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Determinants of attitude of teachers - factor analysis and strategies for success

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# Determinants of attitude of teachers – factor analysis and strategies for success

Determinants  
of attitude  
of teachers

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## Abstract

**Purpose** – Attitude is a major factor affecting behavior. It influences the perception of objects and people, exposure to and comprehension of information, choice of friends, co-workers and so on. Attitudes are subjective attributes of people. Attitude is nothing but conceptualization of human qualities that are formed on the basis of either rational consideration or statistical evidence. Thus, people may vary along each of a number of attitudinal dimensions. Keeping this measurement aspect into consideration, the attitudes might be defined operationally by describing the measurement systems that psychologists use to measure attributes. There are many methods of attitude measurement, i.e. self-report, indirect tests, direct observation techniques, and psychological reaction techniques. This study aims at enquiring into quality of working life differentials among teachers with a view to bring to the surface some of the conditions in context of job satisfaction categorically.

**Design/methodology/approach** – This study has been designed to address the objectives given below: to analyse quality of working life differentials among urban and rural school teachers; to compare the urban and rural teaching environment on the basis of job satisfaction criteria like teaching and welfare facilities. The research has been conducted in government schools in India. It was carried out with two samples of 200 teachers each from the urban and the rural area. Primary data were collected and factor analysis was carried out, as a tool.

**Findings** – The analysis reveals that in case of urban teachers, the factors identified as important in quality of working life include excellence and satisfaction at work, intra-institutional satisfaction, peer group pressure, lower self-esteem, institutional and social pressures, overall organizational satisfaction and socio-organisational behaviour. On the other hand, in the case of rural teachers, seven factors have been identified as factors determining of quality of work, which are not the same factors as identified in the case of urban teachers.

**Originality/value** – This comparative study has implications on competitiveness of teachers and their work performance. The educational institutions those who focus on the factors determining the quality of work life will have more opportunities to emerge as successful organizations.

**Keywords** Job satisfaction, Job performance, Human relation, Quality of work life, Work life balance, Work-related factors

**Paper type** Research paper



Attitude influences the perception of objects and people, exposure to and comprehension of information, choice of friends, co-workers and so on. Attitudes are subjective attributes of people. They can be regarded as constructs in the sense that they are conceptualizations of human qualities that are formed on the basis of either

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rational consideration or statistical evidence. Thus, people may vary along each of a number of attitudinal dimensions. Keeping this measurement aspect into consideration, the attitudes might be defined operationally by describing the measurement systems that psychologists use to measure attributes. There are many methods of attitude measurement, i.e.:

- self-report (usually elicited with questionnaires dealing with beliefs, feelings and behavior);
- indirect tests (such as projective techniques and disguised approaches);
- direct observation techniques; and
- psychological reaction techniques.

### Survey of relevant literature

In the literature, researchers have classified the measure of quality of working life. However, scant attention has been paid by researchers to analyzing QWL differentials between the various working classes. To the best of our knowledge, no work has been undertaken to analyse QWL differential and its determinants among school teachers categorized on the basis of urban and rural locations. The present study is an endeavor in this direction and aims to analyze the factor influencing QWL differentials among urban and rural school teachers and, thus, targets to enrich the existing literature relating to QWL.

Feather and Rauter (2004) investigated organizational citizenship behavior (OCBs) in a sample of 154 school teachers from Victoria, Australia, of whom 101 were in permanent employment and 53 on fixed-term contracts. Participants completed measures of OCBs, job insecurity, organizational commitment, organizational identification, job satisfaction and work values relating to influence, variety and skill utilization. Results showed that the contract teachers reported more job insecurity and more OCBs compared to the permanent teachers. OCBs were positively related to perceived job insecurity and negatively related to opportunities to satisfy influence and skill-utilization work values for the contract teachers, and positively related to organizational commitment, organizational identification and to opportunities to satisfy variety and skill-utilization work values for the permanent teachers. Results were discussed in relation to the different functions that OCBs were assumed to serve for both groups of teachers and the possibility of conceptualizing OCBs using a motivational analysis that takes account of expectations and goal structures.

Khandelwal and Joshi (2002) studied organizational change as a subject that is deservedly attracting a lot of attention from managers and researchers alike. In this study, a framework was constructed for studying and planning change. This framework was in the form of a quantitative, dissipative equilibrium model of organizations. The model described change as a transition of the organization from one equilibrium to another as a result of complex dynamic inter-variable-interactions. A climate survey was conducted in 31 organizations. The sample included 20 employees from each organization across three hierarchical levels. The items of the questionnaire used corresponded directly to selected models. Multiple regression analysis, as well as analysis based on interviews with respondents of the questionnaires, was conducted. The model enabled the identification of relationships between the variables that characterize the organization and its effectiveness. It can be concluded that the model

explains the complexity of the organizational equilibrium and shifts of equilibrium. It permits an analysis of change processes that appear to be conceptually sound. This provides a valuable tool for managers and change agents to plan change interventions.

