CHAPTER –II

REVIEW

OF

LITERATURE
2. REVIEW OF THE LITERATURE:

a) Self-Concept

b) Work Value

2.1 Self-Concept

Annemaree Carroll, Stephen Houghton, Robert Wood, Catherine Perkins, and Julie Bower (2007) The present research examined the relationship between self-concept and level of involvement in delinquent activities of 1327 (612 males, 715 females) years 8—12 high school students. Through cluster analysis, participants were identified as having either high or low involvement in delinquent activities from scores on a self-report measure of delinquency. Three multidimensional areas of self-concept (classroom, peer and confidence) were investigated, because of previous findings indicating discrepancies in these three dimensions for adolescent involvement in delinquent activities. Four, two-way multi-variate analyses of variance were conducted across the three self-concept dimensions for Gender, Year Level, and involvement in Delinquent Activities. Students highly involved in delinquent activities reported significantly lower classroom, peer and confidence self-concepts. For gender and year level effects, males reported significantly higher confidence self-concept while females scored significantly higher on peer self-concept.

Mohammed Al-Zyoudi (2007) investigated whether there were differences in self-concept among adolescents due to gender. The sample population consisted of (23) adolescents, 12 (10 males and 13 females) aged 12-17 years in the first year of secondary school. The researcher used the Tennessee Self-Concept Scale (TSCS) for the evaluation of Self-
Concept. The results of this study showed that there were some differences in the adolescents' self-concept and self-behavior due to gender. Female students scored lower on social self-concept, family self-behavior, and moral self-behavior dimensions than male students, but higher on physical self-concept.

Herbert M. Handley, and Linda W. Morse (2006) assessed the developmental relationship of perceptions of self-concept and gender role identification with adolescents' attitudes and achievement in science, a two-year longitudinal study was conducted. A battery of instruments assessing 16 dimensions of self-concept/gender role identifications was employed to predict students' achievement and attitudes toward science. Specific behaviors studied included self-concept in school and science and mathematics, attitudes toward appropriate gender roles in science activities and careers, and self-perceptions of masculine and feminine traits. One hundred and fifty-five adolescents, enrolled, respectively, in the seventh and eighth grades, participated in the study. Through Fisher z transformations of correlation coefficients, differences in relationships between these two sets of variables were studied for males and females during the two years. Results indicated that students' self-concepts/gender role perceptions were related to both achievement and attitudes toward science, but more related to attitudes than achievement. These relationships became more pronounced for students as they matured from seventh to eighth graders.

Most of the research findings on the relationship between traditional gender-role traits and self-concept suggest that only traditionally masculine traits relate significantly to a positive self-concept for both males and females. This research has been limited in two ways. First, most studies have used student samples; second, most have used single-score measures of self-concept. The present study addresses those limitations by testing relationships between gender-role traits and a broad spectrum of components of self-concept in a non-
college sample of 104 women and 82 men. The results revealed that femininity consistently related to the Liability and Morality self-concept dimensions of the Six-Factor Self-Concept Scale; masculinity consistently related to the Task Accomplishment, Giftedness, Power, and Invulnerability dimensions of the Six-Factor Self-Concept Scale and to the Rosenberg Self-Esteem Scale and the Texas Social Behavior Inventory. Support for the adaptive value of gender-congruent traits was more evident than in studies of college students. These results point to the need to expand the scope of samples studied and the range of self-concept dimensions considered to further understanding of relationships between gender-role adoption and self-concept. Smalley, Regina; Stake, Jayne (2005).

FARIA, Luísa and AZEVEDO, Ângela Sá (2004) studied on 649 Secondary Students (60.4% females and 39.6% males) were evaluated in different aspects of individuals' self-concept, in multidimensional perspective, in variables as: age, gender, socio-professional status, socio-cultural status, secondary level vocational choices; academic failures; participation in vocational guidance courses. It was used the Portuguese adaptation of the Self-Description Questionnaire III, from Marsh to evaluate self-concept. Results revealed that differences favoring the younger students in three academic dimensions, in total academic self-concepts, in Honesty/Reliability and Emotional Stability nonacademic dimensions; differences in Academic Self-Concept favors girls, Nonacademic Self-Concept favors boys; differences in Academic Self-Concept favoring those students from general vocational and scientific and technological courses, and in the Honesty/Reliability favoring the students from general vocational courses; differences in all dimensions of Academic Self-Concept and Honesty/Reliability favoring the students without academic failures; differences favored the Nonacademic Self-Concepts of those students who have participated in vocational guidance courses. Results were discussed and compared with those from previous studies in the Portuguese context.
In Study on Sex-role self-concept and persistence in a traditional vs nontraditional college major for women by Barbara J. Yanico and Susan I. Hardin (2004) reported 3-year follow-up study of a sample of women engineering and home economics majors who were previously studied as freshmen. It was hypothesized that persistence in the two curricula (Traditional & Non-Traditional) would be related to sex roles, with feminine-typed women more likely to leave engineering and masculine-typed women more likely to leave home economics. The findings did not generally support this hypothesis, however. Women in the two majors who persisted were not found to differ significantly from women who changed majors or dropped out on either sex roles or on ratings given as freshmen of their satisfaction with and certainty of college major. Persisters in engineering had higher college entrance SAT math scores than changers or dropouts. Those who changed majors from home economics tended to go into less traditional fields than home economics. Nearly all of the women who changed from engineering chose another non traditional or male-dominated field as their second major.

