A Study of Work Values of Secondary School Teachers in Relation to Organisational Culture

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Abstract

In recent years, interest among researchers in the study of work values and their correlates in understanding the functioning of organisation is gaining importance. It was intended through the present investigation to study the work values of secondary school teachers in relation to organisational culture. Based on a survey, the sample constituted 172 secondary school teachers belonging to Christian schools in Bangalore. The data were analysed using correlation and t–test techniques. Results indicated significant relationship between work values of secondary school teachers of Christian schools with organisational culture. Further there were significant differences between male and female teachers; teachers of type of Christian Denominations with respect to (catholic and others) and (protestant and others) of secondary school of Christian schools differ significantly with respect to organisational culture. Implications in the light of empowering educational leaders and suggestions for further research are discussed.

Introduction

Secondary education in India is at a critical juncture as there is an increasing demand for secondary education and a large number of school-aged children are still outside the school system. The major issues and problems at the secondary stage are largely related to quality and management of the system. Quality services refer to provision of curriculum, teaching and learning, the examination system, school management and monitoring. Government schools located in rural areas and schools run by local bodies suffer from lack

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of equipment and consumables to conduct lab experiments and the teaching aids and library facilities in these schools are largely inadequate. It is generally felt that the quality of education imparted by Christian institutions and government-run institutions varies. What makes this difference is the system of education of these Christian institutions. The performance of an organisation largely depends on its people. The work values of an organisation determine the organisational culture of the teachers in the schools run by these Christian managements.

The working environment constitutes an organisational culture in each of these institutions. Organisational culture is the shared norms and values that guide the participants' behaviour. The belief systems shared by teachers as organisational members make a lot of difference in the delivery mechanism of instructional process. It has now gained considerable importance as it affects performance of teachers and their work values and their satisfaction

Theoretical Background and Hypotheses

The theoretical framework employed in this study is derived from the conceptual model on work values proposed by Wollack et al. (1971). The current study attempts to find the impact of organisational culture and the effect of background variables on the consequences of work values of secondary school teachers of Christian schools. The proposed model considers one independent variable namely organisational culture proposed by Priya Nair and C. Diftuar, secondary school teachers of Christian schools and biographical variables namely gender, age, teaching experience, marital status, type of school management, type of school affiliation and type of Christian denominations.

A pictorial representation of the proposed model at the construct level is given in figure 1.
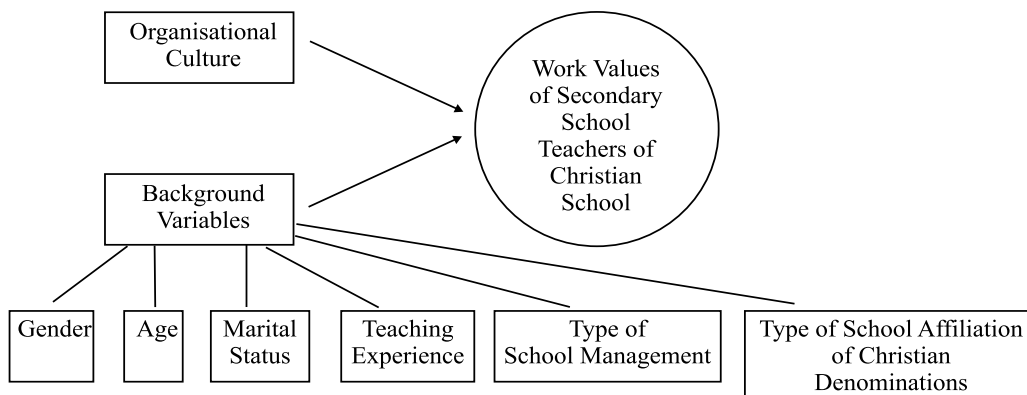

