed and agreed respectively with the statement # 8 that they do not entertain any recommendation from political leaders for student admissions. The intensity index of 4.44 shows strongly favorable perceptions of teachers in following institutional ethics in admissions in their schools.

56.8% and 39.2% responses of teachers are strongly agreed and agreed respectively with the statement # 9 that they are fair in the entrance test to students for admissions. The intensity index of 4.47 shows strongly favorable perceptions of teachers in following institutional ethics in admissions in their schools.

TABLE - 4

Examination							
S. No.	Statement	SA	A	U	D	SD	II
10	I prepare the examination schedule on time and as required.	88 (70.4%)	37 (29.6%)	0	0	0	4.70
11	I properly keep records of evaluations and progress of the students.	84 (67.2%)	41 (32.8%)	0	0	0	4.67
12	I keep all examinations	84 (67.2%)	41 (32.8%)	0	0	0	4.67

	records of students systematically.						
13	I evaluate students fairly and according to their performance and capability.	76 (60.8%)	49 (39.2%)	0	0	0	4.61

Table – 4 revealed that the data pertaining institutional ethics followed by teachers in higher secondary schools in examinations.

70.4% and 29.6% responses of teachers strongly agreed and agreed respectively with the statement # 10 that they prepare examination schedule on time and required in examinations and the intensity index of 4.70 shows strongly favorable perceptions of teachers in following institutional ethics in examinations in their schools.

67.2% and 32.8% responses of teachers strongly agreed and agreed respectively with the statement # 11 that they properly keep records of evaluations and progress of students in examinations and the same percentages of perceptions of teachers for statement # 12 also shows that teachers keep all examinations records of their students systematically also. The intensity index of 4.67 for both statements shows strongly favorable perceptions of teachers in following institutional ethics in examinations in their schools.

60.8% and 39.2% responses of teachers strongly agreed and agreed respectively with the statement # 13 that they evaluate students fairly and according to their performance and capability in examinations. The intensity index of 4.61 shows strongly favorable perceptions of teachers in following institutional ethics in examinations in their schools.

TABLE - 5

Curriculum Implementation							
S. No.	Statement	SA	A	U	D	SD	II
14	I am not able to maintain sometimes lesson plan diary due to my busy schedule.	1 (0.8%)	11 (8.8%)	1 (0.8%)	75 (60.0%)	37 (29.6%)	4.09
15	I ensure that, I teach my students according to the given curriculum guideline.	48 (38.4%)	70 (56.0%)	1 (0.8%)	6 (4.8%)	0	4.28
16	I am sometimes manipulate my lesson plans due to lack of time.	1 (0.8%)	16 (12.8%)	1 (0.8%)	77 (61.6%)	30 (24.0%)	3.95
17	I prepare my lesson plan keeping in mind the need of different students.	48 (38.4%)	76 (60.8%)	0	0	1 (0.8%)	4.36

Table – 5 revealed that the data pertaining institutional ethics followed by teachers in higher secondary schools in curriculum implementation.

60.0% and 29.6% responses of teachers disagreed and strongly disagreed respectively with the statement # 14 that they are not able to maintain sometimes lesson plan diary due to their busy schedule. The intensity index of 4.09 shows strongly favorable perceptions of teachers that they follow institutional ethics in curriculum implementation in their schools.

38.4% and 56.0% responses of teachers strongly agreed and agreed respectively with the statement # 15 that they ensure to teach their students

according to the given curriculum guideline and the intensity index of 4.28 shows strongly favorable perceptions of teachers in following institutional ethics in curriculum implementation in their schools.

61.6% and 24.0% responses of teachers disagreed and strongly disagreed respectively with the statement # 16 that they sometimes manipulate lesson plans due to lack of time. The intensity index of 3.95 shows favorable perceptions of teachers that they follow institutional ethics in curriculum implementation in their schools.

38.4% and 60.8% responses of teachers strongly agreed and agreed respectively with the statement # 17 that they prepare their lesson plan keeping in mind the need of different students. The intensity index of 4.36 shows strongly favorable perceptions of teachers in following institutional ethics in curriculum implementation in their schools.

TABLE - 6

Pedagogy							
S. No.	Statement	SA	A	U	D	SD	II
18	I am sometime unable to create a learning environment due personal work.	2 (1.6%)	8 (6.4%)	2 (1.6%)	81 (64.8%)	32 (25.6%)	4.06
19	I am unable to apply different teaching methods to facilitate the learning among students.	5 (4.0%)	5 (4.0%)	0	73 (58.4%)	42 (33.6%)	4.14
20	I am unable to apply different teaching methods	2 (1.6%)	6 (4.8%)	0	68 (54.4%)	49 (39.2%)	4.25

	according to the content.						
21	I update my technological skills, which is required in the teaching learning process.	85 (68.0%)	40 (32.0%)	0	0	0	4.68
22	I act as role model for value development in my students.	73 (58.4%)	51 (40.8%)	1 (0.8%)	0	0	4.58
23	I sometimes reach late to my class.	1 (0.8%)	13 (10.4%)	1 (0.8%)	79 (63.2%)	31 (24.8%)	4.01

Table – 6 stated that the data pertaining institutional ethics followed by teachers in higher secondary schools in pedagogy.

64.8% and 25.6% responses of teachers disagreed and strongly disagreed respectively with the statement # 18 that they sometimes unable to create a learning environment due to personal work. The intensity index of 4.06 shows favorable perceptions of teachers that they follow institutional ethics in pedagogy in their schools.

58.4% and 33.6% responses of teachers disagreed and strongly disagreed respectively with the statement # 19 that they are not able to apply different teaching methods to facilitate the learning among students. The intensity index of 4.14 shows favorable perceptions of teachers that they follow institutional ethics in pedagogy in their schools.

54.4% and 39.2% responses of teachers disagreed and strongly disagreed respectively with the statement # 20 that they are unable to apply different teaching methods according to the content. The intensity index of 4.25 shows

favorable perceptions of teachers that they follow institutional ethics in pedagogy in their schools.

68.0% and 32.0% responses of teachers strongly agreed and agreed respectively with the statement # 21 that they update their technological skills, which is required in the teaching learning process. The intensity index of 4.68 shows favorable perceptions of teachers that they follow institutional ethics in pedagogy in their schools.

58.4% and 40.8% responses of teachers strongly agreed and agreed respectively with the statement # 22 that they act as role model for value development in their students. The intensity index of 4.58 shows favorable perceptions of teachers that they follow institutional ethics in pedagogy in their schools.

62.0% and 24.8% responses of teachers disagreed and strongly disagreed respectively with the statement # 23 that they sometimes reach late to their classes. The intensity index of 4.68 shows favorable perceptions of teachers that they follow institutional ethics in pedagogy in their schools.

TABLE - 7

Classroom Management							
S. No.	Statement	SA	A	U	D	SD	II
24	I teach in the class without being adequately prepared many times.	2 (1.6%)	8 (6.4%)	1 (0.8%)	55 (44.0%)	59 (47.2%)	4.29
25	I ensure that, I demonstrate impartial behaviour to my students.	71 (56.8%)	52 (41.6%)	2 (1.6%)	0	0	4.55

26	I do not use my teacher's status to get any personal gain from my students.	79 (63.2%)	42 (33.6%)	1 (0.8%)	2 (1.6%)	1 (0.8%)	4.57
27	I ensure that students in my class physically safe and secure.	81 (64.8%)	43 (34.4%)	1 (0.8%)	0	0	4.62
28	I ensure that no child is bully in my class.	79 (63.2%)	45 (36.0%)	0	0	1 (0.8%)	4.61
29	I show respect to all the students from different status in my class.	86 (68.8%)	35 (28.0%)	0	4 (3.2%)	0	4.62
30	I treat all students with fairness and justice.	87 (69.6%)	37 (29.6%)	1 (0.8%)	0	0	4.69

Table – 7 revealed that the data pertaining institutional ethics followed by teachers in higher secondary schools in classroom management.

44.0% and 47.2% responses of teachers disagreed and strongly disagreed respectively with the statement # 24 that they teach in the class without being adequately prepared many times. The intensity index of 4.29 shows favorable perceptions of teachers that they follow institutional ethics in classroom management in their schools.

56.8% and 41.6% responses of teachers strongly agreed and agreed respectively with the statement # 25 that they ensure that, they demonstrate impartial behaviour to their students. The intensity index of 4.55 shows favorable perceptions of teachers that they follow institutional ethics in classroom management in their schools.

63.2% and 33.6% responses of teachers strongly agreed and agreed respectively with the statement # 26 that they do not use their teacher's status to get any personal gain from their students. The intensity index of 4.57 shows favorable perceptions of teachers that they follow institutional ethics in classroom management in their schools.

64.8% and 34.4% responses of teachers strongly agreed and agreed respectively with the statement # 27 that they ensure that students in their class physically safe and secure. The intensity index of 4.62 shows favorable perceptions of teachers that they follow institutional ethics in classroom management in their schools.

