CHAPTER VI
SUMMARY AND CONCLUSIONS

6.1 Introduction

Education is a process which enables an individual to acquire virtues and to become a responsible human being. Education develops the individual like a flower which distributes its fragrance all over the environment. In this sense, education is the constructive process, which drags a person out of darkness, poverty and misery and leads him on the polls of enlightenment, prosperity and happiness by developing his individuality in all its aspects i.e. physical, mental, emotional and social. With this type of all round development, he becomes a responsible, dynamic, resourceful enterprising citizen of strong and good moral character. He uses all his capabilities to develop his own self, his society and his nation to the highest extent by contributing to culture, civilization, national honors, and national glory. Education is the unique invention of mankind. Man without education still is living just like an animal.

Education plays a tremendous role in the development of an individual and nation. According to Dr. Radha Krishnan, “We cannot climb up the mountain when the very ground at our feet is trembling. When the very basis of our structure is shaky, how can we reach the heights which we have before ourselves”?

Thus, quality of education largely depends on the quality of teachers. In ancient period, teaching was considered to be a holy duty and teachers were expected to devote their lives to the cause of teaching in the missionary spirit of self-sacrifice. In due course of time, educational systems of different countries started facing various problems regarding aims of education, curriculum, methods of teaching, text-books, discipline and examination systems.

In the present scenario, the whole world is wedded with ever-changing technology and its usage in the field of education. The rapid development in science & technology and the challenges of globalization are posing additional challenges to the education system almost in every country.

In every educational system, the role of teacher is straightway crucial. Every society demands from teachers that they should so perform their duties as to make their students disciplined, lovers of knowledge and to develop dynamic personalities with the wholesome out-look on life. To perform this task effectively, high degree of professional commitment is required on the part of teachers for playing the role in a world of ever-changing values and in the ever
changing conditions in different areas of work, professional or non-professional. Professional commitment is not merely a philosophic obligation, but also an indispensable need and demand of modern society.

**Professional ethics** - denotes a set of principles which are applicable to a profession. It refers to the principles of ethics, directly or indirectly applicable to the work and conduct of individuals’ working as professionals. Every profession has its own professional ethics to regulate its terms, conditions, norms and quality of service to be rendered. Professional ethics in the field of education refers to those ethical principles which are enshrined in the thought of educational thinkers and which have direct or indirect bearings on different aspects of teaching profession. In recent times, codes of conduct have been framed for all major professional areas of life. The members of every profession are governed by the code of conduct framed for their profession.

**Family Environment**

Family environment is a complex of social and cultural condition, the combination of external and extrinsic physical conditions that affects and influence on the growth and development of the members of the family group which includes parents and their children. The family is a social institution through which our social heritages transmitted. much of what we used to call heredity is actually the influence of the family in interpreting peoples customs and attitude and associating them to individual and group reaction ways of thinking, ways of doing, ways of acting, we used to attribute many of our mannerism to heredity we know that many of them are the result of imitation .The family environment possesses a certain consistency so that the impact of the basic values, individuals, material objects etc., is felt over and over. Parental influence may not be felt in a specific situation, but the attitudes and ideas expressed day after day inevitably leave their mark.

**Self-efficacy**

Refers to individuals beliefs about their capabilities to carry out particular course of action successfully (Bandura, 1997). Extensive research supports the claim that self-efficacy is an important influence on human achievement in a variety of settings, including education, health, sports and business. In educational research, the self-efficacy beliefs of students have been shown to play an important role in influencing in achievement and behavior. Furthermore, researchers are finding that teachers’ self-efficacy influence their teaching
behavior and students motivation and achievement. Teachers with low self-efficacy experience greater difficulties in teaching, high level of job stress, lower level of job satisfaction (Betoset 2007 and Nassen et al. 2009). Self-efficacy researchers agree that teachers’ self-efficacy should be operationalized to reflect beliefs about capability and therefore should be phrased “ in terms of can do rather than will do “, Can is a judgment of a capability: will is a statement of intention” (Bandura 2006).

**Life satisfaction**

Life satisfaction is the need of the hour. Without satisfaction man cannot lead a peaceful and prosperous life. So, man must learn to break tensions, worries and anxieties of daily living or these all will break him. Life satisfaction is multidimensional concept. It refers to an individual well being, quality of life or happiness (Noone, 1998). It is a state of feeling pleasure in an organism, which is the ultimate goal that human beings are striving to achieve in entire lives. Without life satisfaction, there is disharmony in the inner and outer self. It gives rise to feeling of emptiness, uneasiness and meaninglessness in life. This paradoxical situation leads to crises of character and values. Life satisfaction of the teachers is an important and essential factor for the healthy functioning of the education system. (Land 2001) states “ life satisfaction is an overall well being of individuals .It indicates how well people face in several dimensions of life, which are more or less consequently values and goals”.

