

Effect of Institutional Climate on Students Ethical Grooming: A Secondary School Level Study

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Abstract

Schools are the best places which support students' moral development. The purpose of this research study was to determine the effect of institutional climate on students ethical grooming. The sample comprised of sixty (60) heads, three hundred (300) SSTs and three hundred (300) students of Punjab School Education Department selected on a random basis. The questionnaires and interview schedule was used as tools of research. The research tools were piloted and validated before actual data survey. It was concluded that the institutional climate has a positive effect on ethical grooming of students. A large number of ethical traits like discipline, teamwork, time management, religious diversity, manners and etiquettes, cultural diversity, confidence, speaking skills, intellectual skills, attitude and leadership qualities flourished in the institutions. It is recommended that a society for developing students' ethical grooming may be established at the school, district, division, provincial and state levels.

Key Words: Moral Development, Secondary Schools, Ethics, Effect, Institutional Climate

Introduction

Education is a “powerful catalyst, which provides mental, physical, ideological and moral training to individuals, to enable them to have full consciousness of their purpose in life and equip them to achieve that purpose. It is an instrument for spiritual development as well as the material fulfilment of human needs. Within the context of Islamic perception, education is an instrument for developing the attitudes of individuals in accordance with the values of righteousness to help build a sound Islamic society” (Govt. of Pakistan, 1998-2010).

The environment is the totality of the natural and social factors, events, phenomena and occurrences that directly or indirectly affect the students' achievement (Nayak, 2002). Teachers play a key role in renovating the economy of any state. (Dresser, Rocio, 2013), (Robins, Fraley, Roberts, & Trzesniewski, 2001).

Personality and ethical grooming are defined as “the characteristics which determine the unique adjustment individuals make to the environment including thoughts, feelings and behaviours which distinguish individuals from others” The term personalization is the “schooling that emphasizes the needs of students as individual human beings and to personalize learning, a teacher must be able to adapt to students particular interests and style” (Shukla, 2014). The institutions have the responsibility to the inclusion of ethical grooming of students and personalization by adopting new methodology and strategies (Kan, Sosin & Avin, 2004), (Banin, 2010), (Owitz, 2009), (Calphin, 2009), (Kreitner & kinicki, 2001), (Creemer and Reezigt, 2009).

Ethical grooming is a meaningful change flourished in the students pointed out by (Heaven, Lesson & Ciarrochi, 2009). John, Robins & Pervin (2008) described five personality factors like neuroticism, extraversion, openness, agreeableness and conscientiousness comprised the major focus of ethical grooming system (Roberts & Walton, 2006), (Marzano, Pickering & Pollock, 2001), (Vivekananda, 2009), (Larner, 2004). Blatt (2008) defined psychological development as “it is a lifelong personal negotiation between two fundamental dimensions in human affairs and occurs from youth to old age as a synergistic interaction between anaclitic and interjective

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dimensions”.

Schools are the best place after the home environment which develops ethics and personality skills among students. The better the school environment, teaching staff, supporting staff, administration and management, better the personality qualities and ethical or life skills bloomed in the students which put a better impact on society as well as on country development. Different pieces of training and seminars conducted in the schools for teaching staff and management for uplifting ethical grooming among students. Different motivational speakers were called for trainings and seminars. In the school level curriculum different topics, history, story and titles like Quaid Azam, Allama Iqbal and Sir Syed Ahmed Khan life are present for flourishing the students' personality. The students read and learn the life history of different important individuals who participate and uplift human beings. After passing the life of important men, the students enable and live their life according to their parameters ([Arshad, Ahmed, Noreen & Shams, 2019](#)), ([Rehman & Naz, 2019](#)).

Structure for the governance of adaptation and managing the risk of climate change often lack legitimacy and meaningful representation and are likely to be further stretched given the resource scarcity and potential conflicts caused by climate change impacts. The impacts of climate change are affecting peoples' lives, livelihood and their opinions are often adopted the shape narrowed ([O' Brien, St. Clair, & Kristoffersen, 2010](#)), ([Vasquez, 2011](#)).

The dimensions of personality development must be developed in the students of modern society ([Arshad & Qamar, 2018](#)), ([Schunk, Meece & Pintrich, 2012](#)). The statement of the problem was “Effect of Institutional Climate on Students Ethical Grooming: A Secondary School Level Study” announced the researcher.

Objective of the Study

The objective of this research study was to determine the effect of institutional climate on students ethical grooming.