Metcalf, Shannan D. (2004) reported that girls who belong low socio-economical-status, their self-concept are continuous influenced by relationship with their peer group. They also reported that development of healthy self-concept in adolescence is partially depended on relationship with both parents and peers.

Charles, Deserie M. (2004) examined in their study that socio-economic-status are significant factor in adolescences’ self-concept.

Singh S.K. and Ahmad Naseem (2004) revealed in their study that parents’ child relation affects significantly to the social self-concept where as other dimensions like physical, temperamental, educational as well as moral are not affect by the relationship between child and his parents. Martin and Tgichona G. (2004) concluded that lower self-concept was more evident among youth participants who; (a) endorsed
having anxiety and depression mood or negative personality traits; (b) evidenced antisocial behaviors; (c) having conflict.

Karn and others (2003) failed to reveal a significant relationship between social self-concept and depression. Athenstaedt, Ursula (2002) examined 'the relationship between gender role self-concept and gender role attitudes with the gender typicality of chosen vocational and leisure sport courses, respectively. The results differed for the two life domains. Both men and women who participated in masculine vocational training courses described themselves as being more masculine than participants in feminine courses. For leisure sport courses, this relation was only found for women. For men (not for women) in both studies gender role attitudes correlated with the gender typicality of the chosen course.

Self-esteem, family factors and socio-economic-status have been found to be associated with maladaptive personality in adolescence [Shumow and others, 2003; Loos and Alexander, 1997; Zoccolillo, 1992; Hare, 1991]

Davis, Harrison R. (2003) explored the cultural differences regarding assertive behaviour and dimension of self-concept between black and white college students. They revealed that cultural differences regarding association with assertiveness and self-concepts to the amount of anxiety and depression experienced by

Fisher [2002] demonstrated that self-concept deficiencies maladaptive personality traits were associated with increased risk of serious psychological disturbance, self-injuries, acts and institutional violence conditions and behaviour identified as obstructing rehabilitative changes.

Wooly [2002], compared undergraduate and graduate students with respect to their level of self-concept and depression. The result shows that undergraduate students demonstrated higher mean depression score than graduate students. Undergraduate and graduates students do not differ in their level of self-concept. There was significant
differences found between the self-concept of students at different depression groups [Non, Mild, Moderate and Severe].

Juan [2000], investigated the temperament and self-concept of young children with externalizing and internalizing behaviour and those with typical behaviour. Result revealed the five of the seven variable discriminated among the three behavioural groups: Activity, Approach/withdrawal, Distractibility, Adaptability and self-concept. Emotional intensity and persistence were the two of the seven variables do not discriminate among three groups.

Huckleberry, Trista Michelle (2002) examined the multidimensional self-concept of African-American college students to determine weather black racial identity, defined by vigrescence theory, provides a valid means for predicting both global self worth and domain specific aspect of self-concept. The finding reinforced the need for multidimensional conceptualizations of both racial identity and self-concept.

A research by Cheng (2002) focusing on the configuration of self-concept in young people supported the notion of multiple self-concepts, consisting of six domain-specific self-concepts (social, intellectual, Appearance, Moral, Family and Physical) and the general self-esteem. It was found that Moral self-concept increased with age but Intellectual self-concept changed with age in a quadratic fashion. No significant age effects were found on other self-concepts and general self-esteem, but girls tended to be higher than boys in moral and family self-concept. No significant age effects was found on Intellectual and social self-concept.

In a cross cultural study, Stetsenko (2002) found close corresponding between children’s achievement and competence related beliefs (Competence self-concept) with the exception that young girls appear to specifically discount their talent.

