

A COMPARATIVE STUDY OF THE WORK-VALUES OF PROSPECTIVE AND IN-SERVICE TEACHERS

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Abstract

Due to fast expansion of educational facilities at all levels of education, the teacher is expected to understand his/her role in all its dimensions and play it effectively in order to meet the institutional demands. They have to welcome and accept new thoughts and trends entering in the domain of the educational institution. Generally, the teacher performs three functions, viz., impart instruction, provide examples and put impression on the pupils. A teacher has to present a model performance to watch and imitate so that students take an active part in learning. Besides teaching, the teacher performs much work in the institutions. His work may be a task, a duty, or an accomplishment. It may be a mental, physical or both. The work has not only an economic and mechanical aspects but it also has a psychological aspect. The teachers' job related behaviour plays a significant role in shaping his work-values. In this reference, the present study will serve in motivating the teachers in analyzing their work environment and in identifying their work-values having positive or negative effect on their working conditions including their task of teaching and other jobs. The study has certainly unfolded the picture of work-value of the teachers prevailing among themselves. The findings of the present study may create awareness among teachers towards their work-value. This may also motivate them to pay their attention in caring and nurturing of those work values of the teachers to those work-values which positively affect on the work-environment in the schools.

Keywords: *Work values, Prospective Teachers, In-service Teachers*



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INTRODUCTION

Values are standards that are to a large extent derived, learned and internalized from society and its institutions. These standards guide the development of a socially defined sense of self as a competent and moral member of society. They motivate, sustain, direct and control human behavior and action to a great extent. Values are an important aspect of human experience. The word “value” is being used in several different contexts e.g. moral values, aesthetic-values, spiritual-values, economic-values, social-values etc. with various shades of meaning. The values of an individual can broadly be classified as social-values and work-values. Social-values are acquired by an individual through and work-values. Social-values are acquired by an individual through socialization from culture, and the work-values are jointly shaped by culture and occupational roles (Aggarwal, 1976).

‘Work’ means many things. Ordinarily, it is to act in a specified way. Work may be a task, a duty, or an accomplishment. It may be mental, physical or both, but it also has a psychological aspect. Regardless of its meaning and nature, work cannot be considered separate from individual who performs it. Some psychological characteristics of the individual influence his performance to a task.

The ‘values’ pertaining to ‘work’, acquired long before people enter any work-situation are enduring beliefs. They guide action, attitudes, judgements, beyond immediate goal to more ultimate goals in work-situation (Rao and Rao, 1973). The ‘value’ pertaining to ‘work’ has been termed as the ‘work-value’. Rao (1975) states that ‘work-value’ means “the work or excellence or the degree of worth, ascribed to a particular work, activity or an aspect of the work”. The “work-values” implies a strong attitude or a positive evaluation to the work-situations and the work itself.

In the organizational context, it is the work-values, which are important to understand the individual's behaviour in reference to that organisation. Super Donald (1968) observed that ‘work-values’ constitute various aspects of work, work-values permeate all aspects of life, they concern life-goals, in some cases they seem to be related with needs, drives and attitudes,

The success of any educational system depends much on the sincerity and qualities of its teachers. He plays many roles in order to ensure that educational goals envisaged are realised. He not only imparts education to the pupils but also plays the most prominent and pivotal role in moulding the habits and characters of the pupils. The teacher by virtue of their dominant position in the teaching-learning situation, leave a formidable impression on students. Their value system, their perceptions their behaviour - style, and outlook profoundly influence students’ behaviour (Misra, 1986).

OBJECTIVES

- (i) To ascertain the weightage of work values in terms of mean values.
- (ii) To survey the work values of in-service and prospective teachers.
- (iii) To compare the work value of in-service and prospective teachers.

HYPOTHESIS

- (i) There exists no significant difference between the work value of in-service and prospective teachers in general.

METHODOLOGY

Since the present study was undertaken to explore the analytical study of the work-values of in-service and prospective teachers, the normative research was adopted.

Population: The population of the present study constituted the prospective teachers i.e. the regular students of B.Ed. and the in-service teachers teaching in the institutions.

Sampling: In the present study, the sample was selected by using Simple Random Sampling Technique.

