Chapter-Two

Review of the Related Studies
Studies on Personal (Individual) Values

The study conducted till recently relate directly or indirectly to the values or value patterns either in general or to teachers and other semi-professionals. When believed in perspective, it is observed that for the purpose of the study taken up at present, the studies related to the various occupational groups offer greater relevance. Though there are ample studies conducted from time to time on the values or value patterns of different occupational like teachers, educators, administrative staffs and other occupational groups. But very few pertain to school administrators. However attention has been given to as many studies as would pertain to the research problem in hand.

Prince (1957) examined the relationship between personal values and administrative effectiveness in the school situation. He found that older teachers were more traditional than younger teachers. The study by Abbott (1960) revealed entirely opposite picture wherein it was found that older clerks were more emergent in their values than their younger counter parts. Ghiselli (1968) found that manager's personal values correlated from .25 to .30 with criteria of their effectiveness. He also found that personality traits and motivational factors did interacted to determine the job success of leaders.

Few investigations have been attempted to find a relationship between values and teachers behaviour. One such study was conducted by Bowie (1962) who found that teacher verbal behaviour in classroom was influenced by his value pattern as identified by Allport-Vernon-Lindzey study
of values. She categorized the teacher verbal behaviour in terms of role taking process (feeling tone) and ideational content (ideas expressed) which implied a theoretical structuring.

Locke (1976) distinguished between needs and values. He considers needs to be objective "biological" existing regardless of an individual desires. Values however are subjective and represents what a person desires at either the conscious or subconscious level. Locke's theory states that fulfillment of job, values give pleasure provided these values are compatible to one's needs.

Blumberg and Greenfield (1980) reported that the elementary and secondary school teachers were entirely dedicated to personal values. They would always reflect such values in their interaction with students and other personnel in the school. Although they were confronting with almost similar problems, their approaches in dealing with them were different and would certainly come out successful. Hence it can be said that there is not only a single best approach in overcoming problems rather a variety of them but conformity to personal values hold special significance.

Singh (1979) in his study examined certain myths held by academia and management professionals regarding prevalent values of managerial community in India. The study took up occupational goals values where the emphasis was placed on the prevalent managerial occupational goal values. It was concluded that in the public sectors there is high authoritarian decision making culture and parental background, lower management to evaluate the existing educational leadership with regards to dimensions of initiating and
low age group are more security prone than their counter parts. Desire to "social status" and prestige occupies higher rating in autocratic culture. Preference for exercising-control and authority is valued more highly from the autocratic culture and authoritarian parental group. Relationship between the culture of decision making units and value profiles helped to conclude that culture can be divided into two categories---autocratic and benevolent, autocratic and consultative and democratic. The finding shows that occupational values are significantly related to the individual's background factors (experience, age, position in the organizational hierarchy etc.). Chance to earn a good deal of money 'security/stability' and 'exercise of control' was assigned a considerably low position across all the dependent variables. Contrary to this, the desire for non-monetary elements is valued higher.

Ryan, Watson and Williams (1981) in their study used personal value questionnaires administered on 122 female and 130 male managers in both private and public sectors. Results revealed significant differences between female and male managers relative to the relationship between managerial values and managerial success.

Palmer, Veiga and Vora (1981) reports a cluster-analytic aptitude to develop value profiles as a techniques for identifying value similarities in managerial sub-groups. Results from 74 Indian and American managers show that dominant value profiles were present and these value profiles helped explain variances in decision preferences.

Lobo (1983) in her investigation aimed at studying teachers competency and value system, investigating teachers concept of values and
pupils concept of values, making an in depth study of the values chosen in
relation to institutional efficiency and effectiveness, and making an in depth
study and developing school profiles in terms of institutional effectiveness.
The investigation involved a pre-pilot study of three secondary English-
medium schools followed by a pilot study of five schools in Baroda and
Gandhinagar. The obtained data were analyzed through content analysis and
descriptive approaches. The major findings were found more relevant with
faith, goodness, and competence. Teachers whose value system manifested a
coreness achieve a relatively higher degree of institutional efficiency.