Inoue [2001], Conducted study on title “Self Concept in Japanese students: Its relation to teacher rating.” The result shows that the significant positive correlation between teacher’s rating regarding
Cognitive discrepancy models posit self-concepts to be a function of differences between actual accomplishments and ideal standards; unrealistic ideals lead to poor self-concepts even when accomplishments are otherwise good. In a study by Marsh (1999), a sample of high school students indicated their Actual, Ideal, Future, and Potential body-image by selecting from 12 silhouettes and completed 7 self-concept factors on 2 occasions. Structural equation models demonstrated that actual effects on self-concept factors were positive and ideal effects were negative thus supporting the discrepancy models’ predictions.

Wexler’s (1996) study indicated that the Father-daughter relationship is pivotal in the formation of girl’s self-esteem and attachment style. The results suggest that a girl’s progress through the various developmental stages is influenced by her ongoing contact with her father. The findings implied that fathers might be more ambivalent around areas of autonomy and achievement for their daughters, and more comfortable in the areas of promoting self-esteem and attachment.

Gearhart (1994) studied self-concept in adult women with a multi-dimensional approach and focused on relationships between age, social role, and self-concept. The results showed that age was the primary predictor for dimensions of self-concept. Specifically, self-concepts for physical appearance, physical ability, and opposite sex relationships were negatively co-related with age, while self-concepts for spirituality, honesty and emotional stability were positively co-related. Self-concepts for cognitive ability and same sex-relationships were also related to age, but in an non-linear fashion. These findings interpreted that self-concept is not a fixed, stable construct over time, but rather shifts with development throughout the life cycle.
Wang (1993) concluded that students, specially males with emotional disturbance had a negative self-concept in the component area of physical self, moral-ethical self, personal self, family-self, social self, identity, self-satisfaction, behaviour self, and total positive self and they functioned far below their no disabled peers in academic performance.

A study on class 9th Australian students by Harper & Marshall (1991) found that girls’ self esteem declined dramatically at puberty. At this age, girls became more concerned about societal and personal relations, sex, marriage, and physical development. Boys, however, were more concerned about finance, education and career issues.

Kipnis (1961) stressed the importance of friends in self-concepts. He tested student living in a dormitory and found that those who perceived their best friends to be relatively unlike themselves tended to change their self-evaluations during the six-weeks of the study so that the differences between themselves and their friends were smaller.

Hopkins [1999], reported that aggressive children produced more behavioral, negative and aggressive self-descriptors, while pro-social children produced more internal and pro-social descriptors. Most of the differences in self-concept are based on early social behavior were stable across grade; strongly suggesting the need to intervenes as early as possible to decrease aggression.

Keogh [1997], conducted research built on the nation that experience that threaten one’s self image are more likely to lead to stress and physical illness than those that do not and buffering one’s self image can be successful method of preventing them.

Mothers were found to be more supportive than fathers in their parental behaviors in a study by Chung (1996). Parent’s martial relationship and type of religious faith were positively correlated to the supportive and controlling behaviours, whereas father’s socio-economic status, educational level, and family structure were not in any way correlated to the parenting behaviors. The self-esteem level of
adolescent children was positively correlated (+0.5) to the supportive and controlling behaviors.

Winfrey’s (1994) study on aggressive and depressed children receiving clinical treatment revealed that aggressive children report higher self-esteem than depressed children and that children with negative trait perception report an internalized defensive style.

In a study on graduate students of both sexes, low self-concept group was found to be significantly more frustrated than high self-concept group of students. Reaction to frustration was expressed by way of regression, fixation and resignation (Sharma, 1993).

A study by Barlett (1993) compared the equality of family climates of maltreated and non-maltreated children, as well as their self-esteem and behavioral adjustment. The family social climate of maltreated as compared to matched non-maltreated children were characterized as more negative and less positive. Maltreated children rated themselves as lower on self-esteem and counselors also had similar ratings and also found them higher on behavioural problems. The researchers stressed the need for interventionists to devote greater attention to the role that social-environmental (e.g. Family social climate) and psychological (eg. Self-esteem) processes play in influencing the behavioral functioning of maltreated and socio-economically disadvantaged children.

2.2 Work Value:

Over the years a great deal of research has been devoted to the study of values in relation to work. The fact that work has attracted relatively more research attention than other life domains, such as family, leisure, community, and religion, can be explained by the key role that work plays in social life, not only as the primary source of income, but also as a base for social participation, social status, consumption, health, family life, and so on.
Further the extent of work-related values or sets of values are similar to each other (i.e., work value congruence) is a central theme in a number of areas of organizational research and practice. One reason for this broad applicability is that values are relatively enduring constructs that describe characteristics of individuals as well as organizations (Chatman, 1989). Keeping this view in mind the present investigation has made its effort on work value. Following studies have been found in this area;