63.2% and 36.0% responses of teachers strongly agreed and agreed respectively with the statement # 28 that they ensure that no child is bully in their class. The intensity index of 4.61 shows favorable perceptions of teachers that they follow institutional ethics in classroom management in their schools.

68.8% and 28.0% responses of teachers strongly agreed and agreed respectively with the statement # 29 that they show respect to all the students from different status in their class. The intensity index of 4.62 shows favorable perceptions of teachers that they follow institutional ethics in classroom management in their schools.

69.6% and 29.6% responses of teachers strongly agreed and agreed respectively with the statement # 30 that they treat all students with fairness and justice. The intensity index of 4.69 shows favorable perceptions of teachers that they follow institutional ethics in classroom management in their schools.

TABLE - 8

Teacher's Student Relationship							
S. No.	Statement	SA	A	U	D	SD	II
31	I am approachable to all my students, who need me to discuss their problems.	72 (57.6%)	52 (41.6%)	0	1 (0.8%)	0	4.57
32	I motivate and encourage my all students in their educational needs.	71 (56.8%)	54 (43.2%)	0	0	0	4.57

Table – 8 revealed that the data pertaining institutional ethics followed by teachers in higher secondary schools in teacher's student relationship.

57.6% and 41.6% responses of teachers strongly agreed and agreed respectively with the statement # 31 that they are approachable to all students, who need them to discuss their problems. The intensity index of 4.57 shows favorable perceptions of teachers that they follow institutional ethics in teacher's student relationship in their schools.

56.8% and 43.2% responses of teachers strongly agreed and agreed respectively with the statement # 32 that they motivate and encourage their students in their educational needs. The intensity index of 4.57 shows favorable perceptions of teachers that they follow institutional ethics in teacher's student relationship in their schools.

TABLE - 9

School Community Relationship							
S. No.	Statement	SA	A	U	D	SD	II
33	I help the community as and when required.	54 (43.2%)	67 (53.6%)	4 (3.2%)	0	0	4.40
34	I sometimes unable to attend parent's teacher meet on time.	3 (2.4%)	15 (12.0%)	4 (3.2%)	71 (56.8%)	32 (25.6%)	3.91
35	I sometimes engage in negative talk about my colleagues.	0	2 (1.6%)	3 (2.4%)	47 (37.6%)	73 (58.4%)	4.53

Table – 9 revealed that the data pertaining institutional ethics followed by teachers in higher secondary schools in school community relationship.

43.2% and 53.6% responses of teachers strongly agreed and agreed respectively with the statement # 33 that they help the community as and when required. The intensity index of 4.40 shows favorable perceptions of teachers that they follow institutional ethics in school community relationship in their schools.

56.8% and 25.6% responses of teachers disagreed and strongly disagreed respectively with the statement # 34 that they sometimes unable to attend parent's teacher meet on time. The intensity index of 3.91 shows favorable perceptions of teachers that they follow institutional ethics in school community relationship in their schools.

37.6% and 58.4% responses of teachers disagreed and strongly disagreed respectively with the statement # 35 that they sometimes engage in negative talk about their colleagues. The intensity index of 4.53 shows favorable perceptions

of teachers that they follow institutional ethics in classroom management in their schools.

PERCEPTION OF PRINCIPAL

TABLE # 10

Administration							
S. No.	Statement	SA	A	U	D	SD	II
1	I make an appropriate code of conduct for all my staff keeping in mind fair ethical practices.	20 (74.1%)	6 (22.2%)	1 (3.7%)	0	0	4.70
2	I review and rewrite the new ethical code of conduct every year for school effectiveness.	7 (25.9%)	20 (74.1%)	0	0	0	4.26
3	I ensure that all my actions are consistent with my institution's interest.	6 (22.2%)	20 (74.1%)	1 (3.7%)	0	0	4.19
4	I never share confidential information with all.	22 (81.5%)	5 (18.5%)	0	0	0	4.81
5	I sometimes fail to hold regular staff meetings with my teachers for educational purpose.	0	0	0	23 (82.5%)	4 (14.8%)	4.15
6	I motivate my school's staff to do their work	22 (81.5%)	5 (18.5%)	0	0	0	4.81

	honestly and sincerely.						
7	I ensure that, I do not break the trust that the management on me.	23 (85.2%)	4 (14.8%)	0	0	0	4.85
8	I sometimes faced ethical dilemma.	0	7 (25.9%)	2 (7.4%)	17 (63.0%)	1 (3.7%)	3.44
9	I do not indulge in any malpractices while implementing the school budget.	22 (81.5%)	5 (18.5%)	0	0	0	4.81

Table # 10 revealed that the data pertaining institutional ethics followed by principals in higher secondary schools in administration.

74.1% and 22.2% responses of principals strongly agreed and agreed respectively with the statement # 1 that they make an appropriate code of conduct for all my staff keeping in mind fair ethical practices. The intensity index of 4.81 shows strongly favorable perceptions of principals that they follow institutional ethics in their schools.

25.9% and 74.1% responses of principals strongly agreed and agreed respectively with the statement # 2 that they review and rewrite the new ethical code of conduct every year for school effectiveness. The intensity index of 4.26 shows strongly favorable perceptions of principals that they follow institutional ethics in their schools.

22.2% and 74.1% responses of principals strongly agreed and agreed respectively with the statement # 3 that they ensure that all their actions are consistent with their institution's interest. The intensity index of 4.19 shows

strongly favorable perceptions of principals that they follow institutional ethics in their schools.

81.5% and 18.5% responses of principals strongly agreed and agreed respectively with the statement # 4 that they never share confidential information with all. The intensity index of 4.81 shows strongly favorable perceptions of principals that they follow institutional ethics in their schools.

82.5% and 14.8% responses of principals disagreed and strongly disagreed respectively with the statement # 5 that they sometimes fail to hold regular staff meetings with their teachers for educational purpose. The intensity index of 4.15 shows favorable perceptions of principals that they follow institutional ethics in their schools.

81.5% and 18.5% responses of principals strongly agreed and agreed respectively with the statement # 6 that they motivate their school's staff to do their work honestly and sincerely. The intensity index of 4.81 shows strongly favorable perceptions of principals that they follow institutional ethics in their schools.

85.2% and 14.8% responses of principals strongly agreed and agreed respectively with the statement # 7 that they ensure to do not break the trust that the management have on them. The intensity index of 4.85 shows strongly favorable perceptions of principals that they follow institutional ethics in their schools.

63.0% and 3.7% responses of principals disagreed and strongly disagreed respectively with the statement # 8 that they sometimes faced ethical dilemma. The intensity index of 3.44 moderately favorable perceptions of principals that they follow institutional ethics in their schools.

81.5% and 18.5% responses of principals strongly agreed and agreed respectively with the statement # 9 that they do not indulge in any malpractices

while implementing the school budget. The intensity index of 4.81 shows strongly favorable perceptions of principals that they follow institutional ethics in their schools.

TABLE # 11

Recruitment Process							
S. No.	Statement	SA	A	U	D	SD	II
10	I recruit teachers without any discrimination based on caste, creed and community.	22 (81.5%)	5 (18.5%)	0	0	0	4.81
11	I hire teachers who are professionally competent.	7 (25.9%)	20 (74.1%)	0	0	0	4.26
12	I do not bend my rules under any political pressure to recruit teachers.	6 (22.2%)	21 (77.8%)	0	0	0	4.22
13	In my institution male and female teachers get equal salary as per there grade.	21 (77.8%)	6 (22.2%)	0	0	0	4.78

Table 11 revealed that the data pertaining institutional ethics followed by principals in higher secondary schools in recruitment process.

81.5% and 18.5% responses of principals strongly agreed and agreed respectively with the statement # 10 that they recruit teachers without any discrimination based on caste, creed and community. The intensity index of 4.81 shows strongly favorable perceptions of principals that they follow institutional ethics in their schools.

25.9% and 74.1% responses of principals strongly agreed and agreed respectively with the statement # 11 that they hire teachers who are professionally competent. The intensity index of 4.26 shows strongly favorable perceptions of principals that they follow institutional ethics in their schools.

22.2% and 77.8% responses of principals strongly agreed and agreed respectively with the statement # 12 that they do not bend their rules under any political pressure to recruit teachers. The intensity index of 4.22 shows strongly favorable perceptions of principals that they follow institutional ethics in their schools.

77.8% and 22.2% responses of principals strongly agreed and agreed respectively with the statement # 13 that they in their institution, male and female teachers get equal salary as per their grade. The intensity index of 4.78 shows strongly favorable perceptions of principals that they follow institutional ethics in their schools.

TABLE # 12

Admission Process							
S. No.	Statement	SA	A	U	D	SD	II
14	I do not take any money or donation from community for student admission.	21 (77.8%)	6 (22.2%)	0	0	0	4.78
15	I do not entertain any recommendations from political leaders for student admission.	5 (18.5%)	22 (81.5%)	0	0	0	4.19
16	I am fair in the entrance test	3 (11.1%)	20 (74.1%)	4 (14.8%)	0	0	3.96

	given to students for admission.						
17	I give admission to students only on fair criteria.	6 (22.2%)	21 (77.8%)	0	0	0	4.22

Table 12 revealed that the data pertaining institutional ethics followed by principals in higher secondary schools in admission process.

