

**CHAPTER VI**  
**WORK PERFORMANCE OF TEACHERS**

**OBJECTIVE : 3**

**Descriptive Statistics - Punctuality**

Descriptive analysis is used to find the mean rating for Punctuality. The factors are measured by the ratings given by the respondents at five point scaling technique. The ratings are assigned as one for 'strongly disagree', two for disagree, three for neutral, four for agree and five for strongly agree. High score indicates high level of Punctuality in relation to the Work Performance Factor.

Objective 3 of the study deals with Work Performance of teachers working in self financing colleges. Work Performance which is related to effective performance in the work place. Four different factors have been identified under Work Performance, which includes

- **Punctuality**
- **Teaching Methodology**
- **Work Consciousness**
- **Perseverance**

**Descriptive Statistics – Punctuality**

Descriptive Statistics has been applied to find the mean scores of the teacher in each of the above mentioned factors. The factors are measured by the ratings given by the respondents at five point scaling technique. The ratings are assigned as one for 'strongly disagree', two for disagree, three for neutral, four for agree and five for strongly agree. High score indicates high level of Intrinsic on Job in relation to the Occupational Stress.

The factor considered in Work Performance is Punctuality which describes, I usually enter the class room well in advance, I complete my portions in stipulated time, I usually insist the students to be punctual, I regularly evaluate students performance in diversified fields and I maintain timely and accurate records of students performance in co-curricular and extracurricular activities. The Descriptive statistics is presented in the following table.

**Table 6.1 Punctuality**

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
I usually enter the class room well in advance	429	1	5	4.53	.657
I complete my portions in stipulated time	429	1	5	4.51	.699
I usually insist the students to be punctual	429	1	5	4.43	.748
I regularly evaluate students performance in diversified fields	429	1	5	4.29	.851
I maintain timely and accurate records of students performance in co-curricular and extracurricular activities	429	1	5	4.36	.830

**Personal factors Vs Punctuality Score**

ANOVA has been applied to find out whether there is any significant difference in the mean score among the group members in respect of personal factors, namely, age group, gender, marital status, type of family, size of family, monthly income, number of earning members, total family income and residential area as far as the punctuality score of work performance for teaching professionals are concerned.

A paired t test has been applied to test the difference if any, in respect of i) Gender ii) Marital Status iii) Type of family and the Punctuality Score.

Ho: The average scores of Punctuality Score does not vary significantly among the members for the selected personal factors.

**ANOVA – Personal Factor and Punctuality Score**

**Table 6.2**

Personal Factors		N	Mean	Standard Deviation	F Value	t - Value	P- Value	S/NS
Age	<25	24	21.542	1.911	4.725		0.003	S
	25-35	210	21.738	2.846				
	35-45	167	22.761	2.842				
	45-55	28	21.714	2.942				
Gender	Male	151	22.205	2.719		0.192	0.661	NS
	Female	278	22.079	2.914				
Marital Status	Married	342	22.158	2.890		0.246	0.620	NS
	Unmarried	87	21.989	2.670				
Type of Family	Joint Family	197	22.020	2.724		0.479	0.489	NS
	Nuclear Family	232	22.211	2.946				
Size of Family	2	16	23.875	1.147	3.466		0.008	S
	3	111	21.838	2.702				
	4	159	22.409	3.065				
	5	92	22.152	2.507				
	6 and Above	51	21.255	3.078				
Monthly Income	Upto 20,000	165	21.970	2.642	0.332		0.802	NS
	20,001 - 30,000	132	22.296	2.894				
	30,001 - 40,000	57	22.193	3.038				
	Above 40,000	75	22.107	3.065				
Number of Earning Members	1	54	22.870	2.411	7.980		0.000	S
	2	273	22.374	2.609				
	3	70	21.371	2.538				
	4	32	20.375	4.661				

Personal Factors		N	Mean	Standard Deviation	F Value	t - Value	P- Value	S/NS
Total Family Income	Upto 40,000	141	22.433	2.630	5.048		0.002	S
	40,000 - 60,000	112	22.241	2.494				
	60,000 - 80,000	82	22.549	2.103				
	Above 80,001	94	21.149	3.776				
Residential Area	Rural	121	21.835	2.832	1.321		0.268	NS
	Urban	224	22.143	2.884				
	Semi-Urban	84	22.488	2.740				

The average Punctuality Score has been found to be high (22.761) Between 35 years and 45 years of age group. The high mean has been found for Male (22.205) and the members who are married (22.158). It has been observed that the average scores are found to be high (22.211) among Nuclear family. The high mean has been found for family size of 2 members (23.875), monthly income between 20,001 and 30000 (22.296), Number of Earning members found to be high in one earning member in family (22.870). It has been observed that the average scores are found to be high (22.549) among people earning between 60001 and 80000 and members in Semi-Urban (22.488) Residential area have high score.