Paper by Egerton M, Mullan K.(2008) was the set in the context of macro-social / macroeconomic theories of the organization of both paid and unpaid work. In This specific research they investigated the engagement in unpaid voluntary work, an activity which is thought to be important for social cohesion, civil society and citizenship. Research on the sources of social cohesion has focused on organizational membership and voluntary organization activity. There has been little investigation of informal helping of non-resident kin, friends or acquaintances, an activity which is not measured in most social surveys but is measured in time use surveys. Previous research shows that the highly educated are more likely to engage in formal voluntary organizations and data from the UK 2000 HETUS survey confirm that the highly educated spend more time on formally organized voluntary work. However, the less qualified, particularly women, spend more time on extra-household unpaid helping activities. Since both types of voluntary work are partly dependent on available time, these findings are modeled adjusting for time allocated to paid work, study, family and personal care. The findings remain statistically significant. Drawing on work carried out by the Office for National Statistics, a monetary value is placed on both formally organized and informal voluntary work. Although the median wage rates for formal voluntary work are greater than those for informal helping, the latter is greater in frequency and duration and therefore more economically valuable from a population perspective.
The study of Rachel E. Sanders And Loyola University New Orleans (2007), they designed to observe the career and family priorities of college undergraduates. Twenty-nine males and forty-three females completed a previously developed survey, entitled the Life Role Salience Scales by Amatea et al. (1986) that assessed these variables. The items measuring family and career values were developed to contain occupational and family components. It was hypothesized that among male and female undergraduates, value differences would be observed between career and family priorities. Statistical analysis demonstrated that indeed, there was an inverse relationship between gender and priorities. Among females, women valued the parental role over the occupational role. Likewise, among males, men preferred the occupational role, as opposed to the marital role. Furthermore, females appeared to value the parental role greater than males. In conclusion, these findings suggested that females preferred family values, whereas males favored career values.

Lawless J, Moss C.(2007) has drawn his attention on the value of nurse dignity in the work-life of nurses. How does the profession currently understand this as a concept and construct? How might the valuing of worker dignity in the workplace affect the wellbeing of the workforce? A review of nursing literature and a theoretical lens on worker dignity derived from recent work by Hodson (2001) was used to explore these questions. In the context of current and international workforce issues associated with recruitment and retention, analysis of the construct of worker dignity within the profession takes on a strong imperative. The large existing body of research into nursing workplace environments highlights concern that nurses have in understanding and improving work-life quality. Findings of this inquiry reveal that while there is a degree of coherence between the nursing research and elements of Hodson's (2001) research on worker dignity, the dignity of nurses, as a specific construct and as an intrinsic human and worker right has received little explicit attention. Reasons for this may lie partly in
approaches that privilege patient dignity over nurse dignity and which rely on the altruism and self-sacrifice of nurses to sustain patient care in environments dominated by cost-control agendas. The value of dignity in the work-life of nurses has been under-explored and there is a critical need for further theoretical work and research. This agenda goes beyond acceptance of dignity in the workplace as a human right towards the recognition that worker dignity may be a critical factor in sustaining development of healthy workplaces and healthy workforces.

Shimon L. Dolan, Miriam Díez-Piñol, MariLuz Fernández-Alles, Antonio Martín-Prius and Salustiano Martínez-Fierro (2004) have worked on "Exploratory Study of within-Country Differences in Work and Life Values". The goal of their article is to present the results of an exploratory study that analyses a sample of business students from two geographically separated regions (the North-East and the South-West) in Spain, to establish if different sub-cultures can be detected within one country, taking into account work and life values. Measures of culture (defined by a set of work and life values) were constructed, and data were obtained from 653 business students in these two distinct geographical locations. Results suggested in an indirect manner that the universal theory of culture as proposed by Hofstede and other colleagues was not entirely confirmed in the Spanish context. Variances along the set of eight value factors emerging as the underlying structure of culture (four work values and four life values) were widely spread, and significant differences in values were found for the two locations. Moreover, an individual difference, gender, was found to play a major role in attributing importance to various work and life values. Findings emphasize the importance of diverse sub-cultures within a single country (Spain), and the article explores the implications for management practices and research.

Much empirical research has been devoted to examining how early life socialization and experiences shape adolescent aspirations. Article by Shannon N. Davis and Lisa D. Pearce (2007) add to this body of
research by examining adolescent educational expectations at a crucial developmental stage with a focus on ideational processes. The authors test hypotheses derived from the Eccles et al. model of achievement-related choices regarding links between the previously neglected concept of work-family gender ideology and expected educational attainment. Using recent survey data from children of a nationally representative sample of women in the United States, the authors demonstrate a positive relationship between gender egalitarianism and the expectation of attending a postsecondary institution for ninth- and tenth grade girls and boys. For girls and boys, having more egalitarian views of gendered work and family roles makes one more likely to desire a college education and a graduate or professional degree, although the relationship is stronger for girls than for boys. The findings suggested the pivotal role of work-family gender ideologies in shaping adolescents' educational expectations and more generally highlight the importance of ideology and worldview in the construction of status attainment goals.

