CHAPTER-FIVE
FINDINGS, CONCLUSIONS,
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CHAPTER- FIVE

FINDINGS, CONCLUSIONS, EDUCATIONAL IMPLICATION, SUGGESTIONS FOR FURTHER RESEARCHES AND LIMITATIONS

In the proceeding chapter, main statistical findings and conclusions based on the statistics are given. Since the present study was in the subject of education, so it is almost mandatory to explain the educational implications of the finding of the study. At last but not least suggestions are given for further studies in the field related to the present one.

5.1- FINDINGS:

5.1.1- FINDINGS RELATED TO THE COMPARISON OF OVER ALL VALUES IN TEACHER EDUCATORS.

5.1.1.1- Male teacher educators (N=176) were not significantly better than female (N=187) teacher educators. (t=0.17 in relation to their over all values)

5.1.1.2- Rural teacher educators (N=164) were not significantly better than Urban (N=199) teacher educators (t=0.691) in relation to their over all values.

5.1.1.3 - Teacher educators having more than 6 years of teaching experience (N=173) were not significantly better than teacher educators having less than 6 years (N=190) of teaching experience (t=0.702) in relation to their over all values.

5.1.2- FINDING RELATED TO THE COMPARISON OF AESTHETIC
VALUES IN TEACHER EDUCATORS.

5.1.2.1- Female teacher educators (N-187, M-33.426) were significantly better than Male (N-176, M-32.586) teacher educators. (t-1.970) in relation to their Aesthetic values.

5.1.2.2- Rural teacher educators (N-164) were not significantly better than Urban (N-199) teacher educators (t-0.974) in relation to their Aesthetic values.

5.1.2.3- Teacher educators having more than 6 years of teaching experience (N-173) were not significantly better than teacher educators having less than 6 years (N-190) of teaching experience (t-0.614) in relation to their Aesthetic values.

5.1.3- FINDING RELATED TO THE COMPARISON OF THEORETICAL VALUES IN TEACHER EDUCATORS.

5.1.3.1- Male teacher educators (N-176) were not significantly better than female (N-187) teacher educators (t-0.365) in relation to their Theoretical values.

5.1.3.2- Rural teacher educators (N-164) were not significantly better than Urban (N-199) teacher educators (t-1.161) in relation to their Theoretical values.

5.1.3.3- Teacher educators having more than 6 years of teaching experience (N-173) were not significantly better than teacher educators having less than 6 years (N-190) of teaching experience (t-0.0274) in relation to their Theoretical values.

5.1.4- FINDING RELATED TO THE COMPARISON OF RELIGIOUS VALUES IN TEACHER EDUCATORS.
5.1.4.1- Male teacher educators (N-176) were not significantly better than female (N-187) teacher educators. (t-1.521) in relation to their Religious values

5.1.4.2- Rural teacher educators (N-164) were significantly better than Urban (N-199) teacher educators (t-2.239) in relation to their Religious values

5.1.4.3- Teacher educators having more 6 years of teaching experience (N-164) were not significantly better than less than 6 years (N-190) of teaching experience (t-0.203) in relation to their Religious values

5.1.5-FINDING RELATED TO THE COMPARISON OF POLITICAL VALUES IN TEACHER EDUCATORS.

5.1.5.1- Male teacher educators (N-176) were significantly better than female (N-187) teacher educators. (t-2.504) in relation to their Political values

5.1.5.1-Rural teacher educators (N-164) were not significantly better than Urban (N-199) teacher educators (t-1.755) in relation to their Political values

5.1.5.1- Teacher educators having more 6 years of teaching experience (N-164) were not significantly better than less than 6 years (N-190) of teaching experience (t-0.007) in relation to their Political values

5.1.6- FINDING RELATED TO THE COMPARISON OF SOCIAL VALUES IN TEACHER EDUCATORS.
5.1.6.1: Male teacher educators (N-176) were not significantly better than female (N-187) teacher educators. (t-0.363) in relation to their Social values

5.1.6.1.2: Rural teacher educators (N-164) were not significantly better than Urban (N-199) teacher educators (t-0.168) in relation to their Social values

5.1.6.1.3: Teacher educators having more 6 years of teaching experience (N-173) were not significantly better than having less than 6 years (N-190) of teaching experience (t-0.696) in relation to their Social values

5.1.7-FINDING RELATED TO THE COMPARISON OF ECONOMICS VALUES IN TEACHER EDUCATORS.