The Above ANOVA results indicate that there is a significant difference in the average Punctuality Score among the teachers in respect of different personal factors, namely age group, size of family, number of earning members and total family income. Hence, the null hypotheses are rejected. The average score does not vary significantly in case of gender, marital status, monthly income, type of family and area of residence. Hence the null hypothesis is accepted.

The t test result shows that no significant difference has been found in the average score of Punctuality Score between i) Gender ii) Marital Status iii) Type of family. Hence, the null hypotheses are accepted.

The personal factors namely age group, size of family, number of earning members and total family income have played a vital role in the punctuality score of

work performance. Hence, these factor have significantly differed in the Punctuality Score of teachers in Work Performance.

### Job factors and Punctuality Score

ANOVA has been applied to find out whether there is any significant difference in the mean score among the group members in respect of job factors, namely, educational qualification, nature of employment, designation, and years of experience, department and number of members in the department as far as the **Punctuality Score** to teaching professionals are concerned.

Ho: The average scores of Punctuality Score does not vary significantly among the members for the selected job factors.

### ANOVA – Job Factors and Punctuality Score

**Table 6.3**

Job Factors		N	Mean	Standard Deviation	F Value	P-Value	S/NS
Educational Qualification	Post-Graduation	21	36.238	2.897	0.909	0.404	NS
	M.Phil	207	37.522	5.111			
	Ph.D	201	36.204	7.552			
	Total	429	36.842	6.328			
Nature of Employment	Government College	25	21.4000	3.22749	3.044	.049	S
	Aided College	83	21.5904	3.42172			
	Self-Financing College	321	22.3178	2.62416			
	Total	429	22.1235	2.84426			
Designation	Assistant Professor	356	22.199	2.596	1.255	0.286	NS
	Associate Professor	55	21.946	3.918			
	Professor	18	21.167	3.601			
	Total	429	22.124	2.844			

Job Factors		N	Mean	Standard Deviation	F Value	P-Value	S/NS
Years of Experience	Below 5 Years	116	21.741	2.211	4.066	0.003	S
	6 – 10 Years	150	21.747	3.449			
	11 -15 Years	83	22.952	2.219			
	16 -20 Years	54	22.870	2.678			
	Above 20 Years	26	21.808	2.940			
	Total	429	22.124	2.844			
Department	Basic Science	25	22.680	2.883	4.666	0.001	S
	Arts	81	21.173	3.401			
	Computer Science	38	21.632	3.544			
	Commerce & Management	246	22.545	2.455			
	Humanities	39	21.564	2.563			
	Total	429	22.124	2.844			
Number of Members in the Department	Below 5	126	21.794	2.509	8.577	0.000	S
	6 – 10	167	22.353	2.472			
	11 -15	106	22.594	2.551			
	16 -20	18	22.333	4.058			
	Above 20	12	17.917	6.317			
	Total	429	22.124	2.844			

The average Punctuality Score has been found to be high (37.522) for M.Phil holders as far educational qualification is concerned. The high mean has been found for Self-Financing college (22.3178) and while considering designation it is found to be high for Assistant Professor (22.199). It has been observed that the average scores are found to be high (22.952) between 11-15 years of experience. The high mean has been found for Commerce & Management (22.545), number of members in the department are found to be high between 11 -15 members in department (22.594).

The above anova results indicate that there is a significant difference in the average Punctuality Score among the teachers in respect of different job factors, namely nature of employment and department, years of experience, department and number of members in the department. Hence, the null hypotheses are rejected. The average score does not vary significantly in case of educational qualification, designation. Hence the null hypothesis is accepted.

The job factors namely nature of employment and department, years of experience, department and number of members in the department have played a vital role in the Punctuality Score of Work Performance. Hence, these factor have significantly differed in the Punctuality Score of teachers in Work Performance.

### **Descriptive Statistics-Teaching Methodology**

The factor considered in Work Performance is Teaching Methodology which describes, I always explain the concepts with the help of teaching aids, I usually prepare well to an organized presentations, I devote an adequate time for work assignments & resources allocations, I am confident on my comprehensive knowledge and mastery of subject matters, I motivate my students towards their career development, I always encourage the students to dream their higher thoughts and I always suggest the students to have a role model in their career/life. The Descriptive statistics is presented in the following table.