77.8% and 22.2% responses of principals strongly agreed and agreed respectively with the statement # 14 that they do not take any money or donation from community for student admission. The intensity index of 4.78 shows strongly favorable perceptions of principals that they follow institutional ethics in their schools.

18.5% and 81.5% responses of principals strongly agreed and agreed respectively with the statement # 15 that they do not entertain any recommendations from political leaders for student admission. The intensity index of 4.19 shows strongly favorable perceptions of principals that they follow institutional ethics in their schools.

77.8% and 22.2% responses of principals strongly agreed and agreed respectively with the statement # 16 that they are fair in the entrance test given to students for admission. The intensity index of 3.96 shows moderately favorable perceptions of principals as 14.4% are undecided.

22.2% and 77.8% responses of principals strongly agreed and agreed respectively with the statement # 17 that they give admission to students only on fair criteria. The intensity index of 4.22 shows strongly favorable perceptions of principals that they follow institutional ethics in their schools.

TABLE # 13

Examination							
S. No.	Statement	SA	A	U	D	SD	II
18	I ensure that all teachers in my school evaluate fairly and justly.	6 (22.2%)	21 (77.8%)	0	0	0	4.22
19	I am sometimes unable to supervise school examination.	3 (11.1%)	4 (14.8%)	0	20 (74.1%)		3.37
20	I maintain all examinations records regularly.	22 (81.1%)	5 (18.5%)	0	0	0	4.81
21	I keep examinations records updated.	21 (77.8%)	6 (22.2%)	0	0	0	4.78
22	I appraise teachers objectively.	2 (7.4%)	21 (77.8%)	0	4 (14.8%)	0	3.78

Table 13 revealed that the data pertaining institutional ethics followed by principals in higher secondary schools in examination.

22.2% and 77.8% responses of principals strongly agreed and agreed respectively with the statement # 18 that they do not take any money or donation from community for student admission. The intensity index of 4.78 shows strongly favorable perceptions of principals that they follow institutional ethics in their schools.

11.1% and 22.2% responses of principals strongly agreed and agreed respectively with the statement # 19 but 74.1% are disagree that they sometimes unable to supervise school examination. The intensity index of 3.96 shows moderately favorable perceptions of principals.

81.1% and 18.5% responses of principals strongly agreed and agreed respectively with the statement # 20 that they maintain all examinations records regularly. The intensity index of 4.78 shows strongly favorable perceptions of principals that they follow institutional ethics in their schools.

77.8% and 22.2% responses of principals strongly agreed and agreed respectively with the statement # 21 that they keep examinations records updated. The intensity index of 4.78 shows strongly favorable perceptions of principals that they follow institutional ethics in their schools.

7.4% and 77.8% responses of principals strongly agreed and agreed respectively with the statement # 22 but 14.8% are disagree that they appraise teachers objectively. The intensity index of 3.96 shows moderately favorable perceptions of principals.

TABLE # 14

Curriculum Implementation (Staff Development)							
S. No.	Statement	SA	A	U	D	SD	II
23	I arrange conferences and seminars for teachers according to their professional need.	5 (18.5%)	22 (81.5%)	0	0	0	4.19
24	I ensure that my school's teachers complete the curriculum on time.	8 (29.6%)	19 (70.4%)	0	0	0	4.30
25	I ensure my school's teachers do not leave any part of curriculum.	1 (3.7%)	22 (81.5%)	0	4 (14.8%)	0	3.74

26	I do not regularly check the timetable of all my teaching staff.	1 (3.7%)	6 (22.2%)	0	18 (66.7%)	2 (7.4%)	3.52
27	Due to my administrative duties, I do not check the lesson plans of my school's teachers regularly.	3 (11.1%)	9 (33.3%)	0	15 (55.6%)	0	3.00

Table # 14 revealed that the data pertaining institutional ethics followed by principals in higher secondary schools in curriculum implementation (staff development).

18.5% and 81.5% responses of principals strongly agreed and agreed respectively with the statement # 23 that they arrange conferences and seminars for teachers according to their professional need. The intensity index of 4.19 shows strongly favorable perceptions of principals that they follow institutional ethics in their schools.

18.5% and 81.5% responses of principals strongly agreed and agreed respectively with the statement # 24 that they ensure that their school's teachers complete the curriculum on time. The intensity index of 4.30 shows strongly favorable perceptions of principals that they follow institutional ethics in their schools.

3.7% and 81.5% responses of principals strongly agreed and agreed respectively with the statement # 25 that they ensure their school's teachers do not leave any part of curriculum. The intensity index of 3.74 shows strongly favorable perceptions of principals.

66.0% and 7.4% responses of principals disagreed and strongly disagreed respectively with the statement # 26 that they do not regularly check the timetable of all their teaching staff. The intensity index of 3.52 moderately favorable perceptions of principals that they follow institutional ethics in their schools.

55.6% responses of principals are disagree with the statement # 27 that due to their administrative duties, they do not check the lesson plans of their school's teachers regularly but 11.1% and 33.3% responses of principals strongly agreed and agreed respectively with the statement. Thus intensity index of 3.00 shows moderately favorable perceptions of principals towards this statement.

TABLE # 15

Pedagogy (Staff Development)							
S. No.	Statement	SA	A	U	D	SD	II
28	I communicate with all my staff honestly giving them true facts.	6 (22.2%)	21 (77.8%)	0	0	0	4.22
29	I ensure that all my teachers used teaching methodology according to content that they teach.	7 (25.9%)	20 (74.1%)	0	0	0	4.26
30	I motivate my teachers to learn the latest teaching methodologies according to changing time.	20 (74.1%)	7 (25.9%)	0	0	0	4.74
31	I am not aware of new digital teaching	2 (7.4%)	1 (3.7%)	0	7 (25.9%)	17 (63.0%)	4.33

	learning technology which is the need of today's era.						
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Table # 15 revealed that the data pertaining institutional ethics followed by principals in higher secondary schools in pedagogy (staff development).

22.2% and 77.8% responses of principals strongly agreed and agreed respectively with the statement # 28 that they communicate with all their staff honestly giving them true facts. The intensity index of 4.22 shows strongly favorable perceptions of principals that they follow institutional ethics in their schools.

25.9% and 74.1% responses of principals strongly agreed and agreed respectively with the statement # 29 that they ensure all their teachers used teaching methodology according to content that they teach. The intensity index of 4.26 shows strongly favorable perceptions of principals that they follow institutional ethics in their schools.

74.1% and 25.9% responses of principals strongly agreed and agreed respectively with the statement # 30 that they motivate their teachers to learn the latest teaching methodologies according to changing time. The intensity index of 4.74 shows strongly favorable perceptions of principals that they follow institutional ethics in their schools.

25.9% and 63.0% responses of principals disagreed and strongly disagreed respectively with the statement # 31 that they are not aware of new digital teaching learning technology which is the need of today's era. The intensity index of 4.33 shows strongly favorable perceptions of principals that they follow institutional ethics in their schools.

TABLE # 16

School Community Relationship							
S. No.	Statement	SA	A	U	D	SD	II
32	I try my best that all my actions are honestly in favour of school community relationship.	6 (22.2%)	21 (77.8%)	0	0	0	4.22
33	I do not hold parents teachers meet regularly.	0	3 (11.1%)	3 (11.1%)	19 (70.4%)	2 (7.4%)	3.74
34	I maintain sincere communication with parents and guardians regarding all school programs.	5 (18.5%)	22 (81.5%)	0	0	0	4.19
35	I do not hide with the community as to all, what is happening in my school.	4 (14.8%)	21 (77.8%)	2 (7.4%)	0	0	4.07
36	I communicate objectively to the parents and the guardians according to the achievement and behaviour of the learner.	6 (22.2%)	21 (77.8%)	0	0	0	4.22
37	I take objective decisions keeping the interest of school in my mind.	20 (74.1%)	7 (25.9%)	0	0	0	4.74

Table # 16 revealed that the data pertaining institutional ethics followed by principals in higher secondary schools in school community relationship.

22.2% and 77.8% responses of principals strongly agreed and agreed respectively with the statement # 32 that they try their best that all their actions are honestly in favour of school community relationship. The intensity index of 4.22 shows strongly favorable perceptions of principals that they follow institutional ethics in their schools.

70.4% and 7.4% responses of principals disagreed and strongly disagreed respectively with the statement # 33 that they do not hold parents teachers meet regularly. The intensity index of 3.74 strongly favorable perceptions of principals that they follow institutional ethics in their schools.

18.5% and 81.5% responses of principals strongly agreed and agreed respectively with the statement # 34 that they maintain sincere communication with parents and guardians regarding all school programs. The intensity index of 4.19 shows strongly favorable perceptions of principals that they follow institutional ethics in their schools.

