STATUS OF PROFESSIONAL ETHICS AMONG TEACHERS AND IT'S RELATIONSHIP WITH WORK ENVIRONMENT IN ARTS AND SCIENCE COLLEGES, TAMIL NADU STATE: AN EMPIRICAL STUDY AMONG PRIVATE COLLEGE TEACHERS

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Abstract-The purpose of the study is to find out the relationship between Professional Ethics and Work Environment among private college teachers in Arts and Science Colleges. Questionnaire in a five point Likert Scale was distributed among the faculty members. Reliability test, Independent 't' test and Kruskal-Wallis Test to find out the significant difference between groups and correlation were used for analysis. The result indicates that a positive relationship exists between Professional Ethics and Work Environment.
Key words: Teachers, Professional Ethics and Work Environment.

1. INTRODUCTION

Globally education is given a higher priority as it is considered as a stimulator for the growth of any economy. Though the young generation is more powerful and resourceful, their skill development growth rate is constantly on the decline in most of the countries, especially developed nations like US, UK, France and other European countries. On the contrary, the population of skilled youths is on the increase in countries like India. Education plays a vital role in empowering the human resources by imparting relevant knowledge so as to match their talents with that of the skills expected by the society in general and employers in particular. But the quality of learning process varies among continents, countries, cities and towns.

South Koreans believe in hard work and spend money more on education. In regard to the literacy level, it became a star performer there in 2015. Ethical hard work combined with technology plays a vital role in the Japanese Education System. Also, students in Japan are encouraged to take part in extracurricular activities to increase their educational value. Conceptual learning and problem-solving education system is found and practised in Singapore. Hong Kong adopts the United Kingdom Education System and it is monitored mostly by the Social Welfare Department of the government. Though they have experienced many obstacles, they achieved 94.6 per cent literacy. "Good portion of learning is to be done outside the classroom" is believed by Finland education system. They also practise community-based initiatives to create individuality among the students. Since value-based education is the highlight among learners in Higher Education Institutions (HLIs), a literacy rate which shows the success of education system alone does not predict the overall value of the system.

Sharad (2014) is of view that Indian higher education, the third largest in the world, has a complex structure riddled with many contradictions but still has great potentialities. Accreditation and assessment practices may help the Academic Institutions to improve their quality parameters. "Learner-centred" model of education is better than "generic model" of education. The student has to be mentored to make their careers in the areas of their strength and abilities. India can become the knowledge capital of the world by bringing large-scale investments from Indian corporate and global Educational Institutes.

Yatish (2017) observes that the failure of Indian education system is visible in the light of the fact that thousands of students every year go abroad searching for quality Institutions. The major issues presently confronted by our Higher Learning Institutions (HLIs) are outdated curriculum, inadequate resourceful faculty and failure to adapt to

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the changes around them. Sanjay (2016) believes that students sign in higher studies with less interest. Higher Learning Institutions with a definite mission and vision are very few in India. To match with the highly performing HLIs globally, the Indian HLIs must revamp the curriculum frequently and design new practices and promote research work.

Nanigopal Malo (2015) says that education is vital for any positive change which aims for the development of a country. To achieve this, the management and teachers should focus their attention on a life with values and ethics, where one ought to be tutored concerning students' career options and professional ethics. Sensible professional ethics indicate productive staying, responsible actions, strong initiatives, crucial thinking to resolve issues, timely action, positive thinking, skill building, self-confidence and respect for one's colleagues, scholars, parents, and the members of the community at large.

At present, the work environment should be conducive enough for the employees to reveal their work ideas and innovative efforts in a better way. The organization should focus on good environment and exclusive interiors for employees' comfort and exteriors for building their image. Through these initiatives, people from outside expect ethical behaviour from such concerns. There are teachers willing to be innovative and experimental in their profession but they do not find a conductive work environment because of the managements' indifference or lack of funds. Hence, ethical performance and positive work environment will have impact on the Efficiency of the Institutions.

2. VALUE OF SKILLED ETHICS

Every profession is anticipated to evolve a collection of moral principles to guide the conduct and behaviours of its members. The moral principles give the idea to differentiate between admirable and undesirable conduct/behavior. Ethics deals with good principles that are accepted voluntarily by a person or the society. The code of skilled ethics could also be outlined as a collection of self-obligatory skilled ideals and principles, necessary for the attainment of skilled excellence and self-satisfaction. A code of skilled ethics is usually supported by two principles, namely, skilled integrity and ideals of service to society.

