Chapter – V

Summary and Conclusion
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SUMMARY AND CONCLUSIONS

5.1 INTRODUCTION

Values are significant in one's personality development. Values develop by direct learning through parents at home and the teachers at school and later on the person acquires the values of his society through the different media of communication. Values are significant in evaluating attitude towards objects and activities having social significance.

Values play an important role in shaping individual behavior in social context (Adhikari, 1994). They are socially approved or disapproved desires or goals, conception or standards by which things are compared and approved or disapproved. Values are things in which people are interested, things they want and desire.

Values are ideas about desirable states of affairs shared by members of a group or culture, Angira (1995). Values are inculcated in childhood and are transferred at later stages. They guide our behavior, act as actions and enable us to choose good or bad throughout life. We can understand a person through the knowledge of his values.

Job satisfaction of a person has been found to have a definite impact on his personality. It would be interesting to note that man has been closely connected with work, but why he works, remains a question for ever. It is a well known fact that the economic motive is not enough to explain this question, as we do find people who prefer less paying jobs. It is evident that a man tries during the course of his living to get the fulfilment of his desires and achievement in the various areas of his life activities.

Job satisfaction in the broadest sense simply refers to a person's general attitude towards the job or towards specific, dimensions of the job (Hodson, 1991). An individual's judgment of what takes place at work would be expected to influence his or her satisfaction with the job, (Knoop, 1994).

Adjustment is a continuous process by which a person varies his behavior to produce a more harmonious relationship between himself and his environment. This adjustment shows the extent to which an individual's personality functions efficiently in a world of other people, Gate (1950).

One needs to make some sort of adjustment with the problem, that is, rectification of earlier ways of feeling with it, for maximum satisfaction (Rao 1990). According to Patil (1992) adjustment is one of the most important parts of the human life; the process of adjustment starts from the birth of the child and it continues through life. So adjustment is the relationship between an individual and his environment.
5.2 OBJECTIVES
The study was conducted to attain the following objectives:
• To study and compare value preference patterns of school and college teachers.
• To study and compare value preference patterns of school and college teachers in relation to gender.
• To study relationship between job satisfaction and adjustment scores for different categories of teachers.
• To study value preference patterns of school and college male and female teachers at different adjustment levels in different areas of adjustment.
• To study the value systems of college male teachers of different levels in the three dimensions of job satisfaction.
• To study the value preference patterns of high middle and low adjustment groups of college male teachers in the three areas of adjustment.
• To study value preference patterns of school and college male and female teachers at different adjustment levels in different areas of adjustment.
• To study significance of difference in value preference patterns of different groups of teachers.

5.3 HYPOTHESES
Ho:1 There is no correspondence in value preference patterns of school and college teachers.
Ho:2 There is no correspondence between value preference patterns of school and college male and female teachers.
Ho:3 Job satisfaction is independent of adjustment in jobs for school and college, male and female teachers.
Ho:4 There is no correspondence in value systems of school and college, male and female teachers for academic, professional and financial areas of adjustment.
Ho:4.1 There is no correspondence between value systems (instrumental) of school and college male teachers for high, middle and low academic adjustment.
Ho:4.2 There is no correspondence between value systems (terminal) of school and college male teachers for high, middle and low academic adjustment.
Ho:4.3 There is no correspondence between value systems (Instrumental) of school and college female teachers for high, middle and low academic adjustment.
Ho:4.4 There is no correspondence between value systems (terminal) of school and college female teachers for high, middle and low academic adjustment.
Ho:4.5 There is no correspondence between value systems (instrumental) of school and college male teachers for high, middle and low professional adjustment.
Ho:4.6 There is no correspondence between value systems (terminal) of school and college male teachers for high, middle and low professional adjustment.
Ho:4.7 There is no correspondence between value systems (Instrumental) of school and college female teachers for high, middle and low professional adjustment.
\( H_0:4.8 \) There is no correspondence between value systems (terminal) of school and college female teachers of high, middle and low professional adjustment.