Noorhead and Nediger (1991) in their recent study tried to prove the
hypothesis that a principal can be represented by a value based model in
which beliefs and values leads to goals., thereafter to activities (and
constraints) and finally to outcomes. They took up four secondary school
principals, who had an established reputation as effective leaders. The model
is conceptualized as consisting of a set of four states, values, goals, behaviors
and outcomes, which can be presented formally by a Markov chain. It was
found that each of the principal hold significantly different value sets. The
principal's values, principles and traits were major personal motivating
influences that indicated what degree of enthusiasm. The analysis found that
the four principals behavior and values indicate that each administered his/her
school, according to their personal values that indeed differ from each other.
However, it was also found that it does not matter which values are
emphasized as long as it does not violate the values of that society, as long as
there is an understanding between the principals values and those of the community. All the four principals held some values which differed from those of the others, and consequently undertook a different set of tasks, all with some degree of success. The particular value set is evidently not as important as the fact that all principals met the minimum requirement to be member of a particular society and the principal's values were a subject of those held by that society.

Ramachandran et al. (1976) reflected some curiosity to know the prevalent managerial values and styles in India. No comprehensive work regarding leadership value and value pattern have so far been done except by Blumberg and Greenfield (1980) and Nadigar and Moore (1991) in abroad and Sr. Stella Anne Lobo (1983) and Kumar (1986) in India. On the whole it may be said that very limited studies have been conducted on values or value patterns associated with leadership styles specially on school academic administrators have conducted.

Kulshrestha (1970) compared the values of in service and pre-school teachers with regards to their socio-economic status and teaching efficiency. He concluded that pre-school teachers are much more interested in power and less interested in social and religious values. In service teachers consider social and religious values are more important. Efficient teachers, trained or untrained scored the same values structures. Inefficient in service teachers are more religious in values.
Dhartle et al. (1964) in an attempt to integrate values into models of organizational behavior quantified values of the three organizations—Business firms, military services, and public high schools. Three resulting orthogonal factor structures were compared and contrasted. Factors scores correlated significantly with biographical data. They conclude that factor scores can be used for various kinds of predictions. An attempt in the direction of importance of values on organizational behavior. A value as predictors of success in organizations has to stand the test of the time.

Sikula (1973a) in a study of values and value system of governmental executives administered Rokeach's Value Survey to 54 male federal government executives. Medians and rankings for the 18 terminal and instrumental values are presented. The value profile indicated that subjects gave the highest priority to the goals of family security self-respect, a sense of accomplishment, freedom, and equality. The lowest goal priorities included pleasure, and comfortable life. The instrumental values of honesty, responsibility, capability, helpfulness and self-control were rated highest. While the lowest ratings include obedience and politeness. The use of Rokeach's Value Survey in selection and placement procedures in training and development and in determining compensation is considered.

Sikula (1973b) in a study of values and value systems of industrial personnel managers administered the Rokeach's Value Survey to 59 personnel managers of industrial corporations. All subjects held positions of upper or middle managerial responsibilities and had at least of two years of experiences
in personal work. Results were compared with previous studies of other managerial and employees groups. Personnel managers were found to hold values generally similar to other managerial groups, except for ambition, logical, forgiving, harmony, and wisdom which they valued more highly than any other managerial groups. Managers in general attach more importance to security and decorum than industrial workers.

England (1974) while investigating the value systems of managers has considered the following assertions and implications. (1) Personal value system influences a manager's perception of situations and problems he faces. (2) Personal value systems influence manager's decisions and solution to problems. (3) Personal value system influences the ways in which a manager looks at other individuals and groups of individuals than they influence interpersonal. (4) Personal value system influences the perception of individuals and organizational success as well as their achievement. (5) Personal value system sets the limits for the determinants of what is and what is not ethical behavior by managers. (6) Personal value system influences the extent to which a manager accepts or resists organizational pressures and goals. (7) Some personal value system may contribute to managerial performance, some may be irrelevant and some may be antiethical to achievement efforts.