Research Question

What is the effect of institutional climate on students ethical grooming?

Methods and Procedure of the Study

The present study was descriptive and quantitative in nature. Therefore, a survey approach was adopted for data collection. All students of 10th class, Heads, Secondary School Teachers (SSTs) both male and female working in public secondary schools of Punjab were the population. Punjab is called the land of five rivers and is the most populated province of Pakistan. The Punjab province is divided into three zones; southern zone, central zone and north zone. Each zone consisted of three divisions and total administratively nine division of Punjab province. The researcher selected Sahiwal division which is located in central Punjab due to the easy approach. Twenty public secondary schools were chosen on a random basis from each district of Sahiwal division. The Sahiwal division has three districts; district Okara, district Sahiwal and district Pakpattan.

Table 1. Detail of the Sample for this Research Study

Name of District	No. of Schools			Head Teachers			Secondary School Teachers			Secondary School Students		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Pakpattan	10	10	20	10	10	20	50	50	100	50	50	100
Sahiwal	10	10	20	10	10	20	50	50	100	50	50	100
Okara	10	10	20	10	10	20	50	50	100	50	50	100
Total	30	30	60	30	30	60	150	150	300	150	150	300

One Head, five Secondary School Teachers and five students were selected from each public secondary school. So, the total sample of the present study comprised of sixty (60) Heads, three hundred (300) Secondary School Teachers and three hundred (300) 10th-grade students. The Heads, Secondary School Teachers and 10th-

grade students of the institution are the most appropriate respondents which tell about the effect of school climate on ethical grooming of students. The questionnaires and interview schedule were used as tools of research. One questionnaire for SSTs consists of seventeen parameters, second questionnaire for students consists of twelve parameters and four statements of interview schedule relating to ethical grooming parameters which are flourished in the students, self-developed by the researcher. The research tools were piloted and validated before actual data survey. The total 300 questionnaires were delivered to research participants SSTs by different mode i.e. through electronic media e-mail, post and with the help of friends and colleagues. The total 264questionnairese was received and the response rate was 88% whereas total 300 questionnaires delivered to research participants' students and total 300 questionnaires were received, and the response rate was 100%. The interview was conducted from all Heads of Secondary Schools personally by the researchers.

Presentation and Analysis of Results

Analysis of Questionnaire of Secondary School Teacher

Table 2. Effect of Institutional Climate on Students Ethical Grooming

S. No	Parameters of Ethical Grooming	Percentages					Mean	SD
		SA	A	UID	DA	SDA		
1.	Develop self-esteem	28	35.6	22.7	12.1	1.5	2.341	1.0082
2.	Positive body language	27.7	33	28	6.8	4.5	2.277	1.0801
3.	Creative problem solution	36.7	18.2	33.3	7.6	4.2	2.242	1.1511
4.	Conflict resolution	48.1	19.7	11.4	15.2	5.7	2.443	1.0594
5.	Decision-making skills	31.8	27.3	21.2	12.9	6.8	2.568	1.1582
6.	Maintenance of discipline	36	31.4	19.3	9.1	4.2	2.428	1.0330
7.	Character building	27.7	40.5	13.3	12.1	6.4	2.564	1.1971
8.	Establish teamwork	35.6	34.5	15.9	9.1	4.9	2.527	1.0241
9.	Time management	33.7	34.8	12.1	8.7	10.6	2.504	1.3196
10.	Respect religion diversity	39.8	23.1	14.8	10.2	12.1	2.652	1.2082
11.	Manners and etiquettes	23.9	28.8	21.6	15.5	10.2	3.178	1.2281
12.	Respect cultural diversity	33.3	27.3	22	8.3	9.1	3.447	1.1849
13.	Develop confidence	22.3	38.3	13.6	17.4	8.3	3.428	1.1710
14.	Improvement of speaking skills	36.4	33.3	14.4	11	4.9	2.902	1.0670
15.	Intellectual skills	25	32.2	22.3	12.5	8	2.981	1.1811
16.	Positive attitude	47.3	18.6	13.6	10.6	9.8	2.795	1.1585
17.	Flourishing leadership qualities	31.4	30.3	18.9	14	5.3	2.951	1.1309

N=264,

Table 2 depicts that 63.6% of respondents agreed that self-esteem developed in students and serial number 2 indicates that 60.7% of participants agreed that positive body language promotes in the students. The parameters of ethical grooming like creative problem solution agreed by 54.9% whereas 11.8% disagreed with the statement. The majority 67.8% of participants agreed to the resolution of conflict while 20.9% disagreed with that parameter. The majority 59.1% of respondents agreed to the statement decision-making skills and 19.7% disagreed with the statement. Table 1 illustrates that 67.7% of secondary school teachers agreed that discipline is maintained by students. 19.3% remained undecided, 13.3% disagreed with the statement. The seventh measure of ethical grooming describe that 67.2% of participants agreed that character build in the students. The eighth parameters of ethical grooming show that 70.1% of respondents agreed that establish teamwork in the students. The parameter of ethical grooming like time management responds positively by 68.5% whereas 11.3% disagreed with the statement.