\( H_0:4.9 \) There is no correspondence between value systems (Instrumental) of school and college male teachers of high, middle and low financial adjustment.

\( H_0:4.10 \) Value preference patterns (terminal) of school and college male teachers of high, middle and low financial adjustment are not different.

\( H_0:4.11 \) Value preference patterns (Instrumental) of school and college female teachers of high, middle and low financial adjustment are not different.

\( H_0:4.12 \) Value preference patterns (terminal) of school and college female teachers of high, middle and low financial adjustment are not different.

\( H_0:5 \) There is no correspondence between value preference patterns of college male teachers with high, middle and low levels of job satisfaction on personal, social and institutional dimensions of job satisfaction.

\( H_0:5.1 \) Value preference patterns (Instrumental) of college male teachers with high, middle and low job satisfaction for personal dimension of job satisfaction are not different.

\( H_0:5.2 \) Value preference patterns (Instrumental) of college male teachers with high, middle and low job satisfaction for social dimension of job satisfaction are not different.

\( H_0:5.3 \) Value preference patterns (Instrumental) of high, middle and low job satisfaction groups of college male teachers do not correspond for institutional dimension of job satisfaction.

\( H_0:5.4 \) There is no correspondence between value systems (terminal) of high, middle and low job satisfaction groups of college male teachers for personal dimension of job satisfaction.

\( H_0:5.5 \) There is no correspondence between value systems (terminal) of high, middle and low job satisfaction groups of college male teachers for social dimension of job satisfaction.

\( H_0:5.6 \) There is no correspondence between value systems (terminal) of high, middle and low job satisfaction groups of college male teachers for institutional dimension of job satisfaction.

\( H_0:6 \) There is no correspondence in value preference patterns of college male teachers with high, middle and low adjustment and at different dimensions of adjustment.

\( H_0:7 \) The value preference patterns (instrumental and terminal) of high, middle and low sub groups of teachers for academic, professional and financial adjustment are not different.

5.4 TOOLS

5.5 SAMPLE
Multi-staged stratified random sampling was used in the present study. As it was not possible to cover the entire teacher population of the state of Punjab, the sample was drawn from privately managed recognised senior secondary schools and colleges of Ludhiana district. In this way 360 teachers (180 belonging to schools and 180 to colleges) formed the final sample of the study.

The teachers in these schools/colleges were mainly those who were teaching Science, social science and languages. Each teacher was requested to respond on Job satisfaction scale, Adjustment inventory and Value-survey form-D.

5.6 DESIGN OF THE STUDY
The present study was designed to be a normative survey type of investigation of value preferences of teachers in relation to gender, their job satisfaction and adjustment levels.

For the purpose of analysis, the main dependent variable was the value preference patterns and the classification variables were gender, job satisfaction and adjustment levels.

5.7 PROCEDURE OF THE STUDY
10 Colleges and 21 senior secondary schools were selected randomly from the given list of privately managed senior secondary schools of Ludhiana District. Within these schools and colleges teachers who were working as lecturers and were teaching science, social science and language were selected to participate in the investigations.

In the phase 1 the principals of the selected school/colleges were contacted and formal permission was sought to work with their teachers. Teachers were contacted personally during their free period. After these formalities. A scale of job satisfaction was personally got filled from the teacher.

In the second phase the same teachers were contacted the next day and teacher adjustment Inventory was administered.

After getting responses on job satisfaction scale and teacher adjustment inventory, the investigator requested the teachers to fill up form-D of Rokeach's value survey. The scoring was done for each tool according to their prescribed scoring procedures and the data were subjected to analysis.

5.8 FINDINGS
The major findings of the study have been recorded in the following paragraphs.

- The value preferences of school and college teachers were almost the same for Instrumental Values namely Ambitious, Honest and Broadminded (Top ranks), Forgiving and Logical (Bottom ranks).
- School and College teachers have different preference patterns for the following instrumental values such as the value Cheerful was highly preferred value of
school teachers and the value Responsible was given low preference by school teachers in comparison to college teachers.

