



A Comparative Study of work values of Secondary School Teachers and Teacher trainees

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Abstract: *Secondary education is a crucial stage in the educational hierarchy as it prepares the students for higher education and also the world of work. Teacher occupies a crucial position in the entire system of education as well as society. The general purpose of any educational system is to give the right kind of education, to the right type of pupils, by the right kind of teachers. In the secondary stage it is must. Hence, the investigator conduct a study to know the perception of in-service secondary schools teachers and teacher trainees towards their work values. The study found that in-service secondary schools teachers have positive attitude towards their creativity, management, achievements, way of life, security, associates, aesthetics, prestige, independence, and economic return work values, whereas, the teacher trainees shows their positive attitude towards verity, surroundings, supervisory relation, altruism and intellectual stimulation work values.*

Key Words: *Work- Values, Secondary School Teachers, Teacher Trainees*

1. Introduction:

Education is human right. It is education that determines the level of prosperity, welfare and security of people. Education is the only source of human resources and first step in nation building of which elementary and secondary education is the true beginning. UNESCO Report (1996) refers to the four pillars of education namely: Learning to know, learning to do, learning to live and learning to be. Further, report pointed out that a broad encompassing view of learning should aim to enable each individual to discover, unearth and to enrich his or her creative potential, to reveal the treasure within each of us. Educational institutions are the treasures of knowledge. They are the agents of social change and transformation. The only mission of any institution must be the pursuit of knowledge in the best form and spirit (Basu 2011). The open way of functioning of institution insure that

each individual is valued for what he/she can contribute (Gomes.J.2010).

Teacher occupies a crucial position in the entire system of education as well as society. The general purpose of any educational system is to give the right kind of education, to the right type of pupils, by the right kind of teachers. The National Policy of Education (1986) emphasize that, the status of teacher reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of its teachers. Such exhortations are indeed an expression of the important role played by the teachers as transmitters, inspirers and promoters of man's external quest for knowledge. But to determine the rightness of any of these aspects, value is must.

We know that every known society has a value system -a set of some particular rules and goals that guide its life system or judgments. In other words, values stands for 'intrinsic worth',



whatever is actually liked, praised, esteemed, desired, approved or enjoyed by individuals is valuable. Values may be classified as personal, social, intellectual, emotional, secular and religious, national, political, scientific, spiritual and professional as well as work. The value pertaining to work has been termed as work values. Rao(1975) stated that, 'the work value means the worth of excellence as the degree of worth, ascribed to particular work, activity or an aspect of the work. The work values imply a strong attitude of positive evaluation on the work situations and the work itself.' They guide one's action, attitude, and judgments beyond immediate goal to more ultimate goals in work situations (Rao and Rao1973).

Kalleberg(1977) concluded that, 'work values' reflect the individual's awareness of the condition, he seeks from the work situations and than in turn regulate his action in pursuit of the condition. The functioning of an organization with achievements and accomplishment, depends on the efficiency and behavior of its employees, strive to cope with work situations to make better adjustment as per their perception of the work values.

Tikoo(2004) conducted a study on 'work values of male and female college teachers' and concluded that- **(i)** Older teacher were more interested in prestige and independence of the job, whereas younger teachers liked the work which they enabled them to go ahead with the plans and the work in which they got the feeling of having done a good day's work.

(ii) Female teachers were more interested in work in which they need artistic and creative ability. Female teachers also liked the work in which

they could help other person and which gave them a chance to be of service to others.

Hall and Marvin (1991) compared the intrinsic and extrinsic work values and career maturity for minority college students and found, the intrinsic and extrinsic work values and career maturity scores within each group were similar.

Singh.A.(2005) found in their study, "Work Values and Commitment of secondary School Teachers in relation to their Interest and Attitude towards Teaching," and found significant difference between the work values of management, achievements, surroundings, supervisory relations, way of life, colleagues, prestige, independence, intellectual challenge, economic returns and altruism of male and female teachers.

Godiyal.S.et.al (2008) concluded that, high work involved, job involved and job satisfied male as well as female teachers possessed their work values up to significant level.

Secondary education is a crucial stage in the educational hierarchy as it prepares the students for higher education and also the world of work. The rigor of secondary and higher secondary stage enable students to compete successfully for education and for jobs globally (RAMASA2007) and the teacher can play their effective role for achieving this goal successfully because the teacher either in-service or trainees, likes his/ her work, feels the accountability towards their students, their institution and becomes more enthusiastic in creating a better environment by giving strong preference to his/her concerned work values is valuable for the institution as well as whole society too. Under this



phenomenon the investigator felt a need to evaluate the work values of in-service teachers working in secondary and higher secondary schools and teacher trainees (B.Ed) students. Hence the present study was undertaken.

