

## **ABSTRACT**

The theoretical part describes modern education and its outcomes. The issue of quality measurement in education on the whole is addressed while mentioning the fact that the concept of quality of education has no exact definition. Further, the basic functions of school are described together with their evaluation. The significant aspect of parent-school cooperation is mentioned in the context of coordinated curriculum. This theoretical framework explains the environment in which the pupil's prosocial behaviour arises and develops further. Followingly, the standards of quality in promoting personal integrity are introduced. The standards include eleven principles which cultivate moral and ethical values in all participants of educational process.

The delineation of current educational grounds and goals, along with suitable methods and sociological view of education constitute another part of the work. The sociological view ends with analysis of sustainability of morality and school role in promoting values.

The ethical code is described, its definition, formation procedure, outline as well as ethical code sample for education stressing the ballance of all participants in educational process. In the next chapter, problem areas and fundamental ethical issues are defined, their solutions suggested.

The empirical part concentrates on survey which is grounded in data gathered with questionnaire method. The questionnaire utilizes both paper and electronic version. Close-ended questions are used along with supplementary open-ended questions and questions specifying respondents' age and working position. The questionnaire survey is analyzed with regard to determining frequency and comparing different groups divided according to the sorting question. The sorting question is the item in which the workers in education express whether they do or do not want to introduce the ethical code in education. Exploring the need for ethical code in education is at the same time the aim of the thesis. The research is evaluated. Summary is presented, along with disccussion, suggestions for further research and conclusion.

The empirical part evaluation: The respondents show fair knowledge of current legal measures, as well as their awareness of possibilities for further use of ethics and morality in education. They view the measures as insufficient. At the same time, they miss better, concise and precisely expressed rigths and duties of all participants in education and upbringing. These connections lead the participants to conclude that introducing the ethical code into education is advisable.