The National Education Association believes that the teaching profession is one which serves the needs of all students, and the term "educator" includes the professionals support also. The Code of Ethics for the teaching profession indicates the aspirations of all educators and provides standards for students to conduct themselves on campus as well as in life outside.

3. WORK ENVIRONMENT AND ITS IMPORTANCE

The Policy Statement prescribed by IFSW (International Federation of Social Workers) indicates that to practice effectively and ethically, social workers need a working environment that upholds ethical practise and is committed to standards and good quality services. All employers, social workers and service users should have access to refer to this body with the legally recognized responsibility for safeguarding professional standards and ethical practice.

A positive working environment is created where the values and principles of managers and social workers are consistent with one other and mutually reinforcing. There is substantial evidence that the most effective social work services are provided in situations where employers understand the social work task, respect their employees and are committed to implementing professional values.

A framework for supporting good practice needs to take account of ethical principles and ensure effective induction, supervision, workload management and continuing professional development. Similarly, teachers' work environment is the crucial aspect for quality learning among the students' community.

4. REVIEW OF LITERATURE

Hala et al. (2010) study entitled "The Relationship" aims to investigate the relationship between Work Environment and Moral Sensitivity among the Nursing Faculty Assistants. It adopted an inferential statistics and identified that there exists a strong relationship. The study concludes that sufficient motivation and training to faculty members through conducive work environment would pave the way for enhancing the ethical academic climate.

Gholamshahi and Seyyed Ali (2012) described the relationship between Professional ethics and organizational commitment of the personnel and its dimensions (affective commitment, continuance commitment, and normative commitment). The result indicates the existence of significant relationship. Matthew and Karsten (2012) made an attempt to provide a justification for developing an ethical profession through work-integrated learning by examining the transformation in student perceptions and responses to ethical issues before, during, and after work-integrated learning placements.

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Vishal Varia (2014) who focused his study on Secondary School Teachers' awareness towards his / her professional ethics concludes that the awareness can bring results in the form of rewards and achievements by the students.

Kateřina Collins et al. (2014) in their study entitled "Work Environment and Well-Being of Academic Faculty in Czech Universities: A Pilot Study" aims to describe the Faculty's work environment and to examine the impact of specific work environment variables on the well-being of academic employees. The results showed relatively high job satisfaction and high work engagement at all academic levels.

Katharine and Sarah (2014) in their study titled "Web 2.0 in Social Work Macro Practice: Ethical Considerations and Questions" provides an overview of the strengths and limitations of using these new technologies in macro practice settings and a discussion of ethical considerations. Further they concluded that there is a need to think critically about the strengths and limitations of applying new technologies to macro social work practice, in order to remain true to our profession's strong commitment to value-driven ethical practice.

Seweryn Cichoń (2015) in his work entitled "Management of the Higher Education Institution in the Ethical Actions Context" explains the influence of universal values, mission, vision, ethical codes, and responsibility and worthy behaviour towards internal and external environment and concludes that effective management of the university (in the organizational, socio-economic, process, quality, marketing, ethical, oriented to the knowledge, and the value aspect) is a determinant factor for dealing with a changing environment.

Though many studies in the past have established the relationship between Professional Ethics and work environment, this attempt to analyse the Teachers' Perception is expected to throw some light which may help to identify the root cause of the declining quality standards in our Indian HLIs.

5. OBJECTIVES SET FOR THE STUDY

- ➢ To understand the value of Professional Ethics (P.E).
- ➢ To highlight the importance of Work Environment (W.E).
- ➢ To find out the significant difference between groups towards PE and WE.
- ➢ To analyse the relationship between Professional Ethics and work environment.

6. RESEARCH METHODOLOGY

Determining sample size: Generally sample size is decided on the basis of the purpose of the study and the population size. While doing so usually three criteria are analysed, such as the level of precision, the level of confidence or risk and the degree of variability in the attribute being measured (Miaoulis & Mirchener, 1976) to determine the appropriate sample size.

Based on the formulae $n = N/1 + N(e)^2$ the sample number of respondents is fixed as 150 out of the population size of 245.