14.8% and 77.8% responses of principals strongly agreed and agreed respectively with the statement # 35 that they do not hide with the community as to all, what is happening in their school. The intensity index of 4.07 shows strongly favorable perceptions of principals that they follow institutional ethics in their schools.

22.2% and 77.8% responses of principals strongly agreed and agreed respectively with the statement # 36 that they communicate objectively to the parents and the guardians according to the achievement and behaviour of the learner. The intensity index of 4.22 shows strongly favorable perceptions of principals that they follow institutional ethics in their schools.

74.1% and 25.9% responses of principals strongly agreed and agreed respectively with the statement # 37 that they take objective decisions keeping the interest of school in their mind. The intensity index of 4.74 shows strongly favorable perceptions of principals that they follow institutional ethics in their schools.

4.1.2 DATA ANALYSIS WITH RESPECT TO OBJECTIVE - 2

1. To study the barriers which come in the way to practicing institutional ethics by teachers.

1. School Administration

8.12% responses of teachers stated that they faced the problem of less effective management to follow the institutional ethics and 6.9% teachers stated that they faced the problem of improper and unorganized administration to maintain the code of institutional ethics. 25.52% responses teachers reveals that they have a problem in following institutional ethics because they do not have cooperation and support and cordial relation with the administration and 31.32% teachers stated that due to unequal behavior by administration is the problem following institutional ethics.

2. Recruitment Process

26.6% teachers expressed their problems while recruitment and said that they do not seen fairness and impartiality and 14.16% teachers faced biasedness. 8.2% teachers show that they have seen the unplanned and unorganized recruitment process in the institution that hinders the institutional ethics in schools.

3. Admission Process

9.2% teachers' revealed problems in admission process due to corruptions and political pressure and 16.24% teachers seen unfair practices in following

ethics in admissions. 12.72% teachers faced problems of entrance test for students that show discrepancies in admission process.

4. Examinations

9.2% teachers revealed that due to unplanned examinations affects the criteria of examination. 17.25% teachers revealed that there is a partiality in evaluations in examinations.

5. Curriculum Implementation

12.43% teachers faced problem in curriculum implementation because it was not aged properly and not skilled based. 4.52 teachers revealed the lack of time or time management problem hinders curriculum implementation.

6. Pedagogy

9.63% teachers revealed that they have less pedagogical skills for slow learners. 3.21% teachers faced problems due to lack of resources and 4.28% of teachers had problem in no flexibility in pedagogy. 7.49% teachers having lack of workshops for them.

7. Classroom Management

16.50% of teachers faced problems of indiscipline in the class and 16.50% teachers faced problem due to unhealthy atmosphere among secondary and higher secondary students. 3.39% teachers unable to manage the class due to lack of time management.

8. Teacher's Student Relationship

15.82% of teachers revealed the problem of not healthy atmosphere with students. 19.21% teachers faced problem the relationship between teacher and students are unapproachable. 10.17% teachers having the problem that good facilitators are required. 14.42% teachers faced problems in transparency.

9. School Community Relationship

8.7% teachers are facing problems of cooperation and disrespect from school community and 13.05% teachers revealed that they do not have transparency between school community relationships. 9.75% teachers faced problems due to no regular communication with parents.

2. To study the barriers which coming in the way to practicing institutional ethics by principals.

1. School Administration

1.8% principals faced problem due lack of management support. 1.35% principals face problem in management pressure and political pressure and 1.89% faced difficulties in motivating the teaching staff. 1.62% principals faced problem of insufficient budgets and 1.8% principals faced problems of workload.

2. Recruitment Process

2.43% principals faced problem of lack of qualified and experience teachers. 3.43 % principals faced problem of management and political pressure in recruitment process of teachers.

3. Admission Process

2.70% principals faced problems due to reservation policy and 2.43 percent principal revealed their problem of management and trustees, political pressure in admission process.

4. Examinations

1.62% principals found problems of malpractices during examinations and 1.62% principals found that the teachers do not have adequate knowledge of examination process in secondary and higher secondary schools. 1% principals faced problem of rules and regulations not followed by students.

5. Curriculum Implementation

1.89% principals revealed that the teacher are not following curriculum properly in class and 1.08% principals face problems in changing the curriculum.

6. Pedagogy

1.80% principals faced problems of different teaching style and attitude of teachers affects the pedagogical methods.

7. School Community Relationship

1.89% principals faced problems that the school community relation is not transparent. 1.8% principals had problem in lack of support of parents and teachers.

4.1.3 DATA ANALYSIS WITH RESPECT TO OBJECTIVE - 3

1. To suggest measures for enhancing institutional ethics by teachers.

1. School Administration

- Majority of teachers suggested that should be cooperative when teachers required.
- Most of teachers suggested for effective and organized management.

2. Recruitment Process

- Majority if teachers suggested that recruitment process should not be under political pressure.
- Most of teachers suggested that recruitment process should be fair an unbiased.

3. Admission Process

- Majority of teachers suggested that admission process should be transparent.

- Most of teachers suggested that there should not be any corruption in the admission process.

4. Examinations

- Majority of teachers suggested that evaluation and assessment process should be impartial.
- Most of teachers suggested that all records related to examination should be kept proper and confidential.

5. Curriculum Implementation

- Majority of teachers suggested that curriculum should follow on time.

6. Pedagogy

- Majority of teacher suggested that the pedagogy should be flexible and dynamic.
- Most of teachers also suggested for full support of resources to apply pedagogical methods in classroom management.

7. Classroom Management

- Majority of teachers suggested that there must be a discipline in secondary and higher secondary students.
- Most of teachers suggested that healthy and good atmosphere is necessary for students.

8. Teacher's Student Relationship

- Majority of teachers suggested that there should be fair and transparent student relationship.
- Majority of teachers suggested that teachers should be good facilitator.

9. School Community Relationship

- Majority of teacher suggested that school community relationship should be transparent, cordial and respectful.

1. To suggest measures for enhancing institutional ethics by principals.

1. School Administration

- Majority of principals suggested that there should not be any management and political pressure to follow the administration code conduct.

2. Recruitment Process

- Majority if principal suggested that qualified and experience teachers should be seek while recruitment for secondary and higher secondary teachers.

3. Admission Process

- Majority of principals suggested that there should be any political and management pressure in admission process.

4. Examinations

- Majority of principals suggested that there should not be any malpractices in examinations and should also follow strict rules and regulations of examinations.

5. Curriculum Implementation

- Majority of principals suggested that curriculum should be followed by teachers on time.

6. Pedagogy

- Majority of principal suggested that pedagogical method should be dynamic for all students.

7. School Community Relationship

- Majority of teacher suggested that school community relationship should be transparent, cordial and respectful.

CHAPTER – V

SUMMARY, FINDINGS

AND

CONCLUSION

CHAPTER –V

SUMMARY, FINDINGS AND CONCLUSION

5.0 INTRODUCTION

This chapter presents the summary of the entire study, major findings of the present study, discussions of the major findings and suggestions for the future endeavors. The findings are drawn out from the analysis of the data and the interpretations of the data arrived from the data analyzed.

Education and ethics are essential needs for the full development of human beings. Education can be viewed as the transmission of the values and knowledge of the society. School helps children to become a good citizen and human being. School education can be understood as the transitory process for the young children during the formative period of their growth and development.

The importance of higher secondary education is that it is the earliest stage which brings the young students in touch with the world of work. An ethical practice in school not only gives necessary impetus for its strong image in society but also ensures its sustainability.

Academic activities plays an important role for all round development and in effectiveness of school. Importance of ethical concept has been forecasted to meet the collective interest. The maintenance of ethics in academic activities is not limited with the attempt of teacher only.

5.0.1 POLICY PERSPECTIVE

Secondary Education Commission (1952-53); believed that the ultimate goal of education should be to develop students' character and personality so that they can reach their full potential and contribute to the community's well-being.

Discipline, tolerance, patriotism, cooperation, international citizenship, and morality must all be instilled.

National Education Commission (1964-66); our education system should focus on the development of essential social, moral, and spiritual qualities. Education used to be a significant tool for instilling and cultivating values, morals, and attitudes in the development of an individual's character. Education investment confirmed the value of human beings as good assets.

National Policy on Education (1986, 1992); The NCERT and the All India Federation of Primary and Secondary School Teachers' Organizations collaborated to produce a National Policy on Education (1986, 1992) and a Code of Professional Ethics for Teachers. The code's preamble reaffirms the country's teachers' commitment to protect their professional integrity, work to elevate the profession's dignity, and take appropriate steps.

Central Advisory Board of Education Committee on Policy (2005); the role that education plays and can play in designing and nurturing national characteristics has been studied by the Central Advisory Board of Education's policy committee; the Planning Commission's core group on value orientation of education. The principles instilled in the younger generation will last a lifetime. On religious and moral instruction, it was also highlighted that the teaching of moral and religious values is essential.

National Curriculum Framework (2005); According to the National Curriculum Framework (2005), emotional richness, sensitivity, and values are necessary for developing and maintaining interactions with the social environment, the natural world, and oneself. This provides life meaning by offering emotional content and a sense of purpose. This is also the foundation for morality and ethics. As a result, ethics must be considered in relation to action and decision.