Tool Used: The questionnaire used by the researcher was the D.E. Super’s “Work Value Inventory” (1968).

Statistical Treatment: The data was collected, arranged and subjected for obtaining Mean, Standard Deviation, Critical ratio (C.R) and ANOVA. A comprehensive study of comparison between the S.D. and mean of different values in a sample space was carried out. The comparison was done by applying C.R. Test between the total prospective and in-service teachers.

MAJOR FINDINGS:

The comparison and analysis of the work-values of prospective and in-service teachers is contemplated. The related subject is analyzed and the results are concluded. Table No. 1 shows the mean, standard deviation (S.D.) and critical ratio (C.R). value of the 15 work-values of the prospective and in-service teachers. The findings are as follows:-

1. Aesthetic Work-Value: The C.R of aesthetic work value of prospective and in-service teachers is found to be 0.12 which is less than the tabulated value at 0.05 level of significance i.e. 1.96. Hence there is no significant difference between the means of the two groups. Therefore the hypothesis is established for the fact. Therefore there is no difference between the aesthetic work value of prospective and in-service teachers.

Work Values	Prospective Teachers		In-service Teachers		C.R Value	Result
	Mean	SD	Mean	SD		
1.Aesthetics	12.42	3.97	12.53	3.73	0.12	N.S.
2.Altruim	13.00	3.68	12.64	3.70	0.65	N.S.
3.Creativity	13.38	2.85	12.27	3.84	2.22	S
4. Intellectual Stimulation	12.84	3.44	12.33	3.72	0.96	N.S.
5.Independence	13.31	3.15	12.80	3.87	0.96	N.S.
6.Achievement	12.69	3.47	11.91	4.09	1.37	N.S.
7.Prestige	11.60	4.60	11.20	4.42	0.60	N.S.

8.Management	11.00	4.04	11.11	4.19	0.18	N.S.
9.Economic-returns	11.91	4.14	11.60	4.36	0.49	N.S.
10. Security	10.96	4.42	11.29	4.60	0.49	N.S.
11.Surroundings	12.20	4.25	11.60	4.56	0.92	N.S.
12. Supervisory relations	11.47	3.91	11.56	4.34	0.15	N.S.
13. Associates	12.82	3.56	12.07	3.59	1.42	N.S.
14. Variety	11.71	4.10	10.87	4.12	1.38	N.S.
15. Way of life	10.93	3.60	11.47	4.00	0.95	N.S.

* CR Value to be Significant at 0.05 level = 1.96

Table No. 1 (Mean, S.D. and C.R. value of the 15 work-values of the prospective and in-service teachers)

2. Altruism Work Value: The C.R of altruism work value of prospective and in-service teachers is found to be 0.65 which is less than the tabulated value at 0.05 level of significance i.e. 1.96. Hence there is no significant difference between the means of the two groups. Therefore the hypothesis is established for the fact. Thus, there is no difference between the altruism work value of prospective and in-service teachers.

3. Creativity Work Value: The C.R of creativity work value of prospective and in-service teachers is found to be 2.22 which is found to be more than the tabulated value at 0.05 level of significance i.e. 1.96. Hence there is a significant difference between the means of two groups. Therefore the hypothesis is rejected for the fact. Thus, here the hypothesis should be, ‘there is a significant difference between the creativity work value of prospective and in-service teachers .

4. Intellectual Stimulation Work Value: The C.R. of intellectual stimulation work value of prospective and in-service-teachers is found to be 0.96 which is found to be less than the tabulated value at 0.05 level of significance i.e. 1.96 hence there is no significant difference between the means of two groups. Therefore the hypothesis is established for the fact. Thus, there is no significant difference between the intellectual stimulation work-value of prospective and in-service teachers.

5. Independence Work Value: The C.R. of independence work-value of prospective and in-service teachers is found to be 0.96 which is less than the tabulated value at 0.05 level of significance i.e. 1.96. Hence there is no significant difference between the means of two groups. Therefore the hypothesis is established for the fact. Thus, there is no difference between the independence work-value of prospective and in-service teachers.