- The value preferences of school and college teachers were almost the same for Terminal Values, A Comfortable Life, Wisdom and Self Respect (all in Top ranks). Family Security and A Sense of Accomplishment (all in Bottom ranks).
- The school and college teachers differed in preference rank for the Terminal value Equality as it was given higher preference by school teachers and a low preference by college teachers.
- The value preferences of school and college, male and female teachers were found to be the same for Instrumental values: Honest, Ambitious and Self Controlled (all in Top ranks) and Clean (in Bottom ranks).
- The value sub-system (instrumental) of teachers, in general, was found to consist of Honest, Ambitious, Broadminded, Logical and Forgiving.
- The value sub-system (Terminal) of teachers in general, was found to consist of A Comfortable Life, Wisdom, Self-Respect, A Sense of Accomplishment, Family Security.
- School and college, male and female teachers assigned different preferences to the Instrumental Values Imaginative and Capable as the two were highly preferred values of school male teachers but low preference of school female teachers. For college teachers such a difference has not been observed.
- The value preferences of school and college, male and female teachers were found similar for Terminal Values: A World of Peace and A Comfortable Life (all in Top ranks) and Inner Harmony (in Bottom ranks).
- School and college male and female teachers exhibited different preference, for the Terminal values Family Security and Salvation as the former was the highly preferred value and the later was a Low preference of school male teachers as compared to school female teachers. Among college teachers such a difference has not been observed.
- The characteristic value sub-system (instrumental) of school teachers was found to consist of Ambitious, honest, Responsible, Broadminded, Polite (most preferred) and Independent, Logical, Obedient, Capable, Forgiving, Cheerful (least preferred).
- The characteristic value sub-system (terminal) of school teachers was found to consist of: A Comfortable Life, Wisdom, A World of Peace, Self-Respect and Equality (most preferred) and Family Security, Pleasure, Salvation, A Sense of Accomplishment, Inner Harmony (least preferred).
- The characteristic value sub-system (instrumental) of college teachers was found to consist of: Courageous, Ambitious, Honest, Cheerful and Broadminded.
The characteristic value sub-system (terminal) of college teachers was found to consist of: A Comfortable Life, Wisdom, Freedom, Self-Respect and Happiness (most preferred) and A World of Peace, Sense of Accomplishment, Equality, A World of Beauty and Family Security (least preferred).

In respect of value preference patterns, the job satisfaction and adjustment were not found independent for (i) School male teachers, (ii) School female teachers and (iii) College female teachers but were found independent for (iv) College male teachers.

The value preference patterns of school and college MALE teachers of high, middle and low academic adjustment groups were found almost identical for some Instrumental values. The values Honest and Ambitious were included in top ranks of high academic group. The values Logical and Forgiving were included among the bottom ranks of high academic group. The values Ambitious, Polite and Honest were included in top ranks of middle academic group, the values Forgiving, Imaginative, Capable and Obedient in bottom ranks of middle academic group, the values Honest and Ambitious in top ranks of low academic group and the values Imaginative, Forgiving and Intellectual in bottom ranks of low academic group.

The school and college male teachers with high, middle and low academic adjustment exhibited different preference patterns for the following Instrumental values such as the values Helpful, Intellectual and Responsible were the highly preferred values of school male teachers of high academic group but the values Loving, Obedient and Polite were highly preferred values of school male teachers of low academic group as compared to college male teachers.