The first property is the validity, to identify whether an instrument actually measures what it sets out to measure. The second is reliability, which is whether an instrument can be interpreted consistently across different situations (Andy Field 2009). Cronbach's alpha is often considered a measure of item homogeneity; i.e., large alpha values indicate that the items are tapping a common domain. Cronbach's alpha ranges from 0 to 1.00, with values close to 1.00 indicating high consistency (Craig & James, 2003). Reliability test for scaling in the study is 0.863 (Cronbach's Alpha) for all the variables.

The respondents consisted of 52 per cent men and the remaining were women teachers. Almost 64 per cent were in the age group of below 30 years. Among the total respondents 72 per cent are with less than 5 years of experience; about 2 per cent with 15-20 years experience, as their experience includes from different colleges that they have come across. Almost 72 per cent of teachers belong to Arts and Social Science discipline. Only 6 per cent have cleared National Eligibility Test and remaining 6 per cent holds Ph.D qualification.

To analyse, describe and summarize the data of Professional Ethics (P.E) and Work Environment (W.E) in a meaningful way, descriptive statistics which helps to read the data in clear view.

Table-6.1 Descriptive Statistics on the Level of P.E and W.E

Five point likert scale		Variables										
		Professional Ethics						Work Environment				
		Profnl	Student	Colleague	Admn.	Parent	Society	Involmt.	Clarity	Support	Comfort	Atnmy
1	SD	3	1	0	2	3	1	3	2	2	0	2

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2	D	12	4	6	4	9	2	17	4	7	6	3
3	N	2	0	2	0	3	3	32	0	13	0	0
4	A	103	98	74	81	58	50	68	81	70	74	81
5	SA	30	47	68	63	77	94	30	63	58	70	64
Total		150	150	150	150	150	150	150	150	150	150	150
Mean		3.97	4.24	4.36	4.33	4.31	4.56	3.70	4.33	4.17	4.39	4.35
Overall avg.		**4.29**						**4.19**				
SD		0.85	0.65	0.71	0.74	0.93	0.67	0.98	0.74	0.87	0.69	0.71

Source: Primary Data

SD: Strongly Disagree, D: Disagree, N: Neither agree or Disagree, A: Agree, SA: Strongly Agree

The table 6.1 shows the respondents mean and S.D of their opinion. There are six variables (professional aspect, student aspect, colleague aspect, administration aspect, parent aspect and society aspect) considered for P.E. except variable professional aspect which has lesser mean value (3.97 neutral to agree level) than the other variables (4.24, 4.36, 4.33, 4.31 & 4.56 between agree and strongly agree). Standard Deviation also clearly depicts that there is no much difference in their opinion.

On the other hand there are five variables (Involvement, Clarity, Support, Comfort and Autonomy) considered for work environment. The variable Involvement mean value is 3.70 which is less than the other variables mean value (i.e 4.33, 4.17, 4.39 & 4.35).

To find out the significant difference between the groups opinion for P.E & W.E through Reliability test found that the data are normally distributed among the groups, independent 't' test is used to analyse.

H0$_1$: There is no significant difference between **gender groups** towards **P.E.**

Table-6.2 Independent's' Test- Comparison of P.E Between Male and Female Teachers

Factors	Professional Ethics								
	Male		Female		L Test-F	L Test Sig	T	df	Sig (2 tailed)
	Mean	S.D	Mean	S.D					
Admn. aspect	4.24	0.830	4.44	0.585	0.483	0.488	-1.670	148	0.097
Student aspect	**4.33**	0.545	**4.12**	0.755	0.104	0.748	1.997	148	**0.047****
Society aspect	4.50	0.784	4.64	0.485	6.695	0.011	-1.239	148	0.217
Colleague aspect	**4.17**	0.758	**4.61**	0.551	0.040	0.841	-3.958	148	**0.000****
Parent aspect	4.21	1.076	4.44	0.682	5.626	0.019	-1.481	148	0.141
Profnl aspect	**4.13**	0.708	**3.76**	0.962	3.529	0.062	2.739	148	**0.0069****
Over all Avg.	**4.26**	**0.784**	**4.33**	**0.670**	**2.746**	**0.362**	**-0.602**	**148**	**0.152**