The foregoing review of existing literature on the subject reveals that though many researchers have directed their efforts to investigate QWL related to various sectors, there has been no comprehensive study devoted to QWL among urban and rural school teachers. Accordingly, the present study is an attempt to analyze the different dimensions of QWL among urban and rural school teachers in Punjab.

### **Objectives of the study**

This study aims at enquiring into the quality of working life differentials among teachers with a view to putting forth strategies for overcoming problems of teaching communities in India.

More specifically, the following are the objectives of this study:

- To analyze quality of working life differentials among urban and rural school teachers.
- To compare the urban and rural teaching environment on the basis of job satisfaction criteria like teaching and welfare facilities, job characteristics and leave and welfare policies, etc.

### **Methodology**

The research was conducted in government schools in India. It was carried out with two samples of 200 teachers, each from the urban and the rural area. For the selection of 200 teachers from the urban and rural area, the convenient sampling method was adopted and an attempt was made to include all the young as well as the senior teachers. Similarly, in the case of the rural area, an effort has been made to include the teachers from the wider range of the border area schools.

### **Data collection**

Keeping in mind the objectives of the study, the data were collected from primary sources. A structured questionnaire was used for the study, which was subjected to pilot testing and re-drafted. The questionnaire was of structured type. The questionnaire contained questions relating to different dimensions of QWL, such as level of happiness or fulfillment of different aspects of life, satisfaction from various job factors and job facilities, behavior of boss, perceived growth, present pay, opportunities for promotion, working conditions, some common statements relating to factors affecting QWL and the determinants of QWL, etc. The questions included in the questionnaire were open-ended, dichotomous and offering multiple choices.

Thus, this paper is designed to study the attitude of teachers' w.r.t their role in the society and organization. The respondents were given a list of 23 statements that measure their attitude w.r.t their role in the society and organization with the help of *t*-test in Phase I and factor analysis in Phase II on the following themes: job satisfaction, self-esteem, sense of self-achievement, efforts recognition and many more. A list of statements is reproduced in Table I.

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**Table I.**

List of statements depicting attitude of teachers w.r.t their role in the society and organization

Label	Statements
E1	Favoritism does not play any part in the institution
E2	Teaching profession brings mental peace to the teachers
E3	Society's expectations are high from the teachers
E4	One who has no other opportunity accepts teachers job
E5	Teachers have friendly relation with each other in the institution
E6	The fellow teachers are ready to help in distress
E7	The teachers feel pleasure in insulting and pulling the legs of other teachers
E8	We work as a team in the institution
E9	The fellow teachers complain against other teachers
E10	Society does not provide much to the teachers
E11	Organization is sympathetic to and appreciative of the employee's point of view
E12	Organization's policy is to over-drive the worker and get the maximum out of him
E13	Are you satisfied with the method of allocation of your increments
E14	Do you feel your superior gives reasonable attention to your suggestions as regards method of work, equipment, books, etc.?
E15	On the basis of my own standards, I feel I have been successful in my work
E16	I feel I am not achieving my most important goals at work
E17	My work is important to the students, the teaching profession and society
E18	The tasks in my work call out the best in me
E19	I feel satisfied after performing my work
E20	I often feel a sense of failure in my work
E21	I often feel really good about the quality of my work performance
E22	If you are given the same type of job under same terms and conditions in a different organization, would you quit
E23	Taking all things into consideration, how satisfied are you with your service here

## Results and discussions

### *Phase I*

Weighted average scores have been calculated to find the level of agreement/disagreement among the teachers with different statements on the basis of urban/rural background. Weights of 5, 4, 3, 2, 1 have been given to the responses "strongly agree", "agree", "neither agree nor disagree", "disagree", and "strongly disagree", respectively. Hence a higher score indicates greater agreement in the questionnaire with a statement than a lower score. In order to compare group means, *t*-test has been applied to the responses of each statement. *t*-test does not require equal variance for its assumptions are less stringent. The weighted average score along with *t*-value for the various statements depicting attitude towards role of women in the society and organization are presented in Table II.

As seen from Table II, the overall weighted average scores indicate that the statement E<sub>17</sub> (my work is important to the students, the teaching profession and society), weighted average score being 4.20, is most significant in depicting the role of teachers in society and organization. Statement E<sub>19</sub> (I feel satisfied after performing my work), is next in significance, with the weighted average score of 4.12, to represent the excellence and satisfaction toward work statements E<sub>18</sub> (the tasks in my work call out the best in me), weighted average scores being 4.02, and E<sub>23</sub> (taking all things into consideration, how satisfied are you with your service here), weighted average scores also equal to 4.02, are next in significance to represent the job satisfaction of the teachers. Further statement