The value preferences of school and college male teachers of high, middle and low academic adjustment were almost similar for some Terminal values. The values A comfortable Life, A World of Peace and Equality were included in top ranks of high academic group, the values Social Recognition and A Sense of Accomplishment were included in bottom ranks of high academic group. The values A World of Peace, A World of Beauty and Wisdom were included in top ranks of middle academic group, the values A Sense of Accomplishment, Inner Harmony and Salvation were included in bottom ranks of middle academic group. The values A comfortable Life, Self-Respect and True-Friendship were included in top ranks of low academic group and the values Inner Harmony, National Security, Salvation and Pleasure were included in bottom ranks of low academic group.

The school and college male teachers of high middle and low academic adjustment groups differed in preference patterns for the Terminal values Pleasure and Freedom such as the former was given higher preference by school male teachers.
of middle academic group and later was given a higher preference by school male teachers of low academic group in comparison to college male teachers in their respective adjustment levels.

- The value preferences of school and college male teachers of high, middle and low level on Professional adjustment were almost similar for some instrumental values. The values Honest and Polite were included in top ranks of high professional group of both school and college male teachers. The value Forgiving was included in bottom ranks of high professional group of the same. The values Honest, Ambitious and Self-Controlled were included in top ranks of school and college male teachers of middle professional group, the values Imaginative, Forgiving and Obedient were included in bottom ranks of middle professional group. The values Honest and Ambitious were included in top ranks of low professional group and value Intellectual was included in bottom ranks of low professional group of both the school and college male teachers.

- The school and college male teachers assigned different preference patterns to same Instrumental values such as the value Helpful got higher preference and Independent, Loving and Obedient were given low preferences by school male teachers of high professional group. The values Broadminded and Cheerful were assigned higher ranked by college male teachers of middle professional group as compared to their school counterparts.

- The values Broadminded, Cheerful and Self-Controlled were assigned bottom ranks by school male teachers and Forgiving, Logical and Polite were assigned much higher ranks by school male teachers of low professional group.

- The value preferences of school and college male teachers of high, middle and low level on Professional adjustment were almost similar for some Terminal values. The values: A Comfortable Life, A World of Peace, and Freedom were included in top ranks of high professional group. The values Family Security, Salvation, Inner Harmony and social Recognition were included in bottom ranks of high professional group. The Values A World of Peace, Equality and Wisdom were included in top ranks of middle professional group. The values Inner Harmony, Salvation and A Sense of Accomplishment were included in bottom ranks of middle professional group. The values A Comfortable Life, Wisdom and Self-Respect were included in top ranks of low professional group and the values Freedom and Inner Harmony were included in bottom ranks of low professional group.

- The school and college male teachers of high, middle and low level of financial adjustment were not differentiated in respect of value preferences.

- The value preferences of school and college male teachers of high, middle and low level of financial adjustment were not found different for many Instrumental
values. The values Honest, Ambitious and Self-Controlled were included in top ranks of high financial group. The values Clean and Forgiving were included in bottom ranks of high financial group. The values Ambitious, Honest, Broadminded and Polite were included in top ranks of middle financial group. The values Obedient and Forgiving were included in bottom ranks of middle financial group. The values Ambitious and Honest were included in top ranks of low financial group and value Imaginative in bottom ranks of low financial group.

- The school and college male teachers showed differential preference patterns for some Instrumental values. The value Helpful was highly preferred by school male teachers of high financial group. To the values Broadminded and Cheerful, the school male teachers gave least importance. The values Helpful, Loving and Polite were given the lower preference by the college male teachers as compared to their counterparts. All values belong to the low financial category.

- The value preferences of school and college male teachers of high, middle and low Level of financial adjustment were almost similar for some of the Terminal values. The values A comfortable Life, A World of Peace, Equality and Wisdom were included in top ranks of high financial group. The values Inner Harmony and Family Security were included in bottom ranks of high financial group. The values A World of Peace, Self Respect, A comfortable Life and Inner Harmony were included in top ranks of middle financial group. The values National Security, Salvation and Inner Harmony were included in bottom ranks of middle financial group. The value Self-Respect was included in top ranks of low financial group and values Inner Harmony, Mature Love and A Sense of Accomplishment were included in bottom ranks of low financial group.