### **Descriptive Statistics - Work Performance Factor – Teaching Methodology**

**Table 6.4**

	N	Minimum	Maximum	Mean	Std. Deviation
I always explain the concepts with the help of teaching aids	429	1	5	4.34	.785
I usually prepare well to an organized presentations	429	1	5	4.37	.726
I devote an adequate time for work assignments & resources allocations	429	1	5	4.27	.853
I am confident on my comprehensive knowledge and mastery of subject matters	429	1	5	4.37	.879

	N	Minimum	Maximum	Mean	Std. Deviation
I motivate my students towards their career development	429	2	5	4.48	.719
I always encourage the students to dream their higher thoughts	429	2	5	4.44	.739
I always suggest the students to have a role model in their career/life	429	1	5	4.40	.804

### Personal factors Vs Teaching Methodology Score

ANOVA has been applied to find out whether there is any significant difference in the mean score among the group members in respect of personal factors namely, age group, gender, marital status, type of family, size of family, monthly income, number of earning members, total family income and residential area as far as the Teaching Methodology Score of Work Performance for teaching professionals are concerned.

A paired t test has been applied to test the difference, if any, in respect of i) Gender ii) Marital Status iii) Type of family and the Teaching Methodology Score.

Ho: The average scores of Teaching Methodology does not vary significantly among the members for the selected personal factors.

### ANOVA – Personal Factor and Teaching Methodology Score

Personal Factors		N	Mean	Standard Deviation	F Value	t - Value	P- Value	S/NS
Age	<25	24	31.375	3.462	1.474		0.221	NS
	25-35	210	30.724	3.629				
	35-45	167	30.749	4.874				
	45-55	28	29.143	4.751				
Gender	Male	151	31.066	3.336		2.084	0.150	NS
	Female	278	30.450	4.636				
Marital Status	Married	342	30.646	4.413		0.039	0.843	NS
	Unmarried	87	30.747	3.438				



Personal Factors		N	Mean	Standard Deviation	F Value	t - Value	P- Value	S/NS
Type of Family	Joint Family	197	30.320	4.673		2.458	0.118	NS
	Nuclear Family	232	30.961	3.799				
Size of Family	2	16	32.875	2.527	3.825		0.005	S
	3	111	30.604	3.259				
	4	159	30.453	4.623				
	5	92	31.544	3.462				
	6 and Above	51	29.196	5.762				
Monthly Income	Upto 20,000	165	30.503	3.950	2.832		0.038	S
	20,001 - 30,000	132	31.364	3.616				
	30,001 - 40,000	57	30.877	3.224				
	Above 40,000	75	29.640	5.990				
Number of Earning Members	1	54	31.796	3.229	8.630		0.000	S
	2	273	30.930	3.475				
	3	70	30.257	3.951				
	4	32	27.406	8.624				
Total Family Income	Upto 40,000	141	31.404	3.121	9.264		0.000	S
	40,000 - 60,000	112	31.161	3.248				
	60,000 - 80,000	82	30.963	4.390				
	Above 80,001	94	28.713	5.767				
Residential Area	Rural	121	30.669	4.910	.203		0.817	NS
	Urban	224	30.571	3.749				
	Semi-Urban	84	30.917	4.424				

The average Teaching Methodology Score has been found to be high (31.375) in less than 25 years of age group. The high mean has been found for Male (31.066) and the members who are Unmarried (30.747). It has been observed that the average scores are

found to be high (30.961) among Nuclear family. The high mean has been found for family size of 2 members (32.875), monthly income between 20,001 and 30000 (31.364), Number of Earning members found to be high in one earning member in family (31.796). It has been observed that the average scores are found to be high (31.404) among people earning upto 40,000 and members in Semi-Urban (30.917) Residential area have high score.

The Above ANOVA results indicate that there is a significant difference in the average Teaching Methodology Score among the teachers in respect of different personal factors, namely size of family, monthly income, number of earning members and total family income. Hence, the null hypotheses are rejected. The average score does not vary significantly in case of age group, gender, marital status, type of family and area of residence. Hence the null hypothesis is accepted.

The t test result shows that no significant difference has been found in the average score of Teaching Methodology Score between i) Gender ii) Marital Status iii) Type of family. Hence, the null hypotheses are accepted.

The personal factors namely Size of family, Monthly Income, Number of Earning Members and Total Family Income have played a vital role in the Teaching Methodology Score of Work Performance. Hence, these factor have significantly differed in the Teaching Methodology Score of teachers in Work Performance.

### **Job factors and Teaching Methodology Score**

ANOVA has been applied to find out whether there is any significant difference in the mean score among the group members in respect of job factors, namely, Educational Qualification, Nature of Employment, Designation, Years of Experience, Department and Number of Members in the Department as far as the **Teaching Methodology Score** to teaching professionals are concerned.

Ho: The average scores of Teaching Methodology does not vary significantly among the members for the selected job factors.