Figure 1: Proposed model at construct level

Dependent Variable: Work Values

Work values and general values from a semantic perspective are highly related constructs, but in the field of research they have been analysed from distinct perspectives (Sagie, Elizur and Koslowsky, 1996). Values have been conceptualised as cognitive representations of universal needs (Rokeach, 1973; Schwartz, 1992), as enduring states of a proper social behaviour (Rokeach, 1973), as trans-situational criteria or as goals ordered by importance as guiding principles in life (Schwartz, 1999). The study of general values has developed a well supported definition of the construct (e.g. Rokeach, 1973; Schwartz, 1992), and even more important, a dynamic structure that allows to classify them (Schwartz, 1992). The universal theory of the content of values (Schwartz, 1992), establishes that the essence of a value is the motivational goal it expresses. During the last decade deep attention has been paid to the structure of both constructs. Meanwhile in the field of general values the universal structure of values proposed by Schwartz (1992) is the most widely known theory. In the arena of work values, the structure proposed by Elizur (1984) has shed light for many researchers in the systematic study of the construct. Work values have been studied and measured in isolation from mainstream research in general values (Rokeach, 1973; Schwartz, 1992). Work values have been defined as goals, results, or characteristics that can be found in a job (MOW, International Research Team, 1987). From the perspective of vocational behaviour, Super (1995) affirmed that work values are the result of a process of refinement, where the individual learns through socialisation how to express his needs in a socially accept manner, these ideas being compatible with the conceptualisation of values as cognitive representations of universal needs.

Recent studies support that the constructs of work values and general values have similar structures (Elizur and Sagie, 1999). In line with these ideas and based on the newest definitions of values, we consider that work values are cognitive representations of universal needs that are expressed through trans-situational goals in the work setting and ordered by importance.

The definitions seek to give an understanding of the underlying values and attitudes towards work for several reasons and on-the-job activities and behaviours. Work attitudes, values, and behaviour are learned through work experiences in the home, at school, in individual work-related activities (whether voluntary or necessary), and from interactions with the business community—all followed by individual evaluations of their meaning, outcomes, and significance.

In the present study the definition given by Wollack et al. has been used by the researcher. According to Wollack et al., Work values are an index of a person's attitude towards work in general rather than his feeling about a specific job. It is the meaning an individual attaches to his work role. Work values are enduring beliefs about work which guide actions, attitudes,

judgements in work situation. Work values are regarded as conceptions of what is desirable that individuals hold with respect to their work activity.

Independent Variable: Organisational Culture

The term culture derives from the Latin cultura, 'cultivation,' and is allied to cultus, the past participle is colere, 'to till' (Tyrelle, 2000). The term has a cyclical connotation to time and reverence, where past behaviours and principles are repeated and regenerated over time to produce the same results time and again. Culture is a pattern of assumptions judged as a valid way to perceive, think, and feel as the organisation deals with change and problems (Schein, 1992). Hence, the culture of an organisation such as a college can be thought of as its personality. The culture reflects the school values, philosophy, norms, and unwritten rules. The culture has a powerful effect on organisational members because underlying assumptions guide behaviour and the way the college processes information as an organisation. Theorists and practitioners who are interested in organisational culture generally possess an interest in studying the creation, characteristics, development, and survival of organisations (Ouchi and Wilkins, 1985). Although many research studies have been conducted employing organisational culture in the business world, only now has an interest in organisational culture begun to surface in higher education.

Researches in the area of organisational culture indicate that cultural characteristics play an important role in determining how well an individual fits into the organisational context (Rousseau, 1990). However, there is considerable disagreement on the issue of the level at which cultural values are meaningful to the individuals and organisations. When organisations promote a certain set of values, like respect for people and high pay for good performance, they create a social energy or motivation that influences employees' attitudes and behaviours. For instance, Peters and Waterman (1982) found excellent organisations that held values such as quality, service, the importance of people as individuals, and innovation that motivated employees to improve performance and increase their morale, satisfaction, and commitment. Sheridan (1992) identified firms that emphasised interpersonal relationship values were able to retain employees more successfully than firms emphasising work task values.

The work value system of individuals tends to take the overtones of culture within which the individual grows up and lives (Blood 1969). In recent years, interest among researchers in the study of work values and their correlates in understanding the functioning of organisation is gaining importance. An organisation is embedded in a social/cultural environment which exerts a pervasive influence on the organisation's activities, employees and administrators or like in terms of what they bring with them to the work situation, pattern of values, beliefs and social relationships.