2. Objectives of the study:

The main objectives of the study were:-

- To survey the work values of in-service secondary school teachers and teacher trainees.
- To compare the work values of in-service secondary schools male teachers and male teacher trainees.
- To compare the work values of in-service secondary schools female teachers and female teacher trainees.

3. Hypotheses:

The hypotheses formulated for the study were:-

- There is no significant difference between the work values of in-service teachers and teacher trainees.
- There is no significant difference between the work values of in-service male teachers and male teacher trainees.
- There is no significant difference between the work values of in-service female teachers and female teacher trainees.

4. Methodology

Sample for the study:

The sample were selected from the secondary schools in New Tehri Town and from the B,Ed students of H,N.B.Garhwal University of Uttarakhand, through purposive random sampling technique. The total sample consist of 100 in-service teachers working

in different Secondary and Higher secondary schools and 100 B. Ed teacher trainees (session 2009-2010) of Education department of Garhwal University.

Tool used:

For the collection of data the Work value Inventory prepared by D.E.Super(1968), was used. The Inventory has 15 work values namely; verity, creativity, management, achievements, surroundings, supervisory relations, way of life, security, associates, aesthetics, prestige, independence, economic returns, altruism and intellectual stimulation. Each work values has 03 statements and weightage given 01 to 05 point scale (01 is less important and 05 is most important). The minimum score is 03 and maximum score is 15. The reliability of scale is 0.74 and 0.86 respectively.

5. Results and Discussion:

Table 01 presents the mean values and t- values obtained by the in service secondary school teachers and teacher trainees. The in service teacher exhibited less mean scores on their verity and, surroundings work values in comparison to teacher trainees. For remaining work values they obtained much mean scores.

The t-value of variety and surroundings work values found negatively significant at 0.05 level of significance. It indicates, that in-service teacher are not found verity in their job and surroundings, whereas, for the work values of creativity, aesthetics, prestige and independence the t-value found positively significant at 0.05 level of significance.

Hence the hypostasis(01) that "there is no significance difference between the work values of in service secondary school teachers and teacher



trainees (B.Ed –Students) is partially independence work values. For their accepted for variety, creativity, remaining work values the hypothesis is surroundings ,aesthetics, prestige and rejected.

Table 1: Mean, Sd and t-values on work values of in-service Male teachers and male teacher trainees :

Dimension of Work - values	In-service teacher =100		Teacher trainees N=100		t-value
	M1	σ1	M2	σ2	
1.Veritey	8.70	2.31	9.50	2.95	-2.14**
2.Creativity	13.10	2.85	11.30	2.95	4.39**
3.Management	10.30	2.62	9.60	2.79	1.86
4.Achivement	12.95	1.93	12.10	2.29	1.85
5.Surroundings	9.10	3.46	11.15	2.69	-4.78**
6.Supervisory relation	11.15	2.34	11.15	2.47	0.00
7.Way of life	11.40	2.11	11.00	2.25	1.29
8.Security	9.15	2.71	8.50	3.77	1.40
9.Associates	11.55	2.47	11.05	2.51	1.42
10.Aesthetics	12.05	1.88	11.15	3.43	2.32**
11.Prestige	13.30	3.45	11.55	2.63	4.03**
12.Independence	13.00	3.04	12.00	2.30	2.53**
13.Economic returns	11.75	2.80	11.40	2.47	0.94
14.Alturarism	11.55	3.17	12.20	2.10	-1.74
15.Intellectual stimulation	12.80	2.48	13.00	2.11	0.69

Df=198: ** significant at 0.05 level of significance.

Table-2 presents, the work values of in-service secondary schools male teachers and male teacher trainees. The in-service secondary school male teachers obtained much mean scores on their creativity, management, achievements, supervisory relations, way if life, security, associates, aesthetics, prestige, independence, economic returns and intellectual stimulation work values. Whereas, male teacher trainees exhibits high mean scores on their verity, surroundings and altruism work values.



Table-2: Mean, Sd and t-values on work values of in-service male teachers and male teacher trainees.

Dimension of work values	In-service teacher(male) N=50		Teacher trainees (male)N=50		t-value
	M1	$\sigma 1$	M2	$\sigma 2$	
1.Veritey	8.20	2.44	8.80	3.12	-1.05
2.Creativity	12.60	1.88	12.40	2.42	0.47
3.Management	10.30	2.59	8.80	2.66	2.94*
4.Achivement	13.10	2.08	11.40	2.58	3.69*
5.Surroundings	10.70	2.19	11.00	2.00	-0.73
6.Supervisory relation	11.30	2.64	10.70	2.41	1.20
7.Way of life	11.50	2.20	10.60	2.24	2.04**
8.Security	9.90	2.84	6.00	4.69	5.06*
9.Associates	11.80	2.48	10.96	2.24	2.55**
10.Aesthetics	12.90	2.32	10.90	2.14	2.72*
11.Prestige	12.65	2.88	11.60	2.16	1.80
12.Independence	12.70	2.64	11.70	2.59	1.92
13.Economic returns	12.70	2.64	11.10	2.16	3.33*
14.Alturarism	10.10	3.53	12.20	1.72	-3.81*
15.Intellectual simulation	13.10	2.59	13.30	2.19	0.42

Df=98 ** Significant at 0.05 level of significance.