The table shows that measures of ethical grooming like respect for religion diversity answered positively by 62.9% secondary school teachers. It was reflected that 52.7% of respondents agreed to the statement that manners and etiquettes positively developed in the students whereas the statement about ethical grooming like respect culture diversity agreed by 60.6% secondary school teachers. The thirteenth parameter of ethical grooming develops confidence in the students agreed by 60.6% of respondents. It was portrayed that 69 of.7%

respondents were agreed to the statement that speaking skills are promoted in the skills. The measures of ethical grooming like intellectual skills upgraded are agreed by 57.2% secondary school teachers. It was indicated that 65 of.6% respondents agreed with the statement, positive attitude promoted in the students of secondary schools, 13.6% remained undecided, and 20.4% disagreed with the statement. The last parameters of ethical grooming like leadership qualities respond agreed by 61.7% secondary school teachers.

Analysis of Interview Schedule of Head Teachers

Table 3. Effect of Institutional Climate on Students Ethical Grooming

S. No	Statements	Frequency	Percentages
1	• Institutional climate facilitates in developing ethical grooming of the secondary level students	24	40%
	• Institutional climate facilitates in developing ethical grooming of the secondary level students very much	29	48.33%
	• Institutional climate does not facilitate in developing ethical grooming of the secondary level students	05	8.33%
	• No comments about the institutional climate and ethical grooming	02	3.33%
	• Institutional climate help in developing the self-esteem of the secondary level students	22	36.66%
2	• Institutional climate help in developing the self-esteem of the secondary level students very much	35	58.33%
	• Institutional climate does not help in developing the self-esteem of the secondary level students	02	3.33%
	• No comments	01	1.66%
3	• Institutional climate assist in promoting a positive attitude of the secondary level students	23	38.33%
	• Institutional climate assist in promoting a positive attitude of the secondary level students very much	30	50%
	• Institutional climate does not assist in promoting a positive attitude of the secondary level students	04	6.66%
	• No comments	03	05%
4	• Institutional climate effects on ethical grooming of the secondary level students	22	36.66%
	• Institutional climate effects on ethical grooming of the secondary level students very much	33	55%
	• Institutional climate does not effect on ethical grooming of the secondary level students	03	05%
	• No comments	02	3.33%

N=60

The majority (88.33%) of headteacher point of view is that institutional climate facilitates in developing ethical grooming of the secondary level students while 8.33% pointed out that institutional climate does not facilitate in developing ethical grooming, 3.33% do not comment regarding institutional climate and developing ethical grooming. The majority 94.99% headteachers responded institutional climate help in developing self-esteem in the secondary level students while 3.33% indicated that the institutional climate does not help in developing self-esteem, 1.66% give no comments about institutional climate and development of self-esteem among secondary school students. The majority (88.33%) heads of secondary schools responded that institutional climate assists in promoting a positive attitude of the secondary level students while 6.66% indicated that institutional climate does not assist in promoting positive attitude in secondary students, 05% do not comment. Institutional climate effects on ethical grooming of the secondary level students responded by 91.66%, 05% disagree with the statement and 3.33% give no comments.

Analysis of Questionnaire of Secondary School Students

Table 4. Promotion of Ethical Grooming Among Secondary School Students

S. No	Parameters of Ethical Grooming	Agree	Disagree
1	Confidence	70%	30%
2	Personality	62%	38%
3	Discipline	68%	32%
4	Character Building	58%	42%
5	Positive Etiquettes	55%	45%
6	Writing Skills	78%	23%
7	Self Esteem	52%	48%
8	Speaking Skills	71%	29%
9	Interpersonal Skills	62%	38%
10	Reading Skills	85%	15%
11	Leadership Skills	60%	40%
12	Decision Making Skills	65%	35%