Organisational researchers tend to explain employee satisfaction and behavioural intentions in terms of either organisational or individual characteristics. Organisational characteristics researchers or "situationalists" are concerned with how people make sense of their environment, while also identifying those environmental elements that affect attitudes and behaviors (Davis-Blake and Pfeffer, 1989; Sheridan, 1992). The situational perspective emphasises measurement of the environment as a method of predicting attitudes and behaviours. On the other hand, individual characteristics researchers or 'personalogists' suggest that such individual characteristics as personality traits, values and beliefs affect attitudes and actions in consistent and characteristic ways across situations and over time (Staw, Bell, & Clausen, 1986; Weiss and Adler, 1984). The personal approach emphasises that one can predict behaviour by measuring needs, traits, values, and motives. Sommer, Bae and Luthans (1996) found that employees who perceived greater warmth, supportiveness, assigned responsibility, and rewards in their organisations increased their organisational commitment. Kazanas (1978) found employees with intrinsic work value orientation (for example, independence, self-discipline, and self-actualisation) were more satisfied with their jobs and more productive than employees with extrinsic work value orientations (for example, working conditions, interpersonal relations, and security).

Organisational culture in the present study is defined as the shared values, beliefs, norms, expectations and assumptions that bind people and systems together. 'Organisational culture' is what the members of the organisation perceive and a pattern of beliefs, values and expectations this perception creates.

Organisational culture differs from one institution to another. Moreover, it is felt and seen that institutions run by private agencies, especially the Christian institutions perform better than aided institutions. Therefore, it is the felt need of the investigator to understand and study how organisational culture impacts the work values of teachers in Christian institutions. It was intended through the present investigation to study the work values of secondary school teachers in relation to organisation culture. The variables are work values of secondary school teachers and organisational culture. Background variables included gender, age, teaching experience, marital status, type of school management, type of school affiliation and type of Christian denominations. Therefore it is hypothesised that:

Hypothesis 1 : There is no significant relationship between work values of secondary school teachers of Christian schools with respect to organisational culture.

Background Variables

In recent years researchers have examined several background/ biographical/demographic variables as antecedents of work values. In one of the few studies to explore the

issue of work values, Keller et al. (1992) studied 23 monozygotic and 20 dizygotic twin pairs raised apart from each other and found 40 per cent of the variance in measured work values was genetic in origin and 60 per cent was environmentally based. Cherrington, Conde and England (1979) found that age, education and seniority were correlated with several work values and gender probably was the most popular demographic variable in work values studies. Rowe (1995) investigated the relationship between the work values of male and female employees of large industrial organisation to the following variables; national cultural groups, gender, age, cohorts, occupational and educational levels found educational levels were the most important demographic variable related to work values and gender differences were not significant for any factor once occupational levels were taken into account. Vaus and Mcallister 1991 studied Gender and Work Orientation Values and Satisfaction in Western Europe and observed that there is considerable disagreement about the extent, direction, and causes of gender differences in work values and job satisfaction. The results show that gender differences are small and vary according to the country and the aspect of work orientation under examination The data therefore cast doubt on the existence of gender differences in work values and job satisfaction. The results also question current explanations for the supposed differences between men's and women's work orientation. Jolideh and Yeshodhara (2007) compared Indian and Iranian teachers and found

high significant differences in their effective and material components of work values. Age groups and subject taught do not have any influence over work values.

Though researches have considered several background variables as possible correlates of work values, there have been studies related to organisations, industrial and management sectors. These studies have been carried out on managers, engineers, and employees. Therefore, studies on biographical variables and work values of teachers are still an area to be explored, especially to augment the contradictory influence of biographical variables on work values and the dearth of researches on teachers in specific and the educational sector in general the following hypotheses have been formulated.

Hypothesis 2: There is no significant relationship between work values of secondary school male teachers of Christian schools with respect to organisational culture.

Hypothesis 3: There is no significant relationship between work values of secondary school female teachers of Christian schools with respect to organisational culture.

Hypothesis 4: There is no significant relationship between work values of secondary school teachers of type of school affiliation (ICSE) of Christian schools with respect to organisational culture.

Hypothesis 5: There is no significant relationship between work values of secondary school teachers of type of school affiliation (SSLC) of Christian schools with respect to organisational culture.

Hypothesis 6: There is no significant relationship between work values of secondary school teachers of Catholic Christian schools with respect to organisational culture.

Hypothesis 7: There is no significant relationship between work values of secondary school teachers of Protestant Christian schools with respect to organisational culture.

Hypothesis 8: There is no significant relationship between work values of secondary school teachers of other Christian schools with respect to organisational culture.

Hypothesis 9: There is no significant difference between type of school affiliation (SSLC and ICSE) secondary school teachers of Christian schools with respect to their work values and organisational culture.

Hypothesis 10: There is no significant difference between male and female secondary school teachers of Christian schools with respect to their work values and organisational culture.