National Education Policy (2020); emphasis on professional ethics and skills preparation Professional education must be reintegrated into higher education, and professional education must be revitalised: One of NEP 2019's goals is to develop a comprehensive approach to professional preparation by assuring broad-based competencies and 21st-century abilities, as well as a grasp of the social-human context.

5.0.2 VALUES AND ETHICS: MEANING AND CONCEPT

The concept of values and ethics need to me understand clearly. Value is the base of ethics and all ethical practices are emerging from values. Ethics refers to the guidelines for conduct, that address question about morality. Value is defined as principles and ideals that help them in making judgment of what is more important. Values and Ethics together lay the foundation for sustainability.

5.0.3 ETHICS: DEFINITIONS

Ethics is a branch of Philosophy that deals with the morality. The word ethics has been derived from the Greek word 'ethos' which means character. Aristotle was one the first great Philosophers to define the ethics.

Socrates' (470-399 BC) philosophical method is always ethical. Socrates believed that if one knows what the good is, one will always do what is good. Thus if one truly understands the meaning of courage, self-control, or justice, one will act in a courageous, self-controlled and just mane.

Rushworth Kidder (2003), states that "standard definitions of *ethics* have typically included such phrases as 'the science of the ideal human character' or 'the science of moral duty'"

Paul and Elder (2005), state that most people confuse ethics with behaving in accordance with social conventions, religious beliefs and the law and don't treat ethics as a stand-alone concept.

Richard William Paul and Linda Elder (2005), define ethics as "a set of concepts and principles that guide us in determining what behavior helps or harms sentient creatures"

The **Cambridge Dictionary of Philosophy (2015)**, states that the word "ethics" is "commonly used interchangeably with 'morality' ... and sometimes it is used more narrowly to mean the moral principles of a particular tradition, group or individual."

5.0.4 DIMENSION OF ETHICS

Ethics is the study of what is wrong and what is right. Good-evil, right-wrong, virtue- vice, justice and injustice are some ethical concepts. Ethics is divided into two parts: theoretical ethics and applied ethics. Theoretical ethics includes normative ethics, descriptive ethics and met ethics. Applied ethics refers to professional ethics.

5.0.5 INSTITUTIONAL ETHICS: MEANING AND DEFINITION

Ethics formally and explicitly into daily work place. It means getting ethics into school policy formation at the board and top management levels. Getting ethics into all daily decision making and work practices down the line. (Weber 1979).

The term institutional ethics is a broad and dynamic concept comprising ethical climate, levels of trust, moral awareness and ways of acting that ensure a shared set of values that promotes the common good.

Every schools must maintain a moral profile to gain credibility in the eyes of the stakeholders and build a good institutional image. Ethical conduct is to be practiced in all facets of the institutional operations and activities. It is not only necessary to frame ethical standards but also to ensure that standards and benchmarks set are followed in letter and spirit. Ethical dimensions of an Educational Institution cannot be ignore and the ethical practices should followed by, Top Management, Principal and Team, Teachers, Students /Learners, on-teaching and support staff, other stakeholders.

5.0.6 DIMENSIONS OF INSTITUTIONAL ETHICS

Dimensions of institutional ethics are broadly based upon Integrity, Honesty, Truth, Transparency, Respect for Others, Trust, Accountability, Fairness, Equity, Justice and Social Justice, Democratic and Ethical Governance and Management of the Education System and Educational Institutions, Quality Education, Personal and Systems Improvement, Institutional Autonomy/Institutional Independence, International Co-operation, Selflessness, Objectivity, Openness, Leadership and Academic freedom.

5.0.7 NEED AND IMPORTANCE OF INSTITUTIONAL ETHICS

Ethics in educational institutions that are applicable on principals and teachers require them to show patience to every student despite their learning abilities. They should treat every student equally and do justice while taking an action. It's important that the teacher understands that every student is different and shouldn't be evaluated on the same basis. Ethics in educational institutions doesn't allow teachers and principals to hold grudges and to intentionally treat students unfairly. At the same time ethics in educational institutions requires a student to respect the teachers and principals abide by the rules set by them.

The Institutional Code should apply to all members of the academic community, including institutional leadership, faculty members, administrative staff and students. Each member of the community should be made aware of his/her rights but also of their personal responsibility to comply. The Institutional code of conduct should include, or refer to, a specific set of rights and responsibilities of the education community.

5.0.8 HIGHER SECONDARY SCHOOLS: FUNCTIONS OF ETHICS

In educational institution, Ethical behaviour and code of conduct are to be followed by all the participants. The area of ethical practices covered the dimensions of admission criteria, recruitment process, examination and evaluation, curriculum and pedagogical methods, planning, teaching–learning process and so on. The code of conduct emphasises that a teacher is not only a knowledge provider for students' cognitive development, but also a democratic and socialising agent, charged with assisting children in developing social and emotional maturity and becoming useful and self-supporting citizens.

Teachers play a very important role in a student's life. It's essential that they follow certain ethics. Teachers should treat every student equally and do justice while taking an action. Ethics in educational institutions doesn't allow teachers to hold grudges.

Principal's ethical leadership is a great importance regarding the educational institution. Principal needs professional development in ethical decision-making. It is the necessity of establishing codes of ethics and behaving according to them. The most significant job of a school's principal is to have an ethical perspective of school administration, in admissions, and teacher recruitment. As a school's principal, one must assume specific obligations and act ethically when making judgments.

5.0.9 DETERIORATION OF ETHICS IN PRESENT SCENARIO IN HIGHER SECONDARY SCHOOLS

The degradation of ethical climate in schools as a result of malpractices committed by major participants such as teachers, principals, and management, such as charging high fees for admission, applying for admission without merit, spreading corruption, absenteeism, unfair assessment, lack of pedagogical methods in following curriculum, and using unfair means to achieve self-benefit, among other unethical practises. The main failing of our educational system is the lack of inculcation of human values. It is past time to identify the causes of the fall in ethical.

Major issues in deterioration of ethics in educational institutions are Bussinessization of Educational Institutes; Corruption; Teacher's absenteeism; Lack of value education in Curriculum; Pedagogy does not engage properly teaching methodologies; Un-Fair Assessments; Students Safety; Enhances Performance and Professional Practices; Working with Colleagues; Interaction with Stakeholders; Guru and Shishya Bounding going away; Camouflaged salary; Unfair means; Unqualified and inexperienced teachers; Communication Level; Increased fee structures; No correlation; Not concerned with professional ethics; Donations; Lacking of value education in course curriculum; Student-teacher relationship status; Inadequate Govt. policies; Lack of compulsory faculty training; Lack of special training for head of educational institutions; Lack of teachers and principals evaluation by subordinates;

5.1 REVIEW RELATED IMPLICATION OF THE STUDY

Researcher found that only few studies have been conducted on institutional ethics/ethics in education, so the researcher also reviews studies on institutional values. In order to get a clear insight on institutional ethics in higher

secondary education for that the investigator has gone through the available sources like books, documents, survey reports, journals and research works to obtain research findings on related topic. The researcher has reviewed various objectives and methodology used in various research studies out of which some studies were conducted abroad on ethics, institutional values, Purecell and Weber 1979, William Lilli 1999 Rogers 1937, Institutional ethics committee 2019, Institutional ethics(University of Oslo) Norway, Ethics and education (The University of Edinburg), Building ethics in institution and few studies has been conducted in India which is related to professional ethics for schools teacher(Bhatia 2015), (Urmila 2015), Ethics and value For higher education. (Singh 2018).

Few studies conducted in India directly related to professional ethics, institutional values, (Purecell and Weber 1979), (Lilli 1999),(Rogers 1937), (Rich1984) on topic Professional Ethics in Education (Institutional ethics committee 2019), Institutional ethics(University of Oslo) Norway, Ethics and education (The University of Edinburg), Building ethics in institution and few studies has been conducted in India which is related to professional ethics for schools teacher(Bhatia 2015), (Urmila 2015), ethics and value in higher education(Singh 2018) .

Few studies has been conducted, a case studies–(Purecell and Weber1979), (Roger 1937), (William& Lillie 1999). Many of the studies adopted survey method - (Bhatia 2015), (Biswal 2016), (Thokar2017), (Roshan 2018), (Needhi 2018). Questionnaire and perception scale use as tools by the researchers– (Sherpa 2018), (Urmila 2015), Out of these above literature reviewed the researcher came across many studies on institutional values, professional ethics, value and ethics in education and few studies found on Institutional ethics but hardly found a study directly related to institutional ethics in higher secondary school and none study has done in India on institutional ethics in higher secondary school therefore

researcher has conducted a study on institutional ethics in higher secondary school.

5.2 RATIONALE OF THE STUDY

The term institutional ethics is a broad and dynamic concept comprising ethical climate, levels of trust, moral awareness and ways of acting that ensure that a shared set of values that promotes the common good becomes the prevailing culture of the group. Institutional ethics requires the support of an institution's ethical vision and strategy. With this underpinning, institutions should have the capacity to carryout ethical strategic plans a set of principles of ethics might develop a guiding framework for ethical practices, but the effectiveness of ethical practices depends on the capabilities of both institution and members. They should be able to analyze the ethical aspects of problems, identify alternative ethical solutions to the problems, and choose the most appropriate ethical solution.

