

RELATIONSHIP BETWEEN SENIOR TEACHERS' WORK VALUES AND JOB INVOLVEMENT IN KYONPYAW TOWNSHIP, AYEYARWADY REGION

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Abstract

The purpose of the study is to investigate the relationship between work values and job involvement of senior teachers in Kyonpyaw Township, Ayeyarwady Region. Both quantitative and qualitative methods were used in this study. As focused on census method, total number of 190 senior teachers in Kyonpyaw Township participated. Wu et. al.'s Work Values Inventory (1996) and Agarwala's five dimensions of Job Involvement (1978) were based in this study. Descriptive Statistics, One-way ANOVA, Independent Samples *t* test and Pearson Correlation were used to analyze the data. Level of work values of senior teachers was high. There were no significant differences in the levels of work values of senior teachers according to their socio-demographic factors. Level of job involvement of senior teachers was moderate. There was a significant difference in the level of job involvement of senior teachers grouped by race ($t=2.090$, $df=136.247$, $p<.05$). There were no significant differences in other factors. The finding showed moderate level of positive significant relationship between work values and job involvement.

Keywords: values, work values, job involvement

Introduction

Education gives the eyes of the way in harmony of life with others. Teacher plays a pivotal role in education for cultivating the human capital and essential for school improvement. As a teacher, nowadays, there are many challenges. Teacher as a human being has his or her own an individual values system. Working is really important to an individual's life and his or her status and thus, values of respective work are one of the most important aspects of an individual values system. In workplace, job involved persons have a feeling of competence and success at work and their contributions tend to be positive results at work to factors which are under their personal control. Therefore, investigation of work-related attitudes, values and involvement in job should be continuously employed for the image of self, the success in work and work-related activities and the organization's prosperity.

Significance of the Study

The present study is important for all educationists, educational administrators, teachers and the all members in society who are involved in education. As for teachers, the investigation of work values and job involvement of teachers could make potential for teachers' guidelines in ensuring that eight continuous hours of daily working life is stimulating, involving and personally rewarding rather than boring, frustrating and alienating. As for organizational administrators, it can make a great contribution to the provision of the quality of work life and smart environment, restructuring the financial innovation and generating positive challenges for global competition to promote institutional effectiveness. Therefore, it calls for the investigation of work values and job involvement in Myanmar education setting with consideration to the potential of work values and job involvement.

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Aims of the Study

The main aim of the study is to investigate the relationship between work values and job involvement of Senior Teachers in Kyonpyaw Township, Ayeyarwady Region.

Specific aims of the study are to investigate: the levels of work values of senior teachers, the variations of senior teachers' work values according to socio-demographic factors, the levels of job involvement of senior teachers, the variations of senior teachers' job involvement according to socio-demographic factors and the relationship between work values and job involvement of senior teachers in Kyonpyaw Township.

Research Questions

1. What are the levels of work values of senior teachers in Kyonpyaw Township?
2. Are there any significant differences of senior teachers' work values according to their socio-demographic factors?
3. What are the levels of job involvement of senior teachers in Kyonpyaw Township?
4. Are there any significant differences of senior teachers' job involvement according to their socio-demographic factors?
5. Is there any significant relationship between work values and job involvement of senior teachers in Kyonpyaw Township?

Limitations of the Study

In this research, it is restricted to the dimensions of variables, area of Kyonpyaw Township, Ayeyarwady Region and the participants of teachers.

Conceptual Framework

The major concepts in this framework are work values, job involvement and socio-demographic factors. Wu et al. (1996) divided work values into Terminal values and Instrumental values and their seven sub-dimensions:

Terminal Values

- ***Self-growth*** is the degree of importance on acquiring new knowledge, self-growth, exerting creativity, and promoting personal development during the course of their work.
- ***Self-realization*** is the degree of importance on fulfilling their lifelong goals, application of personal talent, improving quality of life and enhancing their social welfare during the course of their work.
- ***Self-esteem*** is the degree of importance on sense of personal achievement, self-recognition and autonomy, respect from others and senior management during the course of their work.

Instrumental Values

- ***Social interaction consideration tendency*** is the degree of importance on achieving an excellent level of social interaction and sharing their daily emotional experiences with colleagues and supervisors, as well as establishing harmonious social relationships with others during the course of their work.
- ***Security and economic consideration tendency*** is the degree of importance on reaching reasonable economic remuneration through holistic organizational systems, to satisfy their sense of security during the course of their work.
- ***Stability and freedom from anxiety consideration tendency*** is the degree of importance on regularly and stably performing his job without tension, anxiety, chaos or fear.