Hypothesis 11: There is no significant difference between type of Christian denominations (Catholic, Protestant and others) with respect to work value and organisational culture of secondary school teachers of Christian schools.

Hypothesis 12: There is no significant difference between younger (up to 45 years) and older (more than 45 years) secondary school teachers of Christian schools with respect to work value and organisational culture.

Hypothesis 13: There is no significant difference between secondary school teachers of Christian schools with different teaching experience (3–10 yrs, 11–20 yrs, more than 21 yrs) with respect to work value and organisational culture.

Method

Measures

In the present study the investigator has used two tools namely Work Value scale by Wollack et al. (1971) adapted and standardised by Thomas Chathamparampil and Organisational Culture scale by Priya Nair and C. Diftuar adapted and standardised by Tara Sabapathy. The scale consists of 38 items, all of which are positively oriented.

A Proforma was used to collect information regarding the background variables.

1. Work Value Scale by Wollack et al. (1971) adapted and standardised by Chathamparampil Thomas was used to measure work values. Accordingly work values in the present study are a measure of the index of a person's attitude towards work in general rather than his feeling about a specific job. It is the meaning an individual attaches to his work role. The scale consists of 50 items scored on a seven point scale, ranging from strongly disagree, moderately disagree, slightly disagree, neither disagree nor agree, slightly agree, moderately agree to strongly agree. The positive items were scored on a seven point scale from 7 to 1 and negative items were scored in the reverse order.

The tool was adapted and re-standardised among the degree college teachers. The test was given

and repeated on a group of 120 degree teachers and the co-relation was computed between the first and second sets of scores by using Pearson product moment co-relation. The obtained 'r' was found to be 0.80 with the time gap of one month between two administrations.

Organisational Culture Scale

The Organisational Culture Scale by Priya Nair and C. Diftuar was adopted and standardised by Tara Sabapathy to measure Organisational culture in the present study defined as the shared values, beliefs, norms, expectations and assumptions that bind people and systems together. 'Organisational culture' is what the members of the organisation perceive and a pattern of beliefs, values and expectations this perception creates.

The scale consists of 38 items, all of which are positively oriented. To test the reliability of the scale, the list of 38 items was administered to 120 degree college teachers. The reliability of the scale was found to be 0.76. Validity was found by using Guilford's formula, that is, by applying square roots of reliability. The validity was found to be fairly high and ranged from 0.78 – 0.94. The scoring of the organisational culture scale is done on a 5 point scale, following the summated rating technique of Likert. The total score range may be anywhere between 38 to 190 with 38–76, 79–117, 118–156, 157–190 and interpreted as Very poor culture, Poor culture, Moderate culture, High culture, respectively. The mid-point range being 76–80. That means the mean score of more than 76 for a population in an organisation indicates a positive culture.

Procedure

Work Value scale by Wollack et al. (1971) adapted and standardised by Thomas Chathamparampil and Organisational Culture Scale by Priya Nair and C. Diftuar was adopted and standardized by Tara Sabapathy were administered to the sample of 172 teachers from 21 schools by the investigator himself. The data were collected by the researcher himself by personally visiting the schools. The data were analyzed to test the hypothesis stated. The questionnaires were collected after many visits to the schools.

Sample of the Study

The sample comprised 200 secondary school teachers from Christian schools. A simple random sampling technique was employed to select the sample. The final sample constituted of 172 teachers. The sample included 72 male teachers and 100 female teachers.

Analysis

The data were analysed using statistical techniques, Pearson product moment coefficient of correlation and t- test for testing the mean differences. Product moment correlation was used to examine the relationship between work values and organisational culture of secondary school teachers while t-test analysis was used to find out differences in the variables, namely work values and organisational culture regarding, gender, type of school management based on type of Christian denominations, type

of school affiliation, age, teaching experience and marital status.

Results

The results of analysis on the study are presented as follows:

Hypothesis 1: There is no significant relationship between work values of secondary school teachers of Christian schools with respect to organisational culture.

There was a positive significant relationship between work values of secondary school teachers of Christian schools with organisational culture. From the table A 1 it can be seen that the obtained 'r' value 0.1944 is higher than the table value 0.181 at 0.01 level of significance. Therefore the null hypothesis is rejected and the alternate hypothesis is accepted.

Hypothesis 2: There is no significant relationship between work values of secondary school male teachers of Christian schools with respect to organisational culture.