6. Achievement Work Value: The C.R. of the achievement work-value of prospective and in-service teachers is found to be 1.37 which is less than the tabulated value at 0.05 level of significance i.e. 1.96. Hence there is no significant difference between the means of the two groups. Therefore the hypothesis is established for the fact. Thus, there is no difference between the achievement work-value of prospective and in-service teachers.

7. Prestige Work Value: The C.R. of the prestige work value of prospective and in-service teachers is found to be 0.60 which is less than the tabulated value at 0.05 level of significance i.e. 1.96. Hence there is no significant difference between the means of the two groups. Therefore the hypothesis is established for the fact. Thus, there is no difference between the achievement work-value of the prospective and in-service teachers.

8. Management Work Value: The C.R of management work value of prospective and in-service teachers is found to be 0.18 which is less than the tabulated value at 0.05 level of significance i.e. 1.96. Hence there is no significant difference between the means of two groups. Therefore the hypothesis is established for the fact. Thus, there is no difference between the management work value of prospective and in-service teachers.

9. Economic Return Work Value: The C.R. of Economic Return work-value of prospective and in-service ' teachers is found to be 0.49 which is less than the tabulated value at 0.05 level of significance i.e. 1.96. Hence there is no significant difference between the means of two groups. Therefore the hypothesis is established for the fact. Thus, there is no difference between the economic return work-value of prospective and in-service teachers.

10. Security Work Value: The C.R. of security work-value between the prospective and in-service teachers is found to be 0.49 which is less than the tabulated value at 0.05 level of significance i.e. 1.96. Hence there is no significant difference between the means of two groups. Therefore, the hypothesis is established for the fact. Thus, there is no difference between the security work-value of prospective and in-service teachers.

11. Surrounding Work-Value: The C.R. of surrounding work-value between the prospective and in-service teachers is found to be 0.92 which is less than the tabulated value at 0.05 level of significance i.e. 1.96. Hence there is no significant difference between the means of two groups. Therefore, the hypothesis is established for the fact. Thus, there is no difference between the surrounding work-value of prospective and in-service teachers.

12. Supervisory Work-Value: The C.R. of supervisor)' relation work-value of prospective

and in-service teachers is found to be 0.15 which is less than the tabulated value at 0.05 level of significance, i.e. 1.96. Hence, there is no significant difference between the means of the two groups. Therefore, the hypothesis is established for the fact. Thus, there is no difference between the supervisory relation work value of the prospective and in-service teachers.

13. Associates Work Value: The C.R. of associates work-value between the prospective and in-service teachers is found to be 1.42 which is less than the tabulated value at 0.05 level of significance i.e. 1.96. Hence there is no significant difference between the means of the two groups. Therefore, the hypothesis is established for the fact. Thus, there is no difference between the associates' work-value of the prospective and the in-service teachers.

14. Variety Work Value: The C.R. of variety work-value of prospective and in-service teachers is found to be 1.38 which is less than the tabulated value at 0.05 level of significance i.e. 1.96. Hence there is no significant difference between the means of the two groups. Therefore, the hypothesis is established for the fact. Thus, there is no difference between the variety work-value of prospective and the in-service teachers.

15. Way of Life Work Value: The C.R. of way of life work-value of prospective and in-service teachers is found to be 0.95 which is less than the tabulated value at 0.05 level of significance i.e. 1.96. Hence there is no significant difference between the means of the two groups. Therefore, the hypothesis is established for the fact. Thus, there is no difference between the variety work-value of prospective and the in-service teachers.

DISCUSSION

It is also seen that the prospective or the in-service teachers have different criteria for different work-values. The detail is given below:-

- The in-service teachers have given more preference to the aesthetic work- value than the prospective teachers. This shows that the in-service teachers are inclined more to the aesthetic sense than the prospective teachers. Therefore to inculcate the aesthetic sense in the prospective teachers some attractive production should be enhanced in their training.
- The altruism work-value had been preferred more by the prospective teachers than the in-service teachers. This shows that the prospective teachers are keener to help others. They not only fulfill their selfish ends but also consider the betterment of other people. To develop the altruism sense in the in-service teachers proper atmosphere should be provided so that they may also think for the betterment of others, and may not become self-centered.