- **Recreation, health and transport consideration tendency** is the degree of importance on attaining sufficient physical energy, recreation activities and availability of convenient traffic transport options during their work.

Agarwala (1978) developed a comprehensive measure of Job Involvement which contains five dimensions:

- (a) **Job Longing**: showing an eager desire or craving to be at job;
- (b) **Work underload**: feeling depressed and irritated with less work;
- (c) **Persistence**: keeping on thinking about and sticking to the unsolved problems even after the working hours;
- (d) **Task completion sensitivity**: feeling bothered if unable to complete or finish the task at hand; and
- (e) **Job saliency**: having readiness to sacrifice what one considers important for the sake of job.

It is assumed that the levels of senior teachers' work values and job involvement can be difference according to their socio-demographic factors and there is significant relationship between work values and job involvement.

Definition of key Terms

Values: an indicator of a strong personal preference for what is important to the individual (Super, 1980).

Work Values: endurable beliefs and standards which judge the worth of what is done through work, justify the work experience and express one's working behaviours and the pursuit for work goals whenever the individual is engaging in his or her own job (Wu, 1996).

Job Involvement: the psychological importance of one's job (Kanungo, 1982).

Operational Definitions

Work Values: the one's beliefs and standards concerning about that one's job. Levels of work values are defined by mean values of senior teachers' responses towards the items of work values. The greater the levels of mean values, the higher the work values.

Job Involvement: the one's recognition of the importance of one's job. Levels of job involvement are determined by mean values of senior teachers' responses to the items of job involvement. The greater the levels of mean values, the higher the job involvement.

Methodology

This study was conducted by descriptive research design. Both quantitative and qualitative methods were used in this study.

Quantitative Methodology

Population and Sample

Required data was collected through questionnaires. Census method was used in this study. According to the Census sampling method, each and every participant of the population was selected as the sample. Therefore, all senior teachers in Basic Education High schools situated in Kyonpyaw Township were selected as sample. The total number of 190 senior teachers participated in this study.

Instrumentation

There are three parts in the questionnaire. The first part was to collect the socio-demographic information concerning Gender, Generation, Race, Teaching service, Qualification, Marital status and School location. Base on the work of Wu. et al. (1996), work values questionnaire was modified that consists of (21) items for Terminal values and (28) items for Instrumental values. The total number of 49 items was used. The third part of job involvement questionnaire consists of 7 items for each dimension and there were 35 items for teachers' job involvement. In the questionnaire, the five-point Likert-type scale was used: 1=Strongly disagree, 2=Disagree, 3=Neither disagree nor agree, 4=Agree, 5=Strongly agree.

Instrument Validity: Expert review was conducted to (9) experienced educators from Department of Educational Theory, Yangon University of Education.

Instrument Reliability: Pilot study was investigated to 40 senior teachers from No. 1, No.3, No.5 Basic Education High School, South Okkalar Township, Yangon Region. The internal consistency (Cronbach's alpha) of the whole scales of Work Values was (0.91) and that of Teachers' Job Involvement was (0.84).

Procedure

First and foremost, the related literature was reviewed and conceptual framework was developed. After that, the instruments were developed and experts review was conducted. Next, a pilot study was conducted where are not in the main survey area. After obtaining the permission of DBE, the questionnaires were distributed to senior teachers from B.E.H.S in Kyonpyaw Township on October 22 to 28, 2019. Collecting the required data with questionnaires was completed in November 1, 2019.

Data Analysis

The Statistical Package for Social Science (SPSS) software of version 22 was used to analyze the collected data. The Descriptive Statistics, One-way ANOVA and Independent Samples *t* Test, Pearson Correlation was used. Open-ended questions were analyzed and categorized the similar ideas and contents.

Qualitative Methodology

Instrumentation

As for qualitative method, seven open-ended questions were developed. The instrument consists of four items for work values and three items for job involvement.

Procedure

According to the literature review, seven open-ended questions were developed.

Data analysis

By taking Tarli counting system, responses of open-ended questions were analyzed and categorized under the same ideas and contents that based on the previous related literature and findings.