## ANOVA – Job Factors and Teaching Methodology Score

**Table 6.5**

Job Factors		N	Mean	Standard Deviation	F Value	P-Value	S/NS
Educational Qualification	Post-Graduation	21	31.810	3.683	0.966	0.382	NS
	M.Phil	207	30.725	3.870			
	Ph.D	201	30.488	4.620			
	Total	429	30.667	4.230			
Nature of Employment	Government College	25	29.4400	6.36448	4.213	.015	S
	Aided College	83	29.7229	5.17572			
	Self-Financing College	321	31.0062	3.68357			
	Total	429	30.6667	4.23032			
Designation	Assistant Professor	356	30.680	4.181	0.594	0.553	NS
	Associate Professor	55	30.909	4.514			
	Professor	18	29.667	4.419			
	Total	429	30.667	4.230			
Years of Experience	Below 5 Years	116	30.198	4.266	1.660	0.158	NS
	6 – 10 Years	150	30.627	4.655			
	11 -15 Years	83	31.265	3.092			
	16 -20 Years	54	31.407	3.854			
	Above 20 Years	26	29.539	5.093			
	Total	429	30.667	4.230			
Department	Basic Science	25	30.680	4.140	3.030	0.018	S
	Arts	81	29.457	5.329			
	Computer Science	38	30.184	4.573			
	Commerce & Management	246	31.220	3.630			
	Humanities	39	30.154	4.475			
	Total	429	30.667	4.230			
Number of Members in the Department	Below 5	126	30.214	5.224	5.512	0.000	S
	6 – 10	167	31.060	3.436			
	11 -15	106	31.349	3.141			
	16 -20	18	29.111	4.296			
	Above 20	12	26.250	7.137			
	Total	429	30.667	4.230			

The average **Teaching Methodology Score** has been found to be high (31.810) for Post-Graduation as far educational qualification is concerned. The high mean has been found for Self-Financing college (31.0062) and while considering designation it is found to be high for Associate Professor (30.909). It has been observed that the average scores are found to be high (31.407) between 16 -20 Years of experience. The high mean has been found for Commerce & Management (31.220), number of members in the department are found to be high between 11 -15 members in department (31.349).

The above anova results indicate that there is a significant difference in the average **Teaching Methodology Score** among the teachers in respect of different job factors, namely nature of employment department and number of members in the department. Hence, the null hypotheses are rejected. The average score does not vary significantly in case of educational qualification, designation and years of experience. Hence the null hypothesis is accepted.

The job factors namely nature of employment department and number of members in the department have played a vital role in the **Teaching Methodology Score** of Work Performance. Hence, these factor have significantly differed in the **Teaching Methodology Score** of teachers in Work Performance.

#### **Descriptive Statistics-Work Consciousness**

The factor considered in Work Performance is **Work Consciousness** which describes, I serve as a resource person, providing consultancy to the needy in which I am specialized, I dedicate most of my time to the students community, I serve completely among all departments faculties in completing college / university responsibilities, I am always being more attentive / responsive to which I am paid, I always show a strong sense of responsibility when a task is assigned to me and I usually avoid any kind of favouritism. The Descriptive statistics is presented in the following table.

**Table 6.6 -Work Consciousness**

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
I serve as a resource person, providing consultancy to the needy in which I am specialized	429	1	5	4.16	.902
I dedicate most of my time to the students community	429	2	5	4.21	.751
I serve completely among all departments faculties in completing college / university responsibilities	429	1	5	4.24	.853
I am always being more attentive / responsive to which I am paid	429	1	5	4.34	.737
I always show a strong sense of responsibility when a task is assigned to me	429	2	5	4.43	.735
I usually avoid any kind of favouritism	429	2	5	4.34	.727

**Personal factors Vs Work Consciousness Score**

ANOVA has been applied to find out whether there is any significant difference in the mean score among the group members in respect of personal factors, namely, age group, gender, marital status, type of family, size of family, monthly income, number of earning members, total family income and residential area as far as the Work Consciousness Score of Work Performance for teaching professionals are concerned.

A paired t test has been applied to test the difference, if any, in respect of i) Gender ii) Marital Status iii) Type of family and the Work Consciousness Score.

Ho: The average scores of Work Consciousness does not vary significantly among the members for the selected personal factors.