5.1.7.1: Male teacher educators (N-176) were not significantly better than female (N-187) teacher educators. (t-0.013) in relation to their economic values.

5.1.7.2: Rural teacher educators (N-164) were not significantly better than Urban (N-199) teacher educators (t-0.377) in relation to their economic values.

5.1.7.3: Teacher educators having more 6 years of teaching experience (N-164) were not significantly better than Teacher educators having less than 6 years of teaching experience (t-0.371) in relation to their economic values.

5.1.8-FINDING RELATED TO THE COMPARISON OF HEDONISTIC VALUES IN TEACHER EDUCATORS.

5.1.8.1: Male teacher educators (N-176, M-31.7.5) were significantly
better than Female (N-187) teacher educators. (t-2.071) in relation to their Hedonistic values

5.1.8.2: Rural teacher educators (N-164) were not significantly better than Urban (N-199) teacher educators (t-1.857) in relation to their Hedonistic values

5.1.8.3: Teacher educators having more than 6 years of teaching experience (N-173, M-31.705) were significantly better than Teacher Educators having less than 6 years (N-190, 30.779) of teaching experience (t-2.076) in relation to their Hedonistic values

5.2: CONCLUSIONS:-
On the basis of Findings following conclusions were made in comprehensive way:-

5.2.1: CONCLUSIONS RELATED TO THE OVER ALL VALUES IN TEACHER EDUCATORS.

5.2.1.1: Factor of sex (gender) had no effect to determine over all values among teacher educators. It was in favors of Female

5.2.1.2: Factor of locale also had no effect to determine over all values among teacher educators

5.2.1.3: Factor of teaching experience was also not found to be effective to determine over all values among teacher educators.

5.2.2: CONCLUSIONS RELATED TO THE AESTHETIC VALUES IN TEACHER EDUCATORS.

5.2.2.1: Factor of sex (gender) was effective to determine Aesthetic values among teacher educators. It was in favors of Female
5.2.2.2- Factor of locale also had no effect to determine Aesthetic values among teacher educators.

5.2.2.3- Factor of teaching experience was also not found to be effective to determine Aesthetic values among teacher educators.

5.2.3- CONCLUSIONS RELATED TO THE THEORETICAL VALUES IN TEACHER EDUCATORS.

5.2.3.1- Factor of sex (gender) had no effect to determine Theoretical values among teacher educators.

5.2.3.2- Factor of locale also had no effect to determine Theoretical values among teacher educators.

5.2.3.3- Factor of teaching experience was also not found effective to determine Theoretical values among teacher educators.

5.2.4- CONCLUSIONS RELATED TO THE RELIGIOUS VALUES IN TEACHER EDUCATORS.

5.2.4.1- Factor of sex (gender) had no effect to determine Religious values among teacher educators.

5.2.4.2- Factor of locale was found effective to determine Religious values among teacher educators. It was in favor of Rural Teacher Educators.

5.2.4.3- Factor of teaching experience was also not found to be effective to determine Religious values among teacher educators.

5.2.5- CONCLUSIONS RELATED TO THE POLITICAL VALUES IN TEACHER EDUCATORS.
5.2.5.1- Factor of sex (gender) was found effective to determine Political value among teacher educators. Female teacher educators was better than Male.

5.2.5.2- Factor of locale also had no effect to determine Political values among teacher educators

5.2.5.3- Factor of teaching experience was also not found to be effective to determine Political values among teacher educators

5.2.6- CONCLUSIONS RELATED TO THE SOCIAL VALUES IN TEACHER EDUCATORS.