**6.2 Rationale of the study**

Teacher is the spiritual and intellectual guardian of the students. It is believed that what the soul is to the body, what the mind is to the man, the teacher is to the school. It has been argued that the teacher’s moral, mental and professional qualities have a direct bearing even on his effectiveness in teaching. Teaching is a profession that has the potential value of creating a better society through making desirable changes in the individual. The teaching profession is vested by the public with a trust and responsibility requiring the highest ideals and ethics of profession. Such responsibilities include the commitment to the students, the profession, the community and also with himself. Basically, teaching is said to be an interesting and noble profession. Teachers are the creators of the modern world and moldings the career of the succeeding generation lie in the hands of the teaching community of today. They are not on lead the student community in the classroom but they are acting as the potent motivators for the fellow members of society. To discharge this multifarious function of the
modern teacher, he is expected to possess sufficient Level ethics and morale, positive attitude towards life, values, and modifying the behavior of the learners. Teacher should set an example for the younger generation. They should be the embodiment of all sorts of virtues. They should be a model for future generation. The teachers should possess high order of cultural values, morality and exemplify the professional ethics and code of conduct. The professional ethics of teachers take the society in right direction and make it a better place to live in. There are many factors influencing the professional ethics of teachers working at different levels. The present study has been undertaken in order to find out the cultural values, morality and professional ethics of high school teachers with reference to Gender of the teachers. But in the present scenario the issues pertaining to the unethical conduct of profession are presently becoming a matter of widespread concern. In such a situation it becomes a crucial to ensure the ethical utilization of the professional capabilities and such capabilities of teacher can only be acquired through right understanding and orientation of teaching profession. We are living in family and it’s the part of our society. Man perceive the values and ethics from family and society and transmitted these values and ethics in society. Those people who gets a good values and ethics like care for others, honesty, truthfulness from family prove himself/herself as a good members of the society. When these people choose a teaching as a profession it may be expected that they do their work with full dedication. So, the investigator presume that family environment would play an important role in professional ethics of teachers. As we know that self-efficacy of an individual directly effects his/her performance in any task therefore it is also applicable in the field of teaching. Teacher’s self-efficacy is pre-condition for his/her success in teaching learning process. While studying the related review the investigator found some studies which tries to study the relationship of self-efficacy of teachers with other variables such as well-being, job satisfaction, professionalism but not found with professional ethics. Like other variables life satisfaction is also an essential part of one’s life. There are number of problems in our daily life i.e. frustration, burnout, maladjustment, and dissatisfaction with life. The satisfied teacher can give the maximum output of the society. Hence, the life satisfaction of the teacher is primary issue. Only the teacher can produce the positive generation and can contribute to build the strong foundation of the nation. So, the investigator has to decided to study all these variables in a composite form. A complete overview of the related literature makes us able to conclude that sufficient work has been done on the chosen variables separately but not even one study found which try to find the relationship of professional ethics of secondary school teachers with family environment, self-efficacy and life satisfaction on the basis of gender.
Hence in order to fill the gap of related literature the investigator undertaken this study. Therefore we can say that the present study will add up new dimensions to the existing area of the studies in this field.

6.3 Statement of the problem

PROFESSIONAL ETHICS AMONG SECONDARY SCHOOL TEACHERS IN RELATION TO FAMILY ENVIRONMENT, SELF-EFFICACY, LIFE SATISFACTION AND GENDER

6.4 Operational definitions of key term used

**Professional ethics**: Professional Ethics concerns one’s conduct of behavior and practice while carrying out professional work. Such work may include consulting, researching, teaching and writing. Professional ethics concerns the moral issues that arise because of the specialist knowledge that professional attain, and how the use of this knowledge should be governed when providing a service to the public.

**Family environment**: Family environment refers to the kind of conditions which prevails at home and which influences the all round development of the individual.

**Life satisfaction**: Life satisfaction is defined as the quality, state and level of satisfaction which is a result of various interests and attitudes of a person towards life. It is concerned with a positive attitude which is very important variable among younger, mature as well as aged people.