There was no significant relationship between work values of secondary school male teachers of Christian schools with organisational culture. From table A2 it can be seen that the 'r' value of male teachers 0.1754 is below the table value 0.217 at 0.05 level of significance.

Hypothesis 3: There is no significant relationship between work values of secondary school female teachers of Christian schools with respect to organisational culture.

There was no significant relationship between work values of secondary school female teachers of Christian schools with organisational culture. From Table A2 it can be seen that 'r' value of female teachers is -0.1044, which is below the table value 0.195 at 0.05 level of significance.

Hypothesis 4: There is no significant relationship between work values of secondary school teachers of type of school affiliation (ICSE) of Christian schools with respect to organisational culture.

There was no significant relationship between work values of secondary school teachers by Type of school affiliation (ICSE) of Christian schools with respect to organisational culture. From the Table A3 it can be seen that 'r' value of ICSE teachers is -0.0698, which is below the table value 0.217 at 0.05 level of significance.

Hypothesis 5: There is no significant relationship between work values of secondary school teachers of type of school affiliation (SSLC) of Christian schools with respect to organisational culture.

There was no significant relationship between work values of secondary school teachers of Type of School Affiliation (SSLC) Christian schools with respect to organisational culture. From the table A3 it can be seen that 'r' value of SSLC teachers is 0.0962, which is below the table value 0.195 at 0.05 level of significance.

Hypothesis 6: There is no significant relationship between work values of secondary school teachers of Catholic Christian schools with respect to organisational culture.

There was no significant relationship between work values of secondary school teachers of Catholic Christian schools with respect to organisational culture. From table A 4 it can be seen that 'r' value of Catholic teachers is -0.0764 which is below the table value 0.159 at 0.05 level of significance.

Hypothesis 7: There is no significant relationship between work values of secondary school teachers of Protestant Christian schools with respect to organisational culture.

There was no significant relationship between work values of secondary school teachers of Protestant Christian schools with respect to organisational culture. From Table A 4 it can be seen that 'r' value of protestant teachers is 0.2028, which is below the table value 0.304 at 0.05 level of significance.

Hypothesis 8: There is no significant relationship between work values of secondary school teachers of other Christian schools with respect to organisational culture.

There was no significant relationship between work values of secondary school teachers of other Christian schools with respect to organisational culture. From Table A4 it can be seen that 'r' value of other Christian teachers is 0.1997, which is below the table value 0.666 at 0.05 level of significance.

Hypothesis 9: There is no significant difference between type of school affiliation (SSLC and ICSE) secondary school teachers of Christian schools with respect to their work values and organisational culture.

Table A5 indicates that teachers of type of school affiliation (SSLC and ICSE) of teachers of secondary school of Christian schools do not differ significantly with respect to work value (-0.8704) at 0.05 level of significance. It means that, secondary school teachers of Christian schools working in different type of school affiliation (SSLC and ICSE) have same work value.

Further, teachers of type of school affiliation (SSLC and ICSE) of teachers of secondary school of Christian schools school do not differ significantly with respect to organisational culture (1.3044) at 0.05 per cent level of significance. It means that secondary school teachers of Christian schools working in different type of school affiliation (SSLC and ICSE) have same organisational culture.

Hypothesis 10: There is no significant difference between male and female secondary school teachers of Christian schools with respect to their work values and organisational culture.

From Table A6 we see that male and female teachers of secondary schools do not differ significantly with respect to work value (t-value 0.0082) at 0.05 per cent level of significance. It means that male and female secondary school teachers of Christian schools have same work values.

Further, male and female teachers of secondary schools differ significantly with respect to organisational culture (2.6517) at 0.05 per cent level of significance. It means that, male and female secondary school teachers of Christian schools have different organisational culture.

Hypothesis 11: There is no significant difference between type of Christian denominations (Catholic, Protestant and others) with respect to work value and organisational culture of secondary school teachers of Christian schools.

Table A7 indicates that Secondary school teachers of Christian schools belonging to Catholic and Protestant types of Christian denominations do not differ significantly with respect to work value (t-0.8807) at 0.05 per cent level of significance. It means that secondary school teachers of Christian schools belonging to Catholic and Protestant types of Christian denominations have similar work values.

Secondary school teachers of Christian schools belonging to Catholic and other types of Christian denominations do not differ significantly with respect to work values (t-1.4731) at 0.05 per cent level of significance. It means that secondary school teachers of Christian schools belonging to Catholic and other types of Christian denominations have similar work values.

