



## A study on work orientation of secondary school teachers

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**Abstract:** This study aims at determining the “A study of different types of work orientation of secondary school teachers in relation to the following demographic variables”. The sample for the presented study composed of 530 secondary school teachers from 39 schools in Visakhapatnam District of Andhra Pradesh state. The investigators used the descriptive survey method. The Work Orientation Inventory developed by Indiresan (1986) was used. The coefficient of correlation was found to be 0.78. The result revealed that type of management and number of orientation programmes attended by secondary school teachers make a significant difference in their achievement orientation, locality of the secondary school teachers makes a significant difference in their achievement orientation, type of management and locality of secondary school teachers makes a significant difference in their affiliation orientation and secondary school teachers who are attended number of orientation programmes do not make a significant difference in their affiliation orientation.

**Key words:** orientation, school teachers, social prestige

### Introduction

Orientation to work or work orientation has been recognized as an important factor influencing work place behavior, states Indiresan (1986). In any work-place an individual behaves in a definite way. His way of behaving in a particular way depends on certain significant factors like his understanding of work value, his expectation of achievement, or for his subsistence social prestige, self identity etc. Of these innumerable extrinsic and intrinsic factors leading to the definite behavior of the individual in a particular work place like a factory or in an educational institution, work orientation is most significant. From sociological point of view, the concept work orientation or orientation to work is the phenomenon

by which an individual works with deep interest in order to achieve certain goals, whether of individual or of society. But why and how an individual works with complete satisfaction, a question raises its head. In answer to this question, earlier researches suggested two factors- the perception or a logical understanding of the value of the work and the style of performing the work. Taking into consideration these two factors (i.e. Achievement Orientation and Affiliation Orientation) different typologies of work orientation are suggested by various authors.

**Types of Work Orientation:** The research study which first introduced the notion of “Orientation to Work” was concerned with workers in the car industry. As part of their wider study of



social class in Britain in the 1960, Goldthorpe, et.al, (1968) examined the attitudes and behavior of assembly line workers in the deriving either Luton. These workers did not appear to be deriving either intrinsic or social satisfactions from their work experience. Yet they did not express dissatisfaction with the jobs which they were doing. The possible paradox here was removed by the author's explanation that these workers had knowingly chosen work with these deprivations, regarding such work as a means to a relatively good standard of living which could be achieved with the income made on the assembly line.

Goldthorpe and his associates (1968) suggest that a typology of work orientations can nevertheless be offered. However, they suggested a four-tier orientation. The instrumental orientation reflects patterns that were found among the study's manual workers, the bureaucratic orientation reflects patterns found among the white-collar employees whilst, the solidaristic orientation was found among the more traditional working class in employment situation like coal mining and ship building. The last orientation, i.e., professional remained in-descriptive.

Beynon and Blackburn (1972), as a consequence of their detailed study of a factory involved in the manufacture of luxury foods, found that although employees tend, as far as possible, to select employment in keeping with their priorities in what they want from work. They nevertheless make important accommodations and adjustments once in work, as their experience is influenced by such work place, factors such as work processes, pay levels, and power structures. Orientations are also shown to be influenced by biographical factors in

the worker's life outside the work place. The authors argue that the rejection or the adequacy of explanations based on technological determinacy and systems needs should not lead us to adopt one which replaces an analysis of the work situation with one based on prior orientations.

Wedderburn and Crompton (1972) studied three chemical plants and found that the workers whom they studied generally displayed different attitudes and behavior patterns which 'emerged in response to the specific constraints imposed by the technology and the control setting.

W. W. Daniel, a major critic of the approach of Godthrope et.al has accused those authors of failing to recognize the complexities of what it is that workers look for in their jobs. He suggests that they paid too much attention to the job choice situation and thus failed to recognize that, once in work, employees display varying priorities, attitudes and interests depending on the context in which we look at them. Daniel suggests that different attitudes will prevail, for instance, in what he calls the bargaining context from those which are indicated in the work context. In the bargaining context priority is given to the material rewards accruing from the job.

The importance of what Daniel said is considerable. It suggests that every employee is likely to have different priorities at different times and in different contexts. Definitions of the situation vary with the aspect of the situation which is of major concern at any particular time.