Statement	Overall (W.A.S.)	Urban (W.A.S.)	Rural (W.A.S.)	<i>t</i> -value
E1	3.17	3.22	3.11	1.063
E2	3.99	4.05	3.92	1.873 *
E3	4.09	4.16	4.01	2.387 *
E4	2.82	2.83	2.81	0.140
E5	4.00	4.01	3.99	0.401
E6	3.99	4.01	3.97	0.572
E7	2.44	2.53	2.35	1.756 *
E8	3.94	3.91	3.97	0.897
E9	2.61	2.83	2.38	4.499 **
E10	3.55	3.63	3.47	1.715 *
E11	3.52	3.61	3.42	2.209 *
E12	3.10	3.14	3.06	0.778
E13	3.49	3.65	3.32	3.744 **
E14	3.47	3.52	3.42	1.114
E15	3.93	4.04	3.81	3.556 **
E16	3.07	3.16	2.98	1.755 *
E17	4.19	4.24	4.14	1.954 *
E18	4.02	4.09	3.95	2.143 *
E19	4.12	4.17	4.07	1.691 *
E20	2.41	2.39	2.42	0.293
E21	3.21	4.00	3.95	0.771
E22	2.47	2.40	2.54	1.323
E23	4.02	4.10	3.94	2.384 *

Note: Significant at: \*0.01 and \*\*0.05 levels

**Table II.**  
Overall weighted average  
scores and differences in  
responses of rural and  
urban teachers

E<sub>3</sub> (society's expectations are high from the teachers), with weighted average scores 4.09, depicts social pressures on teachers from the society. Statement E<sub>5</sub> (teachers have friendly relation with each other in the institution) with weighted average score 4.00, represents the cordial relations among the teachers. Statement E<sub>2</sub> (teaching profession brings mental peace to the teachers), E<sub>6</sub> (the fellow teachers are ready to help in distress), E<sub>8</sub> (we work as a team in the institution) and E<sub>15</sub> (on the basis of my own standards, I feel I have been successful in my work), also reflect mixed attitude of teachers (weighted average scores being nearly equal to four in all cases). Responses to statement E<sub>4</sub> (one who has no other opportunity accepts teacher's job), E<sub>7</sub> (the teachers feel pleasure in insulting and pulling the legs of other teachers), E<sub>9</sub> (the fellow teachers complain against other teachers), E<sub>20</sub> (I often feel a sense of failure in my work) and E<sub>22</sub> (if you were given the same type of job under some terms and conditions in a different organization, would you quit?), weighted average scores being 2.82, 2.44, 2.61, 2.41 and 2.47, respectively, indicating institutional politics and social pressures.

An analysis of urban teachers portrays that they have a high agreement with statements E<sub>17</sub>, E<sub>19</sub>, E<sub>3</sub>, E<sub>23</sub>, E<sub>18</sub>, E<sub>2</sub>, E<sub>15</sub>, E<sub>5</sub>, E<sub>6</sub>, E<sub>21</sub> (I often feel really good about the quality of my work performance) and E<sub>8</sub>. On the contrary, the rural teachers show more agreement with statements E<sub>17</sub>, E<sub>19</sub>, E<sub>3</sub>, E<sub>5</sub>, E<sub>6</sub>, E<sub>8</sub>, E<sub>2</sub>, E<sub>18</sub> and E<sub>21</sub>, but their strong agreement with statement E<sub>5</sub> depicts that teachers have friendly relations with each other in the institution (Table I).

A comparative analysis of urban and rural respondent teachers divulges that urban teachers show a greater agreement with statement. E<sub>18</sub> (the tasks in my work call out

the best in me) than the rural teachers. Also, urban teachers are more satisfied with their service as reflected in statement E<sub>23</sub>. Rural teachers have a deep dejection for the opinion that teachers feel pleasure in insulting and teasing other teachers and that fellow teachers complain about other teachers.

The *t*-test scores indicate that urban and rural teachers show statistically significant differences with respect to attitude towards role of teachers, as reflected in statements E<sub>9</sub>, E<sub>13</sub> and E<sub>15</sub> at 0.01 level of significance. Statements E<sub>2</sub>, E<sub>3</sub>, E<sub>7</sub>, E<sub>10</sub>, E<sub>11</sub>, E<sub>16</sub>, E<sub>17</sub>, E<sub>18</sub>, E<sub>19</sub> and E<sub>23</sub>, respectively, differ significantly at 0.05 level of significance. Out of these statements E<sub>9</sub>, E<sub>15</sub>, E<sub>17</sub> and E<sub>18</sub> depict excellence and satisfaction at work, E<sub>9</sub> depicts institutional politics, E<sub>13</sub> is related to efforts recognition, E<sub>10</sub> with social expectations, E<sub>11</sub> with co-adjutor behavior, E<sub>16</sub> depicts sense of self-achievement and E<sub>23</sub> depicts intra-institutional satisfaction.

