

A Study of the Relationship between Work Values of Higher Secondary Students and their Teachers

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Abstract- The present paper examines the relationship between work values of higher secondary students and their teachers. The work values test developed by "Tavruz and Tergat"s, the "Work Value Questionnaire" by Hindi Anushilan, was used as a tool to assess the work values of 100 students and 60 teachers. The findings revealed a significant difference in the worldly value factor of work values among students and teachers. Therefore, worldly value is higher for female teachers than for male teachers. There is no significant difference in the subjective value factor of work values among female students and teachers.

Key Words: Work value, attitudes, behaviour, interest, desirable personality.

I. INTRODUCTION

Every person has to do some work in their life to earn a living for themselves and their families. Science has made all-round progress, transforming the outlook of humanity. Despite all this, humans face numerous challenges. Finding employment is a very difficult task these days. Despite possessing the abilities, aptitudes, interests, and desirable personality traits, individuals are often unable to find employment due to a lack of job openings. Therefore, it is essential that if a person finds work, they adapt and adapt to new working conditions.

In such a situation, a clear understanding of work values is crucial. This is essential so that individuals can understand the dynamics of work conditions and adapt accordingly. Indirectly, this is reflected in work-related behaviour. Psychologists believe that it is essential to understand the relationship between values, attitudes, and behaviour. The importance a

person places on their work varies widely, and it generally depends on the social and economic status of their family. Various psychologists working in the field of vocational guidance have conceptualized work values as the ultimate goal of a person's work. In such a situation, it becomes important to understand that work alone cannot achieve this goal; not only family background but also the relationship between behavior and work values play an important role.

II. OBJECTIVES

- (1) To conduct a group study of various factors of work values among male and female students and female teachers.
- (2) To conduct a group study of work values among male and female students and female teachers.

III. VARIABLES

Independent variable: Higher secondary level students and teachers.

Dependent variable: Work values.

IV. HYPOTHESIS

- (1) There is no significant difference between the group study of various factors of work values among male and female students and female teachers.
- (2) There is no significant difference between the group study of work values among male and female students and female teachers.

Sample: In this research, the following sample was taken to study the relationship between work values of higher secondary school students and their teachers:

Sample Table:

Group	Students/Teachers	Students/Teachers	Total
Students	50	50	100
Teachers	30	30	60
Total	80	80	160

Instruments:

In this research, the researcher used the "Work Values Questionnaire" developed by "Tavuruz and Target" a Hindi translation of the Work Values Test, as a tool to study the problem and gather information.

In this research, the researcher developed a plan for the study. Then, he visited the District Education Officer's office to obtain a list of schools. From this list, higher secondary schools were selected using random sampling. Subsequently, 30 teachers and 30 female

teachers, and 50 male and female students, were selected. Based on the scores on the work value questionnaire for these selected teachers and female teachers, data was compiled and a master sheet for students and teachers was created. The data was analyzed and interpreted using appropriate statistical methods, including the mean, standard deviation, and critical ratio. Based on the results, hypotheses were verified and conclusions were drawn, and suggestions were presented based on these findings.

V. ANALYSIS OF THE RESULTS

Table 1: Comparative results of work value factors of students (Boys and Girls) and teachers (Male and Female)-
Worldly values.

Group	number	Mean value	Standard Deviation	Critical Ratio	P value
Students (boys +girls)	100	59.38	6.84	2.18	<0.05
Teacher (Male +Female)	60	61.71	6.38		

Degrees of freedom 158

1.99 value for significance at the 0.05 level

2.61 value for significance at the 0.01 level

Table 1 above shows the results of the factor-world comparison of work values for students (male and female) and teachers (male and female). The results show that there is a difference of 2.33 between the mean scores of students (59.38) and teachers (61.71). This difference is statistically significant because the critical ratio value obtained is 2.18, which is greater than the minimum value of 1.99 for significance at the

0.05 level. The standard deviation values shown in the table clearly indicate that the scores of students and teachers (male and female) have approximately equal variance.

Based on the above results, it can be concluded that there is a significant difference in the subjective value of work value factor of students (male and female) and teachers (male and female). The subjective value of work value factor of teachers (male and female) is higher than that of students (male and female).

Table 2: Comparative results of work value factors of students (Boya and Girls) and teachers (Male and Female)-
Worldly values.

Group	number	Mean value	Standard Deviation	Critical Ratio	P value
Students (boys +girls)	100	29.06	5.12	0.04	>0.05
Teacher (Male +Female)	60	61.71	4.28		

Degrees of freedom 158

1.99 value for significance at the 0.05 level

2.61 value for significance at the 0.01 level

Table 2 shows the comparative results regarding the subjective value of work value factor of students (male and female). The results clearly show that there is a difference of 0.03 between the mean scores of students (29.06) and teachers (29.03). This difference is statistically significant. Since the obtained critical ratio value is 0.04, it is less than the minimum value of 1.99 for significance at the 0.05 level.