It has become clear that in order to understand work behavior, we must recognize the importance of dynamic



orientations and that, instead of relating work attitudes and behavior in a direct way to either fixed psychological needs or technological constraints, we must recognize that individuals see things differently and act accordingly in different situations and at different times.

Indiresan (1986) found that people work with four different orientations. They were *meaning orientation, reproductive orientation, achievement orientation and significant other orientation*.

**Meaning Orientation:** This orientation refers to the internalizing work values with an emphasis on intrinsic motivation and an active search for meaning and doing the job with comprehension and understanding. Individuals high in meaning orientation take a much broader approach, trying to find meaning in what they are doing and having no boundaries within which they will confine to their work.

**Reproduction Orientation:** This orientation refers to the extrinsic motivation and fears of failure and doing just what is required, looking at work as a means to an end. Individuals high in this orientation would be predominantly ritualistic in their approach to work, carrying out just what they are told and unwilling to go beyond what is absolutely essential with the attitude 'why do more when what is prescribed is enough'.

**Achievement Orientation:** This orientation refers to organized work methods, general attitude to working and the achieving as the main component. For individuals high in this orientation, achieving is all important and would try all means of reaching their set goals. They set their own standards and

directions for work and prefer freedom from close supervision. Individuals high in achievement orientation are self-starters carrying out self directed work.

**Significant Other Orientation:** This orientation refers to what extent the work is carried out for social status or prestige. For individuals high in this orientation, the social rewards are most important and they would do things only to win the recognition and approval of significant others without any consideration for the meaning of the work the work itself.

#### Review of Related Literature

**Indira (1995)** in her doctoral thesis selected work orientation as an aspect. Her findings in this aspect "work orientation" revealed that sex has a vital influence exclusively on the affiliation orientation, Age, locality and sex failed to possess any influence on achievement orientation, Experience, designation, status of the college, type of the college and type of management have significant influence on affiliation orientation, and it is very interesting to notice that none of the personal variables have significant influence on achievement orientation.

**Daniel, K. (1999)** made a study of burnoutness and work orientation of teacher educators in relation to their purpose in life. The study found that sex does not make a difference in the achievement orientation of work orientation of the teacher educators in Andhra Pradesh. Men teacher educators have more affiliation orientation of work orientation than women teacher educators. Age has no influence on the achievement orientation of work orientation of the teacher educators. Affiliation orientation of work orientation is not independent of age differences. 35 -



44 year age group and 55 and above age group differ in affiliation orientation of work orientation. Experience and work orientation are not associated either in respect of achievement orientation and affiliation orientation.

**Statement of the Problem:** Title of the present study of the investigation is “*A study of different types of work orientation of secondary school teachers in relation to the following demographic variables*”.

### Objectives of the Study

The investigator has designed the following specific objectives for his study.

1. To study the impact of the following variables on two types of work orientation (achievement orientation and affiliation orientation) of secondary school teachers.
  1. *Type of management*
  2. *No. of orientation programmes attended*
  3. *Locality*

### Hypotheses of the Study

The following hypotheses have been formulated basing on the objectives.

1. There is a significant difference in the work orientation (achievement orientation and affiliation orientation) of secondary school teachers in relation to the following variables.
  1. *Type of management*
  2. *No. of orientation programmes attended*
  3. *Locality*

### Limitations of the Study

The present study is undertaken with the following limitations.

1. Certain variables like gender, age, academic qualifications, professional qualifications, teaching experience, religion, social status and other aspects are not taken into account in the present study.
2. Variable wise calculations, within the variable calculations and also area wise calculations were done for the interpretation.
3. The geographical area of investigation is also limited to one district i.e., Visakhapatnam district of Andhra Pradesh.
4. The level of significance considered in this study is 0.05.

### Methodology of the Study

**Sample:** The investigator had used simple random sampling technique for selecting a sample of 530 secondary school teachers from 39 schools in Visakhapatnam District of Andhra Pradesh state.