- The school and college male teachers have different preference patterns for the following Terminal values such as Salvation and Freedom were the low preferences of school male teachers of high financial group, the values Family Security and Pleasure were much liked by school male teachers and wisdom was a high preference by college male teachers belonging to low financial category.

- The value preferences of school and college female teachers of high, middle and low level of Academic adjustment were similar for many Instrumental values. The values Self-Controlled, Honest and Ambitious were included in top ranks of high academic group. The values Imaginative and Clean were included in bottom ranks of high academic group. The values Ambitious, Cheerful and Self-Controlled were included in top ranks of middle academic group. The values Imaginative, Logical, Obedient and Clean were included in bottom ranks of middle academic group. The values Honest and Ambitious were included in top ranks of low academic group and value Imaginative was included in bottom ranks of low academic group.
• The school and college female teachers have ascribed differential preference patterns for the following instrumental values such as Capable and Logical were highly valued by college female teachers belonging to high academic group. The value Broadminded was ascribed high preference orders by school female teachers of middle academic group and values Capable, Logical and Obedient were given low importance by school female teachers and values Loving and Polite were considered very important by school female teachers-belonging to low academic group.

• The value preferences of school and college female teachers of high, middle and low level of Academic adjustment were almost similar for many Terminal value. The values such as A World of Peace, A Comfortable Life, Wisdom and Self-Respect were included in top ranks of high academic adjustment category. The values wisdom, A Comfortable Life and A World of Peace were included in top ranks of middle academic adjustment category. The values A Sense of Accomplishment, National Security, Inner Harmony and Pleasure were included in bottom ranks of middle academic adjustment category. The values A Comfortable Life, Wisdom and A World of Peace were included in top ranks of low academic group and values National Security, Social Recognition, Inner Harmony and Pleasure all were included in bottom ranks off low academic adjustment category.

• The school and college female teachers of different adjustment categories ascribed different preferences for the same terminal values such as the values A World of Beauty and Salvation were given much importance by school female teachers of high academic adjustment category. The values Family Security and Happiness were given low importance by school female teachers of high academic adjustment category.

• The value preferences of school and college female teachers of high, middle and low level of Professional adjustment were found almost similar for some instrumental values. The values such as Polite, Honest and Broadminded were included in top ranks of high professional adjustment category. The values Logical, Obedient, Clean and Independent were included in bottom ranks of high professional adjustment category.

• The values Honest, Ambitious and Self-Controlled were included in top ranks of middle professional adjustment category. The values Obedient and Imaginative were included in bottom ranks of middle professional adjustment Category. The values Ambitious, Honest of Cheerful were included in top ranks of low professional adjustment category and values Imaginative, Logical and Intellectual were included in bottom ranks of low professional adjustment category.
• The school and college female teachers of different adjustment categories ascribed different preferences for the same Instrumental values such as the value Courageous was given much importance by school female teachers of high professional adjustment category. The values Clean and Loving were given low importance and value Polite was given much importance by school female teachers of middle professional adjustment category. The value Helpful was highly valued and Loving was given low importance by college female teachers of low professional adjustment category.

• The values preferences of school and college female teachers of high, middle and low level of Professional adjustment were almost similar for some of the Terminal values. The values such as A World of Peace and A Comfortable Life were included in top ranks of high professional adjustment category. The values Family Security, Social Recognition and National Security were included in bottom ranks of high professional adjustment category. The values A Comfortable Life, A World of Peace and Self-Respect were included in top ranks of middle professional adjustment category. The values Inner Harmony, Family Security, National Security and A Sense of Accomplishment were included in bottom ranks of middle professional adjustment category. The values A Comfortable Life, Wisdom and A World of Beauty were included in top ranks of low professional adjustment category and Inner Harmony, Family Security and National Security were included in bottom ranks of low professional adjustment category.

