

The effect of Sex, Length of Experience and Number of Dependents on Work Values

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ABSTRACT

The present investigation was aimed to study the effect of sex, experience and number of dependents on work values of higher secondary school teachers of Rajkot city. Personal Data collection Sheet and Gujarati version of Wollack's Work Value Scale were used to cover 153 teachers, selected randomly. It was found that in comparison to male teachers, female teachers put more enforcement on the work value of Pride in work. The study revealed marked influence of length of experience on work value of Upward Striving and Job Involvement. Teachers having experience above 20 years gave less priority to these values. Number of dependent was found to produce differences in work value of Attitude toward Earnings and Pride in Work. Teachers without any dependent gave less importance to Attitude towards Earnings and teachers having more than three dependents gave more importance to the value of the Pride in Work.

Keywords: *Work Values, Job involvement*

At the time of stone age industrial psychologist are constantly trying to promote productivity in the industry which started from hunting animals to the age when he become domestic and to the age of industrial revolution and now in the age of information technology .Man has been making progress from decades to decades with a great speed and also will make in future also.

Industrial development and good manufacturing practice of any nation depends on a number of factors, such as, technological know-how, modernization of technology, availability of raw materials and goods, communication and transport facilities, financial and human resources and so on. However, there are various psychological factors also that determine success and pace of industrial development. One such factor is favorable work values. Certain values which help in the achievement of goals, industry must develop for rapid industrialization. Punekar (1989) while comparing the Indian and Japanese work values concluded that certain values seem necessary for long term effectiveness of the process of industrialization.

Work value is a special usage of the general concept value and has been defined by Punekar (1989) as the conception of what is preferable from among alternative 'modes of conduct' or

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The effect of Sex, Length of Experience and Number of Dependents on Work Values

'end-states' with respect to one's work activity. Pestonjee (1986) defined work value as the worth or excellence ascribed to a particular aspect of work. Work Values reflect the individual's awareness of the conditions he seeks from the the work situation and they regulate his actions in pursuit of that conditions (Kalleberg, 1977).

Individual performs in search of valued outcome. As a value seeking being, an individual prefers to continue his membership of value- fulfilling situations and performs better for improvement, therefore, to realize more of the cherished values. However, if situation do not result in value realization, the individual tends to quit his job, if possible, or limits his performance to minimum. Values intern get influence by various socio-personal factors.

Numerous studies are found reported in research literature relating work values with various social-personal factors. In an attempt to correlated work values with family climate Verma (1985) concludes that there is significant positive correlation between the two. Studies have revealed significant effect of sex on various work values (Prasad and Sinha, 1972; Pestonjee, Akhtar and Chowdhary, 1967; Pestonjee and Akhtar, 1969; Rai and Pestonjee, 1969; Singer and Pestonjee and Akhtar, 1969; Singer and Staffler, 1953). Kashefi, (1970) and Sikula, (1971) have found that effective and ineffective employees within various organization have differing values and value systems. The similar findings have been reported by England and Lee (1974) with regard to successful and less successful managers. Among other frequently studied variables and effects of SES, intelligence and achievement on various work values (Vasantha, 1972; Rai and Pestonjee, 1969); Powel and Bloom, (1972). Patel (1993) reports that perceived organizational health and number of dependents have significant effects on various work values. Patel (1993) investigated into teachers work values contest of sex, length of service and number of the dependents are significant difference.

In the present investigation an attempt has been made to explore the role of some personal-social factors in the determination of work values of secondary school teachers.

Objectives Of The Study:

- (i) To study the effect of sex, length of experience and number of dependents on work values.
- (ii) To explore the existing pattern of work values among higher secondary school teachers.

Hypotheses:

On the basis of objectives of the study following null hypotheses were framed and tested :

- (1) There will be no significant difference in the mean scores of all the six work values of male and female teachers.
- (2) There will be no significant difference in the mean score of all the six work values of teachers with different length of experience (i.e. experience up to 10 years, from 11 to 20 years and more than 20 years).
- (3) There will be no significant difference in the mean scores of all the six work values of teachers having different numbers of dependents (i.e. without any dependent, upto three dependents and more than three dependents).

METHODOLOGY

Sample :

The sample for the study comprised 153 teachers (87 female and 66 male teachers) drawn randomly from various higher secondary schools of Rajkot city of Gujarat State. The age

The effect of Sex, Length of Experience and Number of Dependents on Work Values

range of the teachers was 25 to 57 years. The number of years of service ranged from 2 to 26 years.