Secondary school teachers of Christian schools belonging to Protestant and other types of Christian denominations do not differ significantly with respect to work values (t-1.6107) at 0.05 per cent level of significance. It means that secondary school teachers of Christian schools belonging to Protestant and other types of Christian denominations have similar work values.

Secondary school teachers of Christian schools belonging to Catholic and Protestant types of Christian denominations do not differ significantly with respect to organisational culture (t-0.0438) at 0.05 per cent level of significance. It means that secondary school teachers of Christian schools belonging to Catholic and Protestant types of Christian denominations have similar organisational cultures.

Secondary school Teachers of Christian schools belonging to Catholic and other types of Christian denominations differ significantly with respect to organisational culture (t-2.3318) at 0.05 per cent level of significance. It means that secondary school teachers of Christian schools belonging to Catholic and other types of Christian denominations have different organisational cultures.

Secondary school teachers of Christian schools belonging to Protestant and other types of Christian denominations differ significantly with respect to organisational culture (t-2.2537, <0.05) at 0.05 per cent level of significance. It means that secondary school teachers of Christian schools belonging to Protestant and other types of Christian denominations have different organisational cultures.

Hypothesis 12: There is no significant difference between younger (up to 45 years) and older (more than 45 years) secondary school teachers of Christian schools with respect to work value and organisational culture.

Table A8 indicates that younger (up to 45 years) and older (more than 45 years) secondary school teachers of Christian schools do not differ significantly with respect to work values (t-0.5502) at 0.05 per cent level of significance. It means that younger

(up to 45 years) and older (more than 45 years) secondary school teachers of Christian schools have similar work values.

Younger (up to 45 years) and older (more than 45 years) teachers of secondary school of Christian schools do not differ significantly with respect to organisational culture (t-0.2104) at 0.05 per cent level of significance. It means that, younger (up to 45 years) and older (more than 45 years) secondary school teachers of Christian schools have similar organisational culture.

Hypothesis 13: There is no significant difference between secondary school teachers of Christian schools with different teaching experience (3–10 years, 11–20 years, more than 21 years) with respect to work value and organisational culture.

From Table A9 we see that secondary school teachers of Christian schools having 3-10 years and 11-20 years teaching experience do not differ significantly with respect to work value (t1.5094) at 0.05 per cent level of significance. It means that secondary school teachers of Christian schools with 3–10 years and 11–20 years teaching experience have similar work values.

Secondary school teachers of Christian schools having 3–10 years and 21+ years teaching experienced not differ significantly with respect to work value (t0.8218) at 0.05 per cent level of significance. It means that, secondary school teachers of Christian schools with 3–10 years and 21+ years teaching experience have similar work values.

Secondary school teachers of Christian schools having 11–20 years and 21+ years-teaching experience do not differ significantly with respect to work value (t-0.7054) at 0.05 per cent level of significance. It means that secondary school teachers of Christian schools with 11–20 years and 21+ years teaching experience have similar work values.

Secondary school teachers of Christian schools having 3–10 years and 11–20 years teaching experience do not differ significantly with respect to organisational culture (t-0.0843) at 0.05 per cent level of significance. It means that secondary school teachers of Christian schools with 3–10 years and 11–20 years teaching experience have similar organisational cultures.

Secondary school teachers of Christian schools having 3–10 years and 21+ years teaching experience do not differ significantly with respect to organisational culture (t-0.2035) at 0.05 per cent level of significance. It means that secondary school teachers of Christian schools with 3–10 years and 21+ years teaching experience have similar organisational cultures.

Secondary school teachers of Christian schools having 11–20 years and 21+ years teaching experience do not differ significantly with respect to organisational culture (t-0.3039, <0.05) at 0.05 per cent level of significance. It means that secondary school teachers of Christian schools with 11–20 years and 21+ years teaching experience have similar organisational cultures.

Hypothesis 14: There is no significant difference between married and unmarried secondary school teachers of Christian schools with respect to

their work value and organisational culture.

From Table A10 we see that married and unmarried secondary school teachers of Christian schools do not differ significantly with respect to their work value (t-0.1783) at 0.05 per cent level of significance. It means that married and unmarried teachers of secondary schools have similar work values.