N=300

In response to the above questions in the table, 70% of learners responded that confidence promoting in students while 30% disagree with the statement. 62% of students were in favour of this typical fact that personality development flourishes while 38% of learners were against this idea. 68% noted that discipline also upgraded whereas 32% did not agree with this point. 58% confirmed that promotion of character building while 42% were against this very fact. 55% of learners were in favour of this idea that positive etiquettes developed in secondary school students while 45% rejected this idea. 78% noted that writing skills are better while 23% opposed the idea. 52% of respondents indicated that enhancement of self-esteem whereas 48% was against this idea. 71% confirmed that increase of speaking skills while 29% were disagreeing with this fact. 62% of learners were in favour of this idea that interpersonal skills developed in secondary school students while 38% refused this idea. 85% portrayed that reading skills were better while 15% opposed the statement. 60% of respondents showed that leadership skills were promoted in the secondary school students whereas 40% were against this dimension of ethical grooming at secondary level learners. 65% of respondents indicated that the parameter of ethical grooming decision-making skills promoted by institution whereas 35% were against this parameter.

Discussions and Conclusions

Ethical grooming of the students starts from homes. When the child is born in a healthy grooming environment, feels well and behaves like a good citizen. If the children groomed in less advantageous environment feels upset and badly attitude develops. So, it was the environment and home climate, which update and develop the ethics in the children. Similarly, when children took to enter schools for learning purpose and growth with full confidence. The school does not give education only, but it made a student's a good citizen of society. It means schools a learning place put a positive influence on the personality development of the students. The institutional climate changes the life of the learners and gives confident, well-disciplined and well-mannered individuals to the society. These individuals work with ethics and enable the society to approach future horizons. Ethical grooming is a compulsory and essential component to live which is developed in schools only (Ryan & Deci, 2000).

The majority of schools of the Punjab pay full attention in personality development of the students. The schools have one or more periods for drill, playing different games and tutorial periods. Different activities and seminars are conducted for uplifting and motivating the personality and ethical dimensions of the students. Bazme adab is one of the best examples are found in every institutions of the Punjab performed on regular basis. Sometimes science and arts exhibitions also held in the institutions which develops creativity and fun in the students. These co-curricular and some curricular activities like science subjects practical put a confidence and promote the personality of the learners.

[Zuckerman \(2005\)](#) indicated that the ethical grooming of students includes the methods, channels of thoughts, feelings and attitudes in which an individual talks and interacts with others. The important traits, characteristics, motives, beliefs, habits, behaviour and appearance of person are considered in the development of ethical grooming ([Burke & Noumair, 2015](#)), ([Noftle & Robins, 2007](#)), ([Malički, Katavić, Marković, Marušić, & Marušić, 2019](#)), ([Pagliaro, Presti, Barattucci, Giannella, & Barreto, 2018](#)).

According to [Kerl \(2018\)](#), command climate is significant with respect to the ethical behavior of the individuals in the organization; climate must be focused on the routine maintenance of core values, and the character development of the peoples and the ethical behavior of the individual is the best way to continue to win the hearts and souls of the country people. The development of an ethical climate and organizational justice in organizations helps to increase job satisfaction, which will further affect employee performance and commitment ([Asmaryadi, Syahrir, Pasinringi, Masyitha, Indahwaty & Irwandy, 2019](#)). Organizational climate affects the behavior of people in an organization ([McKenna, 1993, p 37](#)), ([Moore & Heather Louise, 2012](#)). Weissbourd et al. (2013) found that school can nurture moral and ethical grooming by provision of moral education training regularly ([In Dary & Pickeral, 2013](#)), ([Van Dam, Oreg & Schyns, 2008](#)), ([Burton, Lauridsen & Obel, 2004](#)).

Schools are the best places which support students' moral development by helping teachers to manage the pressure of their profession and by enhancing teachers' capacity for reflection and empathy ([Berg, Osher, Moroney, & Yoder, 2017](#)), ([Lodhi, & Siddiqui, 2014](#)). To create a caring and ethical school, nurture the adults who nurture the students ([Poropat, 2009](#)), ([Weissbourd, 2003](#)). It was concluded that institutional climate has positive effect on ethical grooming of students. A large number of ethical traits like self-esteem, body language, problem solution, conflict resolution, decision making skills, discipline, character building, team work, time management, religion diversity, manners and etiquettes, cultural diversity, confidence, speaking skills, intellectual skills, attitude and leadership qualities flourished in the institutions. It was recommended that a society for developing ethical grooming in the students may be established at school level, district level, division level, provincial level and at the state level.

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