CHAPTER VI

SUMMARY

1. Nature of the Study

With reference to the ego states of teachers, the relationship between value perception and need gratification has got great significance for making an effective value system and enabling people to develop appropriate goals or needs. In order to facilitate control and re-direction of personal and social behaviour of teachers, it is essential to know and understand about human needs, their perception and the level of gratification of those needs. The study is directed to what extent the individual needs of teachers are gratified and how well they are gratified of their needs and whether their value perceptions influence their needs gratification or gets influenced and how these affect their ego states.

2. Objectives of the Study

The main concern of the study is to know the extent of value perception and need gratification among the teachers and how it was affected or influenced by their different ego states. The term value perception refers to the following six types of values as personal, social, traditional, economic, rational and professional aspects. Need gratification relate to safety, self-actualisation,
independence, belongingness, physiological, esteem and achievement. The Ego states refer to the three Ego States as Parent, Adult and Child. The Child Ego State is again divided into Anger related Child Ego and Loving related Child Ego States. The investigator also studied the social factors of teachers such as sex, type of school, qualification, and experience to see how these factors are influencing their value perception and need gratification in various Ego States.

The specific objectives of the study are as follows.

a) To study the relationship between the value perception, need gratification and ego states of teachers.

b) To see whether sex, type of school, educational qualification or experience (length of service) makes any impact on their value perception, need gratification and ego states.

c) To identify the dominant dimensions of their values, needs gratification and ego states and analyse the their relationships and interaction.
3. **Hypotheses of the Study**

a) Male and Female teachers do not differ in their
   1. Value perception and different values.
   2. Need gratification and different needs and
   3. Ego States

b) There is no relationship between
   1. The need gratification and value perception
   2. The ego state and value perception.
   3. The Egostate and need gratification of teachers.

C) The following factors: (1) Sex, (2) Type of School
   (3) Education, (4) Length of service or experience do not
   make any difference on their
   (1) Value perception, (2) Need gratification and
   (3) Ego States.

(d) There is no correlation between the need
   gratification or value perception of teachers
   and the sub groups based on
   1. Sex
   2. Type of School (Government and Private)
   3. Qualification (Graduates and Post-Graduates)
   4. Experience (0-5; 6-10; 11-15; 16-20; and above
      years of service group).
4. Design

i. Tool: The following three tools are used in this study.

1. Value orientation scale
   The value orientation scale was constructed by the investigator based on Alport Vernon and Lindsay, and Dr. Ansari, the other two scales are ready-made.

2. Personal need inventory
   Maslow

3. Ego State Inventory
   James

ii. Sample: The sample consists of 615 teachers with undergraduate or post-graduate degrees working in the various schools of the Periyar district in Tamil Nadu. The schools belong to both private and government sectors.

The sample consists of 363 male and 252 female teachers of which 307 teachers are from Government schools and 308 teachers belong to private schools; 356 are graduate and 259 are post-graduate teachers. Among them 163 teachers are between 0-5 years of service, 101 teachers are between 6-10 years of service, 155 teachers are between 11-15 years of service, 110 teachers are between 16-20 years of service, 86 teachers are between 21 and above years of service.
iii. Scoring and Data Analysis

Scoring was made on summated ratings for value orientation on 6 point scale, personal need inventory on 5 point scale - and ego state inventory in 4 point scale and the data were analysed using appropriate statistical techniques.

5. Main Finding

1. Male and Female teachers significantly differ in their value perception particularly with regard to social, traditional, professional and economical values. However they do not differ with regard to rating and personal values.

2. Sex is found to be an influencing factor in the need gratification of the teachers studied, level of gratification of male teachers is higher than the female teachers. With regard to safety, self-actualisation, belongingness, physiological, esteem and achievement need, female teachers are less satisfied than male.

3. Male and female teachers do not differ significantly with regard to their parent Ego and loving - related child ego states. Though they differ in their adult ego state and child ego state significantly.
4. The value perception of teachers working in the Government and Private Schools is found to be significantly different. However Government and Private school teachers do not differ in respect of their professional, Economic and traditional values.

5. The Type of school does not appear to influence the need gratification of teachers because we do not find any statistical significance between these two variables. The needs for safety self-actualization, independence and physiological needs are similar while their need for belonging-ness, esteem and achievement are different.

6. There is no difference between the teachers of Government and Private schools with regard to Parent and loving related child ego states. However their Adult and the child ego states are significantly different at 5% level.

7. The level of Education -- Graduation and Post-Graduation -- do not make any difference on their value perception. Nevertheless they differ in Economic and rational values in terms of Education.

8. There is significant difference between the
postgraduate and graduate teachers in terms of need gratification. Post graduate teachers have significantly higher level of gratification of their needs for safety, belongingness, esteem, achievement, independence and self-actualisation.

9. There is significant difference between the graduate and Post graduate teachers in their different Ego states.

10. There is no significant difference between the five groups of experience of teachers in terms of their value perception; However with regard to social, traditional, and professional value there is significance.

11. There is significant difference between the length of service and need gratification among graduate teachers. These group with varied experience vary particularly in the gratification of their safety needs, self-actualisation needs, physiological needs and esteem needs.

12. With regard to Parent and Adult Ego States, the graduate and postgraduate teachers vary significantly.

13. Within each experience group the value perception and need gratification of teachers significantly differ.
14. The value perception of teachers within each
group do not differ in all the three Ego States.

