

Job Satisfaction and Values among Kendriya Vidyalaya Teachers

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ABSTRACT. The aim of this study was to analyze the job satisfaction and values among Kendriya Vidyalaya Teachers in Jammu city (J&K). . In this research, 59 male and 91 female teachers, 150 in total, working in different branches of Kendriya Vidyalayas were examined. The data was collected by using English version of teacher's value inventory developed and validated by Dr. (Mrs) Harbhajan L. Singh & S.P. Ahluwalia and job satisfaction(DJSS) developed and validated by Merra Dixit. The study revealed that there were be no significant differences in values (T,E,A,S,R,P) among male Kendriya Vidyalaya Teachers with high job satisfaction and low job satisfaction Furthermore, it was again revealed that there were be no significant differences in values (T,E,A,S,R,P) among female Kendriya Vidyalaya Teachers with high job satisfaction and low job satisfaction.

Key words: Values, job satisfaction, Kendriya Vidyalaya teachers

Teachers are arguably the most important group of professionals for our nation's future. Therefore, it is disturbing to find that many of today's teachers are dissatisfied with their jobs. Job satisfaction has been the theme of numerous studies in both public and private organizations. Teachers are the key agents through which educational plans are achieved. Since job satisfaction is an emotional response, the meaning of the concept can only be discovered and grasped by a process of introspection, that is an act of conceptual identification directed to one's mental contents and process. Gilmer (1961) defined job satisfaction or dissatisfaction as a result of various attitudes the person holds towards his job, towards related factors and towards life in general. Job satisfaction is basically an individual matter. Teachers' responsibilities are as heavy as the entire educational goals and societies' ideals and aspirations. The teachers goal is so significant that many studies have been conducted exploring their behaviour and motivation in their work. Researchers suggest that quality of work of teachers in a school is a product of interaction of several factors such as values, attitudes, beliefs and satisfactions. There have been only a few attempts in the field of research to study the impact of job satisfaction and values on each other. Values are an integral part of behavior and can be defined as a person's principles or standards of behavior. Ural, (1999)& Gündüz, (2005) have reported that values take place in the basic elements which determine all the human actions, especially the ethical actions, whether it is obligatory or not. They play an important role in determining work attitude and behaviour. They form the basis of norms determining attitude and ideas, thereby creating predispositions towards particular modes of behaviour. English and English (1958) claims value as "the worth or excellence or the degree or worth ascribed to an object or a class thereof". Values mediate decision-making as they pursue scholastic activities (Feather, 1982) and are related to motivation in the sense that the value one instills in a behavior functionally determines the strength with which the behavior is pursued (Rheinberg, Vollmeyer, & Rollett, 2000). In recent years a lot of attention has been paid to values that concern on the welfare of others in everyday interaction. The set of values has received many labels: prosocial (Schwartz & Bilsky, 1987), collective morality (Rokeach & Ball-Rokeach, 1989), concern for others (Ravlin & Meglino, 1987), etc. A lot of research has been conducted about the consequences of these values in the work context. Value helps to the facilities which are peculiar to humans that means to the facilities which make humans as humans. Other authors have shown that the presence of the values is vital to the well-functioning and survival of organizations (Organ, 1988), and that values related to altruism are common to all forms of helping behaviors in organizations (Podsakoff, Mackenzie, Paine & Bachrach, 2000). In addition, Korsgaard, Meglino & Lester (1997) have suggested that these values could have further implications in organizations than simply helping others. In this research we propose that one of these implications could be the effect on a widely-studied variable in the work setting job satisfaction.

The teacher plays an important role in the desired transformation and improvement of the educational system. It has been proposed that satisfaction and happiness of personnel heighten organizational effectiveness. Organizations that alienate workers through their practices will be less effective and efficient. Satisfied employees usually work harder and better than frustrated ones (Etzioni, 1964, Gross and Etzioni, 1985). As such he is expected to transmit knowledge and thus produce a literate citizenry; he must also develop critical thinking, serve as custodian of the young and more importantly build character. According to Locke's classical definition of job satisfaction (Locke, 1976; 1984), this construct consists of evaluating how the needs of an employee are fulfilled through the presence of certain conditions, or the achievement of goals in the work setting, that are aligned to the value priorities of the subject. Recent research evidence has demonstrated that Schwartz' (1992) universal theory of values, specifically the four higher-order values (i.e. openness to change, conservation, self-enhancement and self-transcendence) can be used to analyze work values (Arciniega, 2001; Arciniega & González, 2002; Ros, Schwartz & Surkiss, 1999). Many studies have found a significant relationship between values and job satisfaction. Aldag and Brief (1975), Betz (1969), Blood (1969), Butler (1983), Elizur and Tziner (1977), Kazanas (1978), and Rounds, Davis and Lofquist Anu S. Lather and Shashi Bhushan Balian (1987), and Wood (1971), among others found relationships between vocational values and job satisfaction.