**ANOVA – Personal Factor and Work Consciousness Score**

**Table 6.7**

Personal Factors		N	Mean	Standard Deviation	F Value	t - Value	P- Value	S/NS
Age	<25	24	26.292	2.493	1.436		0.232	NS
	25-35	210	25.529	3.230				
	35-45	167	26.018	3.676				
	45-55	28	24.929	2.433				
Gender	Male	151	25.695	2.790		0.015	0.901	NS
	Female	278	25.737	3.608				
Marital Status	Married	342	25.906	3.418		5.158	0.024	S
	Unmarried	87	25.000	2.921				
Type of Family	Joint Family	197	25.533	3.615		1.175	0.279	NS
	Nuclear Family	232	25.884	3.086				
Size of Family	2	16	27.750	1.183	2.246		0.063	NS
	3	111	25.730	2.860				
	4	159	25.352	3.684				
	5	92	26.065	3.416				
	6 and Above	51	25.608	3.311				
Monthly Income	Upto 20,000	165	25.333	3.284	1.506		0.212	NS
	20,001 - 30,000	132	25.826	3.244				
	30,001 - 40,000	57	26.316	3.485				
	Above 40,000	75	25.947	3.479				
Number of Earning Members	1	54	25.778	2.982	.529		0.663	NS
	2	273	25.839	3.203				
	3	70	25.286	3.311				
	4	32	25.594	4.878				
Total Family Income	Upto 40,000	141	25.489	2.992	4.465		0.004	S
	40,000 - 60,000	112	25.946	3.066				
	60,000 - 80,000	82	26.695	3.579				
	Above 80,001	94	24.957	3.730				
Residential Area	Rural	121	25.355	3.111	1.785		0.169	NS
	Urban	224	25.723	3.225				
	Semi-Urban	84	26.250	3.887				

The average Teaching Methodology Score has been found to be high (26.292) in less than 25 years of age group. The high mean has been found for Female (25.737) and the members who are married (25.906). It has been observed that the average scores are found to be high (25.884) among Nuclear family. The high mean has been found for family size of 2 members (27.750), monthly income between 30,001 and 40,000 (26.316), Number of Earning members found to be high in two earning member in family (25.839). It has been observed that the average scores are found to be high (26.695) among people earning between 60,001 and 80,000 per month and members in Semi-Urban (26.250) Residential area have high score.

The Above ANOVA results indicate that there is a significant difference in the average Work Consciousness Score among the teachers in respect of different personal factors, namely marital status and total family income. Hence, the null hypotheses are rejected. The average score does not vary significantly in case of Age group, Gender, Type of family, Size of family, Monthly Income, Number of Earning Members and Area of Residence. Hence the null hypothesis is accepted.

The t test result shows that no significant difference has been found in the average score of Work Consciousness Score between i) Gender ii) Marital Status iii) Type of family. Hence, the null hypotheses are accepted.

The personal factors namely Marital status and Total Family Income have played a vital role in the Work Consciousness Score of Work Performance. Hence, these factor have significantly differed in the Work Consciousness Score of teachers in Work Performance.

### **Job factors and Work Consciousness Score**

ANOVA has been applied to find out whether there is any significant difference in the mean score among the group members in respect of job factors, namely, Educational Qualification, Nature of Employment, Designation, Years of Experience, Department and Number of Members in the Department as far as the **Work Consciousness Score** to teaching professionals are concerned.

Ho: The average scores of Work Consciousness does not vary significantly among the members for the selected job factors.

**ANOVA – Job Factors and Work Consciousness Score**

**Table 6.8**

Job Factors		N	Mean	Standard Deviation	F Value	P-Value	S/NS
Educational Qualification	Post-Graduation	21	26.952	2.801	0.966	0.382	NS
	M.Phil	207	25.493	3.227			
	Ph.D	201	25.831	3.483			
	Total	429	25.723	3.340			
Nature of Employment	Government College	25	24.8000	4.53689	1.014	.364	NS
	Aided College	83	25.7952	2.99902			
	Self-Financing College	321	25.7757	3.31655			
	Total	429	25.7226	3.33979			
Designation	Assistant Professor	356	25.711	3.300	3.899	0.021	S
	Associate Professor	55	26.400	3.386			
	Professor	18	23.889	3.462			
	Total	429	25.723	3.340			
Years of Experience	Below 5 Years	116	25.147	3.316	2.124	0.077	NS
	6 – 10 Years	150	25.587	3.552			
	11 -15 Years	83	26.096	2.945			
	16 -20 Years	54	26.519	3.527			
	Above 20 Years	26	26.231	2.566			
	Total	429	25.723	3.340			
Department	Basic Science	25	25.560	3.465	0.522	0.720	NS
	Arts	81	25.407	3.563			
	Computer Science	38	26.316	3.980			
	Commerce & Management	246	25.772	3.180			
	Humanities	39	25.590	3.177			
	Total	429	25.723	3.340			



Job Factors		N	Mean	Standard Deviation	F Value	P-Value	S/NS
Number of Members in the Department	Below 5	126	25.603	3.439	5.949	0.000	S
	6 – 10	167	26.036	3.336			
	11 -15	106	25.528	3.087			
	16 -20	18	27.389	2.279			
	Above 20	12	21.833	3.099			
	Total	429	25.723	3.340			

The average **Work Consciousness Score** has been found to be high (26.952) for Post-Graduation as far educational qualification is concerned. The high mean has been found for Aided College (25.7952) and while considering designation it is found to be high for Associate Professor (26.400). It has been observed that the average scores are found to be high (26.519) between 16 -20 Years of experience. The high mean has been found for Computer Science (26.316), number of members in the department are found to be high between 16 -20 members in department (27.389).