Tools :

(i) **Personal Data Sheet** : With the help of personal data sheet certain data pertaining to teachers, such as, name, sex, age, length of experience and number of dependents, were collected.

(ii) **Work Value Scale**: A Gujarati adaption of Wollack's work value scale by Joshi was used to measure work values. It measures six work values viz. Social Status of Job, Activity Preference, Upward Striving, Attitude toward Earnings, Pride in Work and Job Involvement.

The scale contains 54 items. Each items has six possible responses viz., completely agree, completely disagree. The range of possible score in each work is 9 to 54. A high score indicates higher emphasis on that value and low score indicates less emphasis on that value. The test-retest reliability of Gujarati version by Joshi was 0.91. In the present investigation test-retest reliability coefficient was found to be 0.93. Concurrent validity was 0.67.

Procedure :

Personal data sheet and work values scale were administered to 200 teachers employed in various schools of Rajkot City. Finally 153 questionnaires were retained for the study. Scoring was done as per the manual of the test.

Analysis :

Mean, SD and 't' ratio were computed to test the hypotheses.

RESULTS AND DISCUSSION :

The statistical analyses were carried out for two sexes, three length of experience groups and three number of dependents groups. By utilizing the 't' technique, the investigator studied the relations of all the three independent variables with six work values. The results are presented in the respective tables below.

Table 1, Means, SDs and 't' values for scores on work values according to Sex

| Sr. No. | Work Values | SEX | | | | "t"-Values |
|---------|-------------------------|-------------|------|---------------|------|------------|
| | | Male (n=66) | | Female (n=87) | | |
| | | Mean | SD | Mean | SD | |
| 1 | Social status of job | 41.50 | 5.58 | 41.69 | 5.75 | 0.21 |
| 2 | Activity Preference | 42.83 | 5.58 | 43.63 | 5.62 | 0.88 |
| 3 | Upward striving | 29.80 | 6.99 | 27.61 | 8.30 | 0.65 |
| 4 | Attitude toward earning | 39.00 | 6.58 | 38.17 | 6.87 | 0.76 |
| 5 | Pride in work | 46.08 | 5.98 | 47.87 | 4.60 | 2.03* |
| 6 | Job involvement | 35.39 | 5.02 | 34.80 | 6.68 | 0.62 |

*Significant at .05 level

Table - 1 indicates that male and female teachers significantly differed only in work values of pride in work. In comparison to male teachers female teachers scored higher implying that female teachers attached more importance to pride in work. With respect to other work values male and female teachers did not differ significantly. Thus first hypothesis was rejected for the work values pride in work but was accepted for the rest of the work values.

The effect of Sex, Length of Experience and Number of Dependents on Work Values

For the verification of second null hypothesis all the teachers were divided into three groups on the basis of their length of experience. Teachers having experience upto 10 were put in A-group, those having 11 to 20 years of experience in B-group, those having experience above 20 years in C-group. The significance of group differences for all the work values was tested by computing 't' ratios. Table-2 presents means, SDs of all the work values for each group and t-values.

Table 2, Means, SDs and 't' values for scores on work values according to Length of Experience

| | Work Values | Length of Experience | | | | | | "t"-Value |
|---|--------------------------|----------------------|------|-------------------------|------|-------------------------|------|--------------------------------------|
| | | A | | B | | C | | |
| | | Upto 10 Yr (N=61) | | 11 to 20 Yrs. (N=61) | | Above 20 Yrs. (N=31) | | |
| | | Mean | SD | Mean | SD | Mean | SD | |
| 1 | Social status of job | 35.33 | 6.15 | 35.33 | 6.46 | 34.42 | 5.23 | A/B=0.00 A/C=0.74 B/C=0.73 |
| 2 | Activity preference | 43.52 | 5.46 | 42.21 | 6.03 | 42.90 | 4.55 | A/B=0.30 A/C=0.57 B/C=0.27 |
| | Work Values | Length of Experience | | | | | | "t"-Value |
| | | A | | B | | C | | |
| | | Upto 10 Yr (N=61) | | 11 to 20 Yrs. (N=61) | | Above 20 Yrs. (N=31) | | |
| | | Mean | SD | Mean | SD | Mean | SD | |
| 3 | Upward striving | 39.80 | 6.15 | 39.41 | 4.93 | 33.84 | 7.12 | A/B=0.36 A/C=3.80** B/C=3.90** |
| 4 | Attitude toward earnings | 26.77 | 6.63 | 27.84 | 8.67 | 27.39 | 7.77 | A/B=0.76 A/C=0.38 B/C=0.25 |
| 5 | Pride in work | 47.52 | 5.43 | 46.90 | 5.05 | 46.42 | 5.42 | A/B=0.65 A/C=0.92 B/C=0.41 |
| 6 | Job involvement | 43.11 | 5.13 | 41.25 | 5.14 | 38.64 | 5.79 | A/B=2.0* A/C=3.63** B/C=2.12* |