**Teacher self-efficacy**: Teacher self-efficacy is a teacher’s willingness to take responsibility for student successes and failures. In general, teacher efficacy is teacher's belief that he or she can influence his/her well students to learn; even those students, considered to be difficult or appear to lack motivation. Teacher efficacy refers to the “teachers’ perceptions that they have the skill and ability to help students to learn, are competent in building effective programs for students, and can effect changes in student learning”. Teachers have to endure whether they are able to positively impact students and how well they progress academically.

6.5 Objectives

1. To study the nature of distribution of secondary school teachers scores on psychological variables such as professional ethics, among secondary school teachers.
2. To study the difference between professional ethics of male and female secondary school teachers.

3. To study the difference between professional ethics toward students of male and female secondary school teachers.

4. To study the difference between professional ethics toward profession of male and female secondary school teachers.

5. To study the difference between professional ethics toward colleagues of male and female secondary school teachers.

6. To study the difference between professional ethics toward society of male and female secondary school teachers.

7. To study the difference between family environment of male and female secondary school teachers.

8. To study the difference between self-efficacy of male and female secondary school teachers.

9. To study the difference between life satisfaction of male and female secondary school teachers.

10. To study the relationship between professional ethics and family environment of secondary school teachers.

(a) To study the relationship between professional ethics and family environment of male secondary school teachers.

(b) To study the relationship between professional ethics and family environment of female secondary school teachers.

11. To study the relationship between professional ethics and self-efficacy of secondary school teachers.

(a) To study the relationship between professional ethics and self-efficacy of male secondary school teachers.
(b) To study the relationship between professional ethics and self-efficacy of female secondary school teachers.

12. To study the relationship between professional ethics and life satisfaction of secondary school teachers.

(a) To study the relationship between professional ethics and life satisfaction of male secondary school teachers.

(b) To study the relationship between professional ethics and life satisfaction of female secondary school teachers.

13. To study the relationship between various dimensions of professional ethics and family environment of secondary school teachers.

(a) To study the relationship between various dimensions of professional ethics and family environment of male secondary school teachers.

(b) To study the relationship between various dimensions of professional ethics and family environment of female secondary school teachers.

14. To study the relationship between various dimensions of professional ethics and self-efficacy of secondary school teachers.

(a) To study the significant relationship between various dimensions of professional ethics and self-efficacy of male secondary school teachers.

(b) To study the relationship between various dimensions of professional ethics and self-efficacy of female secondary school teachers.

15. To study the relationship between various dimensions of professional ethics and life satisfaction of secondary school teachers.

(a) To study the relationship between various dimensions of professional ethics and life satisfaction of male secondary school teachers.

(b) To study the relationship between various dimensions of professional ethics and life satisfaction of female secondary school teachers.
16. To study the conjoint effect of family environment, self efficacy and life satisfaction towards the prediction of professional ethics of secondary school teachers.

(a) To study the conjoint effect of family environment, self efficacy and life satisfaction towards the prediction of professional ethics of male secondary school teachers.

(b) To study the conjoint effect of family environment, self efficacy and life satisfaction towards the prediction of professional ethics of female secondary school teachers.

6.6 Hypotheses

1. There is no significant difference in professional ethics of male and female secondary school teachers.

2. There is no significant difference in ethics towards students of male and female secondary school teachers.

3. There is no significant difference in ethics towards profession of male and female secondary school teachers.

4. There is no significant difference in ethics towards colleagues of male and female secondary school teachers.

5. There is no significant difference in ethics towards society of male and female secondary school teachers.

6. There is no significant difference in family environment of male and female secondary school teachers.

7. There is no significant difference in self-efficacy of male and female secondary school teachers.

8. There is no significant difference in life satisfaction of male and female secondary school teachers.

9. There is no significant relationship between professional ethics and family environment of secondary school teachers.

(a) There is no significant relationship between professional ethics and family environment of male secondary school teachers.
(b) There is no significant relationship between professional ethics and family environment of female secondary school teachers.

10. There is no significant relationship between professional ethics and self-efficacy of secondary school teachers.

(a) There is no significant relationship between professional ethics and self-efficacy of male secondary school teachers.

(b) There is no significant relationship between professional ethics and self-efficacy of female secondary school teachers.

11. There is no significant relationship between professional ethics and life satisfaction of secondary school teachers.

(a) There is no significant relationship between professional ethics and life satisfaction of male secondary school teachers.

(b) There is no significant relationship between professional ethics and life satisfaction of female secondary school teachers.

