



WORK ATTACHMENT AND PRIORITY NEEDS – A STUDY ON TEACHERS

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Abstract

Work attachment is the degree to which a person psychologically identifies himself with his work. This study investigated the attachment that the teachers of Government and Government-aided colleges have towards their work and how they prioritize their needs. Accordingly, a group of 120 college teachers (60 from government colleges and 60 from government-aided colleges) were selected as sample. A general information schedule, work attachment questionnaire and priority need questionnaire were used as tools. The findings reveal that work attachment of both groups of teachers is moderate. But duration of service period takes an important role in this regard. Work attachment of the teachers who are engaged in government colleges and whose duration of service is 10 years or less is better than those whose duration of service is above 10 years. On the contrary, no significant difference was observed for the government-aided colleges. Findings also revealed that priority need as expressed by two groups of teachers differ significantly in some areas.

Keywords: *Work Attachment, Priority Needs, Teachers*

Work attachment is the degree to which a person psychologically identifies himself with his work. Alienation is the feeling of estrangement that a person feels towards his work. Work attachment and alienation have been used loosely to explain work related problems like low morale, absenteeism, turnover, etc. Knoop and Robert (1980) investigated the relationship between job involvement and three sets of variables: nine personal, three structural, and eight job factors. Results indicated that involvement is mainly related to three variables: job motivation, job satisfaction, and marital status. Mistry (1985) found that to fill some of the gaps in the existing field of knowledge regarding job satisfaction, job involvement and n-achievement as outcome variables of locus of control, motivational climate, participation in academic climate and various types of role stresses the teaching population faced. The climate of academic motivation was found to be significantly associated with such dimensions as job satisfaction, involvement as well as overall satisfaction. Job involvement was found to be significantly and positively related with different aspects of job satisfaction. Cherian and Victor (2012) sought to explore the two dimensions of teacher commitment, job involvement and their work ethics. The analysis of the data revealed that there was a significant positive correlation between job involvement of degree college teachers and their work ethics. Kaur and Sidana (2009) aimed at finding the level of job satisfaction of college teachers of Punjab with respect to area, gender and type of institution. The study revealed that rural college teachers were more satisfied as compared to urban college teachers because of their low expectations. On the other hand, male college teachers were more satisfied as compared to their female counterparts. Majority of women teachers pointed that they have not got recognition for job and work done. Furthermore,

government owned college teachers were more satisfied than government aided and self-financed college teachers. Ishwara and Laxman (2007) evaluated the perceived level of job involvement among the university teachers working at the postgraduate departments is at moderate level. The present investigation has been designed to study the work attachment and priority needs of teachers of Government and Government-Aided colleges across Kolkata.

Objectives

To study the work attachment of the teachers of Government and Government-Aided colleges across Kolkata.

To study the priority need assessment of the teachers of Government and Government-Aided colleges across Kolkata.

Hypotheses

Hypothesis-I : The teachers of the Government colleges and that of the Government-aided colleges differ in terms of their work attachment.

Hypothesis-II : Work attachment as expressed by the teachers of the Government colleges is differentially associated with gender differences.

Hypothesis-III : Work attachment as expressed by teachers of the Government-aided colleges is differentially associated with gender differences.

Hypothesis-IV : Work attachment as expressed by the teachers of Government colleges is differentially associated with duration of service.

Hypothesis-V : Work attachment as expressed by the teachers of the Government-aided colleges is differentially associated with duration of service.

Hypothesis-VI : Teachers of Government colleges and Government-aided colleges differ among themselves in terms of perceived priority need.

Research Design

A group of 120 teachers (60 from Government and 60 from Government –Aided colleges across Kolkata) were selected as the sample. They were between the ages 30 to 50 years and their duration of service is below and above 10 years. Tools as such General Information Schedule that consists of name, address, age, gender, duration of service etc.; Work Attachment Questionnaire that consists of 50 statements answerable in a five point scale from strongly agree to strongly disagree where high score indicates good work attachment and vice versa. Odd-even split-half reliability is 0.82; Priority Need Questionnaire that consists of set of 6 priority needs viz., good pay package, significant post in the hierarchy, comfortable workplace, friendly work environment, job inspiring a creative instinct and job offering incentives after regular appraisals were considered to be ranked according to the priority of the respondents.

General Information Schedule, Work Attachment Questionnaire and Priority Need Questionnaire were administered to the subjects. Data were collected and properly scrutinized. Scoring was done with the help of standard scoring key. Mean and SD were calculated for work attachment questionnaire. Rank was done for priority need questionnaire. Comparisons were made by applying t-test and chi-square.