5.2.6.1- Factor of sex (gender) had no effect to determine Social values among teacher educators.

5.2.6.2- Factor of locale also had no effect to determine Social values among teacher educators

5.2.6.3- Factor of teaching experience was also not found effective to determine Social values among teacher educators

5.2.7- CONCLUSIONS RELATED TO THE ECONOMIC VALUES IN TEACHER EDUCATORS

5.2.7.1 Factor of sex (gender) had no effect to determine Economic values among teacher educators.

5.2.7.2- Factor of locale also had no effect to determine Economic values among teacher educators

5.2.7.3- Factor of teaching experience was also not found to be effective to determine Economic values among teacher educators
5.2.8-CONCLUSIONS RELATED TO THE HEDONISTIC VALUES IN TEACHER EDUCATORS

5.2.8.1- Factor of sex (gender) had no effect to determine Hedonistic values among teacher educators.

5.2.8.2- Factor of locale also had no effect to determine Hedonistic values among teacher educators.

5.2.8.3- Factor of teaching experience was to be found Effective to determine Hedonistic values among teacher Educators. Much teaching experienced teacher educators were significantly better than less teaching experience teacher educators.

5.3- EDUCATIONAL IMPLICATION:-

The reputation of a teacher education institutions is created by its teachers, Main responsibility of shaping the behavior of prospective teacher is in the hands of teacher educators. Teachers in fact, are the designers of the future of their students, directly or indirectly they influence their students, hence teachers should present themselves as ideals. They should have a clear and clean image among students. They should be honest, sincere, punctual and should follow the professional ethics. They must devote time for discussion with the students. Discussion should be made informal, outside the classrooms also, not only on contents but on social problems, individual problems faced by students and on social values. Teachers should be sensitive, sympathetic and have positive attitude towards students' emotions. It is the role of a teacher to realize the students about the depth, magnitude and significance of values. Various studies are being conducted in India and abroad. To measure the
values in teacher. The responsibility of teacher training institutions becomes much more explicit and pronounced in the area of value inculcation at this stage. Multiplier effect of what the teacher trainees earn in training institutions would be manifold and needs to be appreciated. While individual teacher educators could be encouraged to adopt their own plans of action, an inbuilt programme aimed at value be worked out and implemented without much need for financial inputs or external resources.

The present study is also an effort in this direction:

1. Findings of the present study are useful for policy planners, principles of teacher education institutions and teacher educators themselves. As clearly indicated by the study that sex had no role to determine values among teacher educators, so the policy planners and managerial people can arrange same type of programme to improve and modify value patterns among teacher educators.

2. In the same way area of living also had no significant effect to develop value patterns among teacher educators so programme on value inculcation should be based only and only on merit not on the factor of local moreover the administrator must not be biased on account of, because either local were equally meaningful.

3. As far the teaching experience was concern, finding clearly denotes that neither seniors nor juniors were significantly different to each other when compared on account of many values so experience of teaching may not be considered as criteria to deliver any responsibility to teacher educators. Both the groups may or may not have any particular or social value.
4. Since sex, locale and teaching experience had no significant role to determine most of the values, therefore, orientation, training and other activities related to value upgradation can be organized without having any special attention of gender, residential area and teaching experience.

5. Only aesthetic and political values were found significantly better in females, so the managerial personalities can use their potential to enrich the same values among prospective teachers. But simultaneous by some provision to enhance the level of these values among male teacher educators should also be there.

6. Since Male teacher educators were found with high level of hedonistic values in comparison to their counterpart female teacher educators. This tendency was not good for teacher educator so to keep them much more ethical some provision and activities should be organized.

7. Rural teacher educators were significantly better to urban teacher educator in religious values so their capacities can be utilized to inculcate religious values in prospective teacher.