*Phase II: attitude of teachers towards their role in the society and organization – a factor analytical approach*

In order to find out the factors that determine the attitude of teachers towards their role in the society and organization, factor analytic technique has been applied. When two sub-samples (rural and urban) are combined, the resulting correlations may be a poor representation of the unique structures of each group. Thus, whenever differing groups are expected in a sample, separate factor analysis is performed and the results are compared to identify differences not reflected in the overall sample (Hair *et al.*, 1995, p. 375). Hence, factor analysis has been carried out separately for the overall sample, as well as for urban and rural teachers.

The 23 statements given in Table I relating to attitude towards role of teachers has been factor analyzed. The negative statements were reverse scored. This was done to summarize the data into less and more meaningful factors relevant to the sample.

*Factor analysis.* In order to test the suitability of data for factor analysis, the following steps were followed:

- The correlation matrix was computed which depicted that there were enough correlations to carry out factor analysis.
- Anti-image correlations were computed. Since the partial correlations were low, it implied that true factors existed in the data.
- Kaiser-Meyer-Okline (KMO) measure of sampling adequacy was estimated and the KMO value was obtained as 0.792 for overall sample, 0.721 for urban sample and 0.695 for rural sample that indicated that the sample was good enough for analysis.
- Barlett's test of sphericity was carried out and showed statistically significant number of correlations among the variables.

Hence, as revealed by the above parameters, the data was found to be fit for factor analysis.

*Extraction method and number of factors extracted.* Principal component analysis was used for extracting factors and the number of factors to be retained was based on latent root criterion, variance explained and Scree Plot analysis. All three methods indicated that six factors may be extracted to give valuable results and these factors



accounted for 58.085 percent for overall sample, 61.688 percent for urban sample and 59.696 percent for rural sample of the variance.

*Rotation method.* The results were obtained through orthogonal relations with varimax and all factor loadings greater than 0.45 (ignoring the sign) were retained. The results of principal component analysis with varimax rotation for overall, urban and rural sample are shown in Tables III-V.

The last column in the table shows communalities. Large communalities indicate that a large amount of variance has been accounted for by the factor solution.

The percentage of total variance is an index to determine how well the total factor solution accounts for what the variables together represent.

*Naming of the factors (overall sample).* All the factors have been given appropriate names according to the variables that have been loaded on to each factor. The names of the factors, the statement labels and factor loadings are summarized in Table VI.

The seven factors described in Table VI are discussed below.

Factor 1: self-esteem and job satisfaction. This is the most important factor of the overall sample and it alone accounts for 20.015 percent of the total variance. Ten out of 23 statements load significantly on to this factor. These statements epitomize satisfaction of the job being done and the self-esteem of the teachers at the respective work places.

	1	2	3	4	5	6	7	Communality
E1	0.173	0.046	0.455	0.272	0.249	0.275	0.307	0.545
E2	0.586	0.059	0.243	0.023	0.039	0.117	0.219	0.469
E3	0.273	0.332	0.230	0.186	0.075	0.231	0.546	0.630
E4	0.213	0.550	0.006	0.375	0.090	0.136	0.252	0.578
E5	0.570	0.003	0.026	0.551	0.150	0.151	0.074	0.680
E6	0.528	0.198	0.158	0.329	0.199	0.134	0.078	0.515
E7	0.291	0.710	0.037	0.133	0.088	0.246	0.084	0.683
E8	0.622	0.052	0.029	0.308	0.252	0.046	0.040	0.553
E9	0.339	0.590	0.146	0.228	0.106	0.252	0.064	0.616
E10	0.234	0.313	0.163	0.133	0.333	0.205	0.330	0.460
E11	0.420	0.027	0.514	0.229	0.216	0.238	0.012	0.597
E12	0.057	0.498	0.238	0.075	0.026	0.387	0.300	0.555
E13	0.374	0.014	0.287	0.368	0.181	0.395	0.190	0.583
E14	0.419	0.072	0.543	0.195	0.135	0.220	0.079	0.587
E15	0.671	0.173	0.040	0.242	0.155	0.095	0.183	0.606
E16	0.211	0.333	0.018	0.039	0.584	0.107	0.366	0.643
E17	0.532	0.198	0.311	0.016	0.045	0.217	0.049	0.471
E18	0.660	0.231	0.148	0.288	0.022	0.128	0.085	0.619
E19	0.683	0.265	0.298	0.279	0.024	0.157	0.058	0.731
E20	0.250	0.276	0.518	0.189	0.073	0.378	0.197	0.630
E21	0.581	0.207	0.203	0.138	0.323	0.044	0.260	0.615
E22	0.222	0.275	0.249	0.273	0.564	0.253	0.074	0.648
E23	0.491	0.103	0.256	0.024	0.112	0.113	0.051	0.346
Eigen values	4.604	2.174	1.740	1.426	1.239	1.111	1.066	13.36
% variance	20.015	9.453	7.567	6.198	5.388	4.829	4.634	
Cumulative variance	20.015	29.468	37.035	43.233	48.621	53.450	58.085	