A personal value system is viewed as a relatively permanent perceptual framework which shapes and influences the general nature of an individual behavior. Values are similar to attitudes, but are more ingrained, permanent
and stable in nature, they are also more general and less tied to any specific relevant than is the case with many attitudes. Personal value questionnaire of England was administered on 878 US, 301 Australian, 500 Indian and 312 Japanese managers. The recent evidence suggests the following general findings and conclusions. (1) There is reasonably strong relationship between level of success achieved by managers and their personal values. (2) Although there are country differences in the relationship between values and success, the finding across the four countries are similar. (3) The general pattern emerging from the study indicates that more successful managers appear to favour pragmatic, dynamics, achievement oriented values. While less successful managers prefer more static and passive values. More successful managers favour an achievement orientation and prefer an active role in interaction with other individuals instrumental to achievement of the managers organizational goals. Less successful managers have values associated with a static and protected environment in which they take relatively passive roles.

England et al. (1974) in their study of value systems of Indian managers have reached the following conclusions. (1) The Indian managers holds concept of organizational efficiency, productivity, job satisfaction, stability and success as important. (2) As a group they place high emphasis on personalism and egoistic concepts. However, compared with this, there is a relatively low self-evaluation. (3) They are concerned with prestige, dignity and security. (4) Groups of people in an organizational environment do not
play a significant role in their value systems. Greater emphasis is placed by
their competence and compliance and when dealing with other people. (5) All
Indian managers value stable organization with minimal or steady change.
(6) They place high relevance on political values. (7) Young managers are
more pragmatic. (8) There are marked differences in the value systems of
Indian managers from region to region.

Tagiuri (1965) used Allport-Vernon-Lindzey study of values held by
scientists in industries, executives and managers of research personnel. The
values of these three groups were not as different as the members of the
groups seems to thing. As the three groups of the subjects belong to the elite
groups of the organizations, one cannot expect any differences amongst
them.

Studies on Work-Related Values

Work values, being the primary source of workers satisfaction and
dissatisfaction in job, have since long been the focal point of interest,
especially of the industrial psychologists. Many studies have been reported in
research literature on this problem. Some of them sought to find out relative
importance of work values. Some attempted to determine relationship
between work values and workers characteristics; Some tried to ascertain
factorial structures, and sought to find out occupational differences related to
work values.

One of the pioneering attempts to investigate the relationship between
work values and job satisfaction was done by Shah (1969) at Columbia
University. She notes that a review of the Indian and American literature
showed that Super's 15 work values were the important values that people sought to satisfy in their work in both India and America. Three major hypotheses were formulated and tested in her study. (1) Overall job satisfaction varies directly with the extent to which specific work values are perceived as satisfied as work. (2) The more important the specific values, the more closely the satisfaction of these values is related to overall job satisfaction and (3) The relationship between work values satisfaction and overall job satisfaction is a function of the extent to which work is expected to satisfy specific values. Failure to find satisfaction for work values which work is expected to satisfy affects overall job satisfaction more strongly than does the non-satisfaction of values which the worker does not expect to satisfy.

This study was done in India involved a sample of 200 Indian clerks and 26 Indian Engineers. Super's work value inventory found to be the most adequate instrument available to measure work values was adopted for use in India. The finding revealed that work values and expectation regarding work value satisfaction of satisfied and dissatisfied clerks and engineers indicated that the differences found depended on the particular work situations. Being a pioneer in relating work values and job satisfaction sample has been selected from different professional groups and results are analyzed in view of the work values expectation. Work values expectations have a bearing on human relations.

Bhattacharya (1973) in a study on work value systems of different occupational groups administered Super's Work Value questionnaire to 112,
22-40 years old employees in a variety of jobs ranging from sweepers to scientific personnel. An economic return was ranked lowest and security received the highest importance by all groups. The other studies clearly revealed that the significant differences in the work values and value systems prevailing in different occupational groups. An understanding of differences will enable the management to plane effective work groups and increase the efficiency.