- The Creativity work-value had been preferred more by prospective teachers than the in-service teachers. This shows that the prospective teachers are more interested in the new creations and in utilizing new ideas. To inculcate the creativity among the in-service teachers the seminars or workshops should be organized. So that they may be inclined towards the creative work.
- The Intellectual Stimulation work-value had been preferred more by the prospective teachers than the in-service teachers. This shows that the prospective teachers are more mentally alert and mentally challenged. To inculcate the intellectual stimulation among the in-service teachers proper library" facilities with latest publications should be provided so that their area of knowledge may be increased.
- The Independence work-value had been much preferred by the prospective teachers than the in-service teachers. This shows that the prospective teachers make self-decision in their field. To develop the independence feeling among the in-service teachers' proper facilities and atmosphere should be provided so that they may become self depend and may take self-decision.
- The Achievement work-value had been preferred more by prospective teachers than the in-service teachers. This shows that the prospective teachers have the tendency to know the results of their efforts. To enhance the achievement work-value in the in-service teachers, the tests should be organized periodically in the class for the students. The students' results can be evaluated and thus the achievement work value of in-service teachers can be known.
- The Prestige work-value had been preferred more by prospective teachers than the in-service teachers. This shows that the prospective teachers are more concerned with the prestige. To enhance the prestige work- value among the in-service teachers, they should be encouraged to increase their qualification and know ledge. This will develop the feeling of self-respect in them.
- The Management work-value had been preferred more by in-service teachers than the prospective teachers. This shows that the in-service teachers have more leadership ability. To enhance the management work-value among the prospective teachers proper environment should be provided in the training institutions so that they may develop some leadership quality. This will thus help them in planning and organizing their work properly.
- The Economic return work-values had been preferred more by the prospective teachers than the in-service teachers. This is due to the eagerness to earn more and more. Whereas, the in-service teachers are satisfied with their economic-returns as compared to the

prospective teacher. The in-service teachers should be given proper remuneration and incentives according to their work.

- The Security work-value had been preferred more by the inservice teachers than the prospective teachers. This is due to the feeling to safeguard their future, since they are job-conscious. To enhance the security sense among the prospective teachers they should be given proper training regarding adjustment with their working circumstances.
- The Surrounding work-value had been preferred more by the prospective teachers than the in-service teachers. This shows that the prospective teachers prefer optimum surrounding for their work. They need proper environment or facilities regarding their work. However for the in-service teachers the proper environment and facilities should be provided so that they may deliver or impart their knowledge in an efficient manner.
- The Supervisor)' Relations work-value had been preferred more by the in-service teachers than the prospective teachers. This shows that the in-service teachers are more inclined towards the authoritarian sense. They can supervise the work properly. However, the prospective teachers can develop the supervisory sense during their training period.
- The Associates work-value had been preferred more by the prospective teachers than the inservice teachers. This indicates that the prospective teachers are social in nature and are more keen to work with new colleagues. However, the inservice teachers are not so keen to make new social circle. Thus, to develop the social feeling among them, proper school atmosphere should be provided so that they may intimate with one another properly.
- The Variety work-value had been preferred more by the prospective teachers than the inservice teachers. This shows that the prospective teachers are fond of having varieties in their work. They do not prefer monotony in their work and wants to exploit their talent to full extent. For the inservice teachers, it is suggested that there should be variety in their work so that they may not feel monotonous and they may teach efficiently.
- The Way of life work value has been preferred more by the inservice teachers than the prospective teachers. This shows that the inservice teachers are much satisfied with their way of life. They perform that work which they feel is better. They live according to their own way of life. However, the prospective teachers does not show much preference to the way of life. This may be due to the reason that they are not self depend or are not yet in their jobs.

CONCLUSION

The comparative study of the prospective and in-service teachers for different work-values have been carried out. Thus from the results obtained, it is evident that the prospective teachers gave more preference to Creativity, Independence and Altruism work-values; they show better preference to Intellectual Stimulation and Associates work-values. They put their least preference to Way of Life and Management work-values. Whereas, the in-service teachers exhibited their more preference to Independence, Altruism, and Aesthetics work-values; they show better preference to Intellectual stimulation and Creativity work-values. They put their least preference to Variety and Management work-values.

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