**Notes:** This table is the extracted factors; overall sample

**Table III.**  
Principal component  
analysis with  
varimax rotation



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	1	2	3	4	5	6	7	Communality
E_1	0.103	0.085	0.519	0.294	0.174	0.293	0.051	0.492
E_2	0.190	0.506	0.397	0.255	0.187	0.072	0.226	0.607
E_3	0.141	0.414	0.021	0.117	0.576	0.186	0.027	0.572
E_4	0.042	0.181	0.133	0.686	0.343	0.039	0.095	0.651
E_5	0.356	0.658	0.036	0.220	0.150	0.076	0.115	0.651
E_6	0.328	0.623	0.003	0.067	0.074	0.121	0.222	0.570
E_7	0.034	0.143	0.095	0.258	0.753	0.071	0.131	0.686
E_8	0.248	0.607	0.274	0.063	0.301	0.097	0.046	0.611
E_9	0.087	0.334	0.031	0.125	0.679	0.029	0.096	0.607
E_10	0.062	0.060	0.074	0.033	0.148	0.153	0.801	0.700
E_11	0.117	0.112	0.663	0.008	0.134	0.017	0.359	0.613
E_12	0.070	0.054	0.099	0.434	0.142	0.426	0.433	0.595
E_13	0.184	0.661	0.154	0.014	0.102	0.033	0.059	0.509
E_14	0.128	0.138	0.652	0.134	0.070	0.067	0.225	0.538
E_15	0.744	0.105	0.240	0.044	0.037	0.060	0.112	0.642
E_16	0.009	0.068	0.122	0.411	0.000	0.659	0.221	0.673
E_17	0.698	0.117	0.225	0.113	0.010	0.041	0.027	0.567
E_18	0.793	0.128	0.208	0.024	0.036	0.159	0.090	0.724
E_19	0.857	0.000	0.166	0.067	0.015	0.057	0.001	0.771
E_20	0.158	0.092	0.089	0.788	0.037	0.092	0.034	0.674
E_21	0.650	0.141	0.234	0.211	0.079	0.103	0.135	0.577
E_22	0.054	0.035	0.139	0.288	0.049	0.745	0.036	0.665
E_23	0.137	0.167	0.663	0.018	0.056	0.001	0.021	0.491
Eigen values	3.321	2.367	2.152	1.921	1.754	1.417	1.258	14.91
% of variance	14.440	10.289	9.355	8.350	7.625	6.159	5.470	
Commulative variance	14.440	24.730	34.084	42.435	50.060	56.219	61.688	

**Table IV.**  
Principal component  
analysis with  
varimax rotation

**Notes:** This table is the extracted factors; urban sample

Factor 2: conducive environment and social acceptance. This is the next important factor, which accounts for 9.453 percent of the variance. Four statements constitute this factor and these statements give a gist of factors, which add to the conducive environment, and the factors responsible for social acceptance. The teacher relationship in terms of belittling each other and complaining against each other and the exploitation of the teachers is the main bottom line under this factor.

Factor 3: boss-subordinate relationship. Four statements load on to this factor and together account for 7.567 percent of total variance. The information divulged in the above given statement puts light on the boss, i.e. principal in this case, and the sub-staff members.

Factor 4: intra-institutional interactions. This factor accounts for 1.426 percent of total variance and is constituted of one statement. This is an independent factor. This is the way teachers relate to each other in the organization.

Factor 5: objective achievement. This factor accounts for 1.239 percent of total variance and is constituted of two statements. This analyses complies the factors, which are related to the accomplishment of the goal by the teachers at the work place.

Factor 6: social pressure. This factor accounts for 1.066 percent of total variance and is constituted of one statement. The above factor scores clearly apprise us of the kind of social pressures being faced by the teachers in the present social milieu.

	1	2	3	4	5	6	7	Communality
E_1	0.002	0.068	0.016	0.203	0.066	0.707	0.149	0.572
E_2	0.353	0.169	0.310	0.349	0.174	0.310	0.071	0.503
E_3	0.328	0.151	0.234	0.159	0.234	0.201	0.355	0.431
E_4	0.145	0.127	0.630	0.067	0.077	0.431	0.044	0.633
E_5	0.783	0.057	0.296	0.020	0.027	0.017	0.167	0.734
E_6	0.615	0.255	0.070	0.050	0.113	0.172	0.057	0.497
E_7	0.136	0.095	0.769	0.111	0.081	0.007	0.149	0.660
E_8	0.615	0.220	0.086	0.214	0.315	0.016	0.072	0.585
E_9	0.185	0.080	0.721	0.104	0.186	0.182	0.123	0.654
E_10	0.046	0.245	0.478	0.177	0.333	0.118	0.207	0.490
E_11	0.131	0.024	0.058	0.794	0.123	0.185	0.052	0.703
E_12	0.251	0.170	0.319	0.148	0.272	0.466	0.285	0.588
E_13	0.310	0.130	0.040	0.421	0.255	0.286	0.442	0.634
E_14	0.009	0.117	0.056	0.784	0.104	0.030	0.118	0.657
E_15	0.125	0.670	0.160	0.369	0.063	0.005	0.189	0.666
E_16	0.017	0.101	0.251	0.125	0.084	0.108	0.690	0.583
E_17	0.534	0.318	0.098	0.102	0.034	0.125	0.272	0.496
E_18	0.167	0.622	0.034	0.138	0.255	0.297	0.037	0.589
E_19	0.330	0.750	0.012	0.005	0.217	0.056	0.014	0.722
E_20	0.063	0.177	0.018	0.139	0.697	0.053	0.204	0.586
E_21	0.150	0.749	0.015	0.031	0.097	0.192	0.099	0.641
E_22	0.154	0.015	0.365	0.161	0.645	0.141	0.221	0.668
E_23	0.575	0.199	0.006	0.170	0.015	0.114	0.159	0.438
Eigen values	4.635	2.268	1.967	1.304	1.279	1.158	1.118	13.729
% of variance	20.152	9.863	8.554	5.671	5.562	5.034	4.861	
Commulative variance	20.152	30.015	38.568	44.239	49.801	54.835	59.696	

