



## A Study of Work Value between Male and Female Teachers at Higher Secondary Schools in Uttarakhand

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**ABSTRACT:** *The purpose of the present study is to assess the work value of higher secondary school teachers. Survey method of research has been used in the present study. The investigator randomly selected 540 higher secondary school teachers of government and private schools of Uttarakhand. The data was analyzed using mean, standard deviation, and t- test. It was found that there is no significant difference of teacher work value exists between male and female teachers of government and private secondary schools of Uttarakhand,*

**Keywords:** *Work Value, Teacher Performance, Secondary Schools, Competitive World.*

### INTRODUCTION

Teachers play a major role in the educational development of the society. The main role of a teacher is to create an environment which motivates the students to learn more and more. Work values are the importance individuals give to a certain outcome obtained at work context. To meet the existing competitive world, the teachers should give value to their daily academic and other work activities. Teachers are assumed to be creator of society therefore value given to their work is very important as their role is directly influence our social system.

George and Jones (1997) defined intrinsic work values as the end-states which happened through work or engaging in work activities and depend on the content of the work". Atieh and Doherty (1990) mentioned the work values could be classified as intrinsic or extrinsic. George and Jones (1997) defined extrinsic work values as "the results that happened as a consequence of work regardless of the content of work".

Super (1980) stated that a value as an objective one seek to attain, it is a psychological state, a relationship, or material condition. Sverko (1989) mentioned work values were more specific than general life values. This



was because they were related to a certain life domain. According to Basak (2009), the work value of a person was different from one person to another where work values were specific goals that an individual considered important and the individual would try to get these goals from the work context. Wallach *et al.* (1971) observed that work-values refer to general attitude regarding the meaning that an individual attaches to his work-role.

Work values are a set of durable beliefs in work. They reflect personal needs, job types or the environmental preferences of individuals. They also guide the work behavior of individuals and can dictate their goals and job choices Chung *et al.* (2008). Work values have an influence on hiring and retention rates and can affect the willingness of individuals to work diligently (Boyatzis and Skelly, 1991). Chou (2007) suggested that if teachers can identify with the values of their school, they will be dedicated and committed, and the performance of the school will improve as a result. Wang and Kao (2009) surveyed entry-level police officers, and found that organizational commitment has a positive mediating effect on work values and job performance.

## OBJECTIVES OF THE STUDY

## ANALYSIS AND DISCUSSION

### Table 1: Structure of Sample

- To compare work value between male and female teachers at higher secondary school.

- To study the difference in work value between urban and rural teachers at higher secondary school.

## HYPOTHESIS

- There is no significant difference between the work value of male and female teachers working in higher secondary schools.

- There is no significant difference between the work value of male and female teachers working in higher secondary schools in urban areas.

- There is no significant difference between the work value of male and female teachers working in higher secondary schools in rural areas.

## RESEARCH METHODOLOGY

The present study is a descriptive type of research study. The study aims to compare work value between male and female teachers at secondary school. The structured questionnaire developed and administered across higher secondary school teachers from urban and rural areas of Uttarakhand. Sample size of the study was 540. Various statistical tools like mean, standard deviation and t-test have been used for the testing of hypotheses.



Higher Secondary School Teachers						
School Teachers(Urban)			School Teachers(Rural)			Total
Male	Female	Total	Male	Female	Total	
215	100	315	165	60	225	540

Out of 540 respondents 380 are male and 160 are female from both urban and rural area where as 315 respondents (215 male and 100 female) are from urban and 225 respondents (165 male and 60 female) are from rural area.

**Table2: Comparison between Work value of Male and Female Teachers of Higher Secondary Schools**

**Ho: There is no significant difference between the work value of male and female teachers working in higher secondary schools**