There are many variables that can affect the school system & achievement of the students. The most important variable is the teacher. A productive teacher is a person who has attitudes to make the student learn in the best way (Atakli, 1999). Teacher is a person who applies the plans and programs during the teaching and learning. For this reason, achievement or non-achievement of the education activities depends mostly on the teacher. Therefore, the success of the teaching and learning activities mostly depends on the teachers (Akkutay, 1996). Moreover, teacher is the most important factor in the process of increasing the quality of education up to the expected level. Satisfaction or non-satisfaction of the teacher during his career, also changes the school's structure and application. Teachers' satisfaction levels also effect school's structure and quality of educational activities; who got satisfied with what he desired, either from the individual characters or the job characters, will be more productive and desirous. If the teachers' personal characteristics and expected work characteristics are fulfilled they are more motivated and productive (Bilgin, 1986). The dissatisfaction of the teachers with their works does not affect only themselves, but affect their schools too. A low level of satisfaction of teachers with the job can affect themselves and the school negatively. Teachers who are disappointed with the job can develop negative reactions against their job. The job satisfaction that is one of the signs of teacher's attitudes in general meaning, can be expected to affect their values. In this research, it is aimed to describe the job satisfaction and values of the teachers.

OBJECTIVES OF THE STUDY

- 1.To find significant differences in values (T,E,A,S,R,P) among male Kendriya Vidyalaya Teachers with high job satisfaction and low job satisfaction .
- 2.To find significant differences in values (T,E,A,S,R,P) among female Kendriya Vidyalaya Teachers with high job satisfaction and low job satisfaction .

HYPOTHESES OF THE STUDY

1. There will be no significant differences in values (T,E,A,S,R,P) among male Kendriya Vidyalaya Teachers with high job satisfaction and low job satisfaction
2. There will be no significant differences in values (T,E,A,S,R,P) among female Kendriya Vidyalaya Teachers with high job satisfaction and low job satisfaction

Selection of Sample:

The sample of present study was drawn randomly from Kendriya Vidyalaya of Jammu district. In the present study 59 male and 91 female teachers, 150 in total, working in different branches of Kendriya Vidyalayas were examined.

Selection of tools:

There were two instruments used in gathering data needed in the study namely:

In the present study English version of teacher's value inventory was used to test the values. It has been developed and validated by Dr. (Mrs) Harbhajan L. Singh and S.P. Ahluwalia. It is a reliable and valid tool in the Indian conditions for the teachers. The present teacher values inventory has been originally constructed for teachers specially and standardized on teachers working in Kendriya Vidyalayas. It has been prepared on the six values the theoretical, economic, aesthetic, social, Political and religious. The classification is based directly upon Edward Strangers 'types of men' (1928). The value categories may briefly be described as below.1)**Theoretical** -Characterized by a dominant interest in the discovery of truth and by an empirical, critical and rational intellectual approach.2)**Economic**-Emphasizing useful and practical values, characterized by dominance in money matter.3)**Aesthetic**-Placing the highest value on form and harmony, showing an interest in and enjoying fine arts and music etc.4)**Social**-Love of service to People, consisting mainly of altruism and Philanthropy.5)**Political**-Primarily interested in personal power, influence and renown.6)**Religious**-Faith in God and interest in activities and rituals concerned with one's own religion. This description differs from that of Allport Vernon's religious value in the sense that more outward rituals have been emphasized which felt necessary was keeping in view the Indian conditions.The Inventory consists of 25 questions each questions has six alternative answers which are to be arranged by the participating teachers in order of preferences according to their choices.

2. Dixit Job satisfaction scale (DJSS) developed and validated by Merra Dixit. Items were formulated keeping in view the nature and conditions of primary and secondary teachers, on the basis of information gathered from the teachers themselves. Thus a preliminary form of a Likert type five point scale having items was constructed. Scoring is on a five point scale form one to five (1 to 5n). for the response of "strongly Agree" scoring 1, and for "Disagree" it is 2, for "undecided" 3 marks are allotted and for "Agree" scoring is 4 and for "strongly Disagree" it is 5.