The relationship of personal agency, problem-solving appraisal, and traditionalism of career choice to scores on the Attitudes Toward Multiple Role Planning (ATMRP) scales was examined in undergraduate and graduate women (N = 131) aspiring to both traditional and nontraditional occupations. Hierarchical multiple regression analyses showed personal agency was positively related to the ATMRP scales of Knowledge/Certainty and Commitment to Multiple Roles. Traditionalism of career choice moderated the effect of personal agency on both Commitment to Multiple Roles and Independence. Problem-solving appraisal factors were also positively associated with Knowledge/Certainty. Both Approach-Avoidance Style and Problem-Solving Confidence predicted Commitment to Multiple Roles, whereas only Approach-Avoidance Style predicted Independence. Educational level was the only variable predicting the ATMRP scale of Involvement. Implications for research, theory, and counseling in multiple role
planning are addressed (McCracken, Rebecca Smith; Weitzman, Lauren M., 2007)

Previous work on trust has focused on employee trust in management. However, issues of how leaders develop trust in their followers in leader—member exchange (LMX) are under-explored. Based on theories of leader—member exchange, attribution and industrial convergence, the study of Karen Yuan Wang and Stewart Clegg (2007) investigated in their study that how the work values of leaders influence the development of their trust in followers and how this is moderated by demographic factors. A survey of 219 leaders was conducted in privately owned enterprises in China. The findings suggest that the work value of centralization is negatively related to leader trust in follower predictability. Group orientation and formalization are positively related to the development of trust in follower good faith. Moreover, age and level of formal education are found to moderate significantly the relationships between leader work values and development of their trust in followers.

Barbara Buddeberg-Fischer, Richard Klaghofer, Thomas Abel and Claus Buddeberg (2006) investigated the development of the residents' speciality choices since graduating from medical school, and the differences compared to the specialty distribution of working doctors, and what factors influence the young doctors' speciality choices. They hypothesized that gender and personality traits have an impact on speciality choice, and that career motivation as well as life goals have an influence, too. The results of study indicated that gender plays a decisive role in speciality choice, while the influence of personality declines after controlling for career motivation and life goals. The feminisation of medicine and especially of some specialities can be expected to lead to fundamental changes in the medical system. One can assume that the style of leadership in hospitals will change: As long as men are
department heads, a "command and control style of managing others" will predominate, while women tend towards "interactive leadership". Other aspects concern employment: more part-time jobs have to be provided for women doctors with family obligations. However, the feminisation also carries the risk of the danger of vertical and horizontal gender segregation: female physicians often spend more time with patients while male doctors look at what is more advantageous for their career, such as laboratory work, developing research projects and writing papers. These differences in working attitudes result in gender-different career opportunities: males taking over leadership positions and females looking after their patients' needs.

John J. Sosik (2005) used multi-source field data in his research. The data was collected in five organizations to examine linkages among managers' personal value system (i.e., intensity of openness to change, traditional, collectivistic work, self-transcendent, and self-enhancement values), charismatic leadership of managers, and three outcome measures. Two-hundred and eighteen managers provided self-reports of their personal values and ratings of their followers' extra effort and organizational citizenship behavior (OCB). Nine-hundred and forty-five subordinates rated the focal managers' charismatic leadership. Superiors of the focal managers provided ratings of managerial performance 2 months after collecting the managers' and subordinates' ratings. Results indicated that traditional, collectivistic work, self-transcendent, and self-enhancement values related positively to charismatic leadership, which predicted managerial performance and followers' extra effort and OCB. Managerial performance moderated the relationships between leaders' values, charismatic leadership, and followers' outcomes.

Dana Mesner Andolsek and Janez Stebe (2004) explored in their research that how different factors influence the commitment of employees in an organization from an international comparative perspective. Commitment is studied as affective and continuance
commitment. Personal characteristics, organizational and environmental factors are included as predictors that have an impact on commitment. The role of values and insecurity is also examined. It is proposed that these factors do not have the same impact on the two types of commitment in different countries and that this might have important practical implications. The study, which compared West Germany, East Germany, Japan, Hungary, Slovenia, the UK and the USA, was performed using the data from Work Orientations II, gathered by the International Social Survey Program group (ISSP). The dataset is from 1997. The study found that there are some predictors that are universal, but their configurations depend mainly on cultural background.