**Notes:** This table is the extracted factors; rural sample

Determinants  
of attitude  
of teachers

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**Table V.**  
Principal component  
analysis with  
varimax rotation

A factor named counter expectations has been extracted but not retained, because the statements loaded on to this factor accounts for 1.111 percent of total variance but these statements scores less than 0.45. These statements explain the dimensions of counter-expectations, i.e. what the organization demands from the teachers and in turn what the teachers expect from the organization.

*Naming of the factors (urban sample).* All the factors have been given appropriate names according to the variables that have been loaded on to each factor. The names of the factors, the statement labels and factor loadings are summarized in Table VII.

The seven factors described in Table VII are discussed below.

Factor 1: excellence and satisfaction at work. This is the most important factor of the overall sample and it alone accounts for 14.440 percent of the total variance. Four out of 23 statements load significantly on to this factor. This factor claims the various bases of proficiency and contentment level of the teachers at their work place and it also confirms that the teachers envisage a very high level of satisfaction after performing their task.

Factor 2: peer group pressure. This is the next important factor, which accounts for 10.289 percent of the variance. Four statements constitute this factor and the various things that are responsible for satisfaction of teachers in the urban setup has drawn light under this analysis.

Factor no.	Name of dimension	Statement label	Statement	Factor scores
F1	Self-esteem and job satisfaction	E19	1. I feel satisfied after performing my work	0.683
		E15	2. On the basis of my own standards, I feel I have been successful in my work	0.671
		E18	3. The tasks in my work call out the best in me	0.660
		E8	4. We work as a team in the institution	0.622
		E2	5. Teaching profession brings mental peace to the teachers	0.586
		E21	6. I often feel really good about the quality of my work performance	0.581
		E5	7. Teachers have friendly relation with each other in the institution	0.570
		E17	8. My work is important to the students, the teaching profession and society	0.532
		E6	9. The fellow teachers are ready to help in distress	0.528
		E23	10. Taking all things into consideration, how satisfied are you with your service here?	0.491
F2	Conducive environment and social acceptance	E7	1. The teachers feel pleasure in insulting and pulling the legs of other teachers	0.710
		E9	2. The fellow teachers complain against other teachers	0.590
		E4	3. One who has no other opportunity accepts teacher's job	0.550
		E12	4. Organization's policy is to over-drive the worker and get the maximum out of him	0.498
F3	Boss-subordinate relationship	E14	1. Do you feel your superior gives reasonable attention to your suggestions as regards method of work, equipment, books, etc.?	0.543
		E20	2. I often feel a sense of failure in my work	0.518
		E11	3. Organization is sympathetic to and appreciative of the employee's point of view	0.514
		E1	4. Favouritism does not play any part in the institution	0.455
F4	Intra-institutional interactions	E5	1. Teachers have friendly relation with each other in the institution	0.551
		E4	2. One who has no other opportunity accepts teacher's job	0.375
F5	Objective achievement	E16	1. I feel I am not achieving my most important goals at work	0.584
		E22	2. If you were given the same type of job under same terms and conditions in a different organization, would you quit?	0.564
F6	Counter expectations	E13	1. Are you satisfied with the method of allocation of your increments?	0.395
F7	Social pressure	E3	1. Society's expectations are high from the teachers	0.546

**Table VI.**  
Factor analysis  
for overall sample

Factor 3: intra-institutional satisfaction. Four statements load on to this factor and together account for 9.355 percent of total variance. The aforesaid statement explains the economic aspect, i.e. allocation of increments and mental tranquility are related to the profession of teaching.