Source: Primary Data

The above table depicts that the Levene's test for the professional ethics of male and female teachers, the homogeneity variances are relatively not equal under different aspect. Student and colleague aspect are significant at 0.05 level (0.047 and 0.000), where the null hypothesis is rejected. Result shows that male are ethical than female teachers in **student aspect** (mean of male **4.33**, female 4.12 sig. 0.047). Whereas the female teachers are better co operative and ethical under **colleague aspect** than the male staffs (mean of male 4.17, female **4.61** sig. 0.047). Under **professional aspect** the male staffs are highly influenced by their dress code, punctuality and attitude of developing minds among students (mean of male **4.13**, female 3.76 sig. 0.0069). These three factors of Professional Ethics (PE) significant value are less than 0.05, so that there exists significant difference between male and female perception.Whereas the other factors administration aspect, society aspect and parent aspect of PE significant value is more than 0.05, hence its results that there is no difference between male and female staff.

For all the factors pooled together, the average professional ethics of male shows as 4.26 and 4.33 for female teachers of Arts and Science College. From the results clearly indicated that both male and female teachers are ethical under different aspect. The F value for Levene's test is 2.746 with a sig. (p) value of 0.362 (p <0.5). Because the significant value is more than the alpha of 0.05 (p<0.05), hence accept the Null hypothesis (No Difference) for

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the assumption of homogeneity of variance and conclude that there exists no significant difference between the two groups variance, where the assumption of homogeneity of variance is met.

$H0_2$: There is no significant difference between **gender groups** towards **W.E**.

Table-6.3 Independent "t" Test-Comparison of W.E Between Male and Female Teachers

Factors	Work Environment								
	Male		Female		L Test-F	L Test Sig	t	df	Sig (2 tailed)
	Mean	S.D	Mean	S.D					
Involvement	**3.45**	1.113	**4.02**	0.668	36.058	0.000	-3.626	148	**0.000****
Clarity	4.24	0.830	4.44	0.585	0.483	0.488	-1.670	148	0.097
Support	4.21	0.808	4.11	0.947	0.391	0.533	0.755	148	0.451
Comfort	**4.14**	0.747	**4.70**	0.463	0.878	0.350	-5.281	148	**0.000****
Autonomy	**4.45**	0.568	**4.21**	0.851	0.494	0.483	2.068	148	**0.040****
Over all Avg.	**4.10**	**0.813**	**4.29**	**0.703**	**7.661**	**0.371**	**-1.551**	**148**	**0.274**

Source: Primary Data

The table 6.3 shows that the Levene's test for the work environment of male and female teachers, the homogeneity variances are relatively not equal under different factors. The female teachers agree with the factor Involvement were the culture and emotional climate of college is positive and supportive, feel part of a team, stretch abilities, recognized efforts and receive constructive feedback. Highly significant (0.000) for the factor Involvement were the mean value of female is 4.02 than the male mean value is 3.45.

The other two factors comfort and autonomy shows the mean value for female is 4.70,4.21 and the mean value for male is 4.14, 4.45, these two factors are significant at 0.05 level but both of them more or less agree with the argument. Average of all factors under Work Environment shows that there is no difference between male and female teachers.

The F value for Levene's test is 7.661 with a sig. (p) value of 0.371 (p <0.5). Because the significant value is more than the alpha of 0.05 (p<0.05), hence accept the Null hypothesis where the assumption of homogeneity of variance is met.The data distributed are skewed for the age groups and years of experience (chart given below). When the data are not normally distributed, non-parametric Kruskal Wallis test is used to analyse. The following table shows the significant difference among the groups for variables.

$H0_3$: There is no significant difference between **age** groups towards **P.E.**

Table-6.4 Kruskal-Wallis Test- Difference Between the Age Groups Towards P.E

Ranks				Test Statistics [a,b]		
PE factors	Age	N	Mean Rank	Chi-Square	df	Sig.
Profnl	Below 30	90	74.12	1.097	2	0.578
	30-40	48	79.56			
	40-50	12	69.58			
	Total	150				
Student	Below 30	90	69.36	6.507	2	**0.039**
	30-40	48	84.71			
	40-50	12	84.71			
	Total	150				
Colleague	Below 30	90	65.72	15.230	2	**0.000**
	30-40	48	88.02			
	40-50	12	98.75			
	Total	150				
Admin	Below 30	90	62.97	27.965	2	**0.000**
	30-40	48	89.61			
	40-50	12	113.00			
	Total	150				

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Parent	Below 30	90	64.86	16.780	2	**0.000**
	30-40	48	91.96			
	40-50	12	89.50			
	Total	150				
Society	Below 30	90	66.73	15.238	2	**0.000**
	30-40	48	84.95			
	40-50	12	103.50			
	Total	150				
a. Kruskal Wallis Test b. Grouping Variable: age						

Source: Primary Data

The above table shows that there is significant difference between the groups for the variables student aspect, colleague aspect, administration aspect, parent aspect and society aspect sig. value (p<0.05), 0.039, 0.000 respectively. Whereas the variable professional aspect (0.578 which more that p value) shows no difference between the groups. Therefore there is difference in their ethical view between the age groups.

