



WORK ATTACHMENT AND PRIORITY NEEDS AS EXPRESSED BY THE TEACHERS ENGAGED IN GOVERNMENT AND GOVERNMENT-AIDED SCHOOLS ACROSS KOLKATA - A COMPARATIVE STUDY

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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 schools have towards their work and how they prioritize their needs. Accordingly, a group of 120 school teachers (60 from Government schools and 60 from Government-aided schools) were selected as sample. A General Information Schedule, Work Attachment Questionnaire and Priority Need Questionnaire were used as tools. The findings revealed that work attachment of the group of teachers working in Government schools is comparatively better than of those working in Government-aided schools. No significant difference was observed between the male and female group of teachers engaged in Government and Government-Aided schools. The duration of service period also takes an important role in this regard. Findings further revealed that priority needs as expressed by the two groups of teachers differ significantly in some areas.

KEYWORDS : Work Attachment, Priority Needs, Teachers of Government and Government-Aided Schools

INTRODUCTION

From time immemorial, Kolkata has been renowned for its strong bent for education and teaching remains to be a haloed profession in Kolkata. At present a considerable section of the population in Kolkata is actively pursuing teaching as a full fledged profession. Work attachment is a term frequently used in sociology and is an important field of exploration in industrial and social psychology. It is another name of job involvement. 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. It is a negative feeling on the part of an employee towards the organization he works in and it makes the employee uninvolved with his work. Work attachment and alienation have been used loosely to explain work related problems like low morale, absenteeism, turnover, etc. It has been observed, time and again, that the degree of satisfaction and attachment to work that the person feels, depends on how far his needs are catered to by the organization. Greater need satiation leads to greater work attachment, according to many previous researches. Furthermore, the needs of an individual are always set according to his assessment of priority, and the satiation of needs usually bears worthy fruits when it occurs according to the order of priority of those needs, too.

There have been few studies across India and the world, too, dealing with the aspect of work attachment or job involvement of the teachers in educational institutions. 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. Three other variables viz., participation in decision-making, educational level, and satisfaction with supervision were only significantly related to involvement for secondary school teachers. When the results were analyzed by sets of variables it was found that job factors were the only ones related to involvement for both elementary and secondary teachers. Another investigation by Mistry (1985) was an attempt 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.

Narayanswamy and Rao (2014) conducted a study on the secondary school teachers of Mandya district and found that teacher's job satisfaction and involvement in their job go together and if the teacher is satisfied in his job, then only his involvement in his work is

maximum and results in good performance.

Kumar (2015) in his study on the higher secondary school teachers of Trichy found that gender has a bearing on the level of job satisfaction of higher secondary school teachers. There is no significant difference in the job satisfaction of schools with respect to the locality. Age has no bearing on the level of job satisfaction of higher secondary school teachers.

Johnson et al (2008) investigated the social and economic needs of the science teachers of Bhutanese schools. Results revealed that a need for informal sharing of ideas of experienced teachers with lesser experienced teachers and need for change in pedagogy existed among the teachers.

Sethi and Mittal (2016) in their study on the senior secondary school teachers of Tehri district of Garhwal Mandal of Uttarakhand state which included teachers of 4 Government schools and 4 Private schools, concluded that there was no significant gender difference in the job involvement of teachers. The present investigation has been designed to study the work attachment and priority needs of teachers of Government and Government-Aided schools across Kolkata.

Objectives

- To study the work attachment of the teachers of Government and Government-Aided schools across Kolkata.
- To study the priority need assessment of the teachers of Government and Government-Aided schools across Kolkata.

Hypotheses

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

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

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

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

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

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

SAMPLE AND STUDY AREA

A group of 120 teachers (60 from Government and 60 from Government –Aided schools across Kolkata) were selected as the sample in this investigation by stratified random sampling method.

- Age range – 31 to 50 years
- Gender – Equal gender-ratio
- Educational Qualification – At least Graduate
- Duration of service – 6 to 10 years and 11 to 15 years

TOOLS USED

General Information Schedule :

It consists of items like name, address, age, gender, designation, duration of service etc.

Work Attachment Questionnaire :

It 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 :

In order to explore the priority need assessment a set of 6 priority needs viz., good pay package, significant post in the hierarchy, comfortable infrastructure, 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. Face validity was judged by the experts.