Friedlander (1965) in a study of comparative work value system has compared the prepotency of growth needs in relation to deficiency needs in the work environment across three status levels in white collar and blue-collar occupations. Task orientated opportunities for self-actualization is of prime importance to white-collar workers with social environment of paramount values to blue-collar workers. Only minor variations in work values were found across adjacent status levels, although status and occupational levels interact with work characteristics with differential effects upon value hierarchies. This study is an attempt to analyze the relationship between values and needs in the lights of Maslow's theory of needs. This study has also brought out the differences in values hierarchies of employees at different levels.

Bhattacharya (1973a) in a study of work value systems of different occupational groups selected 112 non-gazetted Indian government employees in 21 different jobs and interviewed them with Super's Work values questionnaires consisting of 15 variables placed on 5 point Likert type scale to
access occupational value systems. Intellectual stimulus, security and way of life were identified to be significant indicators of work value systems mentioned by different occupational groups.

Ganesh and Malhotra (1976) have conducted an extensive research on 300 Indian managers in industries with Super's work value survey. They, in their study of work values of the Indian managers, have come to the conclusions (1) The Indian managers generally hold confirmistic values. (2) They are duly conscious and are willing to accept personal responsibility. (3) They have a relative importance towards their own existence, the exceptions being their need for security and stability for which they are willing to subordinate all other values. (4) They hold the concept of selflessness as important but also give as much importance to the organizations responsibility to their employees. (5) They show manipulative tendencies as long as it does not contradict confirmation concepts. (6) The level of management has very little to do with their value system.

Dinesh (1977) investigated the problems of perception of work values in teaching and certain non-teaching occupations. He concluded that teacher effectiveness and satisfaction on psychological rewards in teaching are related variables. Further, that increased effectiveness bring about increases satisfaction with psychological factors in teaching.

Knoop (1982) examined the influence of work values on the relationship between leadership behavior and subordinates satisfaction in 363 college and university instructors. Based on path-goal theory of leadership, it
was hypothesized that (a) subordinates who are people oriented would see considerate but not structured leadership behavior as a source of satisfaction, and (b) supervisors who have self-expressive value orientations would view structured rather than considerate leadership behavior as satisfactory. Work values did not seem to moderate the relationship between leader's behavior and satisfaction of subordinates.

Kumar (1986) in his study aimed at studying the relationship between principals work values and their administrative effectiveness, studying the relationship between principal's attitudes and their administrative effectiveness, studying the relationship between principal's self-concept and their administrative effectiveness and studying the relationship of work values, attitudes and self-concept of principal's combined together with their administrative effectiveness. The finding of the study were (I) work value of the principals was found significantly related with their administrative effectiveness (II); power based work values and job freedom based work values were found to be relevant aspects of effectiveness administrations; (III) principal's attitudes towards teachers, students and ministerial staffs was found to be a contributing factors in their administrative functioning; (IV) self-concept was not significantly related to administrative effectiveness; (V) self-concept combined with confidence was found to be a significant predictor of administrative effectiveness; (VI) principal's work values, attitudes and self-concept combined together were found to be significantly related with their administrative effectiveness; (VII) the combined relationship of work
values and attitudes with administrative effectiveness was found to be significant at .05 levels; (VIII) similarly the relationship of work values and self-concept with administrative effectiveness was found significant at .05 levels.

Weiss (1978) in his study used social learning theory to examine the process of employees personal values change in organization, especially the relationship of model and observer characteristics to value similarity was studied. Sample consisting of 141 first level supervisors and 58 high level supervisors with each member describing his/her work values. Similarity in values was then related to indicate of the supervisor's consideration, competence and success with the organizations. Results indicate that supervisors consideration was positively correlated with value similarity for the sample. Supervisor success and competence were positively correlated with similarity for only powers with low self-esteem subordinates. Results are discussed in terms of the role defining information provided by models with various characteristics.

