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Work -centrality of college teachers

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Abstract
200 male teachers (Age range: 40-45 years), drawn equally from constituent and affiliated colleges were administered locally adapted work-centrality scale to verify the hypothesis that constituent college teachers would attach more importance to their job than affiliated college teachers. The results did not help to retain the hypothesis. However, the findings revealed a general preference trend among the teachers to attach more importance to several activities in the interest of their community, predominantly extra-academic in character.

Keywords: Work –centrality, college, teachers

Introduction

In recent years, teachers are perceived by others, in different parts of the country, as less committed to their profession. The said perceived image of the teachers bears hints that the teachers shirk their primary responsibility and cocentrate on other remunerative jobs or extra-acadmic activities to fulfil their personal needs or meet self-interests Of course, there are exceptions. The said devaluated image of teachers has contradicted their traditional social worth and prestige. At present, academically bright students are gradually losing their interest in teaching profession (Alam *et al.*, 2004) [1].

Researchers' observations in this area have collected reportable evidences regarding the teacher's negligence towards their professional assignments and poor commitment to respective teaching institutions (Sinha, 1980; Ahmad, 1989) [3] as well as the presence of few teachers in a few institutions who are devoted to the cause and involved with the institutions who are devoted to the cause and involved with the institutions' intereset (Sinha, 1990) [7]. Since the implementation of New Policy of Education from the beginning of current decade, management policy of educational system has drawn the attention of the governing bodies of educational institutions (government/non-government) in this regad. Besides, teacher's unrest is gradually spreading over different parts of the country (Hindustan Times, 2002; Times of India, 2002) [2]. In U.P the above symptom of dissatisfaction is often highlighted by the mass communication media.

A good number to study approaches are reported in connection with industrial workers and management staff, under the conceptual framework of work alienation and involvement (Kanungo, 1981) [5] work commitment (Nevill *et al.*, 1984) [6] and 'work culture' (Sinha, 1980) while the number of studies relating to altitudes of the Indian college teachers towards performing their on-the job rules and discharging their responsibilities are inadequate.

The concept of 'work-centrality' was developed originally by England and Misumi (1986) to identify the generalized importance attached by an individual to his work or job. It is measured in terms of the degree of importance atached by an individual, at any given point of time to put his primary work in a central position amongst other activities in the spheres of his social life. The concept of 'work-centrality' has a common core with the concepts mentioned earlier and used by other researchers (Kanungo, 1981, Nevill *et al.*, 1984, Sinha, 1990) [5, 6, 7].

In the present study an attempt has ben made to investigate the 'work-centrality' of the teachers of consitituent and affiliated colleges of a town in central part of he U.P State. It was hypothesized that the teachers of constituent colleges would attach more importance to their work assigned by the college than the teachers of affiliated colleges.

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Method

Sample: 100 male teachers of constituent colleges and 100 male teachers of affiliated colleges were selected from a town of U.P by a multi-stage sampling procedure to form a stratified sample. The two groups of teachers were matched in respect of their age, education, language used as medium of teaching, years of service and socio-economic status.

Instrument: The 'Work-Centrality' Scale (English & Misumi, 1986) was locally adapted with the college teachers before the study. This scale has sufficient test-retest reliability (r=84) and high face validity. The scale covers the following five areas of social life activities, viz (i) leisure, (ii) community, (iii) work, (iv) religion and (v) family. For each of these areas certain activities are mentioned with which the local college teachers often keep themselves busy. Each of the respondent teachers has to enmark each of the five areas by distributing a total score of 100 to indicate the degree of importance he generally attaches for a particular area of activities.

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The scale was administered to the respondent teachers at his college, individually, in a disturbance free face-to-face situation.

Results and Discussion

The data collected by the application of the Work-Centrality Scale are processed firstly to identify the central tendency of the points (out of 100) they assigned area-wise to rank (table-1) the areas of importance and then how the set of five statment were ranked by them in order of the degree of importance.

Table 1: Mean values of area wise points assigned by the teachers

Areas	Constituent College Teachers (N=100)	Affiliated College Teachers (N=100)
A. Leisure	8	7
B. Community	37	38
C. Work (Profession)	30	25
D. Religion	10	11
E. Family	15	19

Table 2: Percentage of teachers against the five statement

Statement indicating the degree of importance against the five areas	Constituent college teachers (N=100) %	Affiliated college teachers (N=100) %
Work is the most important	33.4	26.7
Work is the 2nd most important	20.4	20.9
Work is the 3rd most important	32.3	30.2
Work is the 4th most important	8.6	12.3
Work is the least important	6.2	10.2

Table 3: Interocorrelations of mean values of five areas.

Areas	Areas			
	B	C	D	E
A. Leisure	26*	36*	37*	33*
B. Community		43*	36*	35*
C. Work (Profession)			44*	43*
D. Religion				29*
E. Family				-

**P<.01

The findings (table 1) have revealed a similarity in 'work-centrality' between the consituent and affiliated college teachers perceived importance about their professional assignment concerned. The teacher respondernts have reflected a growing tendency to attach more importance on the activities related to 'community' area of social life than their professional activities assigned by the college administration. The major modes in the percentages of responses given by the college teachers (table 2) have revealed that the 'work' has not been perceived by the teachers as 'most important' in general. Only 33.4% of constituent college teachers and 26.7% of affiliated college teachers have perceived work as 'most important'. Teachers of both constituent and affiliated colleges have given second preference to their work equally-around 20% work has been perceived with third important position by the teachers of both types of colleges fairly equally, viz., 32.3% and 30.2% cases.

The values of intercorrelation coefficients (table 3) have revealed an undercurrent of positive relationships amongst the areas of social life to study 'work centrality'-suggesting no uniue importance of 'professional role' and responsibility of the respondents Obviously, the findings bear an indication of a growing trend of questionable 'involvement' or 'commitment' factor in the respondent-teacher group. The said growing tendency requires a check by proper intervention at this stage of growth. The Mean value of 'work centrality' scores of constituent college teachers is 3.92 with a SD of 1.02. Affiliated college teachers obtain the mean value of 2.73 with SD of 1.18. The difference between the two means has been found to be statistically insignificant (t=.99, df=198). The findings do not suggest to retain the research hypothesis.

The findings of the present study have revealed a declined weightage and a growing tendency to perceive the importance of paying equal or more to other areas of social life, i.e. religion, family, leisure and community.

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