

## **A Study of Work Values of Students and Faculty of Management Institutions**

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### **INTRODUCTION:**

Modernization of technology, adequate trained and skilled manpower and other resources are no doubt important. According to Rokeach (1970) reviewed that a person is said to have a value, if he has an enduring belief that a specific mode of conduct or end state is personally and socially preferable to alternative modes of conduct or end states of existence. Once a value is internalized, it becomes consciously or unconsciously a standard for guiding action. Values are internal to the individual, they are basically social products.

Work values are expected to be in integral part of the national ethos, in recent years attempt have also been made to conceptualize, and they can studied cross culturally at various levels – individuals, group, social etc.

Students change in many ways during college, in some cases there is a more fundamental personality change accompanied by the emergence of new values. College students has demonstrated differences in attitudes, interests, and career plans between students at different levels. Frequently, academic aims and processes of the college are in large measure transmitted to the incoming students or mediated for them by the predominant student and faculty culture.

Stern (1970) has described the great diversity of characteristics among entering students; they have noted that colleges necessarily vary greatly. Since the social value system or the ideology of an institution, who will apply for admission, it

may therefore, attract and lead to the admission of predominantly liberals, conservations, changers and so on. The very act of choosing an institute of management presented to the student an avenue of commitment of heir future efforts to a profession.

### **METHOD:**

The sample consisted of 125 management students, faculty and others of management institutions in Hyderabad. 25 first year students (mean age 23-26), 25 working as faculty members in the institutes (mean age 35-45) and 25 others working in an enterprise (mean age 36-46) etc., participated in the study.

### **MEASURES:**

Kilpatrick (1964) 30 item scale of work values was used. The respondents were asked to give responses on a 5 point scale with categories are strongly agree, disagree, doubtful and strongly disagree. Later on the scale was given to five judges, they identified 11 parameters of work values viz., leadership, expertness, prestige, service, wealth, independence, affection, security, self/realization, duty and pleasure.

### **PROCEDURE:**

The scale was administered to the first year, second year and outgoing students selected randomly and the faculty and others were administered the same questionnaire.

### **RESULTS:**

The study was designed on way analysis of variance. Work values of each group were ranked on the basis of the mean

values of the respondents' preferences on the 11 values:

Work values preferences for the five groups

Work Values	First Year	Second Year	Outgoing Students	Faculty Members	Others
Leadership	5	2	3	4	1
Expertness	5	4.3	4	2	1
Prestige	5	3	2	4	1
Service	1	2	5	3	4
Wealth	4.5	2	4.5	3	1
Independence	2.5	4	3	1	5
Affection	4	1	3	5	2
Security	2	5	1	3	4
Self-realization	5	2	3.5	1	3
Duty	1	2.5	5	3.5	2
Pleasure	2	3	5	4	1

First year students: highest on self realization, lowest on wealth, service and independence.. Second year students: highest on self-realization, expertness and prestige lowest on security. Outgoing student: highest on self-realization, prestige and independence lowest on pleasure and wealth. Faculty members: highest on self-realization, expertness and independence and lowest on wealth. Others: highest rank on prestige, leadership and self realization, lowest rank on security.

duty, pleasure and security giving them second rank. 2<sup>nd</sup> year student ranked highest on affection only, second ranks among on service, leadership. Wealth and self-realization. Outgoing students ranked highest on security, second rank on prestige. Faculty members ranked on independence and self realization, second rank on expertness. Others ranked highest on leadership, expertness, prestige and pleasure, affection and duty were second rank.

Ranking of each work values: 1<sup>st</sup> year students ranked highest on service,

#### **ANALYSIS OF VARIANCE:**

One way analysis of variance are related significant differences among the five groups on:

Work Values	F Ratio
Leadership	3.64**
Expertness	1.98

Work Values	F Ratio
Prestige	4.21**
Service	3.95**
Wealth	3.22*
Independence	4.39**
Affection	0.61
Security	1.24
Self-realization	17.54**
Duty	1.92
Pleasure	4.58**

## DISCUSSION:

The results obtained from the study highlighted several interesting noticeable aspect expressed preference for self-realization, prestige, leadership, and independence reflected a specific endorsement of the professional. It was assume that work values inferred from subjects, responses covered a broad spectrum of values of the society.

In this study expressed preference for self-realization, prestige, leadership and independence reflected a specific endorsement. Eleven values presented a direction of change over a period of time. The faculty influences has observed during this period of two years were not only more intense but equally varied.

Others highest ranks were on leadership, expertness, prestige with second rank on security and duty. Faculty and others differed significantly on leadership, prestige, independence and self-realization.

Summing up, the results indicated both groups shared a common experience of

having received, in the study of assess the respondents self concepts and attitudes toward the featuring of self realization. Work values were reflected the focus of groups on the optimization of their full creative and innovative potential.

There is a decreasing impact of the faculty values the academic institution on the work value system. Provided some evidence of the discontinuation of work values after graduation. As such, the study brightness our appreciation of diversity among students, individual academic institutions may make a start by accepting more responsibility for understanding the nature and various age leads among students. Collective identity its expression in the present day context appears motivated more by self interest than group interest.

## References:

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