Mladen Knezevic (1999) analyzed the work values of a group of 169 freshman social work students. The values for self-actualization were ranked the highest, closely followed by socially-oriented values. The value of altruism was ranked differently by social work students and by other Zagreb University students. The results of the survey showed that these young people have chosen their career out of commitment to the fundamental values they believe in.

Ann Abbott (1999) employed the Professional Opinion Scale (POS) in his study. He has analyzed the values of a sample of 128 social workers representing more than 25 countries. Value scores indicate that social workers across cultures share a respect for basic rights and support self-determination. In addition to identifying data collection strategies for international samples, the findings should be useful as the social work profession becomes more global in its orientation to practice.

The values an individual places on various life roles may have implications for experienced work–family conflict. Using an integrative model of work–family conflict, comparisons between 314 state government employees who highly valued work and those who highly valued family (measured by centrality, priorities, and importance) revealed a variety of differences with respect to the antecedents and
consequences of experienced work–family conflict. These differences suggest that the addition of life role values to the study of work–family conflict offers a unique and potentially important contribution. (Dawn S. Carlson and K. Michele Kacmar; 2002)

Perceptions of work interfering with family life and family issues interfering with work are examined as 2 distinct constructs representing work-family conflict. Experienced work-family conflict is argued to reduce one's value attainment which, in turn, lowers both job and life satisfaction. Perrewé PL, Hochwarter WA, Kiewitz C (1999) examined value attainment as a mediating variable in the work-family conflict and satisfaction relationship. Responses from 270 hotel managers indicated that value attainment either partially or fully mediates the relationship between work interference with family and family interference with work and both job and life satisfaction. Value attainment is argued to be a meaningful explanatory variable for the negative relationship between work-family conflict and job-life satisfaction.

Mandy E.G. van der Velde, Jan A. Feij, Hetty van Emmerik (1998) have done research on "Change in Work Values and Norms among Dutch Young Adults: Ageing or Societal Trends?. In the present study, data were analyzed longitudinally on the basis of lifespan developmental psychology to determine if work values and norms change as a result of ageing/maturation or societal trends (i.e. period effects between two measurement waves). Moreover, data were collected to determine if the younger participants showed more change than the older participants. Participants were three age groups, 18, 22, and 26 years old, respectively, in 1987 (N 806). The participants completed a questionnaire in 1987 and 1991. Measures of work values and norms included Absolute Work Centrality, Relative Importance of Work, Obligation Work Norm, Emancipation Norm and Spare Time Norm, and Intrinsic, Extrinsic and Social Work Values. Using tests of differences in over time correlation coefficients, paired t-tests and analyses of variance, the results showed that work, and especially
intrinsic work values become more important by ageing than by societal trends and that younger participants indeed changed more than the older participants. These results underscore the plea of Schulenberg, Vondracek, and Kim (1993) for a combination of a developmental and individual difference perspective of work value change in career theory and practice.

The article by Cathy King Pike (1996) reported the development and initial validation of the Social Work Values Inventory (SWVI). The SWVI was developed by using six tasks compiled by the author from the general literature on instrumentation. They include (a) developing a definition of values, (b) using the literature to select those values to be measured by the instrument, (c) using a theory of instrument construction, (d) relating the definition of values to the actual instrument, (e) developing unambiguous stimuli, and (f) determining scaling and scoring techniques. Preliminary reliability estimates ranged from acceptable to good across four data collections. Examinations of content, factorial, and construct validity provided excellent support of the instrument as a valid measure of social work practice values.

Bruce M. Meglino, Elizabeth C. Ravlin, Cheryl L. Adkins (1992) examined a number of issues involving the conceptualization and measurement of work value congruence using interpersonal value comparisons. Comparisons were made for supervisor-subordinate pairs using work value congruence indexes composed of single versus multiple value measures and specific versus general value measures. These comparisons were made for actual and squared indexes and for indexes that were corrected for association with their component value measures. Results showed that a squared congruence index using a more inclusive rank order measure was most appropriate for assessing the effect of value congruence on affective outcomes.

The study of Jharna Chatterjee, Michael McCarrey (1991) focuses on the sex-role attitudes, instrumental-expressive traits, values, and value-
attainment expectations through life-roles, of 151 female trainees in "non-traditional" occupational areas (less than 25% female workers). The comparison group consisted of 135 female trainees in Nursing/Nursing assistance—"traditional" occupational areas for women. The results provide important empirical validation for the utility of theoretical constructs such as values, and value-attainment expectations through life-roles, and supports the significance of sex-role attitudes and instrumental-expressive traits in the examination of vocational behaviour of women in non-traditional as compared to traditional areas of job training. The theoretical and social implications of these findings are discussed in the light of Super's Self-concept theory and the notion that sex-role attitudes and instrumental/expressive traits can be thought of as reflecting a value-expressive filtering mechanism that portrays certain options as appropriate, and others as less appropriate routes leading individuals to the fulfillment of their values.