• The school and college female teachers have ascribed differential preference patterns for the following terminal values. The values A World of Beauty and Inner Harmony were highly valued and value Mature Love was given little importance by school female teachers of high professional adjustment category. The value Salvation was ascribed high preference orders by school female teachers of middle professional adjustment category and values Freedom and Social Recognition were given low importance and value Salvation was given high importance by school female teachers belonging to low professional adjustment category.

• The value preferences of school and college female teachers of high, middle and low level of financial adjustment were almost similar for some Instrumental values such as Honest and Self. Controlled were included in top ranks of high financial adjustment category. The values Independent, Clean and Imaginative were included in bottom ranks of high financial adjustment category. The values Honest, Polite, Ambitious and Self Controlled were included in top ranks of middle financial adjustment category. The values Imaginative, Obedient, Logical and clean were included in bottom ranks of middle financial adjustment group. The values Honest, Ambitious and Self-Controlled were included in top ranks of low financial adjustment category and value Imaginative was included in bottom ranks of low financial adjustment category.
• The school and college female teachers of high, middle and low level of financial adjustment were not differentiated in respect of value preferences.

• The value preferences of school and college female teachers of high, middle and low level of financial adjustment were almost similar for many terminal values such as Wisdom, A World of Peace and A Comfortable life were included in top ranks of high financial adjustment category. The values Pleasure, A Sense of Accomplishment, National Security and Salvation were included in bottom ranks of high financial adjustment category. The values A Comfortable Life, A World of Peace and Wisdom were included in top ranks of middle financial adjustment category. The values Inner Harmony and Family Security were included in bottom ranks of middle financial adjustment category. The values A Comfortable Life, Wisdom and Self Respect were included in top ranks of low financial adjustment category and Inner Harmony, Happiness and Pleasure were bottom ranks of low financial adjustment category.

• The school and college female teachers have different preference patterns for the following terminal values such as value Happiness was highly valued by college female teachers of high financial adjustment category. The values: Equality and Salvation were ascribed high preference orders and a value An Exciting Life has given least importance by school female teachers of middle financial adjustment category. The values Family Security and Salvation were given high importance and a value A World of Peace was given lower importance by school female teachers as compared to their counterparts belonging to low financial adjustment category.

• The value preferences of college male teachers of high, middle and low on Personal dimension of job satisfaction were not found different for Instrumental values such as Ambitious, Honest and Self-Controlled were included in top ranks of personal dimension and the value Imaginative was included in bottom ranks of personal dimension of job satisfaction.

• The college male teachers have different preference patterns on high, middle and low group for the following instrumental values such as value Intellectual was assigned a high by middle group and least of low group. The value Obedient was assigned highly by high group and fairly by middle group. Clean was highly valued by middle group unlike the low group. Similarly value Polite was given much higher rank by high group and fairly low by middle group of college male teachers of high, middle and low on personal dimension of job satisfaction.

• The value preferences of college male teachers of high, middle and low on social dimension of job satisfaction were almost similar for instrumental values such as Honesty and Ambitious were included in top ranks of social dimension and the values Forgiving and Imaginative were included in bottom ranks of social dimension of job satisfaction.
- The college male teachers have different preference patterns on high, middle and low group to some instrumental values such as value Capable was given much importance by low group and least importance by high group. Responsible was highly valued by high group unlike middle and low groups. Similarly, the value Intellectual was highly valued by low group unlike the middle group by college male teachers of high, middle and low on social dimension of job satisfaction.

- The value preferences of college male teachers of high, middle and low on Institution dimension of job satisfaction were almost same for Instrumental values such as Honest and Ambitious were included in top ranks of Institutional dimension and the value Imaginative was included in bottom ranks of Institutional dimension of job satisfaction.

- The college male teachers have different preference patterns on high, middle and low groups for Instrumental values such as value Intellectual was given much importance by middle group and least importance by low group and the value Responsible was highly valued by high group unlike low group of college male teachers.