**Significant at .01 level

*Significant at .05 level

An observation of Table-2 reveals that teachers with different length of service did not differ significantly on four work values, viz. social status of job, activity preference, attitude towards earnings and pride in work. However, significant differences have been found among the three groups in the value of upward striving and job involvement.

From Table-2 it is evident that upward striving score is high for the A-group followed by B and C group. Teachers belonging to group A and B did not differ significantly, but teachers of C group significantly differed from teachers of B and C group. Thus t-ratios between A and C group and B and C group, are 3.80 and 3.90 respectively and they are significant at 0.01 level implying that after 20 years of experience emphasis on upward striving decreases.

The effect of Sex, Length of Experience and Number of Dependents on Work Values

Again from Table-2 it may be noted that all the three groups of teachers significantly differed from one another with respect to work value of job involvement. All the 't' ratios for this value are significant either at 0.05 or 0.01 level. Mean score on this work value is highest for group-A followed by group B and C. The results suggest that as the length of experience increased the emphasis on job involvement decreased. Thus second null hypothesis was rejected for the work value of upward striving and job involvement and was accepted for the rest of the four work values.

For the verification of third null hypothesis all the teachers were divided into four groups on the basis of numbers of dependents. Teachers without any dependents were put in A-group, those having dependents upto three in B-group and those having more than three dependents were put in C group. The significance of group differences are presented in Table-3.

Table – 3, Means, SDs and 't' values for scores on work values according to Number of Dependents

| | Work Values | Number of dependents | | | | | | "t"-Value |
|---|--------------------------|------------------------|------|----------------------|------|-----------------------|------|------------------------------------|
| | | A | | B | | C | | |
| | | No dependent (N=32) | | Upto three (N=87) | | More than 3 (N=34) | | |
| | | Mean | SD | Mean | SD | Mean | SD | |
| 1 | Social status of job | 34.22 | 6.27 | 35.07 | 5.96 | 35.41 | 6.15 | A/B=0.66 A/C=0.77 B/C=0.25 |
| 2 | Activity preference | 42.14 | 7.31 | 43.59 | 5.26 | 43.74 | 5.36 | A/B=1.02 A/C=1.01 B/C=0.14 |
| 3 | Upward striving | 39.05 | 7.55 | 38.16 | 6.39 | 39.15 | 7.27 | A/B=0.59 A/C=0.05 B/C=0.70 |
| 4 | Attitude toward earnings | 24.55 | 6.36 | 28.30 | 6.12 | 26.24 | 6.96 | A/B=2.89** A/C=1.03 B/C=1.52 |
| 5 | Pride in work | 47.18 | 6.89 | 46.54 | 5.09 | 48.55 | 4.53 | A/B=0.48 A/C=0.95 B/C=2.12* |
| 6 | Job involvement | 41.14 | 6.00 | 41.44 | 6.45 | 41.18 | 5.86 | A/B=0.24 A/C=0.02 B/C=0.21 |

**Significant at .01 level

*Significant at .05 level

From Table-3 it appears that teachers having different number of dependents did not differ significantly on four work values i.e. social status of job, activity preference, upward striving and job involvement but they differed significantly on work value of attitude towards earnings and pride in work. The score on attitude toward earnings is highest for upto three dependents group followed by more than three dependents and without any dependents groups, which implies that teachers without any dependent put less emphasis on attitude toward earnings than teachers having upto three dependents.

CONCLUSION

(1) The female teachers put more emphasis on pride in work than male teachers.

The effect of Sex, Length of Experience and Number of Dependents on Work Values

- (2) Teachers having experience above 20 years put less emphasis on upward striving than teachers having experience below 10 years and between 10 to 20 years.
- (3) As the length of experience of teachers increased the emphasis on job involvement decreased.
- (4) Teachers having upto three dependents put more emphasis on attitude towards earnings than teachers without any dependents.
- (5) Teachers having more than three dependents put more emphasis on pride in work than teachers having upto three dependents.

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The effect of Sex, Length of Experience and Number of Dependents on Work Values

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Conflict of Interest

The author declared no conflict of interests.

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