ADMINISTRATION, SCORING AND STATISTICAL TREATMENT

General Information Schedule, Work Attachment Questionnaire and Priority Need Questionnaire were administered to a group of 120 teachers of Government and Government-aided schools of Kolkata by giving proper instruction. Data were collected and properly scrutinized. Scoring was done with the help of standard scoring key. Tabulation was done separately. For General Information Schedule, frequency and percentages were calculated. 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

Data inserted in Table-1 reveals the general characteristic features of the subjects under study.

Table 1: General Characteristic features of the teachers of Government and Government-aided schools

General Characteristics		Male		Female	
		f	%	f	%
Age	a) 31 to 40 years	30	50.00	30	50.00
	b) 41 to 50 years	30	50.00	30	50.00
Educational Qualification	a) Graduate	40	66.67	35	58.33
	b) Post Graduate	20	33.33	25	41.67
Duration of Service	a) 6 to 10 years	30	50.00	30	50.00
	b) 11 to 15 years	30	50.00	30	50.00

Data inserted in Table-2 reveal that there seems to be indication of moderate level of work attachment as expressed by the teachers of Government and Government-Aided schools across Kolkata. From the findings it can be said that the teachers of the Government schools are significantly more attached to their work than the teachers of Government-aided schools. Analysis of data reveals that the Government school teachers are happy with their job security and hefty pay package than the Government-aided schools teachers. They feel greater pride in being employed by a Government institution than that of the other group. Thus, the **Hypothesis-I, which postulates, “The teachers of the Government schools and that of the Government-aided schools differ in terms of their work attachment” – is accepted** in this investigation.

Table 2: Comparison between the teachers of Government and

Government-aided schools in terms of work attachment.

Category	Work Attachment Score				t-value
	Govt. schools		Govt. aided schools		
	Mean	SD	Mean	SD	
M (Male)	135.75	14.35	125.68	16.25	2.54*
F (Female)	140.25	15.2	131.63	17.64	2.03*
C (Combined)	138.00	14.95	128.66	17.22	3.17**

Score – range : 50 to 200

High score indicates good work attachment and vice-versa.

* p<.05
** p<.01

Comparison was made between the male and female group of teachers of the Government schools of Kolkata in terms of work attachment (Table – 3). From the mean score it can be said that there seems to be indication of slightly above moderate level of work attachment as expressed by both male and female teachers. Thus, the **Hypothesis-II which postulates, “Work attachment as expressed by the teachers of the Government schools are differentially associated with gender differences” – is rejected** in this investigation.

Table 3: Comparison between male and female teachers of Government schools in terms of work attachment.

Category	Work Attachment Score		t-value
Govt. schools	Mean	SD	0.22*
Male	139.4	15.99	
Female	138.60	12.40	

Score – range : 50 to 200, High score indicates good work attachment and vice-versa.

* Difference is insignificant.

Comparison was also made between the male and female group of teachers of the Government-Aided schools across Kolkata, in terms of their work attachment (Table-4). Comparative picture reveals no significant difference between the two groups. Thus, the **Hypothesis-III, which postulates, “Work attachment as expressed by the teachers of the Government – aided schools are differentially associated with gender differences” – is rejected** in this investigation.

Table 4. Comparison between male and female teachers of Government-aided schools in terms of work attachment.

Category	Work Attachment Score		t-value
Govt.-aided schools	Mean	SD	0.33*
Male	133.83	17.62	
Female	135.17	14.03	

Score – range : 50 to 200, High score indicates good work attachment and vice-versa.

* Difference is insignificant.

Data inserted in Table-5 reveals that work attachment as expressed by the teachers engaged in Government schools whose duration of service is between 6 to 10 years and 11 to 15 years respectively. The findings revealed that the more the duration of service, lesser is the work attachment. When comparison was made between the two groups, significant difference was observed. Thus, the **Hypothesis-IV stating, “Work attachment as expressed by the teachers of the Government schools are differentially associated with duration of service” – is accepted** in this investigation.

Table 5: Comparison between the teachers of Government schools whose duration of service is between 6 to 10 years and 11 to 15 years.

Category	Work Attachment Score		t-value
Govt. schools	Mean	SD	3.97*
6 to 10 years	145.1	10.68	
11 to 15 years	130.5	14.61	

Score – range : 50 to 200; High score indicates good work attachment and vice-versa.