Married and unmarried secondary school teachers of Christian schools do not differ significantly with respect to organisational culture (t-1.1921) at 0.05 per cent level of significance. It means that married and unmarried secondary school teachers of Christian schools have similar organisational culture.

Discussion

The findings of correlation analysis reveal that there was a significant and positive relation between work values and organisation culture. Since organisation culture involves shared expectation values, attitudes and assumptions it exerts influence on individu als, groups, organisational processes. Educational institution, therefore, must create and nurture constructive organisational culture that requires a strong mission statement and a sense of purpose to guide behaviour of teachers. The aspects of culture such as a set of symbols, ceremonies, values and beliefs of an institution bind, support and create a unique work environment. The members, therefore, develop a positive

SUMMARY OF STATISTICAL ANALYSIS

Table A1 : Work Values and Organisational Culture of Secondary School Teachers

Sl. No.	Variables	N	Df	r-value	S/NS
1. 2.	Work Values Organisational Culture	172	170	0.1944	S**

*(S** - Significant at 0.01 level; * S - Significant at 0.05 level; NS: Not significant)*

Table A2 : Work Values and Organisational Culture by Teachers' Gender

Sl. No.	Variables	N	Df	r-value	S/NS
1. 2.	Work Values (Male) Organisational Culture (Male)	72	70	0.1754	NS
1. 2.	Work Values (Female) Organisational Culture (Female)	100	98	-0.1044	NS

*(S** - Significant at 0.01 level; * S - Significant at 0.05 level; NS: Not significant)*

Table A3 : Work Values and Organisational Culture by the type of Affiliation

Sl. No.	Variables	N	Df	r-value	S/NS
1. 2.	Work Values ICSE Organisational Culture ICSE	72	70	-0.0698	NS
1. 2.	Work Values SSLC Organisational Culture SSLC	100	98	0.0962	NS

*(S** - Significant at 0.01 level; * S - Significant at 0.05 level; NS: Not significant)*

Table A4 : Work Values and Organisational Culture by the School Type

Sl. No.	Variables	N	Df	r-value	S/NS
1. 2.	Work Values, Catholic Organisational Culture, Catholic	126	124	-0.0764	NS
1. 2.	Work Values, Protestant Organisational Culture, Protestant	39	37	0.2028	NS
1. 2.	Work Values, Other Christian Organisational Culture, Other Christian	7	5	0.1997	NS

*(S** - Significant at 0.01 level; * S - Significant at 0.05 level; NS: Not significant)*

Table A5 : Work Value and Organisational Culture – Significance Level by School Affiliation

Variable	Type of School Affiliation	N	Mean	SD	t-value	S/NS
Work Values	SSLC	100	226.9600	27.6727	-0.8704	NS
	ICSE	72	230.7222	28.3664		
Organisational Culture	SSLC	100	140.2100	23.4888	-1.3044	NS
	ICSE	72	145.5417	30.0862		

*(S** - Significant at 0.01 level; * S - Significant at 0.05 level; NS: Not significant)*

Table A6 : Work Value and Organisational Culture – Significance Level by Gender

Variables	Male (n=100)		Female (n=72)		t-value	S/NS
	Mean	Std. Dev	Mean	Std. Dev		
Work values	228.5556	28.6356	228.5200	27.5818	0.0082	NS
Organisational Culture	136.2361	27.3122	146.9100	25.0950	-2.6517	S**

*(S** - Significant at 0.01 level; * S - Significant at 0.05 level; NS: Not significant)*

Table A7 : Work Value and Organisational Culture by the type of Christian Denominations

Variable	Type	N	Mean	SD	t-value	S/NS
Work Values	Catholic	126	228.9524	27.1063	0.8807	NS
	Protestant	39	224.3846	31.9346		
	Catholic	126	228.9524	27.1063	1.4731	NS
	Others	7	244.1429	9.4768		
	Protestant	39	224.3846	31.9346	1.6107	NS
	Others	7	244.1429	9.4768		
Organisational Culture	Catholic	126	141.4286	26.5208	0.0438	NS
	Protestant	39	141.6410	26.3903		
	Catholic	126	141.4286	26.5208	2.3318	*S
	Others	7	165.1429	17.9483		
	Protestant	39	141.6410	26.3903	2.2537	*S
	Others	7	165.1429	17.9483		

*(S** - Significant at 0.01 level; * S - Significant at 0.05 level; NS: not significant)*

Table A8 : Work Value and Organisational Culture by the Teachers' Age Group

Variable	Age Group	N	Mean	SD	t-value	S/NS
Work Values	< - 45	96	227.4896	28.6055	0.5502	NS
	45 - >	76	229.8553	27.2180		
Organisational Culture	< - 45	96	142.0625	24.5592	0.2104	NS
	45 - >	76	142.9211	28.9246		

*(S** - Significant at 0.01 level; * S - Significant at 0.05 level; NS: Not significant)*

Table A9 : Work Value and Organisational Culture by Teachers' Experience

Variable	Teachers. Exp (in Years)	N	Mean	SD	t-value	S/NS
Work Values	3-10	46	232.9783	20.5442	1.5094	NS
	11-20	64	225.0469	31.0711		
	3-10	46	232.9783	20.5442	0.8218	NS
	21+yrs	62	228.8387	29.2049		
	11-20	64	225.0469	31.0711	0.7054	NS
	21+yrs	62	228.8387	29.2049		
Organisational Culture	3-10	46	142.1957	23.9069	0.0843	NS
	11-20	64	141.7969	24.8782		
	3-10	46	142.1957	23.9069	0.2035	NS
	21+	62	143.2903	30.1071		
	11-20	64	141.7969	24.8782	0.3039	NS
	21+yrs	62	143.2903	30.1071		

*(S** - Significant at 0.01 level; * S - Significant at 0.05 level; NS: Not significant)*

Table A10 : Work Value and Organisational Culture by Teachers' Marital Status

Variables	Marital status	N	Mean	SD	t-value	S/NS
Work Values	Married	149	228.6846	28.3828	0.1783	NS
	Unmarried	23	227.5652	25.4805		
Organisational Culture	Married	149	141.4966	27.6143	1.1921	NS
	Unmarried	23	148.5652	16.8221		

*(S** - Significant at 0.01 level; * S - Significant at 0.05 level; NS: Not significant)*

colleague interactions and approach task in a manner that helps them attain high order, personal satisfaction of teachers and meet organisational goals.

Further, the results of the t-test analysis reveal that secondary school female teachers of Christian schools had higher levels of organisational culture than male teachers. This indicates female teachers contribute more to organisational culture than their male counterparts. Similarly "other Christian" secondary school teachers had higher level of organisational culture than secondary school teachers of protestant management schools. Further 'other Christian' school teachers had higher level of organisational culture than secondary school teachers of catholic management schools. This indicates the teachers from "other Christian schools have more flexibility and a strong tradition of organisation culture.

Implications

Educational leaders can use human resource management practices such as recruitment, training, and socialisation to enhance work values of their teachers. In the work environment,

inspired teamwork empowers teachers to provide compassion and deliver a high quality educational service.

Therefore, effort should be made to enhance the work culture of male teachers through seminars, workshops and other management strategies to make the teaching profession exciting and challenging for male teachers to enhance their work values.

Therefore, a strong culture should be created to enable solidarity, respect, collaboration, and supportive organisational routines that are characterised by positive relationship between the teachers and their practice to integrate the tasks effectively. The sense of personal calling and strong socialisation into the teaching profession will create and enhance work values and serve as a driving force behind the high level of commitment of the teaching profession.

Educational leaders need to understand that their work force embody certain work values and the need to be valued as part of an organisation culture. Educational leadership of institutions must understand that work values differ from the type of institutions and therefore to an extent determine the organisation

culture. The organisation culture of an institution must encourage the positive work values that teachers bring to the work context. It is evident that work rewards are related to work values which in turn account for variation of organisation culture depending on the type of management.

Conclusion

This study confirms that both work values and organisational culture congruence create organisational success and develop competitive advantage for educational institutions. Work value of teachers in an educational environment is an issue that has attracted the interest of educationists. In service organisations such as schools, colleges, hospitals, etc., effectiveness and efficiency are directly an outcome of work values the teachers' possess.

Educational managers need to make efforts to develop and share the same core values and mission among teachers to enable them to work in a very cordial environment. It is therefore imperative for educational administrators to strive to create a bridge between the work values of teachers and the organisational culture of educational institutions. Organisational socialisation is an effective way to integrate the individual values of the teachers and that of the organisation as any organisation that depends upon teams or work groups for the development of work would benefit from understanding conditions which aim at the co-workers' level. As a limitation the sample considered only Christian schools and was limited to urban schools of Bangalore city only.

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