8. Findings of the present study also reveals that much experienced teacher educators had more hedonistic values so there is a need to eliminate this tendency among seniors, for this special type of programme for short term can be organized.

9. Suggestion For Plan Action To Inculcate Values In Teacher Education Institution And Teacher Educators:-

10. A critical look at the curricular materials from the point of view of potentialities and possibilities of utilizing each one of these for
value enrichment with suitable changes in the teaching learning strategies;

11. Continuous review of co-curricular and extra-curricular activities which could help in value education through participation and experience, Working, playing and learning together could create great impacts on individuals, particularly in broadening their approach and attitudes to life;

12. A large number of persons and groups work selflessly for the deprived and downtrodden. Interaction with these could really create perceptible impacts;

13. Utilization of available folklore, national monument, forms of folk culture and indigenous expertise to imbibe a sense of belonging and pride. This could be attempted in every place by an alert teacher;

14. Environment, energy, pollution, population and such other areas could be the talking points in seminars and discussions amongst the peers. These could be assisted by invited experts;

15. Utilization of community resources and expertise through intensive interaction by making the community feel that the institution belongs to them. Such an impression alone could lead to several value related participatory activities;

16. Providing interaction opportunities with persons of unimpeachable character, sacrifice, creative abilities, literary tastes, scholarly attitudes whose mere presence could motivate others;

17. Developing an interactive environment in the institution which nurtures the urge for more knowledge, scholarship, learning and willingness to take responsibilities. Participatory programmes like dances, dramas,
debates, sports in wild both the staff and the students participate could enliven the atmosphere;

18. Make the institutions responsive to emergent situations like floods, fire drought, etc. This would strengthen mutual relationship with the society;

19. Visits to institutions, establishments, centres of creative arts, zoos, museums and to homes for the aged and handicapped not only enhance knowledge, understanding but also generate appreciation and empathy;

20. All functions, programmes, celebrations, gatherings need to ensure that no group or community feels neglected isolated;

21. Cleanliness within the institution helps in a big way. Development of aesthetic sensibilities is a basic imperative in the growing up of every individual.

5.4- SUGGESTION FOR FURTHER RESEARCHES

1. Effect of cultural background can be studied among teacher educators

2. How far the geographical conditions effect the value patterns of teacher educator that should be taken for study.

3. Teacher educator of secondary and primary teacher education can be compared with respect to their values.

4. A correlation study can be conducted to find out the relation (if any) between job satisfaction and level of different values, between the teacher educators serving in self-financial teacher educator institution and government aided institution.

5. An experimental study can be taken in account for study that whether, the teacher educators with high moral and values,
could transfer good values in prospective teachers.

6. Factor of cast and socio-economic status have any role to formulate value patterns among teacher educators or not, it can be studied.

7. Effect of extrovert and introvert personality to determine sets of values among teacher educators of primary and secondary level.

8. It also can be observed that how far stream of study from schooling to PG and medium of instruction from schooling to PG level effect the values in teacher educators.

9. A co relational study can be conducted to know the relationship of intelligence and different values among teacher educators.

10. Academic achievement and level of job can be taken as variables to study the value patterns in teachers.

11. Value patterns of religiously different teacher educators can be studied.

12. How the materialistic facilities affect the values in early stage of children that can be taken for study.

5.5 -LIMITATIONS:-

A few limitations of the present study which might have been responsible for inadequateness could not be over come due to lack of time and resources.

The first limitation is relates with the tool used in this present study researcher used Dr. Sabmim Karim (1972) value scale to collect data related to values that test is a modification of Allport Verman and lindzey (1951) scales the used scale has been developed in fifties. There should be revision in present time because of that value pattern changes according to time.
The second limitation is pertaining to independent variables that have used in this study or been left. SEs live TV which is the most influential variable in receiving value pattern should be incorporated in this study. The third limitation is related to sample and sampling. Individual of selected sample may be affected to some such factor Celica could have some effect on the inferences.