The t-value found negative on male teacher's variety, surroundings and altruism work values and negatively significant on altruism work value at 0.01 level. The difference between the remaining work values of male in-service teachers and teacher trainees found positively significant on their management, achievements, way of life, security, associates, aesthetics and economic returns work values.

The results indicate that male teacher trainees are satisfied with the verity, surroundings and altruism in comparison to male in-service teachers. For remaining work values the in-service male teacher's exhibits positive attitude. So, the hypothesis, that "there is no significant difference between the work values of in- service male teachers and male teacher trainees" stands to be accepted for management, achievements,

way of life, security, associates, aesthetics, economic returns and altruism work values. For remaining work values the hypothesis could not be accepted.

Table-3 presents, the work values of in- service secondary schools female teachers and female teacher trainees. The in-service secondary school female teachers obtained less mean scores on their variety, management, achievements, surroundings, supervisory relations, way if life, security, associates, economic returns and intellectual stimulation work values in comparison to female teacher trainees . Whereas, female teacher trainees exhibits less mean scores on their creativity, management, achievements, surroundings, supervisory relations, way if life, security, associates, economic returns and significant on surroundings, security work values at 0.01 level of significance.



The difference between the creativity, aesthetics, and prestige and remaining work values of female in-service teachers and teacher trainees found positively significant on their altruism work values.

Table-3: Mean, Sd and t-values on work values of in-service female teachers and female teacher trainees.

Dimension of of work values	In-service teacher(female) N=50		Teacher trainees (female) N=50		t-value
	M1	σ1	M2	σ2	
1.Veritey	9.20	4.25	10.20	2.65	-1.42
2.Creativity	13.30	2.62	11.70	3.28	2.71*
3.Management	10.30	2.57	10.40	2.53	-0.19
4.Achivement	12.20	1.72	12.80	1.73	-1.76
5.Surroundings	9.50	3.77	11030	2.45	-2.85*
6.Supervisory relation	11.00	2.00	11.60	2.69	-1.30
7.Way of life	11.30	2.00	11.50	2.15	-0.24
8.Security	8.40	2.45	11.00	2.82	-5.00*
9.Associates	11.30	3.16	11.50	2.67	-0.34
10.Aesthetics	12.00	1.00	11.40	2.68	3.54*
11.Prestige	14.10	3.23	11.50	3.04	4.16*
12.Independence	13.30	3.13	12.30	1.84	1.96
13.Economic returns	10.80	2.74	11.70	2.72	-1.66
14.Alturarism	13.00	2.23	12.20	2.44	2.60**
15.Intellectual stimulation	12.50	2.30	12.70	2.00	-0.32

df=98

** Significant at 0.05 level

Intellectual stimulation work values. The t-value found negative on female teacher's variety management, achievements, surroundings, supervisory relations, way if life, security, associates, economic returns and intellectual stimulation work values and also found negatively significant for their surroundings work value.

The results indicate that female teacher trainees are satisfied with the verity, management, achievements, surroundings, supervisory relationships, and way of life, security, associates, economic returns and intellectual

stimulations in comparison to female in-service teachers. For remaining work values the in-service female teacher's exhibits positive attitude. So, the hypothesis, that "there is no significant difference between the work values of in-service female teachers and female teacher trainees," stands to be accepted for creativity, surroundings, security, aesthetics and altruism work values. For remaining work values the hypothesis could not be accepted.



6. Conclusion:

The findings of the study leads to the conclusion that:

It is appeared after the analysis of various tables that, In-service secondary schools teachers have positive attitude towards their creativity, management, achievements, way of life, security, associates, aesthetics, prestige, independence, and economic return work values, whereas, the teacher trainings shows their positive attitude towards verity, surroundings, supervisory relation, altruism and intellectual stimulation work values. This indicates that, job security influence the teachers work values in wider scale. In other words it can be said that, if one's has a secured job in hand he can enjoy the freedom in their working place, but if one's is struggling for job he or she can not feel secured and free and no doubt this phenomenon can influence one's work values in some manners. So, there in need of hour that our governments should take a serious decision towards the hundred percent job guarantee to teacher trainees as soon as possible.

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