Studies on Occupational Stress

The third variable of this study is the occupational stress. The stress of job life develop negative and positive attitudes about various aspects of job in the employee which ultimately generate the feeling of job satisfaction and dissatisfaction in the employees. The relationship between job stress and job satisfaction was initially examined by Kahn and his associates (1964). They reported that job stress arising from role conflicts, role ambiguity, and role
overload result in a significant deterioration in job satisfaction of the focal employees.

After the pioneering research of Kahn and his associates, numerous studies have been conducted to examine the relationship between these two job variables. Rizzo, House, and Lirtzman (1970) in the sample of managers, engineers and official assistants and Joshi and Joshi (1970) in the sample of school teachers observed significant negative relationship between role stress (role conflict and role ambiguity) and job satisfaction. In several other studies also inverse relationship between role stress and job satisfaction was noted, however, role ambiguity was observed to be comparatively more effective in causing deterioration in job satisfaction of the employees.

Keller (1975) noted that role conflict and role ambiguity were differently related to various dimensions of job satisfaction. Role conflict was negatively related with satisfaction with supervision, pay, and promotion, but not with co-workers and work itself. Caplane, Cobb, and Franch (1975) reported that stresses arising from underutilization of skills and abilities, low participation in decision making, job insecurity, and poor social support from supervisors and co-workers cause dissatisfaction. Bedian and Armenakies (1981) conducted a path analytical study of the consequences of role conflict and role ambiguity. The analysis revealed that though role stress negatively relates to job satisfaction, the strength of the relationship lies through the path of interfering variables rather through a direct relationship.

Jagdish (1984) and Srivastava and Jagdish (1986) reported that stress arising from various aspects of job, such as role conflict, role ambiguity, role
overload, under participation, intrinsic impoverishment, poor peer relation, unprofitability, insecurity, group pressures, supervisory styles etc., negatively correlate with employees' job satisfaction. Walshok (1981) examined the sex difference in the degree of negative relationship between job stress and satisfaction. The results indicated that women and men showed quite different levels of job satisfaction for the same jobs. The working women were found more satisfied with their jobs as compared to the male.

Srivastava and Krishna (1991) have confirmed the inverted 'U' shaped relationship between job stress and performance in the sample of the technical personnel of a locomotive industry. Pestonjee and Singh (1987) also reported that job stress positively correlates with job satisfaction of the managers in private sector organizations. Tosi and Tosi (1974) investigated the relationship between role conflict and role ambiguity and various measures of job involvement in the sample of high level managers. The study yielded negative correlation between role ambiguity and role conflict and the measures of job involvement. It was also suggested that organizational level be taken into account when studying the relationship between these two variables.

In another study, Srivastava and Sinha (1983) examined the effects of ego-strength and job involvement on the experiences of role stress (i.e; role overload, role conflict and role ambiguity) in the sample of middle managements personnel. The results of the study indicated that high level of ego-strength and job involvement mitigate the employees' role stress arising
Job involvement was found to be significantly negatively correlated with role overload and role ambiguity, but not with role conflict.

In an extensive study Srivastava (1990) examined the relationship between occupational stress and job involvement of the employees operating in public and private sector organizations. It is apparent that all the twelve dimensions of occupational stress negatively correlates with job involvement of the employees in public sector organizations. The result also specifies that stress caused by role ambiguity correlates (negatively) most intensively to job involvement of the employees in public sector organizations. On the other hand, no significant correlation could be found between occupational stress and job involvement of the employees belonging to private sector organizations. The results enable us to conclude that employees' job involvement remains unaffected of their perceived job stress in private sector organizations.