Results and Interpretation

The Data inserted Table-1 reveals that there seems to be indication of moderate level of work attachment as expressed by the teachers of government and government-aided colleges across Kolkata. Analysis of data reveals that the government college teachers are happy with their job security and hefty pay package. On the other hand, the government-aided college teachers are satisfied with the significant role they play in the decision-making processes, comparatively less competition and the scope to work together in case of crises. Overall picture reveals no significant difference between the two groups. Thus, the Hypothesis - I is rejected.

Table 1 – Comparison between the teachers of Government and Government-aided colleges in terms of work attachment

Category	Work Attachment				t-value
	Govt. colleges		Govt. aided colleges		
	Mean	SD	Mean	SD	
Combined	136.75	14.34	139.50	15.47	0.71*
Male	135.90	15.99	137.83	16.62	0.46*
Female	137.60	12.40	141.17	14.03	1.04*

Score – range: 50 to 200 * Difference is insignificant

High score indicates good work attachment and vice-versa.

Comparison was made between the male and female group of teachers of the government colleges of Kolkata

in terms of work attachment. No significant difference between the two groups. The Hypothesis -II is also rejected

Table 2 – Comparison between male and female group of teachers of Government colleges in terms of work attachment

Govt. colleges Category	Work Attachment		t-value
	Mean	SD	
Male	135.90	15.99	0.46*
Female	137.60	12.40	

* Difference is insignificant

Comparison was also made between the male and female group of teachers of the government-aided colleges of Kolkata in terms of their work attachment. Here also no significant difference was observed. The Hypothesis – III is rejected.

Table 3 – Comparison between male and female group of teachers of Government-aided colleges in terms of work attachment

Category	Work Attachment		t-value
	Mean	SD	
Govt.-aided colleges Male	137.83	16.62	0.84*
Female	141.17	14.03	

* Difference is insignificant

Data inserted in Table - 4 reveals that work attachment as expressed by the teachers of the Government colleges whose service is below 10 years is comparatively better than those whose service in above 10 years. The analysis of data reveals that scope of self development and comparatively less fatigue to carry out the job are the main reasons behind this. When comparison was made between the two groups, significant difference was observed. Thus, the Hypothesis - IV is accepted.

Table 4 – Comparison between the teachers of Government colleges whose duration of service is below and above 10 years in terms of work attachment

Category	Work Attachment		t-value
	Mean	SD	
Govt. colleges Below 10 years	148.10	12.68	3.78*
Above 10 years	134.50	14.61	

* $p < 0.01$

Comparison was also made between the two groups of teachers of Government-aided colleges whose duration of service is below and above 10 years in terms of work attachment, no significant difference was observed. Thus, the Hypothesis – V is rejected.

Table 5 – Comparison between the teachers of Government-aided colleges whose duration of service is below and above 10 years in terms of work attachment

Category	Work Attachment		t-value
	Mean	SD	
Govt. Aided colleges Below 10 years	140.27	15.10	0.39*
Above 10 years	138.73	15.79	

* Difference is insignificant



Data inserted in Table-6 reveals the six different types of priority need as ranked by the teachers of government and government-aided colleges of Kolkata city

Table 6 – Priority needs as expressed by the teachers of government and government-aided colleges

Cate gories	Good Pay Package		Significant Post in the Hierarchy		Friendly working environment		Comfortable workplace		Job inspiring a creative instinct		Job offering incentives after regular appraisals		Chi-square value
	G.	G.A.	G.	G.A.	G.	G.A.	G.	G.A.	G.	G.A.	G.	G.A.	
R A N K S													
1 st	18	22	9	4	16	8	11	11	4	15	2	0	13.34**
2 nd	6	3	5	10	18	25	23	7	4	9	4	6	14.66**
3 rd	10	6	9	9	9	7	11	27	14	7	7	4	11.15**
4 th	15	9	8	14	8	9	6	7	17	11	6	10	5.56*
5 th	8	9	13	10	5	8	6	5	12	13	16	15	1.88*
6 th	3	11	16	13	4	3	3	3	9	5	25	25	6.18*

* Difference is insignificant, ** $p < 0.01$

Thus, the Hypothesis – VI is accepted for the assessment of 1st, 2nd and 3rd ranks, and is rejected for 4th, 5th and 6th ranks in this investigation.

Concluding Remarks

The significant highlights of the study may help to create a congenial work environment considering the work attachment of the teachers in educational institutions. Incentives are remotely available for the teachers in most of the educational institutions. This can be a potential factor because of which, some teachers feel the lack of scope of self-development in their job. Incentives can not only motivate the teachers to perform well, it can also improve the overall working climate of the institutions. The teachers of the government-aided colleges have expressed slight apprehension about their job security. Appropriate measures should be taken to ward off this feeling of insecurity, as it can result in the feeling of alienation towards the job, which is very detrimental to the whole educational scenario of those institutions. Care should also be taken to create a pleasant working environment which will finally lead to much better educational environment in comparison to the existing setting.

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