The above anova results indicate that there is a significant difference in the average **Work Consciousness Score** among the teachers in respect of different job factors, namely designation and number of members in the department. Hence, the null hypotheses are rejected. The average score does not vary significantly in case of educational qualification, nature of employment department and years of experience. Hence the null hypothesis is accepted.

The job factors namely designation and number of members in the department have played a vital role in the **Work Consciousness Score** of occupational stress. Hence, these factor have significantly differed in the **Work Consciousness Score** of teachers in occupational stress.

### **Descriptive Statistics-Perseverance**

The factor considered in Work Performance is Perseverance which describes, I continue to put a special effort on slow learners, I am able to achieve and fulfill my goals by perseverance. I face challenge to device the novel methods in practical oriented studies, I work hours together to build the students career and to compete present

economic and technological advancements and I face lot of difficulties to look after my own words career. The Descriptive statistics is presented in the following table.

**Descriptive Statistics - Work Performance Factor – Perseverance**

**Table 6.9**

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
I continue to put a special effort on slow learners	429	2	5	4.33	.728
I am able to achieve and fulfill my goals by perseverance	429	2	5	4.24	.657
I face challenge to device the novel methods in practical oriented studies	429	1	5	4.24	.802
I work hours together to build the students career and to compete present economic and technological advancements	429	1	5	4.14	.789
I face lot of difficulties to look after my own words career	429	1	5	4.09	.844

**Personal factors Vs Perseverance Score**

ANOVA has been applied to find out whether there is any significant difference in the mean score among the group members in respect of personal factors namely, age group, gender, marital status, type of family, size of family, monthly income, number of earning members, total family income and residential area as far as the Perseverance Score of Work Performance for teaching professionals are concerned.

A paired t test has been applied to test the difference, if any, in respect of i) Gender ii) Marital Status iii) Type of family and the Perseverance Score.

Ho: The average scores of Perseverance does not vary significantly among the members for the selected personal factors.

**ANOVA – Personal Factor and Perseverance Score**

**Table 6.10**

Personal Factors		N	Mean	Standard Deviation	F Value	t - Value	P- Value	S/NS
Age	<25	24	21.458	2.570	0.709		0.547	NS
	25-35	210	21.033	2.795				
	35-45	167	21.096	3.142				
	45-55	28	20.357	2.198				
Gender	Male	151	21.099	2.683		0.107	0.743	NS
	Female	278	21.004	2.999				
Marital Status	Married	342	20.985	2.886		0.544	0.461	NS
	Unmarried	87	21.241	2.905				
Type of Family	Joint Family	197	21.284	2.957		2.673	0.103	NS
	Nuclear Family	232	20.828	2.819				
Size of Family	2	16	23.188	1.721	6.080		0.000	S
	3	111	20.342	2.739				
	4	159	20.849	3.030				
	5	92	21.848	2.643				
	6 and Above	51	21.000	2.905				
Monthly Income	Upto 20,000	165	21.230	2.749	1.535		0.205	NS
	20,001 - 30,000	132	21.053	3.060				
	30,001 - 40,000	57	21.263	2.525				
	Above 40,000	75	20.413	3.098				
Number of Earning Members	1	54	21.204	2.687	0.104		0.958	NS
	2	273	21.004	2.751				
	3	70	21.100	2.880				
	4	32	20.906	4.230				
Total Family Income	Upto 40,000	141	21.241	2.311	3.883		0.009	S
	40,000 - 60,000	112	20.964	3.013				
	60,000 - 80,000	82	21.671	3.023				
	Above 80,001	94	20.266	3.247				
Residential Area	Rural	121	21.066	2.883	2.078		0.126	NS
	Urban	224	20.821	2.912				
	Semi-Urban	84	21.571	2.795				

The average Teaching Methodology Score has been found to be high (21.458) in less than 25 years of age group. The high mean has been found for Male (21.099) and the members who are Unmarried (21.241). It has been observed that the average scores are found to be high (21.284) among Joint family. The high mean has been found for family size of 2 members (23.188), monthly income between 30,001 and 40,000 (21.263), Number of Earning members found to be high in One earning member in family (21.204). It has been observed that the average scores are found to be high (21.671) among people earning between 60,001 and 80,000 per month and members in Semi-Urban (21.571) Residential area have high score.

The Above ANOVA results indicate that there is a significant difference in the average Perseverance Score among the teachers in respect of different personal factors, namely Size of family and Total Family Income. Hence, the null hypotheses are rejected. The average score does not vary significantly in case of Age group, Gender, Marital status, Type of family, Monthly Income, Number of Earning Members and Area of Residence. Hence the null hypothesis is accepted.