S.N	Work Values	Male teachers N = 380		Female Teachers N=160		M <sub>1</sub> -M <sub>2</sub>	σd	t-value
		M <sub>1</sub>	σ <sub>1</sub>	M <sub>2</sub>	σ <sub>2</sub>			
1	Variety	11.72	2.73	11.22	2.43	0.50	0.20	2.50**
2	Creativity	12.52	2.16	11.93	3.66	0.59	0.11	5.36*
3	Management	11.25	2.19	11.05	2.76	0.20	0.24	0.83
4	Achievement	12.49	2.04	11.52	2.40	0.97	0.21	4.61*
5	Surroundings	11.72	2.10	11.41	2.34	0.31	0.21	1.47
6	Relation with superiors	12.57	1.86	11.80	2.10	0.77	0.19	4.05*
7	Life Style	11.48	1.95	11.13	2.43	0.22	0.21	1.04
8	Security	11.65	2.34	11.26	2.49	0.39	0.23	1.69
9	Relation with colleagues	12.52	1.92	11.58	2.19	0.94	0.19	4.94*
10	Aesthetics	11.78	2.40	11.26	2.58	0.52	0.21	2.47**
11	Prestige	12.14	2.01	11.48	2.76	0.66	0.24	2.75*
12	Independence	12.33	2.19	11.48	2.52	0.85	0.22	3.86*
13	Intellectual stimulation	12.33	2.10	11.28	2.76	0.95	0.24	3.95*
14	Adventure	11.47	2.61	11.07	2.61	0.40	0.22	1.81
15	Economic returns	11.88	2.31	11.41	2.34	0.47	0.21	2.23*
16	Social status	12.29	1.98	11.75	2.22	0.54	0.20	2.70*

df = 538 \* P < 0.01 level of significance \*\* P < 0.05 level of significance

It may be inferred that more than 95% male and female teachers exhibit significant differences on above-mentioned work-values. This may be due to their personal liking and work situations prevailing in their institutions.

As such, the hypothesis that "There exists no significant difference between the work-values of male and female teachers working in higher secondary schools", is partially rejected on their variety, creativity, achievement, relation with superiors, relation with colleagues, aesthetics,



prestige, independence, intellectual stimulation, economic returns and social status work-values. However,

Table 3: Comparison of work-values of male and female teachers working in higher secondary schools in urban area in terms of Mean, D and t-value

Ho: There is no significant difference between the work value of male and female teachers working in higher secondary schools in urban areas

S.N.	Work Values	Male teachers N = 380		Female Teachers N=160		M <sub>1</sub> - M <sub>2</sub>	σd	t-value
		M <sub>1</sub>	σ <sub>1</sub>	M <sub>2</sub>	σ <sub>2</sub>			
1	Variety	11.66	2.25	11.24	2.40	0.42	0.26	1.61
2	Creativity	12.39	2.40	11.99	2.25	0.40	0.26	1.53
3	Management	11.40	2.10	11.42	2.16	-0.02	0.24	-0.08
4	Achievement	12.33	2.22	11.48	2.49	0.85	0.28	3.03*
5	Surroundings	11.73	2.16	11.33	2.28	0.40	0.26	1.53
6	Relation with superiors	12.57	1.95	11.84	2.16	0.73	0.22	3.31*
7	Life Style	11.37	2.10	10.97	2.43	0.40	0.26	1.53
8	Security	11.85	2.16	11.15	2.58	0.70	0.28	2.50*
9	Relation with colleagues	12.56	1.80	11.63	2.10	1.07	0.22	4.86*
10	Aesthetics	11.79	2.40	11.42	2.70	0.37	0.30	1.23
11	Prestige	12.21	1.95	11.51	2.55	0.70	0.26	2.69*
12	Independence	12.24	2.22	11.57	2.49	0.67	0.28	2.39**
13	Intellectual stimulation	12.15	2.22	11.36	2.70	0.79	0.30	2.63**
14	Adventure	11.65	2.49	11.09	2.43	0.56	0.26	2.15**
15	Economic returns	12.00	2.28	11.66	2.19	0.34	0.24	1.41
16	Social status	12.45	1.80	11.87	2.13	0.58	0.22	2.63*

df =313 \*p< 0.01 level of significance. \*\* p<0.05 level of significance.

The table 3 exhibited that the male teachers obtained more degree of work-values on their variety, creativity, achievements, surroundings, relation with superiors, life style, security, relation with colleagues, aesthetics, prestige, independence, intellectual stimulation, adventure, economic returns and social status work values and less on their management work-values in terms of mean values. Further, the female teachers obtained

more mean score only on their management work value. The difference between the work-value of management found negative but not significant. Further, on the work-values of achievement, relation with superiors, security, relation with colleagues, prestige, independence, intellectual stimulation, adventure and social status work-values the difference found up to significant level at either 0.01 or 0.05 level of significance



As such, the hypothesis that, 'There exists no significant difference between the work-values of male and female teachers working in higher secondary schools', in urban area intellectual stimulation, adventure and social status work values. For remaining work-values, the hypothesis stands to be accepted.