- The value preferences of college male teachers of high, middle and low on Personal dimension of job satisfaction were almost similar for Terminal values such as value A Sense of Accomplishment was highly valued by low group and least by high group. Happiness was given much importance by middle group and least by low group. Inner Harmony was highly preferred by middle group and least by high group. Similarly, the value Social Recognition was assigned high rank by middle group and lowest rank by high and low groups of college male teachers of high, middle and low on personal dimension of job satisfaction.

- The value preferences of college male teachers of high, middle and low on social dimension of job satisfaction were almost the same for terminal values, such as A Comfortable Life, Wisdom and Self Respect were included in top ranks and the values Inner Harmony and Pleasure were included in bottom ranks of college male teachers at social dimension of job satisfaction.

- The college male teachers have different preference patterns of high, middle and low group of social dimension of job satisfaction on terminal values such as A Sense of Accomplishment was highly assigned by middle group and least by high group. Similarly Freedom was highly valued by high group unlike that of low group of college male teachers, high, middle and low on social dimension of job satisfaction.

- The value preferences of college male teachers of high, middle and low on Institution dimension of job satisfaction were not found different for terminal values such as A Comfortable Life, Self Respect, and Happiness were included in top ranks and values A Sense of Accomplishment and Social Recognition
were included in bottom ranks of three groups of college male teachers on institutional dimension of job satisfaction.

- The college male teachers have different preference patterns for high, middle and low groups of academic adjustment on instrumental values such as value Loving was assigned high by high group and least by low group. Polite was given much higher rank by high and middle group and fairly low rank by low group. Values Clean and Logical were highly valued by low group unlike that of middle group.

- The value preferences of college male teachers of high, middle and low level of professional adjustment category were almost similar for instrumental values such as the values Honest and Self-Controlled were included in top ranks of professional adjustment category and the values Forgiving and Imaginative were included in bottom ranks of professional adjustment category.

- The college and male teachers have different preference patterns of high, middle and low professional adjustment groups on instrumental values such as the values Honest and Self-Controlled were included in top ranks of professional adjustment category and the values Forgiving and Imaginative were included in bottom ranks of college male teachers.

- The value preferences of college male teachers of high, middle and low level of financial adjustment category were not found different for instrumental values such as the values Honest and Ambitious were included in top ranks of financial adjustment category and the values Imaginative and Forgiving were included in bottom ranks of college male teachers on financial adjustment category.

- The college male teachers have different preference patterns for high, middle and low group of financial adjustment category on instrumental values such as Intellectual was highly valued of high group, unlinked that of middle group. Logical was given much higher rank of low group and fairly low rank of high group. Polite was given high rank by high and middle groups and fairly low rank by low group. The value Obedient was given much higher rank by high group and fairly low rank by middle group. Similarly, Responsible was found highly valued by low group unlike that of middle group by college male teachers of high, middle and low level of financial adjustment category.

- The value preferences of college male teachers of high, middle and low level of academic adjustment were almost similar for some terminal values such as the values A Comfortable Life, Wisdom and Self-Respect of were included in top ranks of academic adjustment category.

- The college male teachers have different preference patterns for high, middle and low groups of academic adjustment on terminal values such as Freedom was highly valued by middle group, unlike that of low group. Similarly, the values Social Recognition was given a high rank by low group and fairly low rank by high group of college male teachers at high, middle and low level of academic adjustment category.
• The value preferences of college male teachers of high, middle and low level of professional adjustment category were almost the same for terminal values such as values A Comfortable Life and Wisdom were included in top ranks of professional adjustment category and value Inner Harmony was included in bottom ranks of professional adjustment category.

• The college male teachers have different preference patterns for high, middle and low groups of professional adjustment category on terminal values such as value Freedom was highly valued of high group unlike that of low group. The value True Friendship was given a high rank by low group and fairly low rank by high group. Similarly the value Happiness was given a high rank by middle group and fairly low rank by low group of college male teachers of high, middle and low level of professional adjustment category.