### Tools used

**Work-Orientation Inventory (W.O.I)** developed by Indiresan (1986) was used to measure the work orientation of secondary school teacher after establishing its reliability and validity. The original inventory was developed for managers. R. K. Mohanty (1990) modified it for teacher educators. The test-retest method was used by R. K. Mohanty (1990) to find out its reliability. The coefficient of correlation was found to be 0.78 on a sample of sixty teacher educators indicating a high reliability of the test. The W.O.I consists of twenty four (24) items of which twelve (12) items



each are intended to measure affiliation orientation and achievement orientation. The items of the two sub scales were mixed. So every respondent gets two scores on the two sub scales. The Inventory is Likert type rating scale to be rated on a four point scale for two types of orientation i.e., Achievement orientation and Affiliation orientation. Each item in the W.O.I. is provided with a set of four responses like 'Rarely' is to scored as 1, 'Sometimes' is to scored as 2, 'Often' is to scored as 3, 'Very often' is to scored as 4. Thus, on the total inventory the range of score will be from minimum of 24 to a maximum of 96.

**Statistical Techniques Used**

The investigators used the following statistical techniques for analysis of data i.e., Mean, Standard Deviation, Critical Ratio and ANOVA.

**Analysis of Data and Interpretation of Results**

**H1:** Type of management of secondary school teachers makes a significant difference in their achievement orientation.

**H0:** Type of management of secondary school teachers does not make a significant difference in their achievement orientation.

**Table .1: Achievement Orientation -Type of Management –Anova**

Source of variation	df	Sum of squares	Mean squares	F-value
Between groups	3	514.31	171.43	6.04*
Within groups	526	14913.41	28.35	
Total	529	15427.72		

\* Significant at 0.01 level

From table No. 1, it is observed that the obtained F-value (6.04) for **df= 3 and 526** is greater than the table value of **3.82**. It is significant at **0.01** level. Therefore, the null hypothesis is rejected. Hence, it revealed that type of management of secondary school teachers makes a significant difference in their achievement orientation.

**H2:** Number of orientation programmes attended by secondary school teachers makes a significant difference in their achievement orientation.

**H0:** Number of orientation programmes attended by secondary school teachers does not make a significant difference in their achievement orientation.

Table 2: Achievement orientation - number of orientation programmes attended- anova

Source of variation	df	Sum of squares	Mean squares	F-value
Between groups	2	2.83	1.42	0.05*
Within groups	527	15424.26	29.26	
Total	529	15427.09		

\* Not significant at 0.05 level



From table No. 2, it is observed that the obtained F-value (**0.05**) for **df= 2** and **527** is less than the table value of **3.01**. It is not significant at **0.05** level. Therefore, the null hypothesis is retained. Hence, it revealed that secondary school teachers who are attended number of orientation programmes do not make a significant

difference in their achievement orientation.

**H3:** Locality of secondary school teachers makes a significant difference in their achievement orientation.

**H0:** Locality of secondary school teachers does not make a significant difference in their achievement orientation.

Table .3: Achievement Orientation - Locality –Mean-S.D and C.R

Variable	N	Mean	SD	D	$\frac{\sigma}{D}$	C.R.
Urban	228	30.22	5.60	1.78	0.46	3.87*
Rural	242	32.00	5.00			

\*Significant at 0.01 level

From table No.3, it is observed that the obtained C.R. value (**3.87**) is greater than the table value of **2.58**. It is significant at **0.01** level. Therefore, the null hypothesis is rejected. That is, locality of the secondary school teachers makes a significant difference in their achievement orientation. The mean difference (**1.78**) is in favor of the rural secondary school teachers. Hence, it can be stated that rural secondary school teachers possess high achievement

orientation, when compared to their urban counterparts. The present finding is in disagreement with the finding of Indira (1995).

**H4:** Type of management of secondary school teachers makes a significant difference in their affiliation orientation.

**H0:** Type of management of secondary school teachers does not make a significant difference in their affiliation orientation.

Table .4: affiliation orientation -type of management -anova

Source of variation	df	Sum of squares	Mean squares	F-value
Between groups	3	158.40	52.80	2.67*
Within groups	526	10376.92	19.73	
Total	529	10535.32		

\* Significant at 0.05 level

From table No. 4, it is observed that the obtained F-value (**2.67**) for **df= 3** and **526** is greater than the table value of **2.62**. It is significant at **0.05** level. Therefore, the null hypothesis is rejected. Hence, it revealed that type of

management of secondary school teachers makes a significant difference in their affiliation orientation.