Effectiveness of the schools depend upon the teachers and principals for the schools. Principals play very important role in the ethics which demonstrated by and also teachers of the schools. Both making a long way in the effectiveness of the schools which gives quality education to the learner. Teachers are involved in various functions such as administrations, admission, recruitment, curriculum implementation, pedagogy, classroom management, teacher's student relationship and school community relationship. These all various dimension, the ethical practices is an essential part which is follow by teachers. Through this the quality of education will go up and the student will also learn ethics.

The functions of principals in terms of administrations, admission, recruitment, curriculum implementation, pedagogy and school community relationship in following institutional ethics. Where they are demonstrate the

ethical practices and ethical behavior so the effectiveness of the school and the quality of education grow up.

Therefore, researcher wanted to see, “What is a perception of teachers and principals in terms of various dimensions of ethics and the barriers they are facing in the way of practicing institutional ethics. And what the suggestion given by them so the study was under taken

Many researchers dwell with the topic ethics and institutional ethics. Institutions may integrate the principles of ethics into management process (planning, organizing, staffing, directing, and controlling) to ensure their implementation of ethical strategic plans. Since institutions can implement an ethical strategy through organizational management, many of them enhance ethical performance by using a code of ethics as a practical guideline. The code of ethics is not just about right and wrong, but presents a contractual sense of duty to all members. They must be motivated to perform their work in accordance with the code of ethics.

As the review of related literature revealed that the most of the studies were conducted on ethics /value of principal, teachers in educational institutions and some of the literature related to ethics given a reflection on the ethical practices its importance/deterioration. Thus Concerning all the topics in mind the researcher in the proposed study, try to study a perception of institutional ethics of teachers and principals in various dimensions administrations, admission, recruitment, curriculum implementation, pedagogy, classroom management, teacher’s student relationship and school community relationship of higher secondary schools and the researcher also try to know the that by following ethical practices positively the aim of achieving learning outcomes and fair behavior of teacher with student and academic achievement in teaching learning process in administration, admission, recruitment, examinations, evaluations, planning and

assessment, done in the institutions. The researcher would like to conduct study in Vadodara city due to her convenience.

5.3 STATEMENT OF THE PROBLEM

A study of perception of institutional ethics in higher secondary schools of Vadodara city.

5.4 OBJECTIVE OF THE STUDY

1. To study the perception of institutional ethics in terms of -Admissions, Examination, Evaluation, Recruitment, Curriculum implementation, Pedagogy and Classroom Management, Teacher–Student Relationship, School-Community Relationship.
2. To study the different barriers that come in the way to practicing institutional ethics.
3. To suggest measures for enhancing institutional ethics.

5.5 RESEARCH QUESTIONS

1. What is the perception towards institutional ethics in higher secondary schools?
2. What are different barriers that come in the way of practicing institutional ethics in higher secondary school of Vadodara city?

5.6 OPERATIONALIZATION OF THE TERM

Perception: perception for the present study refers to the scores obtained by teachers and principals on a five point scale regarding ethical practices in areas of Admissions, Examination, Recruitment, planning, Curriculum, Pedagogy,

Evaluation ,teaching learning process, and to following the ethical practices in higher secondary schools through ethical behaviour among each other.

5.7 EXPLANATION OF THE TERMS

Institution - Institution in the study refers to higher secondary schools.

Ethics –Ethics here refers to questions of human morality by defining concepts of ethical behavior or a code of conduct and practices.

Institutional Ethics – The ethical practices followed in the area of Admissions, Examination, Evaluation, Recruitment, Curriculum implementation, Pedagogy, and classroom management, teacher –student relationship, school-community relationship, school-community interface in higher secondary schools.

Higher Secondary Schools – are educational institutions that are higher secondary schools affiliated to Gujarat State Education Board that impart education to the students from class –X to XII.

5.8 DELIMITAION OF THE STUDY

The study will be delimited to the all English medium higher secondary schools affiliated to Gujarat Secondary and Higher Secondary Education Board in Vadodara city for the year of (2020-2021).

5.9 RESEARCH METHODOLOGY

Research is a systematic investigation to study the nature of a problem and to find a solution. It is a formal process adhering to certain well-established procedures and methods. The spirit of research guides the investigation. “It involves a more systematic structure of investigation usually resulting in some

sort of formal record of procedures and a report of results or conclusions” (Best and Kahn, 1992).

A brief description of the methodology used in the present study. It explains the sample selected for study, construction of the tool, other tools used in the study, procedure of data collection and statistical analysis of the data collected to study the institutional ethics in terms of principal’s perceptions and teacher’s perception to practice the ethics in higher secondary schools.

5.10 POPULATION OF THE STUDY

The population consist of all the teachers and principals of all English medium higher secondary schools affiliated to Gujarat Secondary and Higher Secondary Education Board of state of Gujarat.

5.11 SAMPLE OF THE STUDY

Out of 54 higher secondary schools 30 English medium higher secondary schools selected randomly that is affiliated to Gujarat Secondary and Higher Secondary Education Board in Vadodara city in that 30 principals included from schools and 10 teachers of each schools selected randomly but the final sample consist of 27 principals and 125 teachers from English medium higher secondary schools of Vadodara city. Due to Covid19 pandemic less data has been gathered therefore, secondary schools are also included in the sample for the study.

5.12 RESEARCH DESIGN

Research design for the present study is survey type.

5.13 DESCRIPTION OF THE TOOLS

Researcher has developed following tools for collecting data for the present study.

- 1. Perception Scale:** to meet objective number 1, perception scale or Likert-type scales (Five-point scale) included five alternatives from 1 to 5 made and they answered all those dimensions related item framed for which five option are given 1. Strongly Agree, 2. Agree, 3. Undecided, 4. Disagree, 5. Strongly Disagree.
- 2. Questionnaire:** To meet the objective 2 and 3, questionnaire made to find out the barriers and suggestions they have in the given area.

5.14 PLAN AND PROCEDURE OF THE STUDY

The data is collected personally by the investigator from 30 schools selected randomly as a sample. Validation of the tool has been done by experts to make sure that questions asked are attaining the objectives set and the language used is simple and clear. The questionnaire and perception scale are distributed among the teachers and the questionnaire for the principal is given to them. The data is collected in the month of April, 2021. The data has been collected through Google Forms sent on mobiles and on emails of principals and the teachers of all English medium secondary and higher secondary schools affiliated to Gujarat Secondary and Higher Secondary Education Board taken as sample for the study.

5.15 DATA ANALYSIS

For determining the perceptions of principals and teachers in the area of institutional ethics, the data collected by using the perception scale and analysing

through percentage and intensity index. For attaining the objective number 2 and 3 open ended questions asked to principals and teachers and the collected data analysed by using frequency and percentage.

5.16 MAJOR FINDINGS OF THE STUDY (OBJECTIVEWISE)

OBJECTIVES - 1

1. To study the perception of institutional ethics by teachers in terms of -

1. Administrations

- Majority of teachers stated that they strongly follow the code of conducts of school.
- Majority of teacher stated that they kept information confidential of related to school.
- Most of teachers stated that the attended staff meetings and training and development programmes.

2. Recruitment

- Most of teachers stated they were fair and just at the time of recruitment process.
- Most of teachers denied that they do not feel happy if any community pressure influence their recruitment.
- Most of teachers also stated that they feed correct data and information in their recruitment.

3. Admissions

- Majority of teacher stated that they do not take any money or donation for student admissions.
- Most of teachers stated that they do not entertain any recommendation from any political leader for admissions.

- Most of teachers also stated that they are fair in entrance test for student admission.

4. Examination

- Majority of teacher stated that they prepare examination schedule on time.
- Most of teachers stated that they kept all records of examination properly.

5. Curriculum implementation

- Majority of teachers stated that they able to maintain lesson plans dairy even in their busy schedule.
- Majority of teacher stated that they never manipulated any part curriculum due to lack of time.

6. Pedagogy

- Majority of teachers stated that they updated with technological skills that is required in teaching learning process.
- Most of teacher stated that they able to create proper learning environment even in their personal work.

7. Classroom Management

- Majority of teachers stated that they treat all students equal, fairly and justly.
- Most of teachers has respect for all students of different status in their class.
- Most of teachers also stated that all the students in their class are physically safe.

8. Teacher–Student Relationship

- Majority of teachers stated that they are approachable to their students in their problems and discussions.

- Most of teachers stated that they motivated students at the time of their academic need.

9. School-Community Relationship.

- Majority of teachers stated that they are able to attend PTM on time.
- Most of teachers stated that they never engaged in negative talks about their colleagues.

2. To study the perception of institutional ethics by Principals in terms of –

1. School Administration

- Majority of principals stated that they do not break trust that of management.
- Majority of principals that they do not indulge in any malpractices while implementing the school budget.
- Majority of principals stated that they do not failed to hold the regular staff meetings with their teachers for educational purpose.