12. There is no significant relationship between various dimensions of professional ethics and family environment of secondary school teachers.

(a) There is no significant relationship between various dimensions of professional ethics and family environment of male secondary school teachers.

(b) There is no significant relationship between various dimensions of professional ethics and family environment of female secondary school teachers.

13. There is no significant relationship between various dimensions of professional ethics and self-efficacy of secondary school teachers.

(a) There is no significant relationship between various dimensions of professional ethics and self-efficacy of male secondary school teachers.

(b) There is no significant relationship between various dimensions of professional ethics and self-efficacy of female secondary school teachers.
14 There is no significant relationship between various dimensions of professional ethics and life satisfaction of secondary school teachers.

(a) There is no significant relationship between various dimensions of professional ethics and life satisfaction of male secondary school teachers

(b) There is no significant relationship between various dimensions of professional ethics and life satisfaction of female secondary school teachers

15 Professional ethics on the basis of conjoint effect of family environment, self-efficacy and life satisfaction is not be significant among secondary school teachers.

(a) Professional ethics on the basis of conjoint effect of family environment, self-efficacy and life satisfaction is not be significant of male secondary school teachers.

(b) Professional ethics on the basis of conjoint effect of family environment, self-efficacy and life satisfaction is not be significant of female secondary school teachers.

6.7 Sample

Three districts of State Punjab i.e. Sri Muktsar Sahib, Amritsar Sahib and Hoshiarpur were finalized for the data collection and secondary schools were selected randomly by lottery system. Thus 16 schools from each district were selected and to 800 teachers the tests were distributed. Data was collected with the help of schools head. But all the teachers did not responded and thus only 600 teachers responded. Number of male and females varied from school to school. Out of 600 teachers 350 teachers female and 250 teachers are male who were our final sample.

6.8 Design

The design of the present study was based on descriptive survey type in which the family environment, life satisfaction and teachers self efficacy were independent variables and professional ethics was dependent variable.

6.9 Procedure

The date was collected from government secondary school teachers of Punjab at teaching up to 10th class. The researcher approached the heads of the selected schools and sought their consent to administered the tests on teachers. Number of teachers varies from school to
school. So. The researcher collected the data from all the teachers present on that day of administration of the test. Researcher then explained the purpose of the research and gave instructions to the teachers. Further the respondents were assured that their responses would be kept confidential and they need to give their responses very objectively. They were asked to give details of information that was requested to be filled on the questionnaire. The doubts encountered by the teachers while filling the questionnaire were answered by the researcher. The teachers cooperated with the researcher and responded to the questionnaire in a very patient manner. After data collection the obtained data was scored by the investigator as per the scoring patterns of the used scales.

6.10 Delimitations

1. The present study is delimited to government secondary school teachers of Punjab state only.

2. This study is delimited to three districts (Muktsar, Hoshiarpur and Amritsar) of Punjab State only.

3. The study is delimited to only six hundred teachers from government secondary school.

6.11 Tools to be used

1. Professional Ethics scale for teachers constructed by investigator herself.


4. Teacher- efficacy scale by Pardeep Kumar (2012).

6.12 Statistical techniques

Following statistical techniques will be used for analyzing the data:

1. Descriptive statistic such as S.D., Skewness and Kurtosis was computed to study the nature of distribution of scores for all the variables.

2. The t-test was applied to find out the significance difference for the variable.
Product Moment Correlation, Partial and Multiple Regression was applied to study the interrelationship of all the variables.

6.13 Findings of the Study

Findings based on ‘t’ Ratio

1. There was no significant difference in professional ethics of male and females secondary school teachers.
2. There was significant difference in ethics toward students of male and females secondary school teachers.
3. There was significant difference in ethics toward profession of male and female secondary school teachers.
4. There was significant difference in ethics toward colleagues of male and female secondary school teachers.
5. There was significant difference in ethics toward society of male and female secondary school teachers.
6. There was no significant difference in family environment of male and female secondary school teachers.
7. There was significant difference in self-efficacy of male and female secondary school teachers.
8. There was no significant difference in life satisfaction of male and female secondary school teachers.