When the values or sets of values being compared are obtained for different levels of the same organization (e.g., top management VS. various units), value congruence can indicate which organizational units posses greater amounts of power and which are most able to define the critical uncertainties for the organization (ENZ, 1988). When the values represent different organizational units, value congruence can determine the extent to which a successful merger can take place between the units (Buono, Bowditch, & Lewis, 1985). Similar effects can demonstrated when comparisons are made between the values of an organization and those of its members. In such cases, value congruence has been found to indicate overall happiness and satisfaction with the organization (Feather, 1979).

Work value has been found significantly correlated with employee performance, commitment intention to remain with the organization, and actual turnover in the study of Chatman, 1989b).

Since the early 1980s several large-scale comparative studies have been undertaken. which show the differences between citizens from various
countries or nations with respect to the importance of work (Super, 1980; Super & Sverko, 1995). The meaning of work (MOW International Research Team, 1987) and a series of other work value dimensions (Elizur, Borg, Hunt, & Beck, 1991; Elofstedt, 1984; Zanders, 1992). Most of these studies have treated work-related values as expressions of more general life values, and have made efforts to interpret the differences in terms of broader cultural patterns, reflecting the historical development of the particular countries or regions and the adaptation to their environments. Some studies, following Weber’s thesis on the Protestant Ethic, have looked at the link between work-related values and overall economic performance (Furnham et al., 1993). In another vein, work values have been investigated at the level of occupational categories (Ball, Farnill, Beiers, & Lindorff, 1989; Zanders & Harding, 1995) and at the level of the individual (e.g., Allport & Vernon, 1931; Super, 1969). In the latter case, values have been related to interests and other motivational notions, and used to explain differences in people’s occupational behaviour, in particular vocational choice. A general assumption, underlying most of the research and theorizing on values, has been that shared values as expressed at the collective level on the one side, and individual values as operating in daily occupational behaviour on the other side, are somehow interrelated, although its causality is still a debated issue. In view of all the studies conducted, one might now start to think of integrating the various findings in a more comprehensive theory on values and work, ranging from the cultural to the individual level (Erez & Earley, 1993; Triandis, 1972).

When the values being considered are those of potential employees or applicants, evidence suggests that congruence with the values of an organization will influence whether individuals choose to join that particular organization (Tom, 1971). Therefore, this issue has relevance for research on the broader issue of an individual’s fit with an organization.
Drucker, 1988 compared values or sets of values across different time periods. Because an organization's culture is reflected in the collective values of its employees, cultural change can be assessed when unit or organizational values are compared across two or more points in time. Furthermore, when values at each of these points are compared with the values of potential agents of such change (e.g., new management, a different generation of employees, etc.) the locus of change can also be investigated (Chatman, 1989a). Similar issues can be explored at the individual level. That is, comparing the values of employees across different points in time can indicate their degree of socialization (Feldman, 1981). As with organizational values, sources of socialization can be examined by comparing employee values at these points with the values of potential socializing agents.

To compare values or sets of values between individuals, research has shown that set of value between employees and their supervisors is significantly related to employee satisfaction and commitment (Meglino, Ravlin, & Adkins, 1989), supervisory ratings of employees (Senger, 1971), and supervisors' consideration, success, and competence (Weiss, 1978). Interpersonal value congruence is even thought to be an important factor in determining whether people's lives will be altered by chance encounters with other (Bandura, 1982).

Jeylan T. Mortimer, Ellen Efron Pimentel, Seongryeoil Ryu, Katherine Nash, Chaimun Lee (1996) examined the interrelations of work experiences and occupational values in a panel of 1,000 ninth-graders followed over a four-year period. Neither employment itself nor hours of work had substantial effects on occupational value formation. However, the opportunity to learn useful skills at work was a consistent positive influence on increasingly stable intrinsic and extrinsic value dimensions. They concluded that the conditions of work are what matter -- can be generalized to adolescents. Work values are important determinants of vocational choice (Davis 1965; Mortimer 1974) and actual occupational destinations (Mortimer, Lorence & Kumka 1986),
it is important to understand their origins. They have also addresses a potentially important, but thus far neglected, influence adolescent work experience. American teenagers increasingly hold part-time jobs while attending school (Manning 1990). Because adolescence is a crucially important period for the formation of vocational interests and identity (Erikson 1968), it is reasonable to suppose that work experience would have a significant formative influence on adolescents' thinking about the potential rewards to be obtained from work. Steinberg et al. (1981) posited three possible consequences of adolescent employment for vocational socialization. First, part-time jobs may help adolescents to acquire attitudes, values, habits, and knowledge.