The t test result shows that no significant difference has been found in the average score of Perseverance Score between i) Gender ii) Marital Status iii) Type of family. Hence, the null hypotheses are accepted.

The personal factors namely Size of family and Total Family Income have played a vital role in the Perseverance Score of Work Performance. Hence, these factor have significantly differed in the Perseverance Score of teachers in Work Performance.

### **Job factors and Perseverance Score**

ANOVA has been applied to find out whether there is any significant difference in the mean score among the group members in respect of job factors, namely, Educational Qualification, Nature of Employment, Designation, Years of Experience, Department and Number of Members in the Department as far as the **Perseverance Score** to teaching professionals are concerned.

Ho: The average scores of Perseverance does not vary significantly among the members for the selected job factors.

**ANOVA – Job Factors and Perseverance Score**

**Table 6.11**

<b>Job Factors</b>		<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>F Value</b>	<b>P-Value</b>	<b>S/NS</b>
Educational Qualification	Post-Graduation	21	21.333	3.638	0.624	0.536	NS
	M.Phil	207	21.164	2.932			
	Ph.D	201	20.876	2.762			
	Total	429	21.037	2.889			
Nature of Employment	Government College	25	20.6800	3.44867	.354	.702	NS
	Aided College	83	20.9036	2.90338			
	Self-Financing College	321	21.0997	2.84430			
	Total	429	21.0373	2.88867			
Designation	Assistant Professor	356	21.037	2.870	0.716	0.489	NS
	Associate Professor	55	21.273	3.188			
	Professor	18	20.333	2.249			
	Total	429	21.037	2.889			
Years of Experience	Below 5 Years	116	21.147	3.014	2.231	0.065	NS
	6 – 10 Years	150	20.740	2.955			
	11 -15 Years	83	20.976	3.052			
	16 -20 Years	54	22.000	2.215			
	Above 20 Years	26	20.462	2.267			
	Total	429	21.037	2.889			
Department	Basic Science	25	20.840	3.363	2.328	0.056	NS
	Arts	81	20.679	2.889			
	Computer Science	38	21.000	3.495			
	Commerce & Management	246	21.346	2.805			
	Humanities	39	20.000	2.152			
	Total	429	21.037	2.889			
Number of Members in the Department	Below 5	126	21.032	2.730	2.431	0.047	S
	6 – 10	167	21.389	2.839			
	11 -15	106	20.651	2.865			
	16 -20	18	21.333	3.290			
	Above 20	12	19.167	3.996			
	Total	429	21.037	2.889			

The average **Perseverance Score** has been found to be high (21.333) for Post-Graduation as far educational qualification is concerned. The high mean has been found for Self-Financing College (21.0997) and while considering designation it is found to be high for Associate Professor (21.273). It has been observed that the average scores are found to be high (22.000) between 16 -20 Years of experience. The high mean has been found for Commerce & Management (21.346), number of members in the department is found to be high between 6 – 10 members in department (21.389).

The above anova results indicate that there is a significant difference in the average Perseverance Score among the teachers in respect of different job factors, namely number of members in the department. Hence, the null hypotheses are rejected. The average score does not vary significantly in case of educational qualification, nature of employment department, designation and years of experience. Hence the null hypothesis is accepted.

The job factors namely designation and number of members in the department have played a vital role in the Perseverance Score of occupational stress. Hence, these factors have significantly differed in the Perseverance Score of teachers in occupational stress.

#### **RANK ANALYSIS - KENDALL'S COEFFICIENT OF CONCORDANCE**

Kendall's Coefficient of Concordance has been used to find whether the ranks assigned by the respondents have any similarities. The Kendall's (w) vary between 0 and 1. Higher the value of (w), higher the similarity among the respondents in assigning ranks. It is applied to find out whether the respondents have assigned similar ranks in expressing their opinion.

## RANK ANALYSIS FOR ASSESSING LEVEL OF WORK PERFORMANCE

Table 6.12

**Hypothesis:** The mean rank of the respondents regarding the rank as per assessing level of work performance.

Elements	Mean Rank
Promptness	4.91
Teaching Methodology	3.99
Work Consciousness	4.34
Persistence	6.01
Professionalism	3.80
Social interaction	5.81
Creativity & resourcefulness	6.30
Communication Skill	6.12
Subject Mastery	6.10
Evaluation of Students' Creativity	7.60

It is seen from above table that the lowest mean rank is 3.80 for 'Professionalism'. It has the highest rank order value of 1. The highest mean rank is 7.60 for Evaluation of Students' Creativity. It has the lowest rank of 10.