THE VALUE OF N, MEAN, S.D., SE_{DM} AND T-RATIO COMPUTED FOR JOB SATISFACTION AND VALUES AMONG MALE TEACHERS OF KENDRIYA VIDYALAYAS.

Values	N	M	S.D	SE _{DM}	t - ratio	
T _H	15	89.6	14.38	4.93	0.72	Insignificant
T _L	44	93.14	17.04			
E _H	15	84	10.55	3.33	0.14	Insignificant
EL	44	84.48	11.28			
A _H	15	88.33	9.02	2.94	0.54	Insignificant
A _L	44	89.91	10.04			
S _H	15	93.2	7.91	2.21	0.15	Insignificant
S _L	44	93.54	7.19			

P _H	15	82.07	7.95	2.63	1.00	Insignificant
P _L	44	79.45	9.03			
R _H	15	88.8	8.4	2.60	0.58	Insignificant
R _L	44	87.29	8.73			

INTERPRETATION

Pursual of table 1 reveal that the value of t for highly Job satisfied male and low Job satisfied male teachers working in Kendriya Vidyalayas is 8.89 which is significant at 0.01. This means there are significant differences in values among Highly Job satisfied male and Low Job satisfied male teachers. Hence the hypothesis that there will be no significant differences in Job satisfaction and values among male teachers working in Kendriya Vidyalayas is rejected.

Pursual of table 1 reveal that the value of t for theoretical value among highly Job satisfied male and low Job satisfied male teachers working in Kendriya Vidyalayas is 0.72 which is insignificant. This means that there are insignificant differences in theoretical value among Highly Job satisfied male and Low Job satisfied male teachers. Hence the hypothesis that there will be no significant differences is accepted.

Pursual of table 1 reveal that the value of t for economic value among highly Job satisfied male and low Job satisfied male teachers working in Kendriya Vidyalayas is 0.14 which is insignificant. This means that there are no significant differences in economic value among Highly Job satisfied male and Low Job satisfied male teachers. Hence the hypothesis that there will be no significant differences is accepted.

Pursual of table 1 reveal that the value of t for aesthetic value among highly Job satisfied male and low Job satisfied male teachers working in Kendriya Vidyalayas is 0.54 which is insignificant. This means that there are no significant differences in aesthetic value among Highly Job satisfied male and Low Job satisfied male teachers. Hence the hypothesis that there will be no significant differences is accepted.

Pursual of table 1 reveal that the value of t for social value among highly Job satisfied male and low Job satisfied male teachers working in Kendriya Vidyalayas is 0.15 which is insignificant. This means that there are no significant differences in social value among Highly Job satisfied male and Low Job satisfied male teachers. Hence the hypothesis that there will be no significant differences is accepted.

Pursual of table 1 reveal that the value of t for Political value among highly Job satisfied male and low Job satisfied male teachers working in Kendriya Vidyalayas is 1.00 which is insignificant. This means that there are no significant differences in Political value among Highly Job satisfied male and Low Job satisfied male teachers. Hence the hypothesis that there will be no significant differences is accepted.

Pursual of table 1 reveal that the value of t for Religious value highly Job satisfied male and low Job satisfied male teacher working in Kendriya Vidyalayas is 0.58 which is insignificant. This means that there are no significant differences in Religious value among Highly Job satisfied male and Low Job satisfied male teachers. Hence the hypothesis that there will be no significant differences is accepted.

Table2

The value of N, mean, S.D., SE_{DM} and t-ratio computed for job satisfaction and values among female teachers of Kendriya Vidyalayas

Values	N	M	S.D	SEDM	t	
T _H	23	87.57	12.80	3.50	0.49	Insignificant
T _L	68	89.28	15.14			
E _H	23	83.09	11.14	2.8	2.01	Significant at 0.05level.
E _L	68	88.74	11.83			
A _H	23	83.04	10.30	2.8	1.99	Significant at 0.05level.
A _L	68	88.62	11.93			
S _H	23	95.22	10.46	4.19	1.16	Insignificant
S _L	68	90.33	19.19			
P _H	23	83.78	6.61	3.80	0.54	Insignificant
P _L	68	81.72	17.86			
R _H	23	90.87	10.86	4.31	0.38	Insignificant
R _L	68	89.22	19.76			

INTERPRETATION

Pursual of table 2 reveal that the value of t for Theoretical value among highly Job satisfied female and low Job satisfied female teachers working in Kendriya Vidyalayas is 0.49, which is insignificant. This means that there are no significant differences in theoretical value among Highly Job satisfied female and Low Job satisfied female teachers working in Kendriya Vidyalayas. Hence the hypothesis that there will be no significant differences was accepted.

