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## Mapping the Impact of Various Demographic Categories on Work Values: A Study of B-Schools Teachers

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### **ABSTRACT:**

*The objective of this study is to analyse the demographic variables (gender, age, marital status, family type, highest education, family background, family income group, type of institute, designation, years of experience, involvement in administrative work, residential status, and nature of the job) and their effect on work values (cognitive, affective, and instrumental) of B-School Teachers. Previous studies have analysed only the effects of a few common demographic variables (gender, age, experience, type of institution) on work values; this study expands the body of knowledge by incorporating additional important demographic aspects. The data was collected from 278 respondents for the study. To test the hypothesis, ANOVA and an independent sample t-test were applied to examine the data collected. The results showed that demographic variables (gender, family type, family background, institution type, and administrative involvement) affect employees' work values. It is helpful for institutions to draft their policies and to understand employees' behaviour.*

**Keywords:** Demographic Variables, Work Values, Management Implications, B-Schools

### **INTRODUCTION:**

The world is changing rapidly, and people's values also change according to their requirements. Values are an integral part of a culture, whether it belongs to the society or an institution. They shape the beliefs and behaviour of a person. When we specifically look into the behaviour and beliefs of a person at work, we look for the work values. It means values at work are known as work values. Knoop (1991) stated that the degree of worth, importance, and desirability of what happens at work is denoted by work values. Super (1953) proposed the theory of vocational development and argued that people have different abilities, interests, and personalities, traits and values which shape their career choices. In the contemporary workplace, organisations need to attach significance to work values since the

workforce has become very diverse. The purpose of this study is to investigate the role of demographic factors in affecting the work values of employees. Age, gender, education, and position are some of the variables that can determine the performance of employees and their commitment to an organisation; therefore, it is important that organisations learn about such influences. Given that organisations currently deal with teams constituted of people with varying geographical locations, cultures, religions, and beliefs, it has become essential to determine work values. The demographics of an employee play an important role in shaping their work values. This study will check the effect of demographic factors on work values of B-school teachers.

This study adapts the work values dimensions defined by Elizur et al. (1991), which are Cognitive, Affective, and Instrumental values. The meaning of these values is discussed following:

**Cognitive values:**

These are the values that relate to the intellectual and mental stimulation one seeks from one's job. When an individual has high cognitive values, he looks to satisfy their self-actualisation needs. This dimension emphasises autonomy and achievement in the workplace.

**Affective values:**

These are the values that relate to the social and emotional aspects of the workplace. It encompasses the need for social belonging, supportive supervision, and a collaborative team spirit. An individual who has high affective values expects a good work environment at the workplace.

**Instrumental values:**

These are the values that relate to the external factors of a job, such as rewards and job security. This dimension is all about how an individual values these external factors. An employee who has high instrumental values prefers financial security, competitive pay, and work-life balance.

**LITERATURE REVIEW:**

The literature of previous studies is important to understand the development of a concept. It tells which areas are covered and what remains to be studied. The previous studies on the topic give somewhat similar results, which are discussed further. Li et al. (2008) found that age, education, gender, and position are important antecedents of work values and argued that these demographic effects can be a good revelation to enterprise management in both theory and practice. Longenecker (2013) found that the age, gender, education, position and type of employers do not affect the core values of the employees in the hospital industry. Boateng et al. (2015) found that demographic variables affect the behaviour of teachers. Amarasena et al. (2015) found a significant effect of demographic factors on the job satisfaction of university faculty. Interestingly Paradigms (2017) found that there was no significant impact of demographic factors on the work values of teachers. The authors found that there were many studies conducted that checked the effect of demographic factors on work values, but they only picked a few common factors (age, gender, experience, etc.) and left the other

ones (administrative involvement, residential status, family background, family income, etc.), which reveals the half-story. This study will try to fill that gap and try to pick all the demographic factors that can affect the work values of employees.

**RESEARCH OBJECTIVE:**

This study aims to check whether the demographic variables (gender, age, marital status, family type, highest education, family background, family income group, type of institute, designation, years of experience, involvement in administrative work, residential status, and nature of the job) affect the work values of the employees.

**RESEARCH METHODOLOGY:**

The study employed the survey technique. This was to enable the researchers to test the relationship between demographic variables and work values, and to provide a basis for generalisation. The participants of the study were B-School teachers from Haryana, India. The population of the study was 950, with a margin of error it was considered as 1000. Cochran (1940, 1977) suggested a formula to calculate the sample size for an unknown and known population. The calculated sample size of the study is 278, and is enough to generalise the results of the study. The data was collected through a questionnaire by visiting the institutions using a stratified random sampling technique was used in the study. The data was analysed using an independent sample t-test and one-way ANOVA using SPSS.