### Kendall's Coefficient of Concordance

Kendall's W	0.158
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Kendall's co-efficient of concordance (W) was used to find is there any similarity among the respondents in their order of assigning the ranks. Kendall's (W) will vary between 0 and 1. Higher the value of (w) more will be the similarity of the respondents in their rank order. The Kendall's W found for the 10 items is 0.158. This shows that there is very low similarity among the respondents in assigning the ranks.

## **Regression Analysis of Overall Work Performance Score**

The Overall Work Performance of the teachers are influenced by various predictor variables (independent variable) is explained by Multiple Regression analysis. Regression analysis was applied to find the effect of personal, job and Overall Work Performance factors of the teachers. The score found for Overall Work Performance was considered as the dependent variable and the following independent variables were identified to be included in the model

- Age
- Gender
- Marital Status
- Type of Family
- Size of Family
- Monthly Income
- No of Earning Members
- Total Family Income
- Residential Area
- Educational Qualification
- Nature of Employment
- Designation
- Years of Experience
- Department



**Table 6.13 : Dependent Variable: Overall Work Performance Score**

	<b>Regression Coefficients (B)</b>	<b>Std. Error</b>	<b>Beta</b>	<b>T</b>	<b>P-value</b>	<b>Sig.</b>
(Constant)	100.625	7.400				
Age	-3.267	1.285	-.201	-2.543	.011	*
Gender	.040	1.199	.002	.033	.974	NS
Marital Status	-1.724	1.522	-.061	-1.133	.258	NS
Type of Family	1.092	1.512	.048	.722	.471	NS
Size of Family	.782	.767	.072	1.019	.309	NS
Monthly Income	.347	.696	.034	.499	.618	NS
No of Earning Members	-1.530	.872	-.100	-1.755	.080	NS
Total Family Income	-1.428	.619	-.144	-2.306	.022	*
Residential Area	1.238	.816	.075	1.517	.130	NS
Educational Qualification	-1.619	1.105	-.083	-1.465	.144	NS
Nature of Employment	2.732	1.114	.127	2.452	.015	*
Designation	-2.300	1.354	-.101	-1.699	.090	NS
Years of Experience	.675	.188	.349	3.583	.000	**
Department	.250	.522	.024	.480	.631	NS

(\*5% significant level;\*\* 1% significant level; NS-Not Significant)

**Table - R Square value**

<b>R</b>	<b>R Square</b>	<b>F</b>	<b>P-value</b>	<b>Sig.</b>
0.299	.090	2.907	0.000	**

(\*5% significant level;\*\* - 1% significant level; NS-Not Significant)

The Table shows the results of regression analysis, giving details of multiple correlation coefficient R,  $R^2$  F –ratio and significance. The R value indicate that a low correlation (0.299) exists between the dependent variables (Overall Work Performance score) and set of independent variables, which explains that **6 %** of the variations in the dependent variable is due to the 6 predictor variables included in the equation. The P value (0.000) is used to find whether R value is significant or not. The associated significance level indicates that R is significant at 1 % level.

The regression table shows that among the 14 independent variables considered for the regression analysis.2 variables were included among the several independent variables, Nature of employment and years of experience have positive effect on Overall Work Performance score, which means increase in these variables will increase the Overall Work Performance score proportionately and age and total family income have negative effect on overall emotional intelligence score.

From the Beta co-efficient it shows that year of experience is more influential on the overall work performance score compared to other factors/ variables. Nature of employment is the least contributing variables to overall Work Performance score.

## **CHI-SQUARE ANALYSIS**

### **Selected Job factors and Work Performance of the teachers**

The table shows the association between **Work Performance** of the teachers & Job factors. The Job factors considered were educational qualification, nature of employment, designation, years of experience, department and number of members in the department for the purpose of studying the relationship between the factors the following hypothesis is formulated and tested using Chi-square Analysis.

**H<sub>0</sub>:** There is no significant relationship between the Selected Job factors and the **Work Performance** of the teachers.

## CHI-SQUARE ANALYSIS – Job Factors and Work Performance

Table 6.14

Personal Factors	Chi-Square Value	Df	P-Value	Significant/ Not Significant
Educational Qualification	3.020	4	0.554	NS
Nature of Employment	19.112	4	0.001	S
Designation	11.951	4	0.018	S
Years of Experience	22.043	8	0.005	S
Department	26.384	8	0.001	S
Number of members in the Department	17.699	8	0.024	S

From the table it is revealed that there exists a significant relationship between **Work Performance** and nature of employment, years of experience, department and number of members in the department, as the table value is lesser than the chi-square value in five variables. Hence, the hypothesis is rejected for the above mentioned variables, whereas, the hypothesis is accepted for the variables like Educational Qualification of the teachers.

It is concluded that, nature of employment, years of experience, department and number of members in the Department have significant association with the **Work Performance** of the teachers.