Occupational differences between the sexes is a prevalent social phenomenon in most contemporary society. Men and women tend to settle in different occupations with different prospects and rewards. The study LAU Chun Kwok (1992) investigated the occupational choices and experiences of secondary school leavers who enter the labor market in Hong Kong with Form Five qualifications. The focus is on the sex differences in the transition process between school and work and their initial experiences in the first three years of work. It also examines the influences of family experiences and school life on the occupational orientations of these young people. Two young men and two young women are in-depth interviewed in a qualitative framework. They entered the labor market with roughly the same academic results and started with the same type of low-level clerical work. Their occupational attainment and prospect after three years after their graduation were however very different from one another. It appears that occupational differences between these young people cannot be explained by their initial orientations or choices when they first entered the job market. The differences seems to be embedded in the experiences and opportunities they encountered in the workplace. Significant sex differences in occupational experiences identified include their job specifications, social relations in the workplace, overtime work and
learning opportunities. Different expectations towards their future roles in family and work were also found among these young people. These expectations largely conform to traditional sex role stereotypes and relate strongly to their present experiences and ambitions in their jobs. The inadequacy of mainstream theories and researches in Psychology and Sociology is examined from the perspectives of feminist thinking, social constructionism and structuration theory. It is proposed that qualitative case studies are relevant for understanding large social forces while focusing at the individual level. Analyses of concrete processes and actions can inform us of the dynamics of structural forces influencing these young people and should complement the findings in quantitative researches.

Gender-role conflict exists when socialized gender roles result in personal restriction, devaluation, or violation of others or self. Research by Stillson, Richard W.; O'Neil, James M.; Owen, Steven V.(1991) assessed the ways in which 13 demographic, psychological, and strain variables predict adult men's gender-role conflict. It was hypothesized that these variables would differentially predict 4 patterns of gender-role conflict that have been documented in earlier research (J. M. O'Neil et al, 1986). Men (N = 134) of different ages, races, classes, personality characteristics, and work statuses were assessed with the Gender Role Conflict Scale, the Personal Strain Questionnaire, and the Personal Attributes Questionnaire. Two meaningful and independent male constellations linking 9 of the predictor variables with 3 patterns of gender-role conflict accounted for 88% of the variation in gender-role conflict. Methodological limitations and future research are discussed.

The society and the family have general expectations for men and women. Williams and Best (1982), mentioned that the communal qualities valued in women are important for good performance of domestic activities, especially child-rearing, and that the agnatic qualities valued in men are important for good performance of
behaviors enacted in the specific roles more often occupied by men than by women.

The women opting for those occupations which typically ascribed to men (non-traditional occupations) in a society they are likely to possess a different set of work-emergent traits and psychosocial characteristics. Williams and Best (1982) in their study on sex-role stereotypes have reported that men are generally found to be independent, aggressive, ambitious and logical and women be weak, dependent, passive unambitious, illogical, gentle, tactful and expressive. Thus, the instrumental desirable traits in men represent a ‘warmth expressiveness’ cluster.

As a word of work has been considered to be primarily dominated by men, these instrumental traits have been universally believed to be necessary for success in the occupational world in general, and male dominated occupations in particular (Spencer and Helmreich, 1980). Many researches (Erez, 1988; Feather, 1984; Feather and Said, 1983; Galejs and King, 1983; Young, 1984) indicated that within stereotypical by the values scale of Super and Nevill (1984) such as: Aesthetics, Altruism, Social Interaction and social relations have been associated with the stereotypic female sex-norms and reported by women working in traditional feminine occupations. Authority, Autonomy, Creativity, Physical Activity and Risk on the other hand, have been the values associated with sex role attitudes and reported by the women working in non-traditional occupations for women.

Eagly and Steffen (1984), Kalin and Hodgin (1984), Shinar (1975) have reported that gender stereotypic personality traits and behaviour patterns have been associated with occupational sex-stereotypes. According to Eagly and Steffen (1984), beliefs in occupational stereotypes are caused by people’s observation of the actual differential distribution of men and women into various social roles, considered to require different types of personality attitudes Gutek and Cohen (1987) have advanced a hypothesis of “sex-role spillover” stating that if there is
a highly skewed sex-ration in a work situation, the work-role in that situation take on many characteristics of the sex-role of the dominant gender. Gutek (1988) explains that in an organization where a majority of jobs are held by males or female only. People tend to associate those jobs with that specific gender (male and female), because gender is an extremely salient social characteristic.