The standard deviation values shown in the table clearly indicate that students' scores have approximately equal variance.

The significance level at the 0.05 level is 1.99.

The standard deviation values shown in the table clearly indicate that the students' scores have approximately equal variance.

Based on the above results, it can be concluded that there is no significant difference in the subjective factor of work value between students (male and female) and teachers (male and female).

Table 3: Comparative results regarding the work value factor of students (male and female) and teachers (male and female) – standard

Group	number	Mean value	Standard Deviation	Critical Ratio	P value
Students (boys +girls)	100	29.14	5.12	0.09	>0.05
Teacher (Male +Female)	60	29.20	3.59		

Degrees of freedom 158

1.99 value for significance at the 0.05 level

2.61 value for significance at the 0.01 level

Table 3 above shows the comparative results regarding the work value factor parameters of students (male and female) and teachers. The results show that there is a difference of 0.06 between the mean scores of students (29.14) and teachers (29.20). This difference is not statistically significant because the critical ratio value

obtained is 0.09, which is less than the minimum value of 1.99 for significance at the 0.05 level.

The standard deviation values shown in the table clearly indicate that there is a greater variability in the students' scores.

Based on the above results, it can be concluded that there is no significant difference in the work value factor parameters of students (male and female) and teachers (male and female).

Table 4: Comparative Results on Work Values of Students (Male and Female) and Teachers (Male and Female)

Group	number	Mean value	Standard Deviation	Critical Ratio	P value
Students (boys +girls)	100	117.66	12.36	1.04	>0.05
Teacher (Male +Female)	60	119.70	11.76		

Degrees of freedom 158

1.99 value for significance at the 0.05 level

2.61 value for significance at the 0.01 level

Table 4 shows the comparative results of work values of students (males and females) and teachers (males and females). The results show that there is a difference of 2.04 between the mean scores of students (117.66) and teachers (119.70).

Based on the above results, it can be concluded that there is no significant difference in the subjective work value factor of students (male and female) and teachers

(male and female). The difference is statistically insignificant because the obtained critical ratio value is 1.04, which is less than the minimum value of 1.99 for significance at the 0.05 level.

The standard deviation values shown in the table clearly indicate that the scores of students (male and female) and teachers (male and female) have approximately equal variance.

Based on the above results, it can be concluded that there is no significant difference in the work values of

students (male and female) and teachers (male and female).

The results of the present study clearly indicate that a significant difference was found in the worldly value factor of work values of students and teachers. The teachers' mean score (61.71) was higher than the students' mean score (59.38). This may be due to the fact that teachers differ from students in terms of age, maturity, experience, education, etc., and that teachers possess a greater sense of sociality.

There is no significant difference between students and teachers in the subjective value factor of work value. This may be because each individual, whether male or female, student or teacher, is more conscious and aware of their personal work, which allows them to remain active and fulfil their future dreams. The above results are consistent with the findings of Reddy, Shivshankar, K., and Rajashekhar, T. (1991), which concluded that there is a significant difference in the work values of young people and their teachers. There is no significant difference in the work values of students and teachers collectively, as the difference between the mean scores of students and teachers is not significant when studied as a group.

The interpretation of the above results thus reveals mixed results across the various factors of work value—mundane, subjective, and normative values. This suggests that in current circumstances, students, whether male or female, strive to emulate the work values of their teachers as much as possible. The immaturity of students and the maturity of teachers: While teachers are constantly engaged in their teaching work, students are either setting their own professional goals or, having set them, are pursuing education to achieve them. For students, work values are more theoretical and less practical, while for teachers, they are both theoretical and practical. In the current context of population abundance and intense competition, changing and enhancing work values seems extremely necessary. The researcher's teaching experience also confirms that in order to adapt to the changing educational and professional environment and the new scope of the ever-changing professional world, students must adapt their worldly, subjective, and authentic values to practical ones, so that they can not only carve out a suitable place for themselves in the professional world but also achieve job satisfaction and life satisfaction by working with complete

dedication, honesty, and passion in their field. The researcher's teaching experience and the results of the presented research demonstrate a meaningful direction in this area, therefore, this research can certainly make a unique contribution to the field of education.

VI. CONCLUSIONS

- (1) There is a significant difference in the worldly value factor of work value between male and female students and female teachers. Therefore, the worldly value factor of work value is higher for teachers (male and female) than for male and female students.
- (2) There is no significant difference in the subjective value factor of work value between male and female students and female teachers.
- (3) There is no significant difference in the authentic value factor of work value between male and female students and female teachers.
- (4) There is no significant difference in the work value factor of male and female students and female teachers.

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