**RESEARCH INSTRUMENT:**

For the collection of work values responses of B-school teachers, the work value inventory developed by Elizur et al. (1991) was used. The instrument had 24 statements divided into three categories, namely Cognitive (14), Affective (5), and Instrumental (5). The respondents were asked to rate their work values on a five-point Likert scale representing: Unimportant (1), Little Important (2), Moderately Important (3), Important (4), and Very Important (5).

**RESULT AND DISCUSSION:**

**Table 1: Demographic Profile**

Demographic Variables		Frequency	Percentage
Gender	Male	90	32.4%
	Female	188	67.6%
	Total	278	100.0%
AGE	18-30	72	25.9%
	31-50	191	68.7%
	51 & above	15	5.4%
	Total	278	100.0%
MARITAL_STATUS	Married	205	73.7%
	Unmarried	70	25.2%

	Divorced/Separated	3	1.1%
	Total	278	100.0%
FAMILY_TYPE	Nuclear Family	158	56.8%
	Joint Family	120	43.2%
	Total	278	100.0%
EDUCATION	Master's	70	25.2%
	Ph.D.	205	73.7%
	Post Doc.	3	1.1%
	Total	278	100.0%
FAMILY_BACKGROUND	Rural	55	19.8%
	Urban	180	64.7%
	Semi-urban	43	15.5%
	Total	278	100.0%
FAMILY_INCOME	Up to 5 Lakh	56	20.1%
	6 to 10 Lakh	64	23.0%
	11 to 15 Lakh	70	25.2%
	16 to 20 Lakh	35	12.6%
	Above 20 Lakh	53	19.1%
	Total	278	100.0%
INSTITUTION	Govt.	50	18.0%
	Non-Govt.	228	82.0%
	Total	278	100.0%
DESIGNATION	Assistant Professor	211	75.9%
	Associate Professor	40	14.4%
	Professor	27	9.7%
	Total	278	100.0%
EXPERIENCE	Upto 5 years	113	40.6%
	6 to 10 years	63	22.7%
	11 to 15 years	44	15.8%
	16 to 20 years	33	11.9%
	Above 20 years	25	9.0%
	Total	278	100.0%
WORKSTATUS	Yes	184	66.2%
	No	94	33.8%

	Total	278	100.0%
RESIDENTIAL	On Campus	64	23.0%
	Off Campus	214	77.0%
	Total	278	100.0%
JOB NATURE	Permanent	189	68.0%
	Ad hoc,/Contractual	89	32.0%
	Total	278	100.0%

The table depicts the frequency and percentage of the sample in each category, giving a picture of the distribution of respondents in each stratum. The impact of these variables is discussed following:

**Table 2: Gender**

Dimension	Gender	N	Mean	SD	t-value	df	Sig. (p)	Results
Cognitive	Male	90	4.02	0.59	-1.802	276	0.073	No significant difference found
	Female	188	4.15	0.5				
Affective	Male	90	4.16	0.75	-1.78	129.9	.044*	A significant difference exists
	Female	188	4.32	0.51				
Instrumental	Male	90	4.09	0.58	-1.871	276	0.062	No significant difference found
	Female	188	4.22	0.51				

The impact of gender on work values shows mixed results. There is no significant difference in the Cognitive and Instrumental work values of males and females, but there is a significant difference in the Affective work values. In each of the three categories, the mean values of female teachers were higher than those of male teachers. It indicates that female teachers have slightly higher work values than male teachers.

**Table 3: Age**

Work Value Dimension	18–30 Years (Mean)	31–50 Years (Mean)	51 & Above (Mean)	F-value	df	Sig. (p)
Cognitive	4.10	4.11	4.12	0.022	(2, 275)	0.978
Affective	4.31	4.27	4.19	0.263	(2, 275)	0.769
Instrumental	4.18	4.19	4.13	0.067	(2, 275)	0.935

The results indicate that age has no impact on the work values. All p-values are above the threshold limit ( $p < 0.05$ ). Cognitive values indicate an upward trend with increasing age. Meanwhile, affective values indicate a downward trend with increasing age. This is a negligible difference in the mean scores, indicating that despite the different ages, all teachers hold very similar work values.