Findings based on Coefficient of Correlation

1. There was significant relationship between professional ethics and family environment of secondary school teachers.
2. There was significant relationship between professional ethics and family environment of male secondary school teachers.
4. There was significant relationship between professional ethics and family environment of female secondary school teachers.
1. There was significant relationship between professional ethics and self-efficacy of secondary school teachers.
2. There was significant relationship between professional ethics and self-efficacy of male secondary school teachers.
3. There was significant relationship between professional ethics and self-efficacy of female secondary school teachers.
4. There was significant relationship between professional ethics and life satisfaction of secondary school teachers.
5. There was significant relationship between professional ethics and life satisfaction of male secondary school teachers.
6. There was significant relationship between professional ethics and life satisfaction of female secondary school teachers.
7. There was negative and not significant relationship between ethics toward students, ethics toward colleagues and family environment of secondary school teachers. The relationship was positive and not significant between ethics toward profession, ethics toward society and family environment of secondary school teachers.
8. There was positive and not significant relationship between various dimensions of professional ethics and self-efficacy of secondary school teachers.
9. There was positive and significant relationship between ethics toward society and life satisfaction, and the relationship was positive and not significant between ethics toward students, ethics toward profession, ethics toward colleague and life satisfaction of secondary school teachers.
10. There was negative and not significant relationship between ethics toward students, ethics toward profession, ethics toward colleagues and family environment, the relationship was positive and not significant in ethics toward society and family environment of male secondary school teachers.
11. There was positive and significant relationship between ethics toward profession and self-efficacy, the relationship was positive and not significant in ethics toward students, ethics toward society and self-efficacy, the relationship was negative and not significant in ethics toward colleagues and self-efficacy of male secondary school teachers.
12. There was positive and significant relationship between ethics toward students, ethics toward profession, ethics toward society and life satisfaction of male secondary school teachers. The relationship was negative and not significant between ethics toward colleagues and life satisfaction of male secondary school teachers.
13. There was positive and not significant relationship between ethics toward students, ethics toward profession, and family environment, the relationship was negative and
not significant between ethics toward colleagues, ethics toward society and family environment of female secondary school teachers.

14. There was positive and significant relationship between ethics toward colleagues and self-efficacy, the relationship was positive and not significant in ethics toward students, ethics toward profession, ethics toward society and self-efficacy of female secondary school teachers.

15. There was positive and not significant relationship between all the dimensions of professional ethics and life satisfaction of female secondary school teachers.

Findings based on Multiple R

1. Family environment, self-efficacy and life satisfaction were all the significant predictors of professional ethics and contribute to professional ethics conjointly as well as independently among secondary school teachers.

2. Family environment, self-efficacy and life satisfaction were all the significant predictors of professional ethics and contribute to professional ethics conjointly as well as independently among male secondary school teachers.

3. Family environment, self-efficacy and life satisfaction were all the significant predictors of professional ethics and contribute to professional ethics conjointly as well as independently among female secondary school teachers.

The predictive efficacy of three independent variables i.e. family environment, self-efficacy and life satisfaction to explain professional ethics of secondary school teachers was 9% variance for total group, 7.8% variance for male group and 9% variance for female group.

6.14 Educational Implications

1. This study will be beneficial those individuals who have not professional ethics.

2. This study may be helpful for research workers and administrative to direct the society in processional ethics.

3. With the help of this study the deteriorating status of the profession will gain back its potential status.

4. This study may be helpful an effective use of the professional ethics has the power to stop the so called value crises in the world.

5. This research can help in spread of ethics, peace and international understanding across the Globe.
6. Findings of the study is of great importance in the present scenario because professional ethics will fight against Corruption and lead to a Hygienic life.
7. If the teacher bears good professional ethics in relation to his profession, the ethics are automatically transformed to the coming generations.
8. Study may help the teachers, guidance workers and parents to prepare a code of ethics for the students and perspective teachers.

6.15 Suggestions for Further Research

On the basis of the findings, experiences and insights obtained during the conduct of the present study, following suggestions are forwarded which may be help the future researches to conduct investigations in this area.

1. Similar study can be conducted on primary as well as secondary teachers teaching in private and aided schools.
2. A similar study can be conducted on college as well as university teachers.
3. This study can be conducted on government and private college teachers.
4. Research can be undertaken with new variables like occupational environment, institutional environment, job satisfaction of the teachers and their professional ethics.
5. This study is delimited to the teachers of Punjab state only. The study can be conducted on other states of India also.
6. This study delimited to gender. It can be conducted on rural and urban, experienced and non experienced teaches also.
7. Sam study can be conducted on those teachers who are teaching the children with special needs.
8. Longitudinal study can be carried out in the field of professional ethics.
9. Same study may be conducted on perspective teachers.
10. A study can be undertaken involving teachers of tribal areas.