2. Recruitment Process

- Majority if principals stated that they recruit teachers without any discrimination based on cast, creed and community.
- Most of principals stated that male and female get equal salary as per their grade in their schools.

3. Admission Process

- Majority of principals stated that they do not entertain any recommendation from political leaders in admissions.
- Most of principals stated that they give admissions on fair criteria only.

4. Examinations

- Majority of principals stated that they are able to supervise school examination.

- Most of principals stated that they maintain all the examination records regularly.

5. Curriculum Implementation

- Majority of principals stated that the teachers of their schools do not leave any part of curriculum.
- Most of principals also stated that they arrange conferences and seminars for teachers according to their professional need.

6. Pedagogy

- Majority of principal state that they ensure all the teachers use teaching methodology according to content they teach.
- Most of principals also stated that they communicate with all staff honestly giving them true facts.

7. School Community Relationship

- Majority of principals stated that they maintain teacher communication with parents.

OBJECTIVES - 2

1. To study the different barriers which come in the way of teachers to practicing institutional ethics.

1. School Administration

Majority of teachers stated that they have problems of less effective management and improper and unorganized administration. Due to lack of cooperation and cordial relation and unequal relation they faced problems in applying ethics in the school.

2. Recruitment Process

Majority of teachers revealed that they faced problem of partiality and biasedness in recruitment. Most of teachers stated that they have seen unplanned and unorganized recruitment process in their schools.

3. Admission Process

Most of teachers stated problems in admission process due to corruptions and political pressure and unfair practices in following ethics in admissions in their schools.

4. Examinations

Most of teachers stated that due to unplanned examinations affects the criteria of examination and there is a partiality in evaluations in examinations.

5. Curriculum Implementation

Majority of teachers stated that curriculum implementation was not aged properly and not skilled based and due to lack of time or time management problem that hinders curriculum implementation in their schools.

6. Pedagogy

Majority of teachers stated that they have less pedagogical skills for slow learners and faced problems due to lack of resources and had problem in flexibility in pedagogy and most of them also stated lack of workshops for them.

7. Classroom Management

Majority of teachers stated that they faced problems of indiscipline in the class due to unhealthy atmosphere among secondary and higher secondary students. Most of teachers stated that they are unable to manage the class due to lack of time management.

8. Teacher's Student Relationship

Majority of teachers stated the problem of not healthy atmosphere with students. They faced problem of relationship between teacher and students unapproachable. Most teachers stated that facilitators are required and teachers faced problems in transparency.

9. School Community Relationship

Majority of teachers had problems of cooperation and disrespect from school community and teachers revealed that they do not have transparency between school community relationships. They stated problems due to no regular communication with parents.

2. To study the different barriers which come in the way of practicing institutional ethics by principals.

1. School Administration

Majority of principals stated that they faced problem due lack of management support. They faced problem of management pressure and political pressure and also faced difficulties in motivating the teaching staff. Most of them faced problem of insufficient budgets and workload.

2. Recruitment Process

Majority of principals faced problem of lack of qualified and experience teachers and also stated that they faced problem of management and political pressure in recruitment process of teachers.

Admission Process

Majority of principals stated that they faced problems due to reservation policy and revealed their problem of management and trustees, political pressure in admission process.

3. Examinations

Majority of principals found problems of malpractices during examinations and found that the teachers do not have adequate knowledge of examination process in secondary and higher secondary schools. They also faced problem of rules and regulations not followed by students.

4. Curriculum Implementation

Majority of principals revealed that the teacher have not followed curriculum properly in classes and also stated problems in changing the curriculum.

5. Pedagogy

Majority of principals faced problems of different teaching style and attitude of teachers that affects the pedagogical methods.

6. School Community Relationship

Most of the principals faced problems that the school community relation is not transparent and had problem in lack of support of parents and teachers.

OBJECTIVES - 3

1. To suggest measures for enhancing institutional ethics by teachers.

1. School Administration

- Majority of teachers suggested that should be cooperative when teachers required.
- Most of teachers suggested for effective and organized management.

2. Recruitment Process

- Majority if teachers suggested that recruitment process should not be under political pressure.

- Most of teachers suggested that one should not be happy if community pressures entertain in their recruitment process.

3. Admission Process

- Majority of teachers suggested that admission process should be transparent.
- Most of teachers suggested that there should not be any corruption in the admission process.

4. Examinations

- Majority of teachers suggested that evaluation and assessment process should be impartial.
- Most of teachers suggested that all records related to examination should be kept proper and confidential.

5. Curriculum Implementation

- Majority of teachers suggested that curriculum should follow on time.

6. Pedagogy

- Majority of teacher suggested that the pedagogy should be flexible and dynamic.
- Most of teachers also suggested for full support of resources to apply pedagogical methods in classroom management.

7. Classroom Management

- Majority of teachers suggested that there must be a discipline in secondary and higher secondary students.
- Most of teachers suggested that healthy and good atmosphere is necessary for students.

8. Teacher's Student Relationship

- Majority of teachers suggested that there should be fair and transparent student relationship.
- Majority of teachers suggested that teachers should be good facilitator.

9. School Community Relationship

- Majority of teacher suggested that school community relationship should be transparent, cordial and respectful.

2. To suggest measures for enhancing institutional ethics by principals.

1. School Administration

- Majority of principals suggested that there should not be any management and political pressure to follow the administration code conduct.

2. Recruitment Process

- Majority if principal suggested that qualified and experience teachers should seek while recruitment for secondary and higher secondary teachers.

3. Admission Process

- Majority of principals suggested that there should be any political and management pressure in admission process.

4. Examinations

- Majority of principals suggested that there should not be any malpractices in examinations and should also follow strict rules and regulations of examinations.

5. Curriculum Implementation

- Majority of principals suggested that curriculum should be followed by teachers on time.

6. Pedagogy

- Majority of principal suggested that pedagogical method should be dynamic for all students.

7. School Community Relationship

Majority of teacher suggested that school community relationship should be transparent, cordial and respectful.

5.17 DISCUSSION

It has found that the majority of teachers followed ethical practices in terms of admissions. However (Vinayashil, 1996) also discussed the role to institutional ethics in function of organization and also agreed that ethical practices in administration has significant impact on purpose of life.

Majority of teachers faced problems in following institutional ethics in recruitment process due to biasdness and interference of management and political pressure (Dr. D. Mohana and Dr. R. Gnanadevan, 2007) found in their study that professional ethical practices with respect to their gender, cast, creed and location.

Majority of teachers stated that institutional ethics are essential part for teachers and principals in their academic practices. (Sherpa, 2018) found that the knowledge of professional ethics and its implementation is very essential in teachers' professional life.

Majority of principals stated that they have problem of management pressure due to that they unable to follow the institutional code of conduct. (Purcell and Webber, 1979) found that both the leader and employee establish the ethical practices that is hallmark of any institution.

Majority of principal stared that they have proper and cordial school community relationship to maintain the institutional ethics. (Gautam, 1974) found in his study that the principal and the student interaction impact the positive social interaction among school community.

5.18 IMPLICATION OF THE PRESENT STUDY

- Implications for the institutional ethics for teachers and principals are for management in their policies making.

- Training and workshop can be organised for institutional ethics in teachers by the policy makers who designs development programme for them.
- Some more dimensions such as quality education, academic freedom, accountability and responsibility, personal and system improvement and institutional autonomy can be taken.
- Developing moral constitution adopted by the Ministry of Education and the teachers and principals before being appointed, as a reference for their ethical and professional behavior.
- Enriching programs for qualifying and training teachers on the ethics of the teaching profession.
- Establishing a website related to educational supervision and professional ethics that strengthens teachers and principals commitment to ethics.
- Reporting job performance evaluation templates to teachers and principals.
- Providing programs and training courses for fresh teachers about the professional ethics of teaching.

5.19 SUGGESTIONS FOR FURTHER RESEARCH

- Some more ethical dimensions such as academic freedom, accountability / responsibility, personal and system improvement, institutional autonomy can be taken for study.
- Experimental study can be taken to develop ethics in principals and teachers.
- Case study of an institution ethics can be taken where ethics of principals and teachers can be observed.
- Survey study can be taken for various dimensions of management / trustees in grant-in-aid schools.
- Ethical code of conduct for appraisal of teachers and staff can be develop for principals.

5.20 CONCLUSION

The present study discussed perception of teachers and principals of higher secondary schools on various dimension of institutional ethics. On the basis of the findings arrived through this research work, it can be concluded that the effectiveness of the school depends on the teachers and the principals who play very important role to demonstrate the ethical practices in schools. School teachers and principals have a key role in managing schools because they are main executor and decision makers, they are school leaders, and they have more responsibilities than the other staffs have. Hence teachers' and principals' ethical behaviors and decisions directly affect school climate positively. Teachers and Principals must follow codes of ethics and always think of students first in decision making. In such an ethical school environment success is a definite outcome of the educational process if teachers and principals themselves follow ethics in the institution then ethics will embodied in students also.