**Table 4: Marital Status**

Work Value Dimension	Married (Mean)	Unmarried (Mean)	Divorced/Sep. (Mean)	F-value	df	Sig. (p)
Cognitive	4.12	4.06	4.5	1.194	(2, 275)	0.305
Affective	4.3	4.21	3.67	2.169	(2, 275)	0.116
Instrumental	4.2	4.14	4.07	0.341	(2, 275)	0.711

The results of Table 4 indicate that marital status does not impact the work values of teachers. The mean scores of cognitive, affective, and instrumental values are very similar, indicating a similar level of work values across all marital statuses. This finding highlights the consistency of work values and suggests that stages of personal lives (marriage) do not affect the values in the workplace of teachers in this field.

**Table 5: Family type**

Dimension	Family Type	N	Mean	SD	t-value	df	Sig. (p)	Results
Cognitive	Nuclear	158	4.17	0.52	2.057	276	.041*	A significant difference exists
	Joint	120	4.03	0.55				
Affective	Nuclear	158	4.32	0.55	1.545	276	0.124	There is no significant difference
	Joint	120	4.21	0.67				
Instrumental	Nuclear	158	4.24	0.53	1.876	276	0.062	The result is marginally significant
	Joint	120	4.11	0.55				

The study found that family structure partially impacts the Cognitive work values of B-school teachers. Teachers from nuclear families scored higher than those from joint families. This finding implies that family structure and support may impact the level of importance an educator places on autonomy and cognitive achievement. Also, there is a slight trend towards instrumental values, suggesting a greater dependence on job security, intrinsic and extrinsic rewards among faculty in nuclear families.

**Table 6: Education**

Work Value Dimension	Master's (Mean)	PhD (Mean)	Post-Doc (Mean)	F-value	df	Sig. (p)
Cognitive	4.12	4.1	4.6	1.315	(2, 275)	0.27
Affective	4.28	4.26	4.87	1.495	(2, 275)	0.226
Instrumental	4.23	4.16	4.6	1.365	(2, 275)	0.257

The descriptive statistics show that the mean scores for the post-Doc group were higher across all dimensions, but the ANOVA results show that there are no significant differences for Cognitive. It means this difference could be by chance because there are only three teachers (who are not enough to justify the difference) having a post-doctorate. The p-values across all levels are greater than 0.05. This suggests that the work values of B-school faculty are not influenced by their academic qualifications, and is probably due to a common professional culture within business education or some other factors.

**Table 7: Family Background**

Work Value Dimension	Rural (Mean)	Urban (Mean)	Semi-urban (Mean)	F-value	df	Sig. (p)
Cognitive	4.01	4.17	3.98	3.475	(2, 275)	.032*
Affective	4.15	4.35	4.12	3.924	(2, 275)	.021*
Instrumental	4.16	4.23	4.01	2.876	(2, 275)	0.058

The results indicate that family background significantly impacts the cognitive and affective work values of teachers. The results also highlight that family background moderately affects instrumental work values. The results highlight that the mean scores of teachers from urban backgrounds are slightly higher than that are from rural or semi-urban backgrounds. This finding highlights the importance of environmental factors in the formation of professional values.

**Table 8: Family Income**

Work Value Dimension	Up to 5 Lakh (Mean)	6–10 Lakh (Mean)	11–15 Lakh (Mean)	16–20 Lakh (Mean)	Above 20 Lakh (Mean)	F-value	df	Sig. (p)
Cognitive	4.09	4.08	4.09	4.18	4.15	0.287	(4, 273)	0.886
Affective	4.28	4.28	4.18	4.51	4.22	1.96	(4, 273)	0.101
Instrumental	4.26	4.15	4.11	4.26	4.19	0.847	(4, 273)	0.497

The results show that family income doesn't impact the work values of teachers. The mean scores of work values are very similar across all income levels. It means work values are not affected by the financial condition of the teachers. We can say that work values are likely to be shaped by other factors rather than family income.

**Table 9: Institution**

Dimension	Institution	N	Mean	SD	t-value	df	Sig. (p)	Interpretation
Cognitive	Govt.	50	4.05	0.64	-0.814	276	0.417	

	Non-Govt.	228	4.12	0.51				No significant difference found
<b>Affective</b>	Govt.	50	4.12	0.86	-1.471	57.5	.049*	A significant difference exists
	Non-Govt.	228	4.31	0.53				
<b>Instrumental</b>	Govt.	50	4.05	0.56	-1.899	276	0.059	Marginally significant
	Non-Govt.	228	4.21	0.53				

The results highlight that the type of institution has a significant impact on affective work values and marginally affects the instrumental values. Faculty members in non-government institutions reported a slightly higher level of work values than the government institutions. The results indicate that non-government teachers are inclined towards job security and external rewards without compromising their cognitive, affective, and instrumental work values.

**Table 10: Designation**

Work Value Dimension	Assistant Prof. (Mean)	Associate Prof. (Mean)	Professor (Mean)	F-value	df	Sig. (p)
<b>Cognitive</b>	4.1	4.13	4.15	0.129	(2, 275)	0.879
<b>Affective</b>	4.28	4.26	4.23	0.107	(2, 275)	0.899
<b>Instrumental</b>	4.19	4.24	4.04	1.231	(2, 275)	0.294

The results reveal that there is no impact of designation on the work values of teachers. The mean scores are similar across all levels, indicating value system is developed in early career and remains stable with time.

**Table 11: Experience**

Dimension	Upto 5 yrs	6-10 yrs	11-15 yrs	16-20 yrs	Above 20 yrs	F-value	df	Sig. (p)
<b>Cognitive</b>	4.06	4.06	4.25	4.1	4.21	1.264	(4, 273)	0.285
<b>Affective</b>	4.30	4.16	4.47	4.19	4.22	2.048	(4, 273)	0.088
<b>Instrumental</b>	4.15	4.19	4.25	4.28	4.08	0.764	(4, 273)	0.55

The results highlight that the experience of teachers does not impact their work values. The mean scores are similar across all experience levels. This finding supports the statement that values are defined at an early age and remain stable with time.

**Table 12: Administrative Involvement**

Dimension	Involved	N	Mean	SD	t-value	df	Sig. (p)	Interpretation
Cognitive	Yes	184	4.08	0.56	-1.048	276	0.295	No significant difference found
	No	94	4.16	0.48				
Affective	Yes	184	4.23	0.66	-1.994	245.3	.047*	A significant difference exists
	No	94	4.36	0.48				
Instrumental	Yes	184	4.16	0.57	-1.038	276	0.30	No significant difference found
	No	94	4.23	0.47				

The results indicate that administrative involvement only impacts the affective work values, and there is no statistically significant difference found in cognitive and instrumental values. The mean scores highlight that teachers who are not involved in administrative work hold a slightly higher level of work values. So, it can be said that less burden at work improves the work values of teachers in B-Schools.

**Table 13: Residential Status**

Dimension	Residence	N	Mean	SD	t-value	df	Sig. (p)	Interpretation
Cognitive	On Campus	64	4.12	0.51	0.258	276	0.796	No significant difference found
	Off Campus	214	4.10	0.55				
Affective	On Campus	64	4.19	0.58	-1.234	276	0.218	No significant difference found
	Off Campus	214	4.30	0.61				
Instrumental	On Campus	64	4.18	0.54	-0.13	276	0.896	No significant difference found
	Off Campus	214	4.19	0.54				

The results indicate that the residential status of teachers does not affect their work values. The mean scores reveal that work values are consistent whether teachers stay on campus or off campus. It indicates that the current living environment of teachers does not shape their work values.

**Table 14: Nature of the Job**

Dimension	Job Nature	N	Mean	SD	t-value	df	Sig. (p)	Interpretation
Cognitive	Permanent	189	4.10	0.55	-0.198	276	0.843	No significant difference found
	Ad hoc/ Contractual	89	4.12	0.5				
Affective	Permanent	189	4.25	0.66	-0.706	276	0.481	

	Ad hoc/ Contractual	89	4.31	0.47				No significant difference found
<b>Instrumental</b>	Permanent	189	4.21	0.56	1.398	276	0.163	No significant difference found
	Ad hoc/ Contractual	89	4.12	0.5				

The results reveal that the nature of the job does not affect the work values of teachers. The mean scores of both permanent and non-permanent teachers are similar across all types of work values. These results highlight that despite having job security, teachers maintain their work values similar to those of teachers with secured job. The results also support the above theory, which states that the values are shaped at an early age (childhood level) and remain consistent with time. Yes, some factors can push someone to modify their values, but it takes a lot of time and investment (mental and physical).

**SUMMARY:**

The summary of the above results is displayed below:

**Table 15: Results of the Hypotheses**

Hypothesis	Demographic Variable	Cognitive	Affective	Instrumental	Overall Result
H <sub>1</sub>	Gender	Not Sig.	Significant	Not Sig.	Partially Accepted
H <sub>2</sub>	Age	Not Sig.	Not Sig.	Not Sig.	Rejected
H <sub>3</sub>	Marital Status	Not Sig.	Not Sig.	Not Sig.	Rejected
H <sub>4</sub>	Family Type	Significant	Not Sig.	Not Sig.	Partially Accepted
H <sub>5</sub>	Family Background	Significant	Significant	Not Sig.	Partially Accepted
H <sub>6</sub>	Family Income	Not Sig.	Not Sig.	Not Sig.	Rejected
H <sub>7</sub>	Education	Not Sig.	Not Sig.	Not Sig.	Rejected
H <sub>8</sub>	Designation	Not Sig.	Not Sig.	Not Sig.	Rejected
H <sub>9</sub>	Teaching Experience	Not Sig.	Not Sig.	Not Sig.	Rejected
H <sub>10</sub>	Institution Type	Not Sig.	Significant	Not Sig.	Partially Accepted
H <sub>11</sub>	Administrative Involvement	Not Sig.	Significant	Not Sig.	Partially Accepted

H <sub>12</sub>	Residential Status	Not Sig.	Not Sig.	Not Sig.	Rejected
H <sub>13</sub>	Job Nature	Not Sig.	Not Sig.	Not Sig.	Rejected

## CONCLUSION:

The effect of demographic factors on work values indicates a multidimensional orientation among B-school teachers. The professional and economic issues, such as designation, teaching experience, and family income do not have any impact on work values. On the other hand, it is found that socio-environmental factors such as family background, family type, and gender have the potential to affect the cognitive and affective work values of B-school teachers. The results further highlight that the type of institution and administrative involvement are more significant than work experience and job nature, which means the social context and institutional environment have more influence on work values than the professional status of teachers. These findings suggest that work values in B-schools are not merely a byproduct of professional status, but are deeply rooted in the early childhood development of teachers.

## RESEARCH IMPLICATIONS:

The research implications of the study are discussed following:

**Challenging the Linear Career Progression Theory:** The results of the study suggests that work values do not evolve with the age or designation. This challenges traditional theories that assume values shift as one climbs the academic ladder. The study suggests values of a person get shaped at an early stage and remain consistent with time in normal circumstances.

**Socio-Cultural Primacy:** The results of the study highlight that the Indian demographic factors affect work values differently than the Western demographic factors. In the Indian context, the family background is a strong predictor of cognitive work values.

**The Affective Sensitivity:** The results of the study revealed that demographic factors affect affective values more than the cognitive and instrumental values. It highlights that emotional attachment to work is significantly influenced by gender, institution type, and administrative involvement.

## MANAGERIAL IMPLICATIONS:

The managerial implications of the study are discussed following:

**Targeted Faculty Engagement:** The results highlighted that teachers from non-government institutions and urban backgrounds show high affective values. So, management should design policies and development programs that specifically target the emotional sentiments of teachers.

**Administrative Role Assignment:** The results revealed that the teachers who had only teaching work and were not involved in an administrative role had higher work values. So, to maintain high faculty morale and heart in teaching, administrative tasks should be streamlined or supported by non-teaching

staff so the teachers can remain focused on their role effectively.

**Recruitment and Value Alignment:** Since education level and experience didn't significantly shift values, B-schools should focus on Value-Fit during the hiring process. Since values are stable, hiring a candidate whose core values already align with the institutional mission is more effective than trying to "train" values into them later.

#### LIMITATIONS AND FUTURE RESEARCH SCOPE:

**Longitudinal Studies:** Since this study is cross-sectional (collected data only one time), it cannot definitively prove how values change over a long period. Future researchers can conduct longitudinal studies tracking the same group of faculties over a period of time to see if the work values remain over time.

**Expanding the Geographic and Sectoral Reach:** The geographical area of this study is limited to only a state in India. Future researchers can collaborate with other researchers from different areas and can break the geographical bias in their study.

**Inclusion of other Variables:** The present study only opted for the static demographic variables. Future researchers can include psychological traits (such as the Big Five personality traits) or emotional traits in their study as moderating variables. This would help explain why two people from the same background might still hold different values. Further, this study only checked the effect of demographic variables on work values. Future researchers can take other variables along with the demographic factors, such as work-life balance, deviance behaviour, etc.

**Qualitative Exploration (Mixed Methods):** This study adapted the questionnaire method to collect the data from the respondents, which may have left out some important aspects that affect their work values. Future studies can adopt a mixed-method approach, including questionnaire and interview methods for an in-depth analysis.

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