H0₄: There is no significant difference between **age** groups towards **W.E.**

Table-6.5 Kruskal-Wallis Test- Difference Between the Age Groups Towards W.E

Ranks				Test Statisticsa,b		
Factors	Age	N	Mean Rank	Chi-Square	df	Sig.
Involvement	Below 30	90	69.92	8.939	2	**0.011**
	30-40	48	78.11			
	40-50	12	106.92			
	Total	150				
Clarity	Below 30	90	62.97	27.965	2	**0.000**
	30-40	48	89.61			
	40-50	12	113.00			
	Total	150				
Support	Below 30	90	70.57	3.603	2	0.165
	30-40	48	83.91			
	40-50	12	78.83			
	Total	150				
Comfort	Below 30	90	67.32	12.771	2	**0.002**
	30-40	48	83.83			
	40-50	12	103.50			
	Total	150				
Autonomy	Below 30	90	70.19	4.402	2	0.111
	30-40	48	83.76			
	40-50	12	82.25			
	Total	150				
a. Kruskal Wallis Test b. Grouping Variable: age						

Source: Primary Data

The above table shows that there is significant difference between the age groups for the variables involvement, clarity and comfort sig. value (p<0.05), 0.011, 0.000 & 0.002 respectively. Whereas the variables support and autonomy (0.165 & 0.111 is more than p value) shows no significant difference between the groups. Results indicate that there is difference in their opinion for the variable W.E.

H0₅: There is no significant difference between **years of experience** towards **P.E.**

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Table-6. 6 Kruskal-Wallis Test- Difference Between Years of Experience Towards P.E

Ranks				Test Statisticsa,b		
Experience		N	Mean Rank	Chi-Square	df	Sig.
Profnl	Below 5 yrs	102	73.52	1.787	3	0.618
	5-10 yrs	30	76.57			
	10-15 yrs	12	87.38			
	15-20 yrs	6	80.08			
	Total	150				
Student	Below 5 yrs	102	71.88	10.387	3	**0.016**
	5-10 yrs	30	73.83			
	10-15 yrs	12	90.75			
	15-20 yrs	6	114.92			
	Total	150				
Colleague	Below 5 yrs	102	66.00	24.985	3	**0.000**
	5-10 yrs	30	85.57			
	10-15 yrs	12	110.58			
	15-20 yrs	6	116.50			
	Total	150				
Admin	Below 5 yrs	102	69.56	12.259	3	**0.007**
	5-10 yrs	30	83.98			
	10-15 yrs	12	83.00			
	15-20 yrs	6	119.00			
	Total	150				
Parent	Below 5 yrs	102	68.72	10.656	3	**0.014**
	5-10 yrs	30	85.65			
	10-15 yrs	12	95.13			
	15-20 yrs	6	100.75			
	Total	150				
Society	Below 5 yrs	102	68.94	14.352	3	**0.002**
	5-10 yrs	30	81.02			
	10-15 yrs	12	103.50			
	15-20 yrs	6	103.50			
	Total	150				
a. Kruskal Wallis Test b. Grouping Variable: Years of Experience						

Source: Primary Data

Table 6.6 depicts the results that there is significant difference between the experience groups for the variables student aspect, colleague aspect, administration aspect, parent aspect and society aspect sig. value (p<0.05), 0.016, 0.000, 0.007, 0.014 & 0.002 respectively. Except the variable professional aspect sig. value 0.618 which is more that p-value shows no difference in experience to agree with their opinion.

H0$_6$: There is no significant difference between **years of experience** towards **W.E**.