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APPENDICES

APPENDIX – I

TEACHER'S PERCEPTION SCALE

PLEASE FILL UP THE FOLLOWING INFORMATION

Name of the Teacher: _____

Name of the School _____

Locality: URBAN/ RURAL

School Type: Govt. / Private

Educational Qualification: _____ Age: _____ Sex: Male/ Female

Job Experience as a Teacher: _____ Years

Email: _____

Disclaimer:

This survey is conducted by Mrs. Jyoti Verma, Teacher Educator, Department of Education and Psychology (CASE), The Maharaja Sayajirao University Baroda, Vadodara, Gujarat, is collecting this data for dissertation purpose. The data generated will be used for research work only. Your statement will be kept strictly confidential and will be used only for research purpose.

Instructions:

This scale consists of statements, to study the perception of Teachers, in terms of institutional ethics. You need to rate each statement on any one of the five given responses i.e. Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (DA) and Strongly Disagree (SDA).

Kindly read each statement carefully and select the option which appropriately shows your behaviour. There is no right or wrong answer of any statement. Give your free and frank response without any hesitation. The data generated will be used for research work only. Your statement will be kept strictly confidential and will be used only for research purpose.

Thank You

Jyoti Verma
(Investigator)

Section - 1

Perception for Teacher

S. No.	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Administration						
1.	I ensure to follow codes of conduct of institution.					
2.	I ensure to keep confidential information related to students / parents/ teachers and school personal.					
3.	I am sometimes unable to attend, staff meetings and the training and development programs arranged by Institution.					
Recruitment						
4.	I am fair and just with my behaviour at the time of my recruitment.					
5.	I ensure that I honestly submit my data and information's related to me at the time of recruitment.					
6.	I feel happy, if community pressure influences my recruitment.					
Admissions						
7.	I do not take any money or donation from community for student admission.					
8.	I do not entertain any recommendations from political leaders for student admission.					
9.	I am fair in the entrance test given to students for admission.					
Examination						
10.	I prepare the examination schedule on time and as required.					
11.	I properly keep records of evaluations and progress of the students.					

S. No.	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
12.	I keep all examinations records of students systematically.					
13.	I evaluate students fairly and according to their performance and capability.					
Curriculum Implementation						
14.	I am not able to maintain sometimes lesson plan diary due to my busy schedule.					
15.	I ensure that, I teach my students according to the given curriculum guideline.					
16.	I sometimes manipulate my lesson plans due to lack of time.					
17.	I prepare my lesson plan keeping in mind the need of different students.					
18.	I am unable to use resources for teaching the content.					
Pedagogy						
19.	I am sometime unable to create a learning environment due personal work.					
20.	I am unable to apply different teaching methods to facilitate the learning among students.					
21.	I am unable to apply different teaching methods according to the content.					
22.	I update my technological skills, which is required in the teaching learning process.					
23.	I act as role model for value development in my students.					
24.	I sometimes reach late to my class.					
Classroom Management						

S. No.	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
25.	I teach in the class without being adequately prepared many times.					
26.	I ensure that, I demonstrate impartial behaviour to my students.					
27.	I do not use my teacher's status to get any personal gain from my students.					
28.	I ensure that students in my class physically safe and secure.					
29.	I ensure that no child is bully in my class.					
30.	I show respect to all the students from different status in my class.					
31.	I treat all students with fairness and justice.					
Teacher's Student Relationship						
32.	I am approachable to all my students, who need me to discuss their problems.					
33.	I motivate and encourage my all students in their educational needs.					
School Community Relationship						
34.	I help the community as and when required.					
35.	I sometimes unable to attend parent's teacher meet on time.					

Section - 2

Please write down the problems that you faced in practicing institutional ethics, and give your suggestions under each dimensions.

1. School Administrations

2. Recruitment Process

3. Admission Process

4. Examinations

5. Curriculum Implementation

6. Pedagogy

7. Classroom Management

8. Teacher's Student Relationship

9. School Community Relationship

PRINCIPAL'S PERCEPTION SCALE

PLEASE FILL UP THE FOLLOWING INFORMATION

Name of the Principal: _____

Name of the School _____

Locality: URBAN/ RURAL

School Type: Govt. / Private

Educational Qualification: _____ Age: _____ Sex: Male/ Female

Job Experience as a principal: _____ Years

Email: _____

Disclaimer:

This survey is conducted by Mrs. Jyoti Verma, Teacher Educator, Department of Education and Psychology (CASE), The Maharaja Sayajirao University Baroda, Vadodara, Gujarat, is collecting this data for dissertation purpose. The data generated will be used for research work only. Your statement will be kept strictly confidential and will be used only for research purpose.

Instructions:

This scale consists of statements, to study the perception of Principal, in terms of institutional ethics. You need to rate each statement on any one of the five given responses i.e. Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (DA) and Strongly Disagree (SDA). Kindly read each statement carefully and select the option which appropriately shows your behaviour. There is no right or wrong answer of any statement. Give your free and frank response without any hesitation. The data generated will be used for research work only. Your statement will be kept strictly confidential and will be used only for research purpose.

Thank You

Jyoti Verma
(Investigator)

Section - 1

Perception for Principal

S. No.	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Administration						
1.	I make an appropriate code of conduct for all my staff keeping in mind fair ethical practices.					
2.	I review and rewrite the new ethical code of conduct every year for school effectiveness.					
3.	I ensure that all my actions are consistent with my institution's interest.					
4.	I never share confidential information with all.					
5.	I sometimes fail to hold regular staff meetings with my teachers for educational purpose.					
6.	I motivate my school's staff to do their work honestly and sincerely.					
7.	I ensure that, I do not break the trust that the management on me.					
8.	I sometimes faced ethical dilemma.					
9.	I do not indulge in any malpractices while implementing the school budget.					
Recruitment Process						
10.	I recruit teachers without any discrimination based on caste, creed and community.					
11.	I hire teachers who are professionally competent.					
12.	I do not bend my rules under any political pressure to recruit teachers.					
13.	In my institution male and female teachers get equal salary as per there grade.					

S. No.	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Admission Process						
14.	I do not take any money or donation from community for student admission.					
15.	I do not entertain any recommendations from political leaders for student admission.					
16.	I am fair in the entrance test given to students for admission.					
Examination						
17.	I give admission to students only on fair criteria.					
18.	I ensure that all teachers in my school evaluate fairly and justly.					
19.	I am sometimes unable to supervise school examination.					
20.	I maintain all examinations records regularly.					
21.	I keep examinations records updated.					
22.	I appraise teachers objectively.					
Curriculum Implementation (Staff Development)						
23.	I arrange conferences and seminars for teachers according to their professional need.					
24.	I ensure that my school's teachers complete the curriculum on time.					
25.	I ensure my school's teachers do not leave any part of curriculum.					
26.	I do not regularly check the timetable of all my teaching staff.					
27.	Due to my administrative duties, I do not check the lesson plans of my school's teachers regularly.					

S. No.	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Pedagogy (Staff Development)						
28.	I communicate with all my staff honestly giving them true facts.					
29.	I ensure that all my teachers used teaching methodology according to content that they teach.					
30.	I motivate my teachers to learn the latest teaching methodologies according to changing time.					
31.	I am not aware of new digital teaching learning technology which is the need of today's era.					
School Community Relationship						
32.	I try my best that all my actions are honestly in favour of school community relationship.					
33.	I do not hold parents teachers meet regularly.					
34.	I maintain sincere communication with parents and guardians regarding all school programs.					
35.	I do not hide with the community as to all, what is happening in my school.					
36.	I communicate objectively to the parents and the guardians according to the achievement and behaviour of the learner.					
37.	I take objective decisions keeping the interest of school in my mind.					

Section - 2

Please write down the problems that you faced in practicing institutional ethics, and give your suggestions under each dimensions.

1. School Administrations

2. Recruitment Process

3. Admission Process

4. Examinations

5. Curriculum Implementation (Staff Development)

6. Pedagogy (Staff Development)

7. School Community Relationship

APPENDIX – III

LIST OF SCHOOLS

1. Alembic Vidyalaya
2. Alex Christy school
3. Ambe Group of School
4. BAPS Swaminarayan Vidyamandir
5. Baroda High School, Jr-1, ONGC
6. Baroda Public School
7. Bright School
8. Global Public School
9. Gujarat Public school
10. Himgiri Vidhyalaya
11. Jeevan Sadhana Higher
12. Maharani English Medium School
13. NavJeevan High school
14. Navrachna Vidyani Vidyalaya
15. Navyug English Medium School
16. New Sunrise School
17. Reliance English Medium School
18. Roosevelt High school
19. Rosary High school
20. Shannen school
21. Siddhivinayak English medium school
22. SSV School 2
23. St. Kabir school
24. Tejas Vidyalaya
25. Tree House High school
26. Urmi School

- 27. Vidhya Vihar School
- 28. Vidyut Board Vidyalaya
- 29. Yanshy High School
- 30. Zenith high school