Table 4: Comparison of work-values of male and female teachers working in higher secondary schools in rural area in terms of Mean, SD and t-value

Ho: There is no significant difference between the work value of male and female teachers working in higher secondary schools in rural areas

S.N	Work Values	Male teachers N = 380		Female Teachers N=160		M <sub>1</sub> -M <sub>2</sub>	σd	t-value
		M1	σ <sub>1</sub>	M <sub>2</sub>	σ <sub>2</sub>			
1	Variety	11.78	2.25	12.35	2.52	0.57	0.36	-1.58
2	Creativity	12.69	1.74	11.85	1.98	0.84	0.26	3.23*
3	Management	11.05	2.28	10.65	3.03	0.40	0.42	0.95
4	Achievement	12.69	1.80	11.60	2.28	1.09	0.30	3.63*
5	Surroundings	11.70	2.01	11.55	2.46	0.15	0.34	0.44
6	Relation with superiors	12.49	1.95	11.75	1.92	0.74	0.28	2.64**
7	Life Style	11.61	1.86	11.40	2.34	0.21	0.33	0.63
8	Security	11.40	2.52	12.65	2.28	-1.25	0.33	-3.78*
9	Relation with colleagues	12.43	2.10	11.50	2.40	0.93	0.33	2.81*
10	Aesthetics	11.76	2.37	11.00	2.43	0.76	0.34	2.23*
11	Prestige	12.05	2.04	11.43	3.12	0.62	0.42	1.47
12	Independence	12.45	2.16	11.35	2.58	1.10	0.36	3.05*
13	Intellectual stimulation	12.32	1.89	11.15	2.85	1.17	0.38	3.07*
14	Adventure	11.23	2.70	11.05	2.85	0.18	0.41	0.43
15	Economic returns	11.70	2.35	11.00	2.55	0.70	0.36	1.94*
16	Social status	12.07	2.19	11.55	2.40	0.52	0.33	1.57

df = 223 \* P < 0.01 level of significance\*\* P < 0.05 level of significance

Table 4 exhibited that, the male teachers working in higher secondary schools in rural area's schools possessing the more degree of mean values on their creativity, management, achievement, relation with superiors, life style, relation with colleagues, aesthetics, prestige, independence, intellectual stimulation, adventure, economic returns and social status work-values. Whereas, they exhibits less scores on their variety and security work-values in terms of mean values. Further, the female teachers obtained more mean scores on their variety and security work values. For remaining work values, they obtained less mean scores than the male teachers.



The difference between the work-values of male and female teachers found significant on their creativity, achievement, relation with superiors, security, relation with colleagues, aesthetics, independence and intellectual stimulation work value in terms of t-value either at 0.01 level or 0.05 level. The significant difference between the work-value of security found negatively significant at 0.01 level of significance. It leads to interpret that male teachers have least preference to their security.

As such, the hypothesis, that, "there exists no significant difference between the work-values of male and female teachers working in higher secondary schools," in rural area stands to be rejected on their creativity, achievements, relation with superiors, security, relation with colleagues, aesthetics, independence and intellectual stimulation work values. However, for the remaining work-values the hypothesis stands to be accepted.

### MAJOR FINDINGS

➤ There is little difference between the work-values of male and female teachers working in higher secondary schools with respect to their variety, creativity, achievement, relation with superiors, relation with colleagues, aesthetics, prestige, independence, intellectual stimulation, economic returns and social status. Whereas in other

work values of male and female there is negligible difference.

- There is no significant difference between the work-values of male and female teachers working in higher secondary schools in urban areas on the basis of achievements, relation with superiors, security, relation with colleagues, prestige, independence, intellectual stimulation, adventure and social status. For remaining work-values, there is difference.
- There is no difference between the work-values of male and female teachers working in higher secondary schools in rural areas on the basis of their creativity, achievements, relation with superiors, security, relation with colleagues, aesthetics, independence and intellectual stimulation. However, for the remaining work-values there is difference.

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