In a study, role conflict was observed to be positively correlated with threat and high anxiety Tosi and Tosi (1970) and Rizzo and his associates (1970) noted a positive relationship between role stress and anxiety, tension and fatigue. In another study of working women, Hall and Gordon (1973) found that role conflicts lead to the feeling of unhappiness. Stress caused from role conflicts was reported to be positively correlated with threat, anxiety, and tension (Hanmer & Tosi, 1974; Brief & Aldag, 1976). In further studies, role ambiguity was found to be correlated with low-self-esteem.
(Caplan & Jone, 1975; Beehr, 1976). Gavin and Axelrod (1979) documented positive relationship of role conflict with anxiety, depression and irritation among managers. Christopher (1982), out of his study on middle managers, noted a significant positive correlation between role conflict and physical and psychological strains leading to a deterioration in psychological health.

In a study Srivastava (1983) examined the relationship of role stress and mental ill health in a sample of white-collar employees. The study revealed that stress arising from role ambiguity and role conflict positively correlates with various symptoms of neurotism, such as free floating anxiety, obsessive compulsive neurosis, phobia neurosis, neurotic depression and somatic concomitants of anxiety.

Gavin and Axelrod (1977) have noted that work overload provides high anxiety and irritation among the focal employees. Martin (1984) in his investigation concluded that role overload predicted acute and chronic mental problems. Rod and Herbert (1984) reported role overload to have a replicable positive relationship with mental health and problems. Cooper and Roden (1985) in their study on a sample of tax officers noted that qualitative and quantitative work overload was a major cause of poor psychological health of the subjects. Inverse relationship between stress of role overload and psychological well being was observed by Jagdish and Srivastava (1989) in their study of a sample of technical supervisors.

In a study on the sample of school teachers Galloway (1984) found high correlation between occupational stress and mental ill health. Revieki
and May (1985) reported that occupational stress exerted a direct effect on depression of the employees. In a study on a large sample of blue-collar workers, Frese (1985) noted that objective conditions of work stress influenced the development of subjective stress and psychosomatic complaints.

In an extensive study, Srivastava (1990) examined the relationship between occupational stress and mental health in two separate samples of the employees of public and private sector organizations. Besides the relationship between job stress and health, the study revealed the moderating effect of the nature of the organization on the relationship of the two.

Srivastava & Bhatt (1971) and Crown & Crisp (1966) noted that the correlational analysis of occupational stress and mental ill health of the public sector employees. Results revealed significant positive relationship between all the dimensions of occupational stress, excepting the stress of responsibility of persons and various symptoms of mental ill health. The obtained coefficients of correlation indicate that overall occupational stress experienced by the public sector employees explained 17.64 percent variance in their mental ill health. The results also indicate that employees' occupational stress caused maximum variances in their symptoms of free-floating anxiety, phobic neurosis and neurotic depression. The analysis also revealed that employees stress arising from unsatisfactory monetary gains and benefits accounts for maximum variance (10.24 percent) in their mental ill health followed by the stress arising from the feeling of powerlessness (8.31).
Job stress has also been found to be positively related to job satisfaction of the managers of private sectors organizations. (Pestonjee & Singh, 1967) Mathew (1986) has advocated that particular types of stresses are essential for being creative. In their study Srivastava and Singh (1987) noted positive relationship between stress arising from responsibility for persons and psychological well-being in a sample of Banking and insurance supervisors.

Research Objectives

The main objectives of the present study are to:

♦ To examine the difference between the mean scores of teachers and clerks for occupational stress and its different factors.

♦ To examine the difference between the mean scores of teachers and semi-professionals for occupational stress and its different factors.

♦ To examine the difference between the mean scores of clerks and semi-professionals for occupational stress and its different factors.

♦ To examine the difference between the mean scores of teachers and clerks for personal values and its different factors.

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♦ To examine the difference between the mean scores of clerks and semi-professionals for personal values and its different factors.
♦ To examine the difference between the mean scores of teachers and clerks for work-related values and its different factors.

♦ To examine the difference between the mean scores of teachers and semi-professionals for work-related values and its different factors.

♦ To examine the difference between the mean scores of clerks and semi-professionals for work-related values and its different factors.