**H5:** Number of orientation programmes attended by secondary school teachers



makes a significant difference in their affiliation orientation.

does not make a significant difference in their affiliation orientation.

**H0:** Number of orientation programmes attended by secondary school teachers

**Table .5: Affiliation Orientation -Number of Orientation Programmes Attended–Anova**

Source of variation	df	Sum of squares	Mean squares	F-value
Between groups	2	17.14	8.57	0.42*
Within groups	527	10547.71	20.05	
Total	529	10564.85		

\*Not significant at 0.05 level

From table No. 5, it is observed that the obtained F-value (**0.42**) for **df=2 and 527** is less than the table value of **3.01**. It is not significant at **0.05** level. Therefore, the null hypothesis is retained. Hence, it revealed that secondary school teachers who are attended number of orientation

programmes do not make a significant difference in their affiliation orientation.

**H6:** Locality of secondary school teachers makes a significant difference in their affiliation orientation.

**H0:** Locality of secondary school teachers does not make a significant difference in their affiliation orientation.

**Table 6: Affiliation orientation -Locality–Mean-S.D And C.R**

Variable	N	Mean	SD	D	$\frac{\sigma}{D}$	C.R.
Urban	288	28.43	4.48	0.12	0.39	0.30*
Rural	242	28.55	4.46			

\*Not significant at 0.05 level

As is obvious from table No.6, it is observed that the obtained C.R. value (**0.30**) is less than the table value of **1.96**. It is not significant at **0.05** level. Therefore, the null hypothesis is retained. Hence, locality of the secondary school teachers does not make a significant difference in their affiliation orientation. The present finding is in agreement with the finding of Indira (1995).

1. Type of management of secondary school teachers makes a significant difference in their achievement orientation.

2. Secondary school teachers who are attended number of orientation programmes do not make a significant difference in their achievement orientation.

3. Locality of the secondary school teachers makes a significant

**Major findings of the study**



- difference in their achievement orientation.
4. Type of management of secondary school teachers makes a significant difference in their affiliation orientation.
  5. Secondary school teachers who are attended number of orientation programmes do not make a significant difference in their affiliation orientation.
  6. Locality of the secondary school teachers does not make a significant difference in their affiliation orientation.

#### **Suggestions for Further Research**

Keeping in view the procedure adopted for this study and its limitations, the following suggestions are made for further research in this area.

1. A similar study may be conducted with large sample in the thirteen districts of Andhra Pradesh.
2. A study may be undertaken in the two regions of Andhra Pradesh namely, Coastal and Rayalaseema.
3. A comparative study may be undertaken with the samples in Southern States of India, namely Andhra Pradesh, Telangana, Tamil Nadu, Karnataka and Kerala.
4. The present study may be replicated with lecturers/teachers working in Junior colleges, Degree colleges and professional colleges like Engineering and teacher education colleges at different levels.
5. The present study may be replicated with the sample secondary grade school teachers having B.Ed. and D.Ed. qualifications.

#### **Educational Implications**

1. As type management plays a significant role in influencing the achievement orientation and affiliation orientation of secondary school teachers it is desirable to identify the best practices followed by different managements and incorporate them in the in-service training programmes and teacher orientation programmes to enable teachers to orient themselves to better work culture that is conducive for better achievement and work affiliation.
2. The achievement orientation and work affiliation of secondary school teachers depend on the level of motivation, on the challenging opportunities given and goals the set for themselves rather than on training programmes or other extrinsic incentives hence it is necessary to enhance the orientation programmes through qualitative measures to strengthen the achievement orientation and affiliation orientation.
3. Compared to urban students' rural students are less equipped in terms of men and material to prepare for the world of competition. This in turn reflects on the rural secondary school teachers and if the teachers are not adequately motivated and poses a positive attitude towards achievement they may not be in a position to provide the needed guidance and assistance to the students. The experiences of the rural teachers may be used to better equip urban secondary school teachers.





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