15. The needs gratification as well as every specific
in physiological needs considered in this study,
significantly differ in all the three Ego States.

16. There is significant correlation between
1. Value perception and need gratification
2. Value perception and need gratification
   in relation to all the three ego states.

17. There is no interaction effect, when three or
more variables combined.

6. **Discussion of Value Perception, Needs Gratification
   and Ego States of Teachers.**

   It has been a well-established fact that people
who are gratified of their needs at the professional and
personal level are effective in the performance of their
jobs. This is particularly true of teachers because
gratified teachers will be committed and hence contribute
fruitfully to the entire educational system. A knowledge
of how well the needs of teachers are gratified and in
what aspects they are dissatisfied will reveal to us as
to what actions are needed and how to build up a congenial
environment to make them gratified of their needs.
Similarly, the values of teachers are vital because their influence and the school experiences affect the students by bringing about changes in their own value system. Particularly, it is of interest to know the value perception of teachers because it enables us to understand the common standards and ideals of their behaviour.

Teacher education primarily attempts to shape the personalities of prospective teachers into a professional mould and develop desirable values in them. For developing desirable professional values among teachers, it is necessary to understand what is the present value perception among the teachers, how the professional values are related to other values that have already been developed and how these values interact and influence each other.

In the context of the existing and emergent value system among the teachers, it is also of interest to know the extent to which different values interact with the stimulation and gratification of their needs.

In the present investigation, the researcher finds the following observations to be of great interest.
Hierarchical Order of Values

For male and female teachers, the order of values perceived is interestingly similar with regard to Rational, Social, Economic and Traditional values — all the four occupying second, fourth, fifth and sixth positions as observed from the mean values. However, the Personal and Professional values are reversed while in the case of males Personal value being dominant and among females Professional values occupy the first position.

Similarly with regard to the order of needs gratification for males and females, we find the following hierarchy as below:

**For Males**

1. Achievement and Self-actualization
2. Esteem
3. Safety, belongingness and physiological
4. Independence

**For Females**

1. Achievement and Self-actualization
2. Independence
3. Physiological and Belongingness
4. Safety and Esteem.

While both sexes are similarly gratified with regard to their Achievement and Self actualisation needs, male teachers are highly gratified in their Esteem needs than their female counterparts. It is strange that females
are more gratified of their needs for Independence while males are not because in the hierarchy their gratification of need for Independence occupies the last position.

It is often reported that there is deterioration of values among teachers reflecting on the values of students. The reason for incompetent or ineffective performance is often attributed to their dissatisfaction not only in their job but also in their total life. We habitually make such statements and accept them as facts. However, the above picture illustrated in respect of the needs reported to be gratified by the teachers in this study reveal that it is not true. For we find the teachers regardless of their sex, level of education and the type of school work to have their Achievement and Self-actualisation need gratified. The hierarchical order of value perceptions and needs gratification by qualification and the type of school are given in the following table.

qualification wise values Hierarchy

**Graduates**                  **Post-Graduates**
1. Personal                   1. Rational
2. Professional               2. Professional
3. Rational                   3. Personal
5. Traditional                5. Traditional

(No difference in the mean values of Graduate and Post-Graduates with regard to Social Values).
Qualification-wise Need Hierarchy

1. Achievement
2. Self-actualisation
3. Esteem and Physiological
4. Safety and Belongingness
5. Independence

Uniformity in the Ego States of Teachers

The data analysis of the teachers' Ego States indicate that regardless of sex, education and type of school, there is homogeneity among them and the Parent Ego State is dominant in them.

7. Conclusions and Suggestions

One of the objectives of carrying out this research is to arrive at specific conclusions. Conclusions are essentially an important outcome of research and are derived from the data analysis and interpretations. The present study aimed at finding out the value perceptions of teachers, their needs gratification and ego states and to understand the interaction and relationship between these three factors.

The study of Value Perception, Need Gratification and the Ego State of teachers is made primarily with a view to effect improvement in teacher education in our country. The teachers who are gratified of their needs may perform
better by possessing the desirable values which mainly
depends on their ego state. Since no other research is being
done so far in this field relating values, needs and ego
states, the investigator attempted to find out an effective
way to vitalize the teacher education. Teacher are considered
to be the back bone of a nation and they are the builders
of the nation. In this connection research of this
nature may be of some help in revitalizing the teacher
education and thus help teacher educators to produce more
gratified teachers who are dedicated to their profession
with a sense of sacrifice and service.

8. Suggestions for further Research

This study confines itself to the survey of teachers
in one District in Tamilnadu, and therefore, cannot claim
to have comprehensiveness nor its conclusions can be claimed
to be universally valid. This is, however, a beginning and
the results hold promise to lead a more comprehensive
and indepth investigation into the interactions between
the different values held by them; and also whether and/or
how these values influence current and emergent needs
before these needs are gratified and also when not gratified.
The sample covered in this study was also limited to only a particular group and the results have to be validated by correlating the results of other similar studies.

The cross-cultural and intracultural studies are also required to be conducted by using the same tools as well as preparing appropriate tools according to the need.

Further researches are needed to discover relationship between the vocational preferences of teachers, their needs gratification and their value perception. In-depth case studies could be undertaken of successful teachers, highly gratified teachers and teachers who are held in great esteem so as to identify and establish relationship between their value perceptions, gratified needs and their ego states.
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