Pursual of table 2 reveal that the value of t for Economic value among highly Job satisfied female and low Job satisfied female teachers working in Kendriya Vidyalayas is 2.01 which is significant at 0.05level of significance. This means that there are significant differences in economic value among Highly Job satisfied female and Low Job satisfied female teachers working in Kendriya Vidyalaya. Hence, the hypothesis that there will be no significant differences was rejected.

Pursual of table 2 reveal that the value of t for Aesthetic value among highly Job satisfied female and low Job satisfied female teachers working in Kendriya Vidyalayas is 1.99, which is significant at 0.05level of significances. This means that there are significant differences in aesthetic value among Highly Job satisfied female and Low Job satisfied female teachers working in Kendriya Vidyalayas. Hence, the hypothesis that there will be no significant differences was rejected.

Pursual of table 2 reveal that the value of t for Social value among highly Job satisfied female and low Job satisfied female teachers working in Kendriya Vidyalayas is 1.16 which is insignificant. This means that there are no significant differences in social value among Highly Job satisfied female and Low Job satisfied female teachers working in Kendriya Vidyalayas. Hence, the hypothesis that there will be no significant differences was accepted.

Pursual of table 2 reveal that the value of t for Political value among highly Job satisfied female and low Job satisfied female teachers working in Kendriya Vidyalayas is 0.54 which is insignificant. This means that there are no significant differences in Political value among Highly Job satisfied female and

Low Job satisfied female teachers working in Kendriya Vidyalaya. Hence the hypothesis that there will be no significant differences was accepted.

Pursual of table 2 reveal that the value of t for Religious value highly Job satisfied female and low Job satisfied female teachers working in Kendriya Vidyalayas is 0.38 which is insignificant. This means that there are no significant differences in Religious value among Highly Job satisfied female and Low Job satisfied female teachers working in Kendriya Vidyalayas. Hence, the hypothesis that there will be no significant differences was accepted.

Discussion:

Researchers suggest that the quality of work of teachers in school is a product of the interaction of several factors such as values, attitudes, beliefs, and satisfaction of workers (Rossmiller 1992). Some researchers found that there was a meaningful relation between organizational values and job satisfaction (Burke et al, 2005; Verplanken, 2003; Gordon, 1982). If it is thought that the organizational values get affected by the values belong to individuals, these results support the research results. Sharan (1980) studied job satisfaction of women workers in manufacturing industries and reported that job satisfaction of women is low as they have poor conditions. As Arslan (2006) found in a study he conducted, if the job satisfaction rises teachers give more importance to universalism, self-orientation, conformity and achievement values. This does not correspond with the findings of the research. Understanding the teachers' work values and job satisfaction may help the school managers understand the teachers as a whole person. A better understanding of the need and expectations of teachers may guide the school administrators in formulating policies and drawing school programs that will respond to the teachers' needs and aspirations. Knowledge of the teachers' work values and job satisfaction may provide a clear direction to the school administrators and policy makers in identifying school programs and activities. This will contribute to the teachers teaching effectiveness and build a trusting and creative atmosphere that is conducive to the attainment of the goals of the organization. This will also help the school administrators bring to light some of the problems and needs of the teachers which are important in minimizing teachers turn over. The knowledge and awareness of their work values and job satisfaction may contribute to the creations of a harmonious relationship between teachers and personnel, thus encouraging the first to remain in the teaching profession. As a consequence, teaching will be elevated to a competitive status among other profession. They will perform better, exhibit positive attitudes and would be more enthusiastic in helping students. These teachers will help inculcate desirable values among the learners. The Secondary Education Commission (1953) defined that 'we are however, convinced that most important factor in the contemplated educational reconstruction is the teacher – his quality, his values, his educational qualifications, his professional training and the place he occupies in the school as well as in the community. The reputation of a school and its influence on the life of the community invariably depend on the kind of teachers working in it. 'Values are principles, qualities, or objects that a person perceives as having intrinsic worth. Every individual has a personal hierarchy of values that may include success, wealth or monetary comfort, love/companionship, a sense of accomplishment or achievement, and of course, survival. The choices we make reflect what we value the most at a particular point in time.

For example, when a teacher spends time after school to help a student, he may feel he has sacrificed his own needs to the needs of the student. At the same time, he is likely to have gained something for himself—perhaps a heightened sense of self-worth or the good feelings that come with the student's gratitude. Because values are so instrumental in influencing a person's behaviors and choices, they are worthy of exploration.

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