

Understanding Work Values Among College Teachers: Implications for Institutional Development

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Abstract—The present study examines the work values of college teachers in the Puducherry region of India and discusses their implications for institutional development. A descriptive survey method was employed. The sample consisted of 100 college teachers from Government and Aided colleges. The Work Values Scale constructed and standardized by Mahalakshmi N (2014) comprising Intrinsic, Extrinsic, and Social Values was used. Results revealed high intrinsic values, followed by social and extrinsic values. Implications for institutional development are discussed.

I. INTRODUCTION

Work values reflect the beliefs and principles that individuals consider important in their professional life. Among college teachers, these values influence motivation, teaching quality, and institutional involvement. Understanding these values helps institutions plan supportive environments that enhance teacher productivity.

II. NEED AND SIGNIFICANCE OF THE STUDY

Teachers' work values shape how they adapt and contribute to organizational development. This study provides insight into dominant work values of teachers in Puducherry and helps administrators design supportive institutional policies.

III. OBJECTIVES OF THE STUDY

1. To assess the overall work values of college teachers.
2. To determine intrinsic, extrinsic, and social values.
3. To compare work values based on teaching experience, gender and type of institution.
4. To discuss implications for institutional development.

IV. VARIABLES OF THE STUDY

Dependent Variable: Work Values

Independent Variables: Gender, Type of Institution, Teaching Experience.

V. METHODOLOGY

Descriptive survey method was used. The sample included 100 teachers from Government and Aided colleges in Puducherry region, India. Work Values Scale (Mahalakshmi, 2014) was used. Data were analyzed using descriptive statistics.

VI. DATA ANALYSIS

Descriptive statistics (Mean, SD) and group comparisons were used.

Table 1: Descriptive Statistics of Work Values (N = 100)

Dimensions	Mean	SD	Interpretation
Intrinsic Values	42.8	6.1	High
Extrinsic Values	36.4	5.9	Moderate
Social Values	39.7	6.4	High

Interpretation

College teachers showed:

Highest intrinsic values → passion for teaching, satisfaction, meaningful work

High social values → service orientation, positive interpersonal relations

Moderate extrinsic values → salary, security, rewards are important but not dominant

Table 2: Work Values by Teaching Experience

Experience Group	Intrinsic	Extrinsic	Social	Overall Mean
Below 10 years	41.9	36.8	38.5	117.2
Above 10 years	44.1	35.9	41.3	121.3

Interpretation

Higher intrinsic values (commitment, satisfaction, deep professional identity). Higher social values Slightly lower extrinsic values (experienced teachers focus less on job benefits). This indicates that experience strengthens intrinsic and social work values, which helps institutional development.

Table 3: Work Values by Gender

Gender	Intrinsic	Extrinsic	Social	Overall Mean
Male	43.5	36.1	40.2	119.8
Female	42.0	36.7	39.1	117.8

Interpretation

Male teachers show slightly higher intrinsic and social values than female teachers. Extrinsic values are nearly the same across genders. Both groups exhibit high work values, indicating positive motivation and commitment.

Table 4: Work Values by Type of Institution

Type of Institution	Intrinsic	Extrinsic	Social	Overall Mean
Government	44.3	35.8	41.0	121.1
Aided	41.0	37.1	38.2	116.3

Interpretation

Government college teachers show higher intrinsic and social values, possibly due to job stability, academic freedom, and institutional culture. Aided college teachers exhibit slightly higher extrinsic values, indicating the importance of rewards, job benefits, and working conditions in these settings. Overall, Government teachers report higher overall work values.

Value-based institutional planning: Align institutional goals with teachers' intrinsic and social values.

VIII. RECOMMENDATIONS

- Recognize teacher achievements regularly.
- Provide opportunities for research and innovation.
- Build a strong community of practice.
- Improve welfare measures for early-career teachers.
- Conduct periodic work value assessments.

VII. IMPLICATIONS FOR INSTITUTIONAL DEVELOPMENT

- Enhance intrinsic motivation: Provide autonomy, opportunities for innovation, and recognition.
- Strengthen social values: Encourage teamwork, mentorship, and community engagement.
- Improve institutional climate: Transparent policies, supportive leadership, collaborative culture.
- Professional development: Experienced teachers can mentor junior faculty.

IX. CONCLUSION

College teachers in Puducherry demonstrate high intrinsic and social work values. Institutions should create supportive environments that nurture these values to improve institutional development.

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