Factor no.	Name of dimension	Statement label	Statement	Factor scores
F1	Excellence and satisfaction at work	E19	1. I feel satisfied after performing my work	0.857
		E15	2. On the basis of my own standards, I feel I have been successful in my work	0.744
		E17	3. My work is important to the students, the teaching profession and society	0.698
		E21	4. I often feel really good about the quality of my work performance	0.650
F2	Peer group pressure	E13	1. Are you satisfied with the method of allocation of your increments?	0.661
		E5	2. Teachers have friendly relation with each other in the institution	0.658
		E6	3. The fellow teachers are ready to help in distress	0.623
		E2	4. Teaching profession brings mental peace to the teachers	0.506
F3	Intra-institutional satisfaction	E11	1. Organization is sympathetic to and appreciative of the employee's point of view	0.663
		E23	2. Taking all things into consideration, how satisfied are you with your service here?	0.663
		E14	3. Do you feel your superior gives reasonable attention to your suggestions as regards method of work, equipment, books, etc.?	0.652
		E1	4. Favoritism does not play any part in the institution	0.519
F4	Lower self-esteem	E20	1. I often feel a sense of failure in my work	0.788
		E4	2. One who has no other opportunity accepts teacher's job	0.686
F5	Institutional politics and social pressures	E7	1. The teachers feel pleasure in insulting and pulling the legs of other teachers	0.753
		E9	2. The fellow teachers complain against other teachers	0.679
		E3	3. Society's expectations are high from the teachers	0.576
F6	Overall organisational satisfaction	E22	1. If you were given the same type of job under same terms and conditions in a different organization, would you quit?	0.745
		E16	2. I feel I am not achieving my most important goals at work	0.659
F7	Socio-organisational behaviour	E10	1. Society does not provide much to the teachers	0.801

**Table VII.**  
Factor analysis  
for urban sample

Factor 4: lower self-esteem. This factor accounts for 8.350 percent of total variance and is constituted of two statements. This point depicts how low self-esteem of a teacher can have a destructive impact on the job of the concerned person.

Factor 5: institutional politics and social pressures. This factor accounts for 7.625 percent of total variance and three statements load on to this factor. According to the statement, the institutional politics play a pivotal role in deciding the performance and work environment of the person, which is very important in deciding the contributing value to the society.

Factor 6: overall organizational satisfaction. This factor accounts for 6.159 percent of total variance and two statements load on to this factor. According to the information being provided by this statement, the overall satisfaction of an employee taking into consideration various organizational pressures is depicted in the above said statement.

Factor 7: socio-organizational behavior. This factor accounts for 5.470 percent of total variance and is constituted of one statement. This is an independent factor. The societal apathy towards our teachers is sometimes proving to be quite destructive and as per the conclusion of the above statement the contribution of the society is not appreciable.

*Naming of the factors (rural sample).* All the factors have been given appropriate names according to the variables that have been loaded on to each factor. The names of the factors, the statement labels and factor loadings are summarized in Table VIII.

Factor no.	Name of dimension	Statement label	Statement	Factor scores
F1	Cordial relations and job satisfaction	E5	1. Teachers have friendly relation with each other in the institution	0.783
		E6	2. The fellow teachers are ready to help in distress	0.615
		E8	3. We work as a team in the institution	0.615
		E23	4. Taking all things into consideration, how satisfied are you with your service here	0.575
		E17	5. My work is important to the students, the teaching profession and society	0.534
F2	Self-contentment	E19	1. I feel satisfied after performing my work	0.750
		E21	2. I often feel really good about the quality of my work performance	0.749
		E15	3. On the basis of my own standards, I feel I have been successful in my work	0.670
F3	Institutional milieu	E18	4. The tasks in my work call out the best in me	0.622
		E7	1. The teachers feel pleasure in insulting and pulling the legs of other teachers	0.769
		E9	2. The fellow teachers complain against other teachers	0.721
		E4	3. One who has no other opportunity accepts teacher's job	0.630
F4	Efforts recognition	E10	4. Society does not provide much to the teachers	0.478
		E11	1. Organization is sympathetic to and appreciative of the employee's point of view	0.794
		E14	2. Do you feel your superior gives reasonable attention to your suggestions as regards method of work, equipment, books, etc.?	0.784
F5	Impact of low esteem	E20	1. I often feel a sense of failure in my work	0.697
		E22	2. If you were given the same type of job under same terms and conditions in a different organization, would you quit?	0.645
F6	Prejudice and dogmas	E1	1. Favouritism does not play any part in the institution	0.707
		E12	2. Organization's policy is to over-drive the worker and get the maximum out of him	0.466
F7	Sense of self-achievement	E16	1. I feel I am not achieving my most important goals at work	0.690

**Table VIII.**  
Factor analysis for rural sample

Factor 1: cordial relations and job satisfaction. This is the most important factor of the overall sample and it alone accounts for 20.152 percent of the total variance. Five out of 23 statements load significantly on to this factor. This statement gives an overall view of good relations with their fellow teachers, which itself is a motivational factor. Moreover, it gives a view of job satisfaction. There are many diverse factors which act as major determinants for garnering an overview of job satisfaction.