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Table-6.7 Kruskal-Wallis Test- Difference Between the Years of Experience Towards W.E

Ranks				Test Statisticsa,b		
Experience		N	Mean Rank	Chi-Square	df	Sig.
Involvement	Below 5 yrs	102	72.31	5.479	3	0.140
	5-10 yrs	30	76.55			
	10-15 yrs	12	82.25			
	15-20 yrs	6	111.00			
	Total	150				
Clarity	Below 5 yrs	102	69.56	12.259	3	**0.007**
	5-10 yrs	30	83.98			
	10-15 yrs	12	83.00			
	15-20 yrs	6	119.00			
	Total	150				
Support	Below 5 yrs	102	74.05	17.185	3	**0.001**
	5-10 yrs	30	61.35			
	10-15 yrs	12	116.17			
	15-20 yrs	6	89.50			
	Total	150				
Comfort	Below 5 yrs	102	66.56	23.111	3	**0.000**
	5-10 yrs	30	84.30			
	10-15 yrs	12	109.50			
	15-20 yrs	6	115.50			
	Total	150				
Autonomy	Below 5 yrs	102	71.61	11.877	3	**0.008**
	5-10 yrs	30	72.58			
	10-15 yrs	12	94.33			
	15-20 yrs	6	118.50			
	Total	150				
a. Kruskal Wallis Test b. Grouping Variable: Years of Experience						

Source: Primary Data

Above table 6.7 shows the results that there is significant difference between the experience groups for the variables clarity, support, comfort and autonomy sig. value (p<0.05), 0.007, 0.001, 0.000 & 0.008 respectively. Except the variable involvement sig. value 0.140 which is more that p-value shows no difference in experience as their involvement is same.

H0$_7$: There is no significant relationship between **P.E** and **W.E**

Table-6.8 Correlations Between P.E and W.E

Correlations					
Variables	**Clarity**	**Autonomy**	**Support**	**Comfort**	**Involvement**
Admin aspect	**0.000**[**]	0.747	0.448	0.758	0.488
Parent aspect	0.296	0.765	0.421	0.280	0.190
Student aspect	0.696	**0.000**[**]	0.274	0.524	0.625
Society aspect	0.890	0.328	0.084	0.262	**0.000**[**]
Profnl aspect	0.575	0.982	0.528	0.682	0.230
Colleague aspect	0.907	0.584	**0.004**[**]	**0.000**[**]	0.301
**. Correlation is significant at the 0.01 level (2-tailed).					

Source: Primary Data

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Above table 6.8 show the relationship between P.E variables (professional aspect, student aspect, colleague aspect, administration aspect, parent aspect and society aspect) and W.E variables (Involvement, Clarity, Support, Comfort and Autonomy). There is significant correlation between administration aspect and clarity sig. $p<0.05$ (0.000), student aspect and autonomy sig. $p<0.05$ (0.000), society aspect and involvement sig. $p<0.05$ (0.000), colleague aspect and support sig. $p<0.05$ (0.004) & colleague aspect and comfort sig. $p<0.05$ (0.000).

CONCLUSION & SUGGESTION

Results indicate that there is a relationship between professional ethics and work environment. Positive work environment could sustain ethics among teachers. Ethics is formulated to educate the teachers to help them to behave properly with the stakeholders - student, colleagues, administration, parents and society - to communicate at the workplace and for better career development. This would pave the way for an improved learning and ethical behaviour that can change the working environment in a better way. A positive change in work environment that supports the ethical standards may bring better returns to the students' community.

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APPENDIX

Questionnaire

1. Name (optional)   : xxxxx
2. Designation   : □ Asst. Prof.   □ Asso. Prof.   □ Professor
3. Gender   : □ Male □ Female
4. Age   : □ < 30 □ 30-40 □ 40-50 □ 50-60 □ > 60
5. Type of institution   : □ Government □ Private □ Society
6. Work experience   : □ < 5 yrs □ 5-10yrs □ 10-15 yrs □ 15-20 yrs
                              □ > 20yrs
7. Discipline   : □ Arts □ Science

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8. PG qualification : □ M.A   □ M.Com   □ MBA □ MCA □ M.Sc
□ Others
9. Add educational qualification: □ NET   □ M. Phil   □ Ph. D

TEACHERS PROFESSIONAL ETHICS SCALE (TPES)

There were 17 items measured on a 5-point Likert Scale scores range from '1', '2', '3', '4' and '5'. Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree and Strongly Agree respectively.