* p < 0.01

Comparison was also made between the teachers engaged in Government-aided schools whose duration of service is between 6 to 10 years and 11 to 15 years respectively (Table-6). Here also, the more the duration of service, less is the work attachment. When the comparison was made between the two groups, significant difference was observed. Thus, the Hypothesis V, stating, “**Work attachment as expressed by the teachers of the Government-Aided schools is differentially associated with duration of service**” – is accepted in this investigation.

Table 6: Comparison between the teachers of Government-Aided schools whose duration of service is between 6 to 10 years and 11 to 15 years.

Category	Work Attachment Score		t-value
	Mean	SD	
Govt. Aided schools			2.36*
6 to 10 years	142.97	15.14	
11 to 15 years	134.73	11.71	

Score – range : 50 to 200

High score indicates good work attachment and vice-versa.

* p < .05

Priority Need as expressed by the teachers engaged in Government School are in seriatim :

Rank 1 – Comfortable Infrastructure; Rank 2 – Friendly Work Environment; Rank 3 - Job inspiring a creative instinct; Rank 4 – Good Pay Package; Rank 5 - Job offering incentives after regular appraisals; Rank 6 - Significant Post in the Hierarchy.

Priority Need as expressed by the teachers engaged in Government-Aided School are in seriatim :

Rank 1 – Good Pay Package; Rank 2 – Friendly Work Environment; Rank 3 - Comfortable Infrastructure; Rank 4 – Job inspiring a creative instinct; Rank 5 - Job offering incentives after regular appraisals; Rank 6 - Significant Post in the Hierarchy.

Data inserted in Table-7 reveals the six different types of priority need as ranked by the teachers of Government and Government-aided schools.

Table 7 : Priority needs of the teachers of Government and Government-Aided schools.

Categories	Good Pay Package		Significant Post in the Hierarchy		Friendly working environment		Comfortable Infrastructure		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.	
RANKS	G.	G.A.	G.	G.A.	G.	G.A.	G.	G.A.	G.	G.A.	G.	G.A.	
1 st	10	20	10	18	10	2	12	5	10	5	8	10	15.72** *
2 nd	5	8	5	10	19	20	25	9	2	7	4	6	13.09**
3 rd	9	16	10	9	11	5	7	18	13	8	10	4	12.865* *
4 th	10	10	9	10	11	9	6	7	16	15	8	9	0.421*
5 th	9	8	10	11	8	8	6	5	11	12	16	16	0.241*
6 th	3	11	16	13	4	3	3	3	9	5	25	25	6.18*

G – Government ; G.A. – Government-Aided
 ***p<0.01, **p<0.05, * Difference is insignificant

- Work attachment as expressed by the teachers of Government and Government-Aided schools, differ significantly.
- No significant difference was observed between the male and female group of teachers engaged in both Government and Government-aided schools.
- The more the duration of service, the less is the work attachment. This is true for both Government and Government-aided schools.
- Priority need as expressed by the teachers of Government schools are Rank 1 – Comfortable Infrastructure; Rank 2 – Friendly Work Environment; Rank 3 - Job inspiring a creative instinct; Rank 4 – Good Pay Package; Rank 5 - Job offering incentives after regular appraisals; Rank 6 - Significant Post in the Hierarchy.
- Priority need as expressed by the teachers of Government- aided schools are Rank 1 – Good Pay Package; Rank 2 – Friendly Work Environment; Rank 3 - Comfortable Infrastructure; Rank 4 – Job inspiring a creative instinct; Rank 5 - Job offering incentives after regular appraisals; Rank 6 - Significant Post in the Hierarchy
- No significant difference was observed in the priority need assessment between the Government and Government-aided school teachers in case of the last three ranks.

CONCLUDING REMARKS

In conclusion it can be said that adequate measures may be taken to create a congenial work environment both for Government and Government-aided schools considering the findings of the present study. It has been noted in this study that regular 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. Steps should be taken by the authority of these institutions so that incentives are made available for the teachers after regular appraisals of their work. This can not only motivate the teachers to perform well, it can also improve the overall working climate of the institutions.

Another important point to be considered is that the teachers of the Government-aided institutions 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. Creating consistent scopes and avenues for self development of the senior teachers in the schools would definitely result in a greater attachment on the part of the teachers, towards their jobs. Thus, care should be taken in these important areas, so as to create a pleasant working environment in these educational institutions which will finally lead to a much better educational environment in these institutions of Kolkata.

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MAJOR FINDINGS OF THE STUDY