Factor 2: self-contentment. This is the next important factor, which accounts for 9.863 percent of the variance. Four statements constitute this factor. One of the most important factors concerning the ultimate consideration of job satisfaction is the ultimate contentment experienced by any professional. In fact, it is the essence of job satisfaction.

Factor 3: institutional work environment. Two statements load on to this factor and together account for 8.554 percent of total variance. The overall work environment of the organization enhances and augments the satisfaction or dissatisfaction level of the person.

Factor 4: efforts recognition. This factor accounts for 5.671 percent of total variance and is constituted of two statements. The most important aspect of any organization is its people and their work under various motivational factors. It is generally seen that any sort of demoralization reduces the efficiency of any working person.

Factor 5: impact of low esteem. This factor accounts for 5.562 percent of total variance and two statements load on to this factor. Perception of anything is based on psychology, so it can be taken as natural that a person with low self-esteem not only reduces his proficiency but is responsible for the general degradation of the total morale of his co-adjutor and colleagues.

Factor 6: prejudice and dogmas. This factor accounts for 5.034 percent of total variance and two statements load on to this factor. The professional approaches of any organization should be devoid of any sort of bias and discrimination. Prejudices at any work place jeopardize the efficiency of its workers.

Factor 7: sense of self-achievement. This factor accounts for 4.861 percent of total variance and is constituted of one statement. This is an independent factor. Even after completion of any task, the sense of self-achievement is not there at once.

*Comparative analysis of urban and rural respondent teachers for factors regarding their attitude in society and organization.* The analysis reveals that in the case of urban teachers, the factors discovered as important in quality of working life include excellence and satisfaction at work, intra-institutional satisfaction, peer group pressure, low self-esteem, institutional and social pressures, overall organizational satisfaction and socio-organizational behavior. Whereas, in the case of rural teachers, seven factors have been discovered, i.e. job-satisfaction, self-contentment, institutional milieu, effort recognition, impact of low-esteem, prejudice and dogmas and sense of self-achievement. A comparison of two sub-samples illustrates that the factors emerging from both rural as well as urban teachers are similar in constitution, but the teachers differ greatly in their preference and importance attributed to each factor. The most favored option in improving the quality of working life in the case of urban teachers comes out to be excellence and satisfaction at work in the first place and intra-institutional satisfaction and peer group pressure in the second and third place, respectively. But responses from the rural teachers depict that they also place job satisfaction first. The importance assigned to the first factor suggests that overall teachers believe that to improve quality of work life job satisfaction or excellence and satisfaction at work is must, whereas rural teachers believe that cordial

relations with their fellow teachers is also a must for giving their best performance. Overall, both the categories believe that social acceptance is also necessary and even the boss-subordinate relationship has impact on one's quality of working life, whereas both teachers have one common end – that intra-institutional interactions, i.e. the relationship with their fellow teachers plays a major role in their work life. No doubt, their preference for each factor is different, but they are similarly constituted. Last, in preference, they go for social pressures, i.e. society expectations are high from the teachers or society does not provide much to teachers and sense of self-achievement, as rural teachers believe that they are not achieving their most important goals at work.

### **Suggestions and recommendations**

The following improvement may be made in order to bring about the desired changes in QWL of educational organizations. These will, indeed, improve the level of their productivity and make them more and more mission oriented:

- Amenities at work ought to be improved at the earliest, as poor amenities make the employee dissatisfied.
- Today the concept of employee involvement is being stressed. The employees should be given participation in the organizational decision making process. This will give them a sense of belonging.
- Naturally, human beings require more and more autonomy. The proper amount of autonomy should be given to teachers. They should be assigned tasks full of involvement challenge and risk. This will surely improve their performance.
- Promotional avenues and training facilities should be improved in order to keep teachers satisfied as well as motivated.
- Salary scales should be revised as rate of inflation is increasing, which results in a hike in prices.
- Whenever a teacher does a good task he or she should be rewarded, as well as praised. This will undoubtedly lift the morale of teachers and encourage them to show better performance. There should be an effective reward system in schools. There is an urgent need that schools should review their missions and follow up with implementation efficaciously.
- Sound interpersonal relations result in organizational efficiency. Professional jealousy and rivalry to a reasonable extent is wholesome, but when it suppresses it becomes detrimental to the health of the organization. Schools are like a chariot; the teaching and administrative wings are two wheels of this chariot. The chariot will never reach its destination if either of the wheels is weak. Administration should feel that if they support the teachers wholeheartedly, the achievement of the mission of schools will be facilitated.
- Undue jobs stress affects the mental as well as the physical health of a person. Organizational policies, feelings of insecurity and unclear job requirements put a large amount of stress on an employee. School authorities should ensure that these factors are discouraged.

Although formal QWL programs are not currently in operation in any organizations, a great deal of organizations have recognized the merits of such programs. Even though



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some QWL programs are not applicable in every organization, we can safely argue that the number of such programs will positively increase during the remaining years of the twentieth century. More and more managerial professionals are vouching that such programs guarantee an integration of individual and organizational goals.

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