• The value preferences of college male teachers of high, middle and low level of financial adjustment were almost similar for some terminal values. The values A Comfortable Life and Wisdom were included in top ranks of college male teachers for financial adjustment and the values Pleasure and Inner Harmony were included in bottom ranks of financial adjustment category of college male teachers.

• The college male teachers have different preference patterns for high, middle and low groups of financial adjustment category on terminal values such as Salvation was given a high rank by high group and fairly low rank by low group. Similarly the values Social Recognition was highly valued by low group unlike that of high group by college male teachers.

• The value preference patterns of high, middle and low subgroups for academic, professional and financial adjustment were not different on all instrumental and terminal values except for one instrumental value viz: Polite

5.9 EDUCATIONAL IMPLICATION

The present investigation provides a ground to the study of values which may help the teachers to achieve professional and personal satisfaction and success. Theoretically, values make a shift from 'What to think' to 'how to think', from studying 'what was' and 'what is' to 'what can be'.

The results of the present study indicate that the value preference patterns of four groups of teachers under study viz. School male, school female, college male and college females, are partly different. Studies of value preference patterns indicate characteristic value systems of these groups of teachers, the values 'which are' rather than which 'can be'. But studies like this may trigger thought processes which may lead to modification of values, if need be and the correspondence of the values of teachers, with the value system of other teachers leads to satisfaction. These results help to infer that identifying such value systems of teachers may also help to tentatively
foresee what kind of values our younger generation is likely to acquire because family and school are two main sources from where young generations receive values.

It is also inferred from the results of the present study that the value preference patterns of teachers vary with variation in levels and areas of job satisfaction. A typical value system of teachers along personal dimension of job satisfaction is different from that at social and institutional dimension of job satisfaction. This may lead to derive inferences about the work-conditions, work culture, organizational academic and social climate in which the teacher is working and even vice-versa.

The results also indicate that different groups of teachers have different adjustment patterns with regard to academic, professional and financial areas of adjustment. Interestingly job satisfaction and adjustment have been found to be correlated in case of school male, school female and college female groups of teachers. Only for one group of teachers viz: college male teachers, the two variables have been found to be uncorrelated. Hence, it may be inferred that a college male teachers may be satisfied with his job with or without having better adjustment patterns or it may be argued in a vice-versa situation where adjustment patterns may not be favorable inspite of his satisfaction with the job and this may result into different value preference patterns.

The inferences drawn may help the designers of education system to assess the.

- Adjustment patterns as they exist and as they ought to be.
- Values as they are and as they can be
- Job satisfaction as it is and as it ought to be.

5.10 SUGGESTIONS FOR FURTHER RESEARCH:

Every piece of research, which is well executed, tends to provide clues for further exploration. The present study opens up certain avenues for further research which are briefly listed below.

- The study was confined to only Ludhiana district of Punjab State. So it can not lead to wider generalization as it covers a specific section in respect of community, area and region. Its conclusions may not be universally valid. it is therefore, suggested that study may be conducted on wider sample of teachers to establish the results fairly.
- In the present study a sample of 360 teachers was considered. Studies may be conducted on larger population to reach at very definite conclusions regarding value patterns of teachers.
- Study may also be conducted to study the values of students and their correspondence with the values of teachers.
- Studies may also be conducted with different teaching subjects of the teachers, especially for science and arts.
• Studies may be conducted on value systems of teachers from government schools and colleges.
• Duration of teaching experience, too, needs to be considered to conclude which are the characteristic value patterns of teachers that remain stable over time.
• The study has been conducted on teachers of a specific type of schools and not to the cross section of schools, whereas different types of schools have different type of climate and hence the value systems.
• Studies may also be conducted with other variables as attitude, achievement, self concept of teachers, teacher taught relationships within the class and beyond the class.