Please tick(√) the appropriate column

Sl.No.	Statements	1	2	3	4	5
	Teacher - Professional Aspect					
1.	Professional dress code is must as teachers are role models to their students.					
2.	Being punctual in teaching profession has a great influence on the punctuality of students.					
3.	Teaching profession is not simply a job but a way to be an influence on the pupils developing minds.					
	Teacher - Student Aspect					
4.	Teachers should give moral as well as emotional support to their students.					
5.	Teachers should pay attention more on below average students as compared to average students.					
6.	Teachers should never share their personal life with their students.					
7.	Teachers should develop the feeling of national integration among the students.					
8.	Teachers should inculcate the cultural values to their students.					
9.	I believe that the teacher should neither punish too much nor should be too liberal with students.					
	Teacher - Colleague Aspect					
10.	Teachers should treat their colleagues the way they wish to be treated by them.					
11.	Teachers should accept their defects pointed out by their colleagues without any hesitation and try to eradicate them.					
12.	Teachers should co-operate with their colleagues in solving administrative problems.					
13.	Teachers should freely mingle with their colleagues.					
14.	Teachers should never engage in useless gossip and criticism in their leisure time with their colleagues.					
	Teacher - Administration Aspect					
15.	Teachers should not get annoyed when responsibility of some of the employees is thrust upon them by higher authority.					
16.	Teachers should avoid availing themselves of leave as much as possible, being very much concerned about their official work.					
17.	Teachers should willingly take up any administrative tasks allotted to them and to get maximum satisfaction from it.					
18.	Teachers should not go against the rules and regulations of the institution for their personal benefits.					
	Teacher - Parent Aspect					
19.	To get proper respect from the parents of students, teacher's behavior should not be harsh towards their students.					

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20.	Teachers should convey the parents to provide good family environment to their children for their mental fitness.				
21.	Teachers should show great concern towards the parents of their students and even take steps to solve their family problems.				
22.	Teachers should remove the gap that exists between the illiterate parents and the institution.				
Teacher - Society Aspect					
23.	Teachers should work as a liaison officer between their institution and society.				
24.	Teacher should approach anyone to seek help for the school improvement.				
25.	Teachers should meet influential people of the locality and seek their help for the school improvement.				
26.	Teachers should perform the duties of their citizenship and effectively participate in social activities.				

WORK ENVIRONMENT SCALE
Response format

Sl.No.	Statements	1	2	3	4	5
Involvement						
1.	The culture and emotional climate of the college is generally positive and supportive.					
2.	I feel like I am a part of a team (shared mission, values, efforts and goals.					
3.	I feel challenged and am given assignments that inspire, test, and stretch my abilities					
4.	My efforts are recognized and acknowledged in tangible ways.					
5.	I receive constructive feedback in a way that emphasizes positives, rather than negatives.					
Clarity						
6.	I have clear-cut and non-contradictory policies and procedures in my college.					
7.	I am encouraged to solve as many of my own work-related problems as possible.					
8.	I believe in and take pride in my work and my workplace.					
9.	At work, I am accepted for the person I am.					
10.	I tend to see problems as challenges, rather than as obstacles.					
Support						
11.	The rewards for success are greater than the penalties for failure					
12.	I am able to keep encounters with other staff work-centered, rather than ego-centered.					
13.	I feel accepted and am treated with courtesy, listened to, and invited to express my thoughts and feelings by the students.					
14.	I feel accepted and valued by my colleagues.					
15.	I feel accepted and am treated with courtesy, listened to, and invited to express my thoughts and feelings by the upper administration.					
Comfort						
16.	The administrative team provides an environment in which I feel safe and secure.					

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17.	The administrative team provides an environment in which honesty and openness are valued.					
18.	It is safe to go to members of the administrative team if I'm having difficulty with some aspect of my job (a particular student or class, an angry parent, improving learning in some particular area).					
19.	To the degree that it is possible, I believe that the administrative team considers my needs and preferences when making decisions that affect my work life.					
20.	My professional judgment is respected by my principal; I have adequate freedom to exercise my judgment and expertise.					
Autonomy						
21.	I see my principal as a resource (rather than an obstacle).					
22.	I have a clear understanding of the expectations of my principal.					
23.	I trust my principal to be there for me and back me up.					
24.	I feel safe sharing my plans, programs and policies with my principal.					
25.	My principal is committed to finding win-win solutions to problems.					