Findings

Quantitative Findings

Levels of Work Values of Senior Teachers in Kyonpyaw Township

In Table 1, means and standard deviations of work values of senior teachers were shown. High level of work values of senior teachers in Kyonpyaw Township was found.

Table 1 Mean Values and Standard Deviations Showing the Levels of Work Values of Senior Teachers (N = 190)

Dimensions of Work Values	Mean	SD	Remarks
Terminal Values	3.86	0.49	High
Instrumental Values	3.38	0.49	Moderate
Work Values	3.58	0.45	High

Scoring Direction: 1.00-1.80=Very Low 1.81-2.60=Low 2.61-3.40=Moderate
 3.41-4.20=High 4.21-5.00=Very High

Differences in Work Values of Senior Teachers According to Their Socio-Demographic Factors

In Table 2, independent samples *t* test for the levels of work values grouped by gender were shown.

Table 2 The Results of Independent Samples *t* Test Showing the Levels of Work Values of Senior Teachers Grouped by Gender (N=190)

Variables	Gender	N	Mean	SD	<i>t</i>	<i>df</i>	<i>p</i>
Terminal Values	Male	41	3.81	0.50	-.567	188	ns
	Female	149	3.87	0.49			
Instrumental Values	Male	41	3.28	0.54	-1.519	188	ns
	Female	149	3.41	0.48			
Work Values	Male	41	3.51	0.48	-1.223	188	ns
	Female	149	3.60	0.44			

p*<.05, *p*<.01, ****p*<.001, ns = no significance

In Table 3, means and standard deviations of senior teachers' work values grouped by generation were shown.

Table 3 Mean Values and Standard Deviations Showing the Levels of Work Values of Senior Teachers Grouped by Generation (N=190)

Variables	Generation	N	Mean	SD
Terminal Values	Gen Z	23	3.65	0.45
	Gen Y	99	3.89	0.53
	Gen X	57	3.88	0.44
	Baby Boomers	11	3.88	0.44
Instrumental Values	Gen Z	23	3.16	0.57
	Gen Y	99	3.37	0.48
	Gen X	57	3.47	0.45
	Baby Boomers	11	3.44	0.53
Work Values	Gen Z	23	3.37	0.46
	Gen Y	99	3.59	0.46
	Gen X	57	3.65	0.40
	Baby Boomers	11	3.63	0.46

Scoring Direction: 1.00-1.80=Very Low 1.81-2.60=Low 2.61-3.40=Moderate
 3.41-4.20=High 4.21-5.00=Very High

In Table 4, ANOVA results for the levels of senior teachers' work values grouped by generation were shown.

Table 4 The Results of One-Way ANOVA Showing the Levels of Work Values of Senior Teachers Grouped by Generation (N=190)

Variables		Sum of Square	df	Mean Square	F	p
Terminal Values	Between Groups	1.093	3	.364	1.511	ns
	Within Groups	44.837	186	.241		
	Total	45.930	189			
Instrumental Values	Between Groups	1.645	3	.548	2.293	ns
	Within Groups	44.468	186	.239		
	Total	46.113	189			
Work Values	Between Groups	1.297	3	.432	2.194	ns
	Within Groups	36.655	186	.197		
	Total	37.952	189			

* $p < .05$, ** $p < .01$, *** $p < .001$, ns = no significance

In Table 5, results of independent samples t test showing the levels of senior teachers' work values grouped by race were shown.

Table 5 The Results of Independent Samples t Test Showing the Levels of Work Values of Senior Teachers Grouped by Race (N=190)

Variables	Race	N	Mean	SD	t	df	p
Terminal Values	Group A	136	3.89	0.49	1.436	188	ns
	Group B	54	3.78	0.48			
Instrumental Values	Group A	136	3.41	0.52	1.209	188	ns
	Group B	54	3.31	0.43			
Work Values	Group A	136	3.61	0.46	1.440	188	ns
	Group B	54	3.51	0.41			

* $p < .05$, ** $p < .01$, *** $p < .001$, ns = no significance

In Table 6, mean values and standard deviations of senior teachers' work values grouped by teaching service were shown.

Table 6 Mean Values and Standard Deviations Showing the Levels of Work Values of Senior Teachers Grouped by Teaching Service (N=190)

Variables	Teaching Service	N	Mean	SD
Terminal Values	≤ 3 Years	30	3.70	0.47
	4 - 6 Years	38	3.85	0.55
	7 - 18 Years	83	3.85	0.51
	19 - 30 Years	20	4.02	0.31
	≥ 31 Years	19	3.97	0.43
Instrumental Values	≤ 3 Years	30	3.23	0.55
	4 - 6 Years	38	3.36	0.41
	7 - 18 Years	83	3.37	0.49
	19 - 30 Years	20	3.49	0.55
	≥ 31 Years	19	3.56	0.44
Work Values	≤ 3 Years	30	3.43	0.46
	4 - 6 Years	38	3.57	0.45
	7 - 18 Years	83	3.58	0.46
	19 - 30 Years	20	3.72	0.39
	≥ 31 Years	19	3.74	0.39

Scoring Direction: 1.00-1.80=Very Low 1.81-2.60=Low 2.61-3.40=Moderate
3.41-4.20=High 4.21-5.00=Very High

In Table 7, ANOVA results for the levels of work values of senior teachers grouped by teaching service were shown.

Table 7 The Results of One-Way ANOVA Showing the Levels of Work Values of Senior Teachers Grouped by Teaching Service (N=190)

Variables		Sum of Square	df	Mean Square	F	p
Terminal Values	Between Groups	1.496	4	.374	1.557	ns
	Within Groups	44.434	185	.240		
	Total	45.930	189			
Instrumental Values	Between Groups	1.625	4	.406	1.690	ns
	Within Groups	44.487	185	.240		
	Total	46.113	189			
Work Values	Between Groups	1.538	4	.385	1.954	ns
	Within Groups	36.414	185	.197		
	Total	37.952	189			

*p<.05, **p<.01, ***p<.001, ns = no significance

In Table 8, results of independent samples t test showing the levels of senior teachers' work values grouped by qualification were shown.

Table 8 The Results of Independent Samples t Test Showing the Levels of Work Values of Senior Teachers Grouped by Qualification (N= 190)

Variables	Qualification	N	Mean	SD	t	df	p
Terminal Values	B.A./B.Sc./M.A./M.Sc.	121	3.89	0.47	1.254	188	ns
	B.Ed./M.Ed.	69	3.79	0.52			
Instrumental Values	B.A./B.Sc./M.A./M.Sc.	121	3.43	0.49	2.059	188	ns
	B.Ed./M.Ed.	69	3.28	0.49			
Work Values	B.A./B.Sc./M.A./M.Sc.	121	3.63	0.44	1.889	188	ns
	B.Ed./M.Ed.	69	3.50	0.45			

*p<.05, **p<.01, ***p<.001, ns = no significance

According to Table 9, results of independent samples t test for the levels of work values of senior teachers grouped by marital status were shown.

Table 9 The Results of Independent Samples t Test Showing Levels of Work Values of Senior Teachers Grouped by Marital Status (N=190)

Variables	Marital Status	N	Mean	SD	t	df	p
Terminal Values	Single	96	3.88	0.48	.749	188	ns
	Married	94	3.83	0.51			
Instrumental Values	Single	96	3.30	0.51	-2.141	188	ns
	Married	94	3.46	0.46			
Work Values	Single	96	3.55	0.45	-.982	188	ns
	Married	94	3.62	0.45			

*p<.05, **p<.01, ***p<.001, ns = no significance

In Table 10, results of independent samples t test showing the levels of senior teachers' work values grouped by school location were shown.

Table 10 The Results of Independent Samples *t* Test Showing the Levels of Work Values of Senior Teachers Grouped by School Location (N=190)

Variables	School location	N	Mean	SD	<i>t</i>	<i>df</i>	<i>p</i>
Terminal Values	Rural	158	3.85	0.49	-.570	188	ns
	Urban	32	3.90	0.51			
Instrumental Values	Rural	158	3.39	0.50	.686	188	ns
	Urban	32	3.32	0.44			
Work Values	Rural	158	3.59	0.46	.163	188	ns
	Urban	32	3.57	0.41			

* $p < .05$, ** $p < .01$, *** $p < .001$, ns = no significance

Levels of Job Involvement of Senior Teachers in Kyonpyaw Township

In Table 11, means and standard deviations of the levels of job involvement of senior teachers in Kyonpyaw Township were shown.

Table 11 Mean Values and Standard Deviations Showing the Levels of Job Involvement of Senior Teachers (N=190)

Dimensions of Job Involvement	Mean	SD	Remarks
Job Longing	3.22	0.59	Moderate
Work underload	2.93	0.58	Moderate
Persistence	3.52	0.62	High
Task Completion Sensitivity	3.72	0.56	High
Job saliency	3.29	0.59	Moderate
Job Involvement	3.33	0.46	Moderate

Scoring Direction: 1.00-1.80=Very Low 1.81-2.60=Low 2.61-3.40=Moderate 3.41-4.20=High
4.21-5.00=Very High

There was at the moderate level of job involvement of senior teachers ($M=3.33$) in Kyonpyaw Township.

Differences in the Levels of Senior Teachers' Job Involvement According to Their Socio-demographic Factors

In Table 12, means and standard deviations of senior teachers' job involvement grouped by gender were shown.

Table 12 The Results of Independent Samples *t* Test Showing the Levels of Job Involvement of Senior Teachers Grouped by Gender (N=190)

Variables	Gender	N	Mean	SD	<i>t</i>	<i>df</i>	<i>p</i>
Job Longing	Male	41	3.22	0.58	.027	188	ns
	Female	149	3.22	0.59			
Work underload	Male	41	3.01	0.58	1.022	188	ns
	Female	149	2.91	0.59			
Persistence	Male	41	3.50	0.54	-.164	188	ns
	Female	149	3.52	0.64			
Task Completion Sensitivity	Male	41	3.76	0.45	.560	188	ns
	Female	149	3.70	0.59			
Job saliency	Male	41	3.35	0.55	.714	188	ns
	Female	149	3.27	0.61			
Job Involvement	Male	41	3.37	0.43	.542	188	ns
	Female	149	3.32	0.47			

* $p < .05$, ** $p < .01$, *** $p < .001$, ns = no significance

In Table 13, means and standard deviations of senior teachers' job involvement grouped by generation were shown.

Table 13 Mean Values and Standard Deviations Showing the Levels of Job Involvement of Senior Teachers Grouped by Generation (N=190)

Variables	Generation	N	Mean	SD
Job Longing	Gen Z	23	3.11	0.55
	Gen Y	99	3.15	0.56
	Gen X	57	3.34	0.62
	Baby Boomers	11	3.38	0.64
Work underload	Gen Z	23	2.67	0.52
	Gen Y	99	2.93	0.58
	Gen X	57	3.01	0.58
	Baby Boomers	11	3.01	0.68
Persistence	Gen Z	23	3.34	0.56
	Gen Y	99	3.49	0.63
	Gen X	57	3.59	0.59
	Baby Boomers	11	3.74	0.77
Task Completion Sensitivity	Gen Z	23	3.61	0.54
	Gen Y	99	3.69	0.53
	Gen X	57	3.77	0.63
	Baby Boomers	11	3.87	0.62
Job Saliency	Gen Z	23	3.12	0.51
	Gen Y	99	3.29	0.61
	Gen X	57	3.32	0.58
	Baby Boomers	11	3.52	0.69
Job Involvement	Gen Z	23	3.17	0.42
	Gen Y	99	3.31	0.44
	Gen X	57	3.41	0.48
	Baby Boomers	11	3.50	0.57

Scoring Direction: 1.00-1.80=Very Low 1.81-2.60=Low 2.61-3.40=Moderate
3.41-4.20=High 4.21-5.00=Very High

One-way ANOVA results for the levels of job involvement of senior teachers grouped by generation were shown in Table 14.

Table 14 The Results of One-Way ANOVA Showing the Levels of Job Involvement of Senior Teachers Grouped by Generation (N=190)

Variables		Sum of Square	df	Mean Square	F	p
Job longing	Between Groups	1.869	3	.623	1.817	ns
	Within Groups	63.792	186	.343		
	Total	65.662	189			
Work underload	Between Groups	2.008	3	.669	1.989	ns
	Within Groups	62.594	186	.337		
	Total	64.602	189			
Persistence	Between Groups	1.671	3	.557	1.471	ns
	Within Groups	70.394	186	.378		
	Total	72.065	189			
Task Completion Sensitivity	Between Groups	.743	3	.248	.775	ns
	Within Groups	59.461	186	.320		
	Total	60.204	189			
Job Saliency	Between Groups	1.259	3	.420	1.183	ns
	Within Groups	65.983	186	.355		
	Total	67.242	189			
Job Involvement	Between Groups	1.289	3	.430	2.048	ns
	Within Groups	39.031	186	.210		
	Total	40.320	189			

* $p < .05$, ** $p < .01$, *** $p < .001$, ns = no significance

In Table 15, results of independent samples t test for the levels of job involvement grouped by race were shown.

Table 15 The Results of Independent Samples t Test Showing the Levels of Job Involvement of Senior Teachers Grouped by Race (N=190)

Variables	Race	N	Mean	SD	t	df	p
Job Longing	Group A	136	3.27	0.63	1.809	188	ns
	Group B	54	3.09	0.47			
Work underload	Group A	136	2.97	0.60	1.727	188	ns
	Group B	54	2.81	0.52			
Persistence	Group A	136	3.53	0.67	.685	136.014	.003**
	Group B	54	3.47	0.47			
Task Completion Sensitivity	Group A	136	3.75	0.61	1.537	136.830	.043*
	Group B	54	3.63	0.43			
Job Saliency	Group A	136	3.33	0.59	1.642	188	ns
	Group B	54	3.18	0.58			
Job Involvement	Group A	136	3.37	0.49	2.090	136.247	.028*
	Group B	54	3.24	0.35			

* $p < .05$, ** $p < .01$, *** $p < .001$, ns = no significance

There was a significant difference in the levels of job involvement of senior teachers grouped by race ($t=2.090$, $df=136.249$, $p < .05$). In Table 16, means and standard deviations of senior teachers' job involvement grouped by teaching service were shown.

Table 16 Mean Values and Standard Deviations Showing the Levels of Job Involvement of Senior Teachers Grouped by Teaching Service (N=190)

Variables	Teaching Service	N	Mean	SD
Job Longing	≤ 3 Years	30	3.14	0.52
	4 - 6 Years	38	3.13	0.48
	7 - 18 Years	83	3.22	0.67
	19 - 30 Years	20	3.33	0.51
	≥ 31 Years	19	3.38	0.59
Work underload	≤ 3 Years	30	2.75	0.49
	4 - 6 Years	38	2.91	0.42
	7 - 18 Years	83	2.95	0.67
	19 - 30 Years	20	3.05	0.57
	≥ 31 Years	19	3.03	0.57
Persistence	≤ 3 Years	30	3.44	0.56
	4 - 6 Years	38	3.38	0.55
	7 - 18 Years	83	3.57	0.68
	19 - 30 Years	20	3.59	0.61
	≥ 31 Years	19	3.58	0.57
Task Completion Sensitivity	≤ 3 Years	30	3.68	0.52
	4 - 6 Years	38	3.57	0.48
	7 - 18 Years	83	3.73	0.62
	19 - 30 Years	20	3.89	0.62
	≥ 31 Years	19	3.82	0.45
Job Saliency	≤ 3 Years	30	3.17	0.50
	4 - 6 Years	38	3.12	0.59
	7 - 18 Years	83	3.34	0.62
	19 - 30 Years	20	3.46	0.61
	≥ 31 Years	19	3.43	0.56
Job Involvement	≤ 3 Years	30	3.24	0.39
	4 - 6 Years	38	3.22	0.37
	7 - 18 Years	83	3.36	0.52
	19 - 30 Years	20	3.46	0.43
	≥ 31 Years	19	3.45	0.44

Scoring Direction: 1.00-1.80=Very Low 1.81-2.60=Low 2.61-3.40=Moderate
 3.41-4.20=High 4.21-5.00=Very High

Table 17 The Results of One-Way ANOVA Showing the Levels of Job Involvement of Senior Teachers Grouped by Teaching Service (N=190)

Variables		Sum of Squares	df	Mean Square	F	p
Job Longing	Between Groups	1.240	4	.310	.891	ns
	Within Groups	64.421	185	.348		
	Total	65.662	189			
Work underload	Between Groups	1.462	4	.366	1.071	ns
	Within Groups	63.140	185	.341		
	Total	64.602	189			
Persistence	Between Groups	1.366	4	.342	.894	ns
	Within Groups	70.699	185	.382		
	Total	72.065	189			
Task Completion Sensitivity	Between Groups	1.641	4	.410	1.296	ns
	Within Groups	58.562	185	.317		
	Total	60.204	189			
Job Saliency	Between Groups	2.772	4	.693	1.988	ns
	Within Groups	64.470	185	.348		
	Total	67.242	189			
Job Involvement	Between Groups	1.424	4	.356	1.693	ns
	Within Groups	38.896	185	.210		
	Total	40.320	189			

* $p < .05$, ** $p < .01$, *** $p < .001$, ns = no significance

One-way ANOVA results for the levels of job involvement of senior teachers grouped by teaching service were shown in the Table 17.

In Table 18, results of independent samples t test showing the levels of job involvement of senior teachers grouped by qualification were shown.

Table 18 The Results of Independent Samples t Test Showing the Levels of Job Involvement of Senior Teachers Grouped by Qualification (N=190)

Variables	Qualification	N	Mean	SD	t	df	p
Job Longing	B.A./B.Sc./M.A./M.Sc.	121	3.27	0.58	1.651	188	ns
	B.Ed./M.Ed.	69	3.12	0.59			
Work underload	B.A./B.Sc./M.A./M.Sc.	121	2.98	0.60	1.747	188	ns
	B.Ed./M.Ed.	69	2.83	0.54			
Persistence	B.A./B.Sc./M.A./M.Sc.	121	3.54	0.63	.667	188	ns
	B.Ed./M.Ed.	69	3.48	0.59			
Task Completion Sensitivity	B.A./B.Sc./M.A./M.Sc.	121	3.74	0.61	.676	188	ns
	B.Ed./M.Ed.	69	3.68	0.47			
Job Saliency	B.A./B.Sc./M.A./M.Sc.	121	3.31	0.59	.679	188	ns
	B.Ed./M.Ed.	69	3.25	0.60			
Job Involvement	B.A./B.Sc./M.A./M.Sc.	121	3.37	0.48	1.382	188	ns
	B.Ed./M.Ed.	69	3.27	0.42			

* $p < .05$, ** $p < .01$, *** $p < .001$, ns = no significance

In Table 19, results of independent samples t test showing the levels of job involvement of senior teachers grouped by marital status were shown.

Table 19 The Results of Independent Samples *t* Test Showing the Levels of Job Involvement of Senior Teachers Grouped by Marital Status (N=190)

Variables	Marital Status	N	Mean	SD	<i>t</i>	<i>df</i>	<i>p</i>
Job Longing	Single	96	3.14	0.50	-1.877	188	ns
	Married	94	3.29	0.66			
Work underload	Single	96	2.86	0.58	-1.728	188	ns
	Married	94	3.00	0.58			
Persistence	Single	96	3.51	0.59	-.020	188	ns
	Married	94	3.52	0.65			
Task Completion Sensitivity	Single	96	3.72	0.52	.073	188	ns
	Married	94	3.71	0.61			
Job Saliency	Single	96	3.24	0.57	-1.166	188	ns
	Married	94	3.34	0.62			
Job Involvement	Single	96	3.29	0.41	-1.201	188	ns
	Married	94	3.37	0.51			

p*<.05, *p*<.01, ****p*<.001, ns = no significance

Table 20 The Results of Independent Samples *t* Test Showing the Levels of Job Involvement of Senior Teachers Grouped by School Location (N=190)

Variables	School Location	N	Mean	SD	<i>t</i>	<i>df</i>	<i>p</i>
Job Longing	Rural	158	3.23	0.59	.688	188	ns
	Urban	32	3.15	0.55			
Work underload	Rural	158	2.93	0.61	.228	188	ns
	Urban	32	2.91	0.46			
Persistence	Rural	158	3.53	0.64	.606	188	ns
	Urban	32	3.46	0.50			
Task Completion Sensitivity	Rural	158	3.70	0.58	-.768	188	ns
	Urban	32	3.79	0.51			
Job Saliency	Rural	158	3.30	0.61	.595	188	ns
	Urban	32	3.23	0.54			
Job Involvement	Rural	158	3.34	0.48	.362	188	ns
	Urban	32	3.31	0.38			

p*<.05, *p*<.01, ****p*<.001, ns = no significance

In Table 20, results of independent samples *t* test showing the levels of job involvement of senior teachers grouped by school location were shown.

Relationship Between Work Values and Job Involvement of Senior Teachers in Kyonpyaw Township

In Table 21, Pearson Correlation Matrix between senior teachers' work values and job involvement were shown.

Table 21 Pearson Correlation of Work Values and Job Involvement of Senior Teachers in Kyonpyaw Township (N=190)

Variables	Work values	Job Involvement
Work Values	1	.394**
Job Involvement	.394**	1

** . Correlation is significant at the 0.01 level (2-tailed).

Qualitative Findings

Q - 1: Select one of your favorite reasons for choosing a Teaching career?

55.26% (n=103) of senior teachers stated that they chose teaching profession because of serving as a donar (PyinNyar Darna). 31.05% (n=59) of senior teachers stated that they chose because of their interest. 14.74% (n=28) of senior teachers stated that they accepted as a teacher because of the situations and their parents.

Q - 2: Do you think the teaching profession offers sufficiently for livelihood? Why?

39.47% (n=75) of senior teachers stated that the teaching profession offers sufficiently for livelihood. 60.53% (n=115) of senior teachers stated that teaching profession cannot offer sufficiently for livelihood because of the inflation.

Q - 3: Discuss the challenges you face as a teacher in a teaching career?

83.16% (n=158) of senior teachers stated the challenges as that the management styles (44.30%, n=70), the weaknesses of parental involvement (37.97%, n=60), the status of children who are not interested in learning and having difficulties in learning (6.33%, n=10) and the dissatisfaction in their self-work (11.39%, n=18). The remaining 16.84% (n=32) of senior teachers stated that there were no difficulties in their workplace.

Q - 4: Did you make any changes as a teacher in your workplace of teaching career?

34.21% (n=65) of senior teachers stated that they have trust in themselves that they performed as they expected. 65.79% (n=125) of senior teachers were stated that there were no something special changes they performed in their workplace because of unstable management (37.6%, n=47) and weaknesses in community participation (16%, n=20) and themselves (46.4%,n=58).

Q - 5: As a teacher, what activities do you usually do in your home?

4.74% (n=9) of senior teachers stated that they were not prepared for teaching because of households. But the remaining 95.26% (n=181) of senior teachers stated that they always prepare for their work of successful teaching learning process.

Q - 6: “Do you think about work-related activities on your free time?”

9.47% (n=18) of senior teachers stated that they were not in thinking about their job in their free time. The remaining 90.53% (n=172) of senior teachers stated that they usually think of their jobs in that time.

Q - 7: “What do your family members and colleagues have to say about your job? How?”

37.37% (n=71) of senior teachers stated that they were not receiving any comments from their colleagues and family. The remaining 62.63% (n=119) of senior teachers were received comments concerning about their jobs and their working styles: 43.7% (n=52) of senior teacher were defined as they are good at work and to keep trying in their job, 43.7% (n=52) of senior teachers are also described as workaholic person being absorbing from their job, 10.92% (n=13) of senior teachers were accepted as a responsive person with accountability in their work and 1.68% (n=2) of senior teachers were accepted as non-involved person in their job.

Conclusion and Discussion

In senior teachers groups of race, there was significance difference in job involvement ($t=2.090$, $df=136.247$, $p^* < .05$). Because Group A may be under the great influence of Myanmar sayings of teaching profession is noble and the effects of individual and environmental differences between two majority and minority groups.

According to the findings of the relationship between work values and job involvement, the results of correlation suggested that there was significant positive relationship between work values and job involvement of senior teachers ($r=.394$, $p^{**} < .01$). According to the findings studied by Chin Chin Ho (2006) in Taiwan, there were significant positive relationship between work values and job involvement and greater work values are associated with higher levels of job involvement. According to study of the Relationship between Work values and Work-related attitudes: the role of Social Support as Moderator explored by Ali et. al. (2013), they also found that the significant positive relationship between work values and work-related attitudes (job involvement and job satisfaction). These results were consistence to the result of the present study.

Recommendations

- Top manager should continuously provide effective professional development for teachers' terminal values according to their respective educational settings and consider the status of remuneration and transportation system of the educational context to improve instrumental work values.
- Diversity management should be more emphasized in real settings and should provide more opportunities for teaching in specialization.
- Basic need, like providing and promoting the quality and quantity of houses for the teachers, should be continuously observed and provided.
- For the entire improvement of education, educational research should be encouraged to do more and to apply in their respective settings.
- To contribute the educational organization, there were needed to construct more rooms for educationists and to make more alive in reality.
- For well-being performance, teachers need to be more active in psychological importance of one's job and pleasing in absorbing from that.
- To contribute the organization, teachers should consider the idealization of the profession.
- Based on the educational research of work values and job involvement, the recruitment system should be considered for teacher effectiveness to meet the challenges of education.

Needs for Further Research

Further studies should conduct not only for senior teachers but also for the junior teachers and primary teachers in other townships, states and regions of the whole country.

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