



Job Value And Lifelong Learning Tendency Of Educational Administrators

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Abstract

This descriptive study was carried out to examine the job value and lifelong learning tendency of educational administrators and to determine the relationship between the two. The sample of the study comprised of 100 educational administrators taken from higher secondary schools of Kashmir valley. Job Value Questionnaire and Lifelong Learning Tendency Scale were employed on the sample to get the data which was treated statistically by means of percentage statistics, t-test and Pearson's coefficient of correlation. The study results revealed significant difference on eleven dimensions of job value questionnaire with regard to male and female educational administrators. Female educational administrators scored better on job according to interest & abilities, working conditions and co-workers & subordinates than their counterparts. Significant difference was found on all the four dimensions of lifelong learning tendency scale on the basis of gender. The results also showed significant and positive correlation between job value and lifelong learning tendency of educational administrators.

Keywords: job value, lifelong learning tendency, administrators, higher secondary

Introduction

Administration is seen as a critical aspect in leading a number of organizations that require expansion in terms of quality and quantity, as well as specific regulations. Educational administration is a value-driven profession that is influenced by emotions, cultures and human values, as well as technique and structure. Educational institutions are the value-driven organizations that aspire to educate learners to be socially responsible members of society. In view of the composition and in order to attain its intended goal, each organization requires an administrator with unique traits, abilities, and responsibilities, all of which enable him to play critical roles in the efficacy of their institutions. Similarly, as a social institution, our educational system necessitates administrators who not only serve as pillars and main agents in its promotion and are charged with official and professional responsibilities, but they are also expected to respond to societal expectations in a moral manner.

Educational administrators today have multifaceted responsibilities to take part in. Job values are being increasingly recognized as crucial to the study of educational

administrator traits because they lay the groundwork for understanding job permanence and job hopping in educational organization. Values are the important and consistent concepts, beliefs, and assumptions that underpin and justify our actions in a variety of contexts. They stand for the broad values that we seek to achieve in our lives. Educational administrators come into the organization with defined beliefs about what should be and what should not be. Of course, these thoughts are not without value. However, when the times change, the values change as well. As a result, they must be reviewed and updated in light of advancement and improvement, as they serve as guidance in the pursuit of job performance.

Educational administrators have to have value of learning to encourage their team to experiment and share their ideas, and to recognize the value of diversity and different perspectives, which can lead to solutions they would not have seen otherwise. Educational administrators who are constantly on the lookout for change and are at ease reacting to what they learn are much better prepared to act appropriately in times of crisis. When they see challenges as opportunities to help their team grow, they become more responsive in the face of vagueness and indistinctness. Educational administrators who are committed to life-long learning will be better able to recognize the need for change and will be more likely to reward their team for trying novel things, all of which will help them guide their organizations to accomplishment and not just survive, but flourish.

Studies on job value include those of Zydziunaite 2018; Skaalvik & Skaalvik 2011; Paul Begley & Johansson 2008; Dæhlen 2007; Dæhlen 2005; Smith 2005; Karl & Sutton 1998; Marini, Fan, Finley & Beutel 1996; Judge & Bretz 1992; Martin & Shehan 1989; Lowther, Gill, & Coppard 1985; Dunham 1977; Singer & Steffire (1954). Studies on life-long learning have been carried out by Eliahoo, Giglio & Wessum 2018; Baldovino 2018; Erdamar, Demirkan, Saracoglu & Alpan 2017; Schabmann, Popper, Schmidt, Kuhn, Pitro & Spiel 2016; Kaplan 2016; Yildirim, Genc & Eryaman 2016; Cam & Ustun 2016; Oral & Yazar 2015; Dogan & Kavtelek 2015; Dogru & Dogru 2015; Finsterwald, Wagner, Schober, Luftenegger & Spiel 2013; Laal & Salamati 2012; Demirel & Akkoyunlu 2010; Demirel 2009; Green (2002); Schacter & Merrifield 2000; Blase & Blase 1999; McCombs 1991. Although research has been carried out on job value and lifelong learning tendency but while reviewing the literature no study was found exploring the relationship between job value and lifelong learning tendency thus arises the need to carry out the study on job value and lifelong learning tendency of educational administrators.

Objectives:

The present investigation was carried out:

1. To study the level of job value of educational administrators
2. To study lifelong learning tendency of educational administrators

3. To compare the job value of male and female educational administrators
4. To compare the lifelong learning tendency of male and female educational administrators
5. To find correlation between job value and study lifelong learning tendency of educational administrators.

Hypotheses

1. There shall be no significant difference between male and female educational administrators on job value
2. There shall be no significant difference between male and female educational administrators on lifelong learning tendency.
3. There shall be significant relationship between job value and lifelong learning tendency of educational administrators

Methodology

Method: The present study was descriptive in nature.

Sample: Educational administrators of 100 higher secondary schools of Kashmir were selected for the present study.

Tools Employed: Following tools were used for data collection:

1. Job Value Questionnaire comprising of 53 statements under 11 dimensions viz. Financial Benefits, Non-Financial Benefits, Opportunities for Development & Promotion, Opportunities for Responsible & Independent Action, Job & Personal Security, Type or Kind of Work, Job According to Interest & Abilities, Supervisor- Supervision & Management, Co- workers & Subordinates, Recognition & Appreciation for Accomplishment of Job, Working Conditions was administered to measure Job Value of educational administrators.
2. Lifelong Learning Tendency Scale comprising of 27 statements under four dimensions viz. motivation, perseverance, lack of curiosity, lack of regulating learning was used to measure lifelong learning tendency of educational administrators. A high score on the motivation and perseverance dimensions imply a high level of lifelong learning tendency while a high score on the lack of curiosity and lack of regulating learning imply a low level of lifelong learning tendency

Statistical Treatment: Percentage statistics, t-test and Pearson's coefficient of correlation was employed to analyze the collected data.

Analysis and Interpretation

The analysis of the data has been carried out and is presented in the tables as follows:

Table 1: Percentage distribution of educational administrators on job value

Job Value	Number	Percentage
High	22	22%
Moderate	63	63%
Low	15	15 %
Total	100	100%

While examining the job value of educational administrators, it has been found that that 22% of the educational administrators possess have high job value, 63% fall in the moderate category while as 18.8% of educational administrators fall in low category.

Table 2: Percentage distribution of educational administrators on lifelong learning tendency

Lifelong Learning Tendency	Number	Percentage
High	17	17%
Moderate	55	55%
Low	28	28 %
Total	100	100%

Exploring lifelong learning tendency, it has been found that out of 100 educational administrators, 17% fall in the high category, 55% fall in the moderate category and 28% fall in low category of lifelong learning tendency.

Table 3: Comparison between male (N=57) and female (N=43) educational administrators on job value

Dimensions	Group	Mean	SD	t-value	Level of Significance
Financial benefits	Male	19.83	4.66	2.94	Significant at 0.01 level
	Female	17.45	3.43		

Non-financial benefits	Male	14.99	3.12	4.86	Significant at 0.01 level
	Female	12.17	2.71		
Opportunities for development & promotion	Male	19.19	4.65	3.03	Significant at 0.01 level
	Female	16.55	4.01		
Opportunities for responsible & independent action	Male	18.10	4.97	2.38	Significant at 0.05 level
	Female	15.98	3.99		
Job & personal security	Male	25.53	5.02	4.35	Significant at 0.01 level
	Female	21.09	5.13		
Type or kind of work	Male	19.17	6.72	5.03	Significant at 0.01 level
	Female	13.48	4.62		
Job according to interest & abilities	Male	16.19	3.28	3.73	Significant at 0.01 level
	Female	18.99	3.98		
Supervisor- supervision & management	Male	15.72	3.75	3.85	Significant at 0.01 level
	Female	13.22	2.79		
Co- workers & subordinates	Male	15.98	4.53	2.09	Significant at 0.05 level
	Female	17.99	4.89		
Recognition & appreciation for accomplishment of job	Male	18.48	5.16	4.89	Significant at 0.01 level
	Female	14.17	3.64		
Working conditions	Male	14.02	2.02	4.43	Significant at 0.01 level
	Female	16.37	2.99		

Table 3 shows the mean value of male and female educational administrators on eleven dimensions of job value questionnaire. The calculated t-value for financial benefits (2.94), non financial benefits (4.86), opportunities for development & promotion (3.03), Job & personal security (4.35), type or kind of work (5.03), supervisor-supervision & management (3.85) and recognition & appreciation for accomplishment of job (4.89) have been found significant at 0.01 level. The calculated t-value for opportunities for responsible & independent action came out to be 2.38 which is significant at 0.05 level. The mean difference for these dimensions of job value favours male educational administrators which indicate that male educational administrators are better in these dimensions of job value than their counterparts.

From the table it is further revealed that the calculated t-value for Job according to interest & abilities and working conditions is 3.73 and 4.43 respectively and is significant at 0.01 level and for that of co- workers & subordinates, the calculated t-value came out to be 2.09 which is significant at 0.05 level. The mean difference for these dimensions of job value favours female educational administrators which indicate that female educational administrators are better in these dimensions of job value than male educational administrators.

The analyses and interpretation of all the dimensions of job value questionnaire clearly reveal that male and female educational administrators differ considerably on their job value. Hence the hypothesis “there shall be no significant difference between male and female educational administrators on job value” stands rejected.

Table 4: Comparison between male (N=57) and female (N=43) educational administrators on Lifelong Learning Tendency

Dimensions	Group	Mean	SD	t-value	Level of Significance
Motivation	Male	10.39	3.38	3.36	Significant at 0.01 level
	Female	13.68	5.74		
Perseverance	Male	13.03	5.18	2.03	Significant at 0.05 level
	Female	11.26	3.51		
Lack of curiosity	Male	15.93	6.97	3.71	Significant at 0.01 level
	Female	11.47	5.02		

Lack of regulating learning	Male	17.85	6.99	3.07	Significant at 0.01 level
	Female	14.13	5.17		

The above table shows the mean comparison of male and female educational administrators on four dimensions of lifelong learning tendency scale. The calculated t-value for motivation (3.36) has been found significant at 0.01 level. The mean difference favours female educational administrators which indicate that female educational administrators are better motivated than their counterparts. For perseverance the calculated t-value (2.03) has been found significant at 0.05 level with mean difference favouring male educational administrators.

It is further revealed by the table that t-value for Lack of curiosity and Lack of regulating learning came out to be 3.71 and 3.07 respectively which are significant at 0.01 level. The mean difference favours male educational administrators which indicate that male educational administrators' level of curiosity and capability to regulate learning is lower than female educational administrators.

The examination and explanation of all the dimensions of lifelong learning tendency scale clearly shows that male and female educational administrators differ considerably on lifelong learning tendency. Hence the hypothesis "there shall be no significant difference between male and female educational administrators on lifelong learning tendency" stands rejected.

Table 5: Correlation between job value and lifelong learning tendency of educational administrators

Variables	r - value	Level of Significance
Job value and lifelong learning tendency	r = 0.693	Significant at 0.01 level

The above table shows association between job value and lifelong learning tendency of educational administrators and indicates that there is a significant and positive correlation between job value and lifelong learning tendency of educational administrators. The coefficient of correlation came out to be 0.693 which is significant at 0.01 level of significance. This suggested that higher the job value higher shall be the lifelong learning tendency of educational administrators. Hence the hypothesis which reads as "there shall

be significant relationship between job value and lifelong learning tendency of educational administrators” is accepted.

Conclusion

The results of the study indicated that majority of the educational administrators fall in the moderate category of job value and lifelong learning tendency. Male educational administrators scored better on financial benefits, non financial benefits, opportunities for development & promotion, opportunities for responsible & independent action, job & personal security, type or kind of work, supervisor-supervision & management, and recognition & appreciation for accomplishment of job while as female educational administrators scored better on job according to interest & abilities, co-workers & subordinates and working conditions. On lifelong learning tendency sub-scale, female educational administrators performed better on motivation while as male educational administrators were better on perseverance but their level of curiosity and capability to regulate learning was found to be lower than their counterparts. The study also revealed that there existed a significant and positive relationship